



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy - Structured Story Time Key Vocabulary	<p>All About Me What makes me a me? berserk, exactly, lazybones, rooted, sleek, glow worm, similar, hitch I'm (almost) always kind compliment, invent, ruined, imagine, unscrumped, realised, sunshiney, importantest The Dark afraid, basement, distant, spread, visited, dared, gazing, bothered In every house on every street Crooked, creaky, hunt, giggles, chat, feeling, rest, slouch, nest, chest, figure, worries, peep, ceilings The squirrels who squabbled flighty, spontaneous, plentiful, convinced, wistfully, haste, intent, cease Funny Bones Tooth / Teeth, body, skull, head, bones, skeleton, spine, organs, family</p>	<p>Autumn Days Pumpkin Soup cabin, pipkin, slurp, quilt, embroidered, squabble, barrow, scoffed The Invisible noticed, escaping, afford, take for granted, fading, drifted, visible, vibrant The Gingerbread Man leaped, scurrying, thundered, scampered, bleated, thistles, frolicked, riverbank, perhaps, smirked, scrambled, trotted The Wonder Wonder, daydreamer, annoyed, passenger, scatter brained, laboratory, imagination, parade, trembling</p>	<p>All Around the World Standing up to Racism melanin, racism, unfairness, tease, heritage, proud, equal, inequality Rosa Parks: Little People Big Dreams Brave, slavery, free, equal, rules, rights, vote, fighting, inspired, convince, segregation, hero, Shu Lin's Grandpa (Chinese New Year 29th January 2025) satchel, silent, dipped, splodges, surrounded, properly, strokes, scales Chicken Clicking (Safer Internet Day 11th February 2025) Crept, tiptoed, browse, blamed, amazed, online, preened, appeared</p>	<p>New Life Tad murky, glide, gulp, hope, shallow, except, sank, belonged Mrs Noah's Garden clung, ancient, shoots, weaving, shallow drills, germinate, marvelled, blossomed Mr Wolf's Pancakes (Shrove Tuesday 4th March 2025) neighbours, nearby, politely, borrow / lending, chorused, drifted, greedy, gobbled, bulging Pip and Egg Promised, root, shoot, planted, sheltered, invented, stem, leaves, chirp, egg, wings, feathers, beak, flapped, landscape, valley, explore, branches, rooted, mother, sturdy, blossoms, nest</p>	<p>Save the Planet Clean Up rescued, tangled, ruining, notice, collected, brainwave, wafting, release Winnie the Pooh helps the Bees frowned, relieved, hive, pollen, nectar, honeycomb, colony, threatened Greta and the Giants Giants, ruining, lumbering, oafs, greedy, trembled, behaviour, spoiling, homeless, silent, choking, embarrassed One Little Bird Fellers, swooped, peace, safe, destroyed, difference, swept, flashed, sailed, budge, recycled, rehoused</p>	<p>Adventures Up and Down Decided, important, although, offered, engine, recovered, besides, odds, chance, excitement, rushed, meanwhile, hired, realised, suddenly, noticed, terrified Amelia Earhart: Little People Big Dreams Soared, practising, mechanic, pilot, Atlantic, enormous, beneath, famous, inspired, deserved, fearless, approached, challenge, navigator, advice Martha Maps it Out universe, solar system, flattened, sphere, urban jungle, succulent, telescope, adventure, wonder Anansi and the Golden Pot adored, wise, plantain, observant, perplexed, merely, entire, craved. It's a No Money Day cereal, piece, practise, telly, fashion, charity shop, foodbank, donations</p>
Phonics	<p>Read 25 single letter sounds speedily Blend sounds in to words orally</p>	<p>Read all 25 single letter sounds speedily Read word time 1.1-1.5 words with Fred Talk</p>	<p>Read all 25 single letter sounds speedily Read word time 1.6 words (words with special friends) with Fred Talk Read 3 sound nonsense words with Fred Talk</p>	<p>Read words with special friends and 4 sound words with Fred Talk Read 3 and 4 sound nonsense words with Fred Talk</p>	<p>Read word time 1.6 and 1.7 words Read 4 and 5 sound nonsense words with Fred Talk Read previously taught words with set 1 sounds speedily</p>	
Opportunities to write	<p>My name All about me My family My friends My house My community What are you scared of? How can we cheer ourselves and others up? How should we treat others? How can we be kind? The qualities of a good friend Class rules Harvest</p>	<p>Character description – gingerbread man Food tasting description Write about school trip Infer – what could the characters be saying? Instructions for making gingerbread men What would you have on a fantastic feast? What do we wonder about? Why are all the adults cross with the boy? Halloween</p>	<p>Favourite part of the story How can we stay safe on the internet? How can we welcome a new student? Questions to ask Grandpa Writing a Chinese menu Writing in Chinese Food tasting description Fact File – Rosa Parks Character description – Rosa Parks Infer – How do you think Rosa felt?