



Loving God in all we do

St Anne's Catholic Primary School

EYFS2 Curriculum Overview 2025-26

YEAR REC 2025- 2026	Autumn 1 Healthy Bodies and Healthy Minds	Autumn 2 Our World	Spring 1 We are Explorers	Spring 2 Animal Kingdom	Summer 1 We are Scientists	Summer 2 We are Creative
Topic Themes or areas of interest	Myself Autumn Harvest Our World	People Who Help Us Teeth Celebrations (Bonfire Night, Diwali) Advent Christmas	Winter /The Arctic Journey's Transport	Spring Life Cycles Growing Plants Pets/Animals Dinosaurs (Mary Anning)	Materials Brunel Bear (Countries around the World) Space (Mae Jemison and Neil Armstrong)	Our Environment Under the Sea Recycling and Materials Weather
RE	Creation and Covenant	Prophecy and Promise Judaism Hinduism	Galilee to Jerusalem Chinese New Year	Desert to Garden	To the Ends of the Earth	Dialogue and Encounter Islam
RSE	Children know and understand that God has made them unique and that although we are all different we are all special to him.					

<p>Communication and Language</p>	<ul style="list-style-type: none"> *Enjoy listening to longer stories and can remember much of what happens. *Pay attention to more than one thing at a time, which can be difficult. *Use a wider range of vocabulary. *Understand a question or instruction that has two parts *Understand 'why' questions *Sing a large repertoire of songs. *Know many rhymes, be able to talk about familiar books, and be able to tell a long story. *Develop their communication, but may continue to have problems with irregular tenses and plurals. *Develop their pronunciation but may have problems saying: <ul style="list-style-type: none"> - some sounds and multisyllabic words. *Use longer sentences of four to six words. *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. *Start a conversation with an adult or a friend and continue it for many turns. *Use talk to organise themselves and their play. 	<ul style="list-style-type: none"> *Understand how to listen carefully and why listening is important. *Learn new vocabulary. *Use new vocabulary through the day. *Ask questions to find out more and to check they understand what has been said to them. *Articulate their ideas and thoughts in well-formed sentences. *Connect one idea or action to another using a range of connectives. *Describe simple events *Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. *Develop social phrases. *Engage in story times. *Listen to and talk about stories to build familiarity and understanding. *Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. *Use new vocabulary in different contexts. *Listen carefully to rhymes and songs, paying attention to how they sound. *Learn rhymes, poems and songs. 	<ul style="list-style-type: none"> *Understand how to listen carefully and why listening is important. *Learn new vocabulary. *Use new vocabulary through the day. *Ask questions to find out more and to check they understand what has been said to them. *Articulate their ideas and thoughts in well-formed sentences. *Connect one idea or action to another using a range of connectives. *Describe events in some detail. *Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. *Develop social phrases. *Engage in story times. *Listen to and talk about stories to build familiarity and understanding. *Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. *Use new vocabulary in different contexts. *Listen carefully to rhymes and songs, paying attention to how they sound. *Learn rhymes, poems and songs. *Engage in non-fiction books. 	<p>Reinforce and consolidate</p> <ul style="list-style-type: none"> *Understand how to listen carefully and why listening is important. *Learn new vocabulary. *Use new vocabulary through the day. *Ask questions to find out more and to check they understand what has been said to them. *Articulate their ideas and thoughts in well-formed sentences. *Connect one idea or action to another using a range of connectives. *Describe events in some detail. *Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. *Develop social phrases. *Engage in story times. *Listen to and talk about stories to build familiarity and understanding. *Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. *Use new vocabulary in different contexts. *Listen carefully to rhymes and songs, paying attention to how they sound. *Learn rhymes, poems and songs. *Engage in non-fiction books. *Listen to and talk about 	<p>Reinforce and consolidate</p> <ul style="list-style-type: none"> *Understand how to listen carefully and why listening is important. *Learn new vocabulary. *Use new vocabulary through the day. *Ask questions to find out more and to check they understand what has been said to them. *Articulate their ideas and thoughts in well-formed sentences. *Connect one idea or action to another using a range of connectives. *Describe events in some detail. *Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. *Develop social phrases. *Engage in story times. *Listen to and talk about stories to build familiarity and understanding. *Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. *Use new vocabulary in different contexts. *Listen carefully to rhymes and songs, paying attention to how they sound. *Learn rhymes, poems and songs. *Engage in non-fiction books. 	<ul style="list-style-type: none"> *Learn new vocabulary. *Articulate their ideas and thoughts in well-formed sentences. *Connect one idea or action to another using a range of connectives. *Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. *Make comments about what they have heard and ask questions to clarify their understanding. *Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. *Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. *Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. *Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, 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			<ul style="list-style-type: none"> *Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	<ul style="list-style-type: none"> *Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary 	modelling and support from their teacher
Personal , Social & Emotional Development	<ul style="list-style-type: none"> *Select and use activities and resources, with help when needed. *Develop their sense of responsibility and membership of a community. *Become more outgoing with unfamiliar people, in the safe context of their setting. *Show more confidence in new social situations. *Play with one or more other children, extending and elaborating play ideas. *Find solutions to conflicts and rivalries. *Increasingly follow rules, understanding why they are important. *Remember rules without needing an adult to remind them. *Develop appropriate ways of being assertive. *Talk with others to solve conflicts. *Talk about their feelings. *Understand gradually how others might be feeling. *Be increasingly independent in meeting their own care needs *Make healthy choices about food, drink, activity and tooth brushing. 	<ul style="list-style-type: none"> *See themselves as a valuable individual. *Build constructive and respectful relationships. *Express their feelings and consider the feelings of others. *Show resilience and perseverance in the face of challenge. *Identify and moderate their own feelings socially and emotionally. *Think about the perspectives of others. *Manage their own needs. - Personal hygiene 	<ul style="list-style-type: none"> Reinforce and consolidate *See themselves as a valuable individual. *Build constructive and respectful relationships. *Express their feelings and consider the feelings of others. *Show resilience and perseverance in the face of challenge. *Identify and moderate their own feelings socially and emotionally. *Think about the perspectives of others. *Manage their own needs. - Personal hygiene 	<ul style="list-style-type: none"> Reinforce and consolidate *See themselves as a valuable individual. *Build constructive and respectful relationships. *Express their feelings and consider the feelings of others. *Show resilience and perseverance in the face of challenge. *Identify and moderate their own feelings socially and emotionally. *Think about the perspectives of others. *Manage their own needs. - Personal hygiene. 	<ul style="list-style-type: none"> Reinforce and consolidate *See themselves as a valuable individual. Build constructive and respectful relationships. *Express their feelings and consider the feelings of others. *Show resilience and perseverance in the face of challenge. *Identify and moderate their own feelings socially and emotionally. *Think about the perspectives of others. *Manage their own needs. - Personal hygiene *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 	<p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> *Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. *Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. *Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p><u>Managing Self</u></p> <ul style="list-style-type: none"> *Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. *Explain the reasons for rules, know right from wrong and try to behave accordingly. *Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

