

	Autumn	Spring	Summer
Communication & Language	<p>Skills:</p> <ul style="list-style-type: none"> Use longer sentences of four to six words. Sing a large repertoire of songs. (10-15) Know many rhymes, be able to talk about familiar books, Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." 	<p>Skills:</p> <ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. Pay attention to more than one thing at a time, which can be difficult. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Start a conversation with an adult or a friend and continue it for many turns 	<p>Skills:</p> <ul style="list-style-type: none"> Develop their communication but may still continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam' 'Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Be able to tell a long story. Develop their pronunciation but may have problems saying: <ul style="list-style-type: none"> some sounds: r, j, th, ch, and sh multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
	<p>Knowledge:</p> <ul style="list-style-type: none"> Be able to sing simple songs and rhymes Talk and discuss about subjects of interest 	<p>Knowledge:</p> <ul style="list-style-type: none"> Use vocabulary from a story to talk about it Serve and return of conversation 	<p>Knowledge:</p> <ul style="list-style-type: none"> Recall events from own experiences from a familiar story
	Vocab: Song, nursery rhyme, book, story, I, you	Vocab: get, wait, pass, put	Vocab: Why
Personal Social & Emotional Development	<p>Skills:</p> <ul style="list-style-type: none"> Increasingly follow rules, understanding why they are important. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Remember rules without needing an adult to remind them No Outsiders Blue chameleon / The smeds and the smooos Jigsaw Au1 – Being me in my world Au2 – Celebrating difference BLP Animals – Ant 	<p>Skills:</p> <ul style="list-style-type: none"> Become more outgoing with unfamiliar people, in the safe context of their setting. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Show more confidence in new social situations. Understand gradually how others might be feeling. Be increasingly independent in meeting their own care needs: brushing teeth Make healthy choices about food, drink, activity and toothbrushing No Outsiders Zog / Egg Jigsaw Sp1 – Dreams and Goals Sp2 – Healthy Me BLP Animals – Rhino 	<p>Skills:</p> <ul style="list-style-type: none"> Play with one or more other children, extending & elaborating play ideas. Be increasingly independent in meeting their own care needs: using the toilet, washing and drying their hands independently Develop their sense of responsibility and membership of a community. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Develop appropriate ways of being assertive. Talk with others to solve conflicts No Outsiders Incredible You / You choose Jigsaw Su1 – relationships Su2 – changing me BLP Animals – Tortoise
	<p>Knowledge:</p> <ul style="list-style-type: none"> Simple classroom rules and routines 	<p>Knowledge:</p> <ul style="list-style-type: none"> Understanding of different emotions How to use classroom resources Importance of cleaning teeth Change own shoes 	<p>Knowledge:</p> <ul style="list-style-type: none"> Hand washing sequence Put on and take off coat
	Vocab: role play/construction/messy/ small world area	Vocab: role play/construction/messy/small world/teeth toothbrush, toothpaste	Vocab: Share, take turns/my turn, your turn, friends, fair, water, soap, towel
Physical Development	<p>Skills:</p> <ul style="list-style-type: none"> Choose the right resources to carry out their own plan. Use large-muscle movements to wave flags and streamers, paint and make marks. Increasingly use & remember sequences & patterns of movements which are related to music & rhythm. 	<p>Skills:</p> <ul style="list-style-type: none"> Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use one handed tools and equipment, for example, making snips in paper with scissors. Show preference for a dominant hand Start taking part in some group activities which they make up for themselves, or in teams. 	<p>Skills:</p> <ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Use a comfortable grip with good control when holding pens and pencils
	<p>Knowledge:</p> <ul style="list-style-type: none"> Understanding of movements Listening to music and rhythms 	<p>Knowledge:</p> <ul style="list-style-type: none"> How to jump, skip hop 	<p>Knowledge:</p> <ul style="list-style-type: none"> Importance of exercise and rest
	Vocab: music, listen	Vocab: Teamwork, pass, carry skip hop jump	Vocab: exercise rest balance crawl dresses undressed