</p>	<p>How does Tad's feelings change as the story goes on? Character description – Big Bub, Tad Advice for Tad Non-fiction report – Frogs Character profiles – Mrs Noah's Garden Letter to Mrs Noah Questions for Mrs Noah Writing in role as Mrs Noah Instructions to making pancakes Character description – the wolf</p>	<p>How can we help the bees? Why are the bees unhappy? Recount – beekeeper visit You are Pooh! What happened? Non-fiction report about bees Recount – Apiary visit Posters – look after our community e.g. dog poo, litter, plastic pollution. Writing in role as Greta Diary entry as Greta Greta's speech Why should we look after our local community?</p>	<p>Write in role as Martha What could Martha be saying? Map of me Write your own adventures How can we save money? How can we help people in our local community? Make your own book of kindness Write in role as Amelia Earhart What advice could you give someone? What is your favourite game?</p>



		Christmas List Letter to Santa	Lessons learned from Rosa Parks Who is your hero? Why?			
Enrichment	Walk around local community Marvellous Me – Sharing Photos Building own houses St Leonards – Harvest Service Light/Dark Shadows Catch me being kind mission Kidsafe Link – What to do if you are sad, scared or worried?	Making pumpkin Soup Making Gingerbread Men Nativity Performance Christmas Treat Trip Santa Visit Christmas Window Tour St Leonards – Christmas Service Making a patchwork quilt	Internet safety Chinese New Year Pantomime SCARF Day Children’s Mental health Week	Introducing Tadpoles to the pond Lifecycles St Leonards – Easter Service World Book Day Rainbow Wishes visit Egg decorating Egg hunt Whinlatter Trip Noah’s Ark Easter Cards Mother’s Day Cards Pancake Day Plant seeds Incubating chicks Lambs visit	Visit the beach Litter pick Planting flowers Create a greenhouse Make bee hives Beekeeper visit Visit Bee Apiary Honey tasting Make secret dens Make memory boxes/jars Teddy bear’s picnic Pentecost Service – St John’s in the Hall Dent Walk Beacon – Seaside Loan Box Recycling mission	Raise money for charity Help local community Visit foodbank Taste traditional foods from Ghana Sports Day Move up morning Summer Fair Bastille Day Creating Kente cloth – weaving Making own cars with wheels on an axis End of term trip
Songs and Rhymes	Dingle Dangle Scarecrow Cauliflowers Fluffy Heads, Shoulders, Knees and Toes If you’re happy and you know it Twinkle twinkle little star	Winter Rap Frosty Snowman Five Little Christmas Trees Christmas Carols 5 Currant Buns 10 Green Bottles The leaves on the trees	Happy New Year Chinese New Year Whether the weather Ring a ring o roses	Five Little Speckled Frogs The animals went in 2 by 2 There’s a tiny caterpillar on a leaf The pancake song	Five little bees Oh I do like to be beside the seaside Teddy Bear’s Picnic Tiny Time (I had a little turtle) A sailor went to sea Row row row your boat	The wheels on the bus Down at the station 5 little men in a flying saucer
Communication and Language	<p>Listening, attention and understanding</p> <p>Maintain Attention:</p> <ul style="list-style-type: none"> • May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span <p>Tuning into sounds:</p> <ul style="list-style-type: none"> • Can recognise words with the same initial sound. • Can say what the initial, middle and final sounds are in cvc words. • Can say how many sounds there are in a word. • Can orally delete and manipulate sounds e.g. change pig to wig/pin, add f to lag to make flag <p>Following instructions:</p> <ul style="list-style-type: none"> • Understand spoken instructions without stopping what they are doing to look at the speaker. • Can follow instructions with multiple steps. <p>Understanding language structures:</p> <ul style="list-style-type: none"> • Understand a range of complex sentence structures including negatives, plurals and tense markers. • Understand simple humour, e.g. nonsense rhymes, jokes. • Understand questions such as who; why; when; where and how. • Understand more complicated language such as ‘first’, ‘last’, ‘might’, ‘maybe’, ‘above’ and ‘in between’. • Understand words that describe sequences such as “first we are going to the shop, next we will play in the park”. <p>Listening to stories and rhymes:</p> <ul style="list-style-type: none"> • Able to follow a story without pictures or props. • Able to re-tell short stories they have heard in roughly the right order and using language that makes it sound like a story. 					