	<p>*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</p>					<p><u>Building Relationships</u></p> <p>*Work and play cooperatively and take turns with others.</p> <p>*Form positive attachments to adults and friendships with peers.</p> <p>*Show sensitivity to their own and to others' needs</p> <p>Ourselves, Growing and Changing</p> <p>About preparing to go to a new class/year group.</p> <p>Shared Responsibilities about things they can do to look after their environment.</p>
Physical Development	<p>Dance and Fundamental skills Examples of Skills</p> <p>*Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes</p> <p>* Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>* Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>*Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>*Combine different movements with ease and fluency</p>	<p>Dance and OAA Application of Skills:</p> <p>Attacking and Defending Strategies</p> <p>*Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>*Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>*Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>*Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines</p>	<p>Striking and Fielding and Tennis Application of Skills:</p> <p>*Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>*Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>*Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>*Combine different movements with ease and fluency.</p> <p>*Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance,</p>	<p>Gymnastics and Striking and Fielding Developing Skills</p> <p>* Linking Actions and Sequences of Movement</p> <p>* Develop overall body-strength, balance, co-ordination and agility</p> <p>*Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>*Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>* Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>*Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions</p>	<p>Tennis and Athletics Evaluating success</p> <p>* Develop overall body-strength, balance, co-ordination and agility.</p> <p>* Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>*Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	<p>Gymnastics and Athletics Developing Skills</p> <p>*Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>*Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>* Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>*Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>