Literacy	<p>Skills:</p> <ul style="list-style-type: none"> Understand the key concepts about print: <ul style="list-style-type: none"> print has meaning print can have different purposes page sequencing we read from left to right & from top to bottom <p>Texts</p> <ul style="list-style-type: none"> Au 1 – We're going to find the monster / Peace at last Au 2 – The three little pigs / I'm going to eat this ant 	<p>Skills:</p> <ul style="list-style-type: none"> Understand the key concepts about print: <ul style="list-style-type: none"> the names of the different parts of a book Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> Spot and suggest rhymes Count or clap syllables in a word Use some print in their early writing <p>Texts</p> <ul style="list-style-type: none"> Sp 1 – Let's creep through the crocodile creek / Walk in the woods Sp 2 – The Journey home / Something else 	<p>Skills:</p> <ul style="list-style-type: none"> Engage in extended conversations about stories learning new vocabulary. Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> Recognise words with the same initial sound, such as money and mother Use some of their print and letter knowledge in their writing. For example, writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name Write some letters accurately <p>Texts</p> <ul style="list-style-type: none"> Su 1 – Clem and Crab / The whale who wanted more Su 2 – The See Saw / Rameosaurus and Juliet Rex
	<p>Knowledge:</p> <ul style="list-style-type: none"> Know some stories - familiar and well loved Identify or draw key events in a familiar story Talk about main events in a familiar story Identify and talk about characters in a familiar story 	<p>Knowledge:</p> <ul style="list-style-type: none"> Rhyme is when words sound the same at the end Break words into syllables – clap them out play games 	<p>Knowledge:</p> <ul style="list-style-type: none"> That words can be broken down into sounds The letters that spell their name Identify beginning, middle and end of a familiar story Sequence pictures from a familiar story
	Vocab: Book, story favourite	Vocab: Rhyme, syllables, front cover, back, title	Vocab: listen hear sound first sound
Mathematics	<p>Skills:</p> <ul style="list-style-type: none"> Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Show 'finger numbers' up to 5. Experiment with their own symbols and marks as well as numerals 	<p>Skills:</p> <ul style="list-style-type: none"> Compare quantities using language: 'more than', 'fewer than'. Talk about & identify the patterns around them. E.g., stripes on clothes, designs on rugs. Use some informal language like pointy, spotty, blobs Develop fast recognition of up to 3 objects, without having to count them individually (subitising) Knows that the last number reached when counting a small set of objects tells you how many there are in total (cardinal number) Talk about & explore 2D using informal & mathematical language: sides, corners, straight, flat, round Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc. Make comparisons between objects relating to size and length 	<p>Skills:</p> <ul style="list-style-type: none"> Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Experiment with their own symbols and marks as well as numerals. Discuss routes and locations, using words like 'in front of' and 'behind' Describe a familiar route. Understand position through words alone – for example, "The bag is under the table," – with no pointing Solve real world mathematical problems with numbers up to 5. Make comparisons between objects relating to capacity and weight Link numerals & amounts: for example, showing the right number of objects to match the numeral, up to 5 Talk about & explore 3D shapes using informal & mathematical language: sides, corners, straight, flat, round Notice and correct an error in a repeating pattern. Extend and create ABAB patterns – stick, leaf, stick, leaf
	<p>Knowledge:</p> <ul style="list-style-type: none"> 1 to 1 correspondence Number names 1-5 Understanding of more and fewer 	<p>Knowledge:</p> <ul style="list-style-type: none"> Recognise up to 3 objects by sight (subitising) Cardinal number principle Match number to quantity Use words to compare size, length, weight and capacity 	<p>Knowledge:</p> <ul style="list-style-type: none"> Recognise and name common 2D & some 3D shapes Use everyday language to describe shapes Use some prepositions. Remember a simple route Understand and use some time connectives
	Vocab: Numbers, 1,2,3,4,5, counting	Vocab: Big, small, tall, short, long, flat, round, curved, pointy, spotty, stripy, same, different, pattern, more, few, fewer, pattern	Vocab: Circles, triangles, square, rectangle, cube, cone, sides, corners, straight, flat, round, heavy, light, full, empty, on top, underneath, near