	<ul style="list-style-type: none"> • Listen to longer stories and answer questions about a story they have just heard. • Enjoy listening to stories, songs and rhymes and will start to make up their own <p>Developing conversation:</p> <ul style="list-style-type: none"> • Listen and responds to ideas expressed by others in conversation or discussion. • Take turns in much longer conversations. • Ask relevant questions or make relevant comments in relation to what they have heard. • Offer explanations for why things happen, how things work. <p>Speaking</p> <p>Speak clearly with an increasing command of English</p> <ul style="list-style-type: none"> • Use most speech sounds. However, they may have some difficulties with more difficult words such as ‘scribble’ or ‘elephant’. • Use longer sentences that are well formed and link sentences together, e.g. “I had pasta for tea and then I played in my bedroom”. • Linked to the above use simple conjunctions to join or explain their ideas. • Link statements and stick to a main theme or intention. • Begin to use past, present and future tenses consistently. <p>Use language for a range of purposes:</p> <ul style="list-style-type: none"> • Use language to organise, sequence and clarify thinking, ideas, feelings and events. • Use language to help work out problems to organise their thinking and take part in activities. • Use language to predict. • Use language to project. • Can retell past events in order, including relevant detail. • Choose their own friends and play mates <p>Participate in class and group discussions, performances, role play and simple debate:</p> <ul style="list-style-type: none"> • Use talk to imagine – to take on different roles in imaginative play, to interact and negotiate with people and to have longer conversations. • Introduces a storyline or narrative into their play. • Confidently offers ideas, suggestions and opinions in whole class, group and 1 to 1 situations. • Confidently engages in talk partner conversation to rehearse and share ideas. • Can engage in simple debates. • Takes part in simple performances with confidence. <p>Hold the interest of the listener:</p> <ul style="list-style-type: none"> • Increasingly aware of audience • Include relevant details to engage their audience e.g. adding little details. • Can use volume, pace and tone for effect. • Has an increasing understanding of different voices for different characters and how to use fast, slow and pauses for effect when talking. • Links voice tone and volume to emotion. <p>Acquire new vocabulary rapidly:</p> <ul style="list-style-type: none"> • Is learning more words all the time as well as thinking more about the meanings of words. • Extends vocabulary, especially by grouping and naming, exploring sounds of new words as well as the meaning. • Understand about 10,000 words. • Is developing connections between words from the same semantic field e.g. emergency - accident, harm, dangerous, trapped, (blue) light, siren.
<p>Literacy</p>	<p>Tuning in to sounds:</p> <ul style="list-style-type: none"> • Can recognise words with the same initial sound. • Can say what the initial, middle and final sounds are in cvc words. • Can say how many sounds there are in a word. • Can orally delete and manipulate sounds, e.g. change pig to wig/pin, add f to lag to make flag. <p>Fluency:</p> <ul style="list-style-type: none"> • Recognises full stops, capital letters, inverted commas and ellipsis when reading decodable texts and knows how to use these to make decisions about how to read something, e.g. with a different voice, slowly, loudly, wait and see etc. • Can correct an adult’s reading if their expression and intonation do not match the content of what is being read, e.g. “You need to say it loudly.” <p>Paying attention to print:</p> <ul style="list-style-type: none"> • Knows that information can be retrieved from books, computers and mobile digital devices.