Understanding the World	<p>Skills:</p> <ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary Explore how things work 	<p>Skills:</p> <ul style="list-style-type: none"> Show interest in different occupations Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand need to respect & care for environment living things. 	<p>Skills:</p> <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. Talk about the differences between materials and changes they notice. Explore collections of materials with similar and/or different properties. Explore and talk about different forces they can feel. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
	<p>Knowledge:</p> <ul style="list-style-type: none"> * Some people believe that Jesus was born at Christmas 	<p>Knowledge:</p> <ul style="list-style-type: none"> Understand life cycle of a plant and animal (e.g. broad bean / butterflies) How to care for plants and animals Talk about features of different animals Understand and talk about different seasons 	<p>Knowledge:</p> <ul style="list-style-type: none"> Some materials can be similar or different to each other There are different countries in the world and talk about the differences they have experienced or seen in photos
	Vocab: Christmas, Halloween	Vocab: Names of different occupations, grow, plant, life cycle, seed, baby, adult, care, water, soil, sun,	Vocab: same, different, push, pull, drop, country
Expressive Arts & Design	<p>Skills:</p> <ul style="list-style-type: none"> Listen with increased attention to sounds. Explore colour and colour mixing. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match') Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses 	<p>Skills:</p> <ul style="list-style-type: none"> Take part in simple pretend play, using an object to represent something else even though they are not similar. Explore different materials freely, to develop their ideas about how to use them and what to make. Join different materials and explore different textures. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Respond to what they have heard, expressing their thoughts and feelings Play instruments with increasing control to express their feelings and ideas. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. 	<p>Skills:</p> <ul style="list-style-type: none"> Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Develop their own ideas and then decide which materials to use to express them. Use drawing to represent ideas like movement or loud noises. Create their own songs or improvise a song around one they know.
	<p>Knowledge:</p> <ul style="list-style-type: none"> Names of colours. Know colours can change 	<p>Knowledge:</p> <ul style="list-style-type: none"> * That objects represent others 	<p>Knowledge:</p> <ul style="list-style-type: none"> * can represent their own ideas and feelings through drawing
	Vocab: Colour, changes	Vocab: model build join together draw	Vocab: blocks, bridge

Autumn Term	Spring Term	Summer Term	Links to Year 1
<p>Skills:</p> <ul style="list-style-type: none"> Develop social phrases. Listen to & talk about stories Learn & use new vocabulary. Understand & how to listen carefully & why listening is important. Learn rhymes, poems & songs. Engage in story times. <p>Knowledge:</p> <ul style="list-style-type: none"> Recite nursery rhymes / poems / songs. Know a selection of stories. Join in parts of stories. Social phrases: Good morning / Can I play? <p>Vocab: Listening Poem Beginning / middle / end.</p>	<p>Skills:</p> <ul style="list-style-type: none"> Describe events in some detail. Ask questions to find out more & to seek clarification Listen carefully to rhymes & songs, paying attention to how they sound. Use new vocabulary in different contexts. Articulate their ideas & thoughts in well – formed sentences. Retell a story they have developed a deep familiarity with - some as exact repetition & some in their own words. <p>Knowledge:</p> <ul style="list-style-type: none"> Retell familiar stories Suggest words that rhyme Ask & answer questions in sentences. Retell journeys & plan routes. <p>Vocab: Rhyme.</p>	<p>Skills:</p> <ul style="list-style-type: none"> Engage with non-fiction books. Connect one idea or action to another using connectives. Use talk to help work out problems & organise thinking & activities, & to explain how things work & why they might happen. Listen to & talk about non-fiction to develop a deep familiarity with new knowledge & vocabulary. <p>Knowledge:</p> <ul style="list-style-type: none"> Explain how models in construction area are made. Talk about paintings / pictures. Use talk to describe changes & observations. <p>Vocab: and/ because/ first / next / then</p>	<ul style="list-style-type: none"> Listen & respond appropriately to adults & peers Ask relevant questions Maintain attention. Use relevant strategies to build their vocabulary Articulate & justify answers/ arguments /opinions. Give well-structured descriptions, explanations & narratives for different purposes, including for expressing feelings Use spoken language to develop understanding through speculating, hypothesising, exploring ideas. Use relevant strategies to build vocabulary