	<ul style="list-style-type: none"> • Recognise written names of peers, siblings or “Mummy”/”Daddy” for example. • Recognise a wide range of environmental print both in the classroom, around school and in their immediate community. <p>Enjoyment and engagement with books and reading:</p> <ul style="list-style-type: none"> • Enjoys an increasing range of print and digital books, both fiction and non-fiction. • Engage with books and other reading materials at an increasingly deeper level, drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text. • Express opinions about the type of book they enjoy. • Can talk with confidence about their favourite books and the characters / story line / information within them. • Bring books they know well into their play. • Confidently use book area and access inescapable environmental text independently. Choosing to do so. • Increasingly confident in the use of online reading materials in a variety of forms. <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary:</p> <ul style="list-style-type: none"> • Describes main story settings, events and principal characters in increasing detail. • Is able to recall and discuss stories or information that has been read to them, or they have read themselves. • Is confident to report and reason logically when talking about stories. <p>Anticipate – where appropriate – key events in stories:</p> <ul style="list-style-type: none"> • Can predict and project when talking about stories. <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play:</p> <ul style="list-style-type: none"> • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading. • Re-enacts and reinvents stories they have heard in their play using key vocabulary. <p>Vocabulary Development:</p> <ul style="list-style-type: none"> • Is learning more words all the time as well as thinking more about the meanings of words, such as describing the meaning of simple words or asking what a new word means. • Extends vocabulary, especially by grouping and naming, exploring sounds of new words as well as the meaning. • Understand about 10,000 words. • Is developing connections between words from the same semantic field e.g. emergency - accident, harm, dangerous, trapped, (blue) light, siren. <p>Listening to stories and rhymes:</p> <ul style="list-style-type: none"> • Able to follow a story without pictures or props. • Able to re-tell short stories they have heard in roughly the right order and using language that makes it sound like a story. • Listen to longer stories and answer questions about a story they have just heard. • Enjoy listening to stories, songs and rhymes and will start to make up their own.
<p>Personal, Social and Emotional Development</p>	<p>Self regulation:</p> <ul style="list-style-type: none"> • Know that there is a normal range of emotions and scale of emotions in relation to different experiences and situations. • Talks about their own and others’ feelings and behaviour and its consequences. • Is aware of behavioural expectations and sensitive to ideas of justice and fairness. • Is more able to manage their feelings and tolerate situations in which their wishes cannot be met. • Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people. • Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise. • Is increasingly flexible and cooperative as they are more able to understand other people’s needs, wants and behaviours. • May still return to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations. <p>Managing self:</p> <ul style="list-style-type: none"> • Recognises that they belong to different communities and social groups and communicates freely about own home and their community. • Is sensitive to prejudice and discrimination. • See themselves as a valuable individual, describing their competencies, what they can do well and are getting better at. • Show resilience and perseverance in the face of challenge. • Knows that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • Has a clear idea about what they want to do in their play and how they want to go about it. • Shows confidence in choosing resources and perseverance in carrying out a chosen activity. <p>Building relationships:</p> <ul style="list-style-type: none"> • Build constructive and respectful relationships. • Develop particular friendships with other children, which help them to understand different points of view and to challenge their own and others’ thinking.



	<ul style="list-style-type: none"> • Understand how important friendships are in making us feel happy and secure, and how people choose and make friends. • Understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • Know that families are important for children growing up because they can give love, security and stability. • Understand the importance of respecting others, even when they are very different from them. <p>Health and selfcare:</p> <ul style="list-style-type: none"> • Eat a healthy range of foodstuffs and understands need for variety in food. • Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures. • Have a good understanding of basic personal hygiene – toilet flushing, clean wiping, washing hands, what you can / cannot put in your mouth. • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian • Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad. • Shows understanding of the need for safety when tackling new challenges and considers and manages some risks, e.g. when jumping off something checks around them and the landing. • Shows understanding of how to transport and store equipment safely.