<p>Skills:</p> <ul style="list-style-type: none"> Manage their own needs, handwash, coat, drink, eating & blow nose. See themselves as a valuable individual Begin to manage impulses & follow rules & routines <p>Knowledge:</p> <ul style="list-style-type: none"> Belonging to families, class & school Similarities & differences in families BLP Animals – ants & rhinos <p>Vocab: Similar, belong, Reception Shavington.</p>	<p>Skills:</p> <ul style="list-style-type: none"> Express own feelings & consider feelings of other. Identify & moderate own feelings socially & emotionally. Build constructive & respectful relationships. Manage their own needs - changing <p>Knowledge:</p> <ul style="list-style-type: none"> Emotion labelling Emotion coaching techniques BLP Animals – ants, rhinos & beavers <p>Vocab: angry, surprised, worried, excited, disappointed, guilty.</p>	<p>Skills:</p> <ul style="list-style-type: none"> Think about the perspectives of others. Show resilience & perseverance in the face of challenge. Manage their own needs - sun cream <p>Knowledge:</p> <ul style="list-style-type: none"> Problem solving de-escalation phrases BLP Animals: ants, rhinos, beavers, tortoises <p>Vocab: Problem, solve, try again, resilience persevere</p>	<ul style="list-style-type: none"> Identify good and not so good feelings Develop a vocabulary to describe feelings to others . Identify good and not so good feelings Develop a vocabulary to describe feelings to others. Recognise and celebrate strengths. Make Healthy choices 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>Skills:</p> <ul style="list-style-type: none"> Revise & refine the fundamental movement skills they have already acquired: rolling / crawling / walking / jumping / running / hopping / skipping / climbing. Further develop skills needed to manage the school day successfully: lining up & queuing / mealtimes / personal hygiene. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. <p>Knowledge:</p> <ul style="list-style-type: none"> Jump off an objects & land appropriately. Feed myself independently & competently Develop hand & arm strength →fine motor control Know how to queue in the line know how to use toilet independently & wash hands correctly. To form recognisable letters copying a model. <p>Vocab: Space jump / land bend</p>	<p>Skills:</p> <ul style="list-style-type: none"> Develop small motor skills to use a range of tools well, safely & confidently: paintbrushes, scissors, cutlery etc Progress towards a more fluent style of moving, with developing control Confidently & safely use a range of large & small apparatus indoors & outside, alone & in a group. Develop overall strength, balance, co-ordination & agility. Further develop & refine a range of ball skills including: throwing, catching, kicking, passing, batting & aiming - ball activities <p>Knowledge:</p> <ul style="list-style-type: none"> Order in which to dress & undress for PE. How to put on a coat & zip it independently. To use appropriate equipment in PE sessions such as bats competently. Use knife & fork unprompted. Use scissors, pens, paintbrushes etc: safely & with control. To form recognisable letters independently. <p>Vocab: Dress / undress bat / racket / stick zip button</p>	<p>Skills:</p> <ul style="list-style-type: none"> Know & talk about the different factors that support their overall wellbeing: exercise / healthy eating / tooth brushing / sensible amounts of 'screen time/sleeping etc Combine movements with ease & fluency. Develop foundations of fast, accurate & efficient handwriting. Develop body strength, co-ordination, balance & agility needed to engage with future PE other activities: dance, gymnastics, sport & swimming. <p>Knowledge:</p> <ul style="list-style-type: none"> Have control over letter size when writing & keep them close to a line. Throw & catch a ball effectively To show different point balances Can complete a forward roll. <p>Vocab: Balance (point balance) throw / catch</p>	<ul style="list-style-type: none"> Master basic movements Participate in team games. Ball skills – throwing, catching, aiming. Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place.
<p>Skills:</p> <ul style="list-style-type: none"> Read individual letters by saying the sounds Spell words by identifying the sounds & recording in order Read a few common exception words Hear initial & end sounds Draw & label pictures Begin to write simple captions <p>Knowledge:</p> <ul style="list-style-type: none"> Letter sounds a-z, digraph: ck Tricky words: <i>i, to, the, no, my, go, into, and</i> Orally segment cvc & ccv words Orally blend sounds with support Texts - The Gingerbread Man, Festivals! The Christmas Story <p>Vocab: phoneme/sound letter rhyme label caption</p>	<p>Skills:</p> <ul style="list-style-type: none"> Blend sounds into words, read short words Read simple phrases & sentences made up of words with known letter-sound correspondences &, some exception words. Re-read books to build up their confidence in word reading, fluency, understanding & enjoyment. Record sounds in order to write phonetically plausible words. Be aware of finger spaces, capital letters & full stops. Begin to write simple phrases/ sentences <p>Knowledge:</p> <ul style="list-style-type: none"> Consonant digraphs: sh/ch/th/ss/ff/ll/zz/ng/qu Vowel digraphs: ee/oo/ai/oa/ow/oi Trigraph: igh Tricky words: <i>he, she, be, me, we, you, was, said, look, have, see</i> Texts: <i>The Naughty Bus, The Pirates are Coming!</i> <p>Vocab: sentence finger space full stop capital letter Digraph trigraph</p>	<p>Skills:</p> <ul style="list-style-type: none"> Write short sentences with words with known sound-letter correspondences using a capital letter & full stop Form lower-case & capital letters correctly Re-read what written to check that it makes sense. Model how you read & re-read your own writing to Blend & segment words to read phonetically plausible sentences. Begin to use question marks & exclamation marks <p>Knowledge:</p> <ul style="list-style-type: none"> Digraphs & trigraphs: ar/or/ur/wh/er/wh/nk/dge/ea/ve/tch/ure Tricky words: <i>do, does, one, are, all, saw, like, they, all, goes, some, come</i> Capital letter & letter names Texts: <i>Gigantosaurus, Supertato</i> <p>Vocab: question mark exclamation mark</p>	<ul style="list-style-type: none"> Handwriting and letter formation Spell words using the known grapheme and phoneme correspondences including, where applicable, alternative sounds for graphemes. Spell common exception words Saying sentences aloud and composing orally. Re-read Conventions of a sentence Engage in extended conversations about stories. Engage in non-fiction text - learn and use new vocabulary Read accurately by blending sounds Read books aloud, accurately, that are consistent with their developing phonic knowledge.
<p>Skills:</p> <ul style="list-style-type: none"> Count beyond ten. Count objects, actions & sounds. Continue, copy & create repeating patterns. Understand and use every day about time. <p>Knowledge:</p> <ul style="list-style-type: none"> Recognise numbers 1-5. Count 1:1 5 objects. Find one more & one less to 5 using objects. Use language to talk about time. Create & copy a repeating pattern involving 3 objects. <p>Vocab: First / Next / Last More / less / fewer</p>	<p>Skills:</p> <ul style="list-style-type: none"> Understand the 'one more then / one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Compare numbers. Subitise. Compare length, weight & capacity. <p>Knowledge:</p> <ul style="list-style-type: none"> Recognise numbers 1-10 & represent on 10 frame. Compare length, weight & capacity & use appropriate language. Count correctly up to 20. Use & understand the part-whole model. Form numerals 1-5 correctly Combine two groups. Compare numbers up to 10. <p>Vocab: Part / whole Compare Full / empty Heavier / lighter Ten frame</p>	<p>Skills:</p> <ul style="list-style-type: none"> Select & rotate to develop spatial reasoning skills. Automatically recall number bonds for numbers 0 – 10. Compose & decompose shapes to recognize shapes can have others within, like numbers can. Link numeral with its cardinal number value. <p>Knowledge:</p> <ul style="list-style-type: none"> Recognise numbers 1-20 & represent on ten frame. Form numerals 1-9 correctly. Double & halve numbers to 10 practically. Learn & recall number bonds to 10. Talk about the properties & name 2D & 3D shapes. Find one more & one less from a given number. Add by counting on & take away by counting back. <p>Vocab: Corner / side / face / vertices / edge</p>	<ul style="list-style-type: none"> Count forwards & backwards & in multiples of 2/10/5. Read and write numbers to 20 in numerals and words. Use + / - / x / ÷ & solve practical probs. Solve one-step problems involving x/+ by using concrete objects & pictorial representations. Recognise a half and a quarter. Solve practical problems that involve lengths/ heights/capacity/volume/ mass or weight. Tell the time to the hour & half past. Describe position, movement and direction. Name 2D & 3D shapes.