<p>Physical Development</p>	<p>Gross Motor</p> <p>Negotiate space and obstacles safely, spatial awareness:</p> <ul style="list-style-type: none"> • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles (proprioception). • Travels with confidence and skill around, under, over and through balancing and climbing equipment (proprioception). • Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk. • Can ride bikes, trikes and scooters confidently around more complex courses and obstacles with control. <p>Developing strength, balance and co-ordination:</p> <ul style="list-style-type: none"> • Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Can static (stationary) balance on a wide range of objects and body parts. • Can dynamic balance (balance whilst moving) on the floor and on a wide range of objects with increasing confidence. • Has developed core strength and can sit on the carpet and on chairs comfortably without needing feedback, e.g. rocking, tapping etc. • Has developed bilateral integration and has symmetrical movement, reciprocal movement and leading hand and supporting hand. • Can cross the midline and uses this for fluid movement (both gross and fine movement). <p>Move energetically:</p> <ul style="list-style-type: none"> • Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding hopping and climbing. • Continues to develop stamina when walking and can walk at least a mile. • Know and talk about the different factors that support their overall health and wellbeing, e.g. regular physical activity. <p>Fine Motor</p> <p>Pencil grip:</p> <ul style="list-style-type: none"> • Get dressed and undressed independently managing zips, buttons and Velcro fastenings. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently, e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use the dynamic tripod grip. • Develop the foundations of a handwriting style which is fast, accurate and efficient. <p>Tools and fixing:</p> <ul style="list-style-type: none"> • Accurately use a range of small tools: scissors, cutlery, stapler, hole punch and trowel. • Know how to use an age-appropriate hammer, screws, nails, hand drills, hand vice and a saw safely. • Use a range of fixings explaining choices – staples / stapler, hole punch, treasury tags, split pins, different glues, Sellotape, masking tape. <p>Drawing:</p> <ul style="list-style-type: none"> • Draw with increasing accuracy using and experimenting with both HB and coloured pencils, felt tips, chalk and crayon to represent their ideas. • Create different depth of line using the above. • When drawing themselves represent all of the different face / body parts. • Draw with increasing observation, e.g. the banana has black dots. • Accurately form all of the pre-writing shapes. <p>Sculpting:</p> <ul style="list-style-type: none"> • Sculpt with playdough, plasticine, clay and papier-mâché to create a specific idea. • Use correct vocabulary to describe process, e.g. twisted, rolled, stretched.



<p>Maths (Power Maths)</p>	<p>Unit 1: Numbers to 5 Unit 2: Comparing groups within 5 Unit 3: 3D and 2D Shapes Unit 4: Changes within 5 Unit 5: Number bonds within 5 Unit 6: Space Unit 20: Time</p>	<p>Unit 7: Numbers to 10 Unit 8: Comparing Numbers within 10 Unit 9: Addition to 10 Unit 10: Measure (length, height and weight) Unit 11: Number bonds to 10 Unit 12: Subtraction Unit 13: Exploring Patterns</p>	<p>Unit 14: Counting on and counting back Unit 15: Numbers to 20 Unit 16: Numerical patterns Unit 17: Shape (composing and decomposing shapes) Unit 18: Measure (volume and capacity) Unit 19: Sorting</p>
<p>Understanding the World</p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>The Natural World</p>	<p>History Focus</p> <p>Chronology:</p> <ul style="list-style-type: none"> • Know the difference between long ago and now. • Order modern and old objects or events using everyday language related to time. • Know ‘my life’ is different from the lives of people in the past. • Know the days of the week, months of the year and about New Year. • Begin to experience measuring time with timers and calendars. • Know that a clock / watch tells us what time it is / when to do things. <p>Changes within living memory:</p> <ul style="list-style-type: none"> • Compare life for their family now compared to life for their family in the past. • Explore the ways in which life has changed over the time of our parents, grandparents and great-grandparents. • Develop an understanding of how houses, clothes, transport and toys have changed over time. • Know about life cycles, e.g. animals, humans. • Relate the changing seasons to the passing of time. <p>Their families:</p> <ul style="list-style-type: none"> • Talk about past and present events in their own life and in the lives of family members. • Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions. • Linked to their family / people they know, understand that when you grow up you don’t go to school, you go to work and name some of the jobs they could do. <p>Significant people/events locally:</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Give one cause of an event. • Name people who help others in the community and talk about their different roles. • Know about one significant inventor and one significant explorer through stories. <p>Understanding the past through story:</p> <ul style="list-style-type: none"> • Talk about common themes in stories about historical figures, e.g. bravery, difficult choices, kindness. • Compare and contrast characters from stories, including figures from the past. <p>Enquiry:</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Begin to make some accurate comparisons between modern and old objects. • Find answers to simple questions from writing or a picture. • Look at books, videos, photographs, pictures and artefacts to find out about the past. <p>Geography and RS focus</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> • Name and locate areas in the school community. • Discuss the area surrounding the school using knowledge from observation, discussion and maps. • Recognise the different areas and places in the community. • Name, locate and talk about one other country, linked to what they have read. <p>Place knowledge:</p> <ul style="list-style-type: none"> • Know key facts about another country including some physical and human features (including weather patterns) and how life is different there from where they live. • Name the city / town / village / country in which they live and the street where their home and school are. • Know what type of house they live in. • Talk about and name the physical and human features of their local environment and how environments might vary from one another. 		