<p>Skills:</p> <ul style="list-style-type: none"> Name & describe people who are familiar to them. Talk about immediate family & community within their living memory. Comment on images of familiar situations in past but within living memory (them as a baby etc). Compare & contrast characters & people from stories from past Recognise the geography of the classroom Recognise some similarities & differences between life in this country & life in other countries. Recognise some environments that are different to the one in which they live. Recognise that people have different beliefs & celebrate special times in different ways. Seasonal changes - Autumn <p>Knowledge:</p> <ul style="list-style-type: none"> Who is important to us in our family & our school? What & how do we celebrate with our families. How & why some people celebrate: Harvest Festival, Bonfire Night, Diwali, Remembrance Sunday & Christmas. To be able to comment on how other countries can be different to ours but still have some things that are similar. To understand why Christmas is important to Christians and how people celebrate Christmas. Visit a Church & understand why it is special for some people. To understand what happens in a church. To name the current season and understand changes between the seasons. <p>Vocab: celebrate family past present Christian</p>	<p>Skills:</p> <ul style="list-style-type: none"> Draw information from a simple map. Understand the basic geography of our school To begin to distinguish between transport old and new. Recognise that people have different beliefs & celebrate special times in different ways Seasonal changes – Spring Lifecycles To be able to comment on the differences between land and sea. <p>Knowledge:</p> <ul style="list-style-type: none"> Know that we live in Shavington, England, Great Britain. To be able to talk about where we live. To know & be able to say what a village, city & country is. To know that maps show us where things are & help us to find places. To be able to draw a simple map of a familiar place. How & why some people celebrate Easter. To be able to describe the basic life cycle of a chick. Observe, understand & explain scientific processes including melting/ freezing, floating/sinking. To be able to distinguish between land and sea. To care for animals. <p>Vocab: Map old new transport hatch pip float sink melt freeze</p>	<p>Skills:</p> <ul style="list-style-type: none"> Be able to comment of features of their local area Be able to comment on the natural World. Seasons – Summer To be able to create a simple timeline. Describe what they see, hear & feel whilst outside. Understand & the effect of changing seasons on the natural world around them. Recognise that people have different beliefs & celebrate special times in different ways. To be able to use a magnet To experiment with materials To be able to distinguish between animals from the past and present. <p>Knowledge:</p> <ul style="list-style-type: none"> Name & observe minibeasts. To make observations & talk about what they notice outside, including seasonal changes. To understand the sequence of the seasons and record this in a timeline. To observe, understand & explain how caterpillars turn into butterflies. Observe and understand how magnets work. How & why some people celebrate Eid. To be able to name a range of animals from the past and now. <p>Vocab: minibeasts magnetic timeline local area natural world Eid</p>	<ul style="list-style-type: none"> History Changes within living memory. The lives of significant individuals in the pas. T Significant historical events, people and places in their own locality. Geography Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Science Identify and describe plants and animals (including humans) Working scientifically Materials R.E. Cheshire East SACRE Syllabus
<p>Skills:</p> <ul style="list-style-type: none"> Develop storylines in their pretend play. Sing in a group or on their own, increasingly matching the pitch & following the melody. To use food products hygienically. To use a range of craft tools safely. To try a variety of foods. <p>Knowledge:</p> <ul style="list-style-type: none"> Learn a variety of Nursery Rhymes. Know some familiar stories. Christmas songs for Nativity. How to make a gingerbread man. <p>Vocab: ... Nativity long/short sounds, materials</p>	<p>Skills:</p> <ul style="list-style-type: none"> Explore & engage in music making & dance, performing solo or in a group. Listen attentively, move to & talk about music, expressing their feelings & responses. To use a range of materials in their crafts. To begin to make stable structures. To experiment with a range of resources and materials in their craft. <p>Knowledge:</p> <ul style="list-style-type: none"> Learn a variety of simple songs. Know some familiar stories & be able to retell them verbally. Printing, use pastels, collage. Use different materials in craft Making structures more stable. Begin to understand how different resources can have different effects. <p>Vocab: Rhythm, steady beat, pastels, collage</p>	<p>Skills:</p> <ul style="list-style-type: none"> Return to & build on their previous learning, refining ideas & developing their ability to represent them. Watch & talk about dance & performance art, expressing their feelings & responses. Use variety of effects to express ideas & feelings. <p>Knowledge:</p> <ul style="list-style-type: none"> Dances from around the world. Use paint, chalk etc & different materials to collage. Know & name different instruments make different noises. To understand to make their structures more stable <p>Vocab: Charcoal, high/low sound, pattern</p>	<ul style="list-style-type: none"> Use range of materials to make products- using colour, pattern/ texture/ line/shape/ form/space. Participate in performances & role-play. Use drawing, painting, sculpture to develop ideas & imagination. Use voices expressively by singing songs & speaking chants & rhymes. Experiment with playing and combining sounds. Listen to a range of music.

* Specific knowledge to be directed by children's interests, fascinations and beliefs