	<ul style="list-style-type: none"> Name and describe human and physical features of the places they have visited and places from stories. <p>Seasonal changes and weather:</p> <ul style="list-style-type: none"> Know the names of the seasons and what the weather is / can be like in each. Talk about the changes that each season brings in relation to their environment: the clothes they wear, the weather and the plants. Describe how trees and plants change in different seasons. Know that some animals store food for the winter. Know that some animals hibernate in the winter. <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> Draw information from a simple map. Begin to use atlases and globes to find where they live / where people / animals from the stories they have encountered live. <p>People and Communities, including different religious and cultural communities:</p> <ul style="list-style-type: none"> Talk about their immediate family and community and some of their routines, culture and celebrations. Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community. Name people who help others in the community and talk about their different roles. Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions. <p>Science focus</p> <p>Plants:</p> <ul style="list-style-type: none"> Name some common plants / vegetation. Examine change over time, for example, life cycle of different plants. Talk about simple plant parts and what happens to them. Use language, e.g. leaves, roots, stem, petal. Talk about simple similarities and differences in plants. <p>Animals, including humans:</p> <ul style="list-style-type: none"> Talk about some similarities and differences in animals including humans. Name all basic parts of the human body that they can see and the brain and heart. Observe different animals and their body parts and talk about why they have them, e.g. beak, wings, legs. Name some habitats, e.g. homes of birds (garden, forest, wood and water). Begin to talk about what their body needs, e.g. food, water exercise and sleep. <p>Everyday materials:</p> <ul style="list-style-type: none"> Know about similarities and differences in materials. Sort materials using criteria such as soft, hard, flexible, plastic, wood, metal. Develop their own ideas through experimentation with a diverse range of materials. Increasingly choose more appropriate materials for the job, e.g. cotton reels / lids for wheels, wool for hair. Look at how materials change, e.g. when cooking. <p>Seasonal change:</p> <ul style="list-style-type: none"> Know the names of the seasons and what the weather is / can be like in each. Talk about the changes that each seasons brings in relation to their environment: the clothes they wear, the weather and the plants. Describe how trees and plants change in different seasons. Know that some animals store food for the winter. Know that some animals hibernate in the winter. <p>Environmental change:</p> <ul style="list-style-type: none"> Talk about the features of their own immediate environment and how environments might vary from one another. Know some ways in which humans are harming the world and how to help. <p>Forces and how things work:</p> <ul style="list-style-type: none"> Know how to use a variety of different tools and equipment and how they work. Know the effect of simple push and pull forces. <p>Working scientifically:</p> <ul style="list-style-type: none"> Question why things happen, having their own ideas. Carry out observations on changes, e.g. growing plants, floating and sinking, ice melting, magnets, sponges in water. Look closely at similarities, differences, patterns and change.
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	<ul style="list-style-type: none"> • Make observations and explain observations. • Explore the natural world around them. • Make predictions about what might happen . • Make decisions about what to do. • Describe what they see, hear and feel whilst outside
<p>Expressive Arts and Design</p> <p>Creating with Materials Being Imaginative and Expressive</p>	<p>Creating with materials</p> <p>Range of materials:</p> <ul style="list-style-type: none"> • Develop their own ideas through experimentation with a diverse range of materials. • Increasingly choose more appropriate materials for the job, e.g. cotton reels / lids for wheels, wool / thread for hair. • Join different materials explaining why they have chosen a specific fixing. • Purposefully choose construction materials for a specific job. <p>Tools and fixings:</p> <ul style="list-style-type: none"> • Accurately use a range of small tools - scissors, cutlery, stapler, hole punch, trowel. • Know how to use an age-appropriate hammer, screws, nails, hand drills, hand vice and a saw safely • Use a range of fixings explaining choices – staples / stapler, hole punch, treasury tags, split pins, different glues, Sellotape, masking tape. <p>Painting:</p> <ul style="list-style-type: none"> • Continue to develop their colour-mixing techniques to enable them to match the colours they see and want to represent • Self-select different types of paint for a purpose, e.g. ready mix, watercolour, powder paint. • Self-select different tools for painting linked to purpose, e.g. brushes, sponges, rollers. • Accurately use a paint brush (appropriate grip). <p>Drawing/line:</p> <ul style="list-style-type: none"> • Draw with increasing accuracy using and experimenting with both HB and coloured pencils, felt tips, chalk and crayon to represent their ideas. • Create different depth of line using the above. • When drawing themselves, represent all of the different face / body parts. • Draw with increasing observation, e.g. the banana has black dots. <p>Sculpting:</p> <ul style="list-style-type: none"> • Sculpt with playdough, plasticine, clay and papier-mâché to create a specific idea. • Use correct vocabulary to describe process e.g. twisted, rolled, stretched. <p>Colour/pattern/texture/shape:</p> <ul style="list-style-type: none"> • Recognise and name the primary and secondary colours and know how to mix the primary colours to make secondary colours. • Know how to make colours lighter and darker using black and white. • Know the names of some other colours mixed this way e.g. pink and grey. • Select specific textures to represent different things e.g. glitter / sequins for fireworks / Christmas, mixing sand into paint / glue to represent the beach. • Recognise and create different patterns using loose parts and shapes. • Describe patterns using correct vocabulary. <p>Artists/wider concepts:</p> <ul style="list-style-type: none"> • Know what an art gallery is. • Name at least two different artists. • Express clear opinions about different paintings / designs / sculptures justifying their opinions. • Talk about colours, shapes, patterns and texture in different pieces of art. <p>Discussion and evaluation:</p> <ul style="list-style-type: none"> • Share their creations explaining the process they have used, e.g. colours, fixings and materials using mostly accurate vocabulary. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Say what works well / why they are proud / pleased about their creation and what they might do to make it even better. • Create collaboratively, sharing ideas, resources and skills. <p>Music, dance and drama focus</p> <p>Using voices:</p> <ul style="list-style-type: none"> • Recall an increasing repertoire of familiar songs. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Create songs of their own to match their imaginative play (often sung to a known tune).



	<p>Playing instruments:</p> <ul style="list-style-type: none"> • Accompany songs with simple instruments, keeping a steady beat. • Name an increasing number of instruments, describing the sounds they make and what they might be used for. <p>Listening with concentration:</p> <ul style="list-style-type: none"> • Listen with concentration to stories with repeated refrains, dances and action songs involving looking and pointing, and songs that require replies and turn-taking. • Listen to others, e.g. when singing a short song / sharing opinions about music and performance. <p>Experimenting with sounds:</p> <ul style="list-style-type: none"> • Choose particular instruments / body parts and sounds for their own imaginative purposes. • Increasingly collaborate with others to experiment with body parts and instruments to create more layered sounds. • Tap out simple repeated rhythms. <p>Response, discussion and evaluation:</p> <ul style="list-style-type: none"> • Watch and talk about dance and performance art, expressing their feelings and responses. • Respond imaginatively to art works and objects, e.g. this music sounds like dinosaurs ... • Listen attentively, move to and talk about music, expressing their feelings and responses. <p>Dance using simple movement patterns:</p> <ul style="list-style-type: none"> • Follow simple dance patterns. • Experiment with different ways of moving. • Represent their own ideas, thoughts and feelings through dance. • Initiate new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences. <p>Adapt, create and sustain a range of roles:</p> <ul style="list-style-type: none"> • Confidently take part in a range of pretend play, sometimes taking the lead. • Confidently create representations of both imaginary and real-life people / animals. • Work with others to decide upon / negotiate roles. <p>Improvise, devise and script drama:</p> <ul style="list-style-type: none"> • Introduce a storyline or narrative into their play • Adapt and recount known narratives in their pretend play. • Use props for specific purposes. • Have lots of imaginative ideas when playing with small world and construction kits and involve others in these ideas / narratives. • Play cooperatively as part of a group to create, develop and act out an imaginary idea or narrative. 					
<p>Religious Education (Questful RE)</p>	<p>EYFS 1: I am Special (links to Islam)</p> <p>EYFS 2: Harvest/1.1 How can we help those who do not have a good harvest? (5)</p>	<p><u>Diwali</u></p> <p>How Diwali is celebrated Rama and Sita Story Rangoli Patterns Mehndi Design Making Diya Lamps</p> <p>EYFS 4: Christmas / 1.3 Why do we give and receive gifts? (5)</p> <p>The Christmas Story Christmas around the world Posada</p>	<p>EYFS 3: Special People (Links to Islam)</p> <p>Shrove Tuesday</p> <p>World Faith: What do people of the Muslim faith believe about creation? (5)</p>	<p>EYFS 7: Easter/1.5 What do you think is the most important part of the Easter story? (5)</p> <p>1.7 Why is baptism special? (4)</p> <p>Noah’s Ark</p>	<p>EYFS 10: Prayer (Links to Islam)</p> <p>World Faith: How do Muslims show care? (3)</p>	<p>EYFS 5: Stories Jesus Heard</p> <p>EYFS 6: Stories Jesus Told</p>
<p>Year 1 Links</p>	<p><u>Science</u></p> <p>Plants:</p> <ul style="list-style-type: none"> • identify and name a variety of common wild and garden plants, 	<p><u>Science</u></p> <p>Materials:</p> <ul style="list-style-type: none"> • distinguish between an object and the material from which it is made 	<p><u>Science</u></p> <p>Animals including Humans</p> <ul style="list-style-type: none"> • identify and name a variety of common animals including fish, 	<p><u>Science</u></p> <p>Animals including Humans:</p> <ul style="list-style-type: none"> • identify and name a variety of common animals including fish, 	<p><u>Science</u></p> <p>Plants:</p> <ul style="list-style-type: none"> • identify and name a variety of common wild and garden plants, 	<p><u>Science</u></p> <p>Materials:</p> <ul style="list-style-type: none"> • distinguish between an object and the material from which it is made



	<p>including deciduous and evergreen trees</p> <ul style="list-style-type: none"> identify and describe the basic structure of a variety of common flowering plants, including trees <p>Animals including Humans:</p> <ul style="list-style-type: none"> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense <p>Seasonal Changes:</p> <ul style="list-style-type: none"> observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies <p>Geography Human and Physical features</p> <p>History Events/changes within living memory</p> <p>Music Hey you!</p> <p>DT Food and nutrition</p>	<ul style="list-style-type: none"> identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties <p>Seasonal Changes:</p> <ul style="list-style-type: none"> observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies <p>Music Rhythm in the way you walk and banana rap</p> <p>DT Food and nutrition, textiles</p> <p>Art Painting block B</p> <p>PSHE Valuing differences</p> <p>PE Dance</p>	<p>amphibians, reptiles, birds and mammals</p> <ul style="list-style-type: none"> identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) <p>Seasonal Changes:</p> <ul style="list-style-type: none"> observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies <p>History The lives of significant people: Rosa Parks</p> <p>Geography Continents, oceans, UK countries, Capital cities and seas</p> <p>Music In the groove</p> <p>DT Understanding materials</p> <p>Art Printmaking block C</p>	<p>amphibians, reptiles, birds and mammals</p> <ul style="list-style-type: none"> identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) <p>Seasonal Changes:</p> <ul style="list-style-type: none"> observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies <p>History Local history - events/changes within living memory</p> <p>Music Round and Round</p> <p>Art Textiles block D</p> <p>PSHE Rights and Respect</p> <p>PE Multi Sports</p> <p>Computing ScratchJr: Creating a Quiz</p>	<p>including deciduous and evergreen trees</p> <ul style="list-style-type: none"> identify and describe the basic structure of a variety of common flowering plants, including trees <p>Seasonal Changes:</p> <ul style="list-style-type: none"> observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies <p>Geography Hot and cold areas of the world</p> <p>Music Your imagination</p> <p>DT Structures</p> <p>Art 3D block E</p> <p>PSHE Being my best</p> <p>PE Athletics</p> <p>Computing Technology All Around Us</p>	<ul style="list-style-type: none"> identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties <p>Seasonal Changes:</p> <ul style="list-style-type: none"> observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies <p>History The lives of significant people – Amelia Earhart</p> <p>Geography Mapping and fieldwork</p> <p>Music Reflect, rewind and replay</p> <p>DT Mechanisms</p> <p>Art Collage block F</p> <p>PSHE Growing and changing</p>
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	<p><u>Art</u> Drawing block A</p> <p><u>PSHE</u> Me and my relationships</p> <p><u>PE</u> Basic Movements/ Multi-skills</p> <p><u>Computing</u> Everyone Can Create: Light and Shadows in Photography</p>	<p><u>Computing</u> Everyone Can Code Early Learners: Functions and Loops</p>	<p><u>PSHE</u> Keeping safe</p> <p><u>PE</u> Gymnastics</p> <p><u>Computing</u> Online Safety Smartie the Penguin</p>			<p><u>PE</u> Team Games</p> <p><u>Computing</u> Everyone Can Create: Patterns and Shapes</p>
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