	<p>*Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>* Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>*Progress towards a more fluent style of moving, with developing control and grace.</p> <p>*Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing.</p>	<p>including dance, gymnastics, sport and swimming.</p> <p>*Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p>	<p>gymnastics, sport and swimming.</p> <p>*Progress towards a more fluent style of moving, with developing control and grace.</p>	<p>and other physical disciplines including dance, gymnastics, sport and swimming.</p>		<p>*Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p>
Fine Motor						
Literacy	<p style="text-align: center;"><u>Comprehension</u></p> <p style="text-align: center;">*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p style="text-align: center;">*Anticipate key events in stories.</p> <p style="text-align: center;">*Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p> <p style="text-align: center;"><u>Word Reading</u></p> <p style="text-align: center;">*Say a sound for each letter in the alphabet, at least 10 digraphs.</p> <p style="text-align: center;">*Read words consistent with their phonic knowledge by sound-blending.</p> <p style="text-align: center;">*Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p style="text-align: center;"><u>Writing</u></p> <p style="text-align: center;">*Write recognisable letters, most of which are correctly formed.</p> <p style="text-align: center;">*Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p style="text-align: center;">*Write simple phrases and sentences that can be read by others.</p>					
	<p>Writing Name</p> <p>Making Marks with Meaning</p> <p>Story mapping</p> <p>Instructions</p> <p>Posters</p>	<p>Non-Fiction Writing</p> <p>Labels</p> <p>Lists</p> <p>Captions</p> <p>Letters</p>	<p>Story mapping</p> <p>Rewriting parts of stories</p> <p>Sequencing</p> <p>Lists</p> <p>Labels</p> <p>Posters</p>	<p>Non-Fiction Writing</p> <p>Rewriting parts of stories</p> <p>Information Leaflets</p> <p>Poems</p> <p>Letter writing</p> <p>Instructions</p>	<p>Non-Fiction Writing</p> <p>Writing stories</p> <p>Fact files</p> <p>Speech bubbles</p> <p>Posters</p> <p>Brochures</p>	<p>Writing stories</p> <p>Illustrations</p> <p>Recount</p>

Core Texts and Rationale	Rosie's Walk: simple, sparse text which offers opportunities for children to learn orally and to introduce prepositions.	People who help us Fiction books: children will be able to identify the difference between the fiction and non-fiction books and their features.	Poles Apart: Links to the Winter topic, travelling and exploring Bears and transport.	Dear Dinosaur: introduction to letter writing and unusual friendships	Look Up: Links to our space topic and children's interests. Introduction of a figure from the past.	Rain Before Rainbows: simple rhyming text and gorgeous illustrations and stimulates discussion about negative feelings and can help demonstrate that even if a child is sad and going through a difficult time, friends and family can help them through it.
	What the Ladybird Heard: Opportunities for children to identify features of a map and create their own.	<u>Traditional Tales</u> Little Red Riding Hood: Lots of opportunities for different forms of creative writing and drama.	We're Going on a Bear Hunt: Links to our traveling and journey's. Links to the seasons. Children enjoy acting out the story orally.	<u>Traditional Tales</u> The Enormous Turnip: opportunity for a lot of repetition. Links to growing food and life cycles.	The Way Back Home: easy to link to children's interests in aliens and space, simple and innovate and highlights friendship and teamwork.	<u>Traditional Tales</u> The Three Little Pigs: Links to weather and materials and opportunities for creative writing and drama.
	<u>Traditional Tales</u> The Little Red Hen: simple traditional tale to start the year and links with harvest celebration/helping others.	Superworm: Links to our people who help us and superheroes topic.	<u>Traditional Tales</u> Goldilocks and the Three Bears: Links to our bear topic, and offers opportunities for making porridge and writing instructions	<u>Traditional Tales</u> Jack and the Beanstalk: Links to our growing topic and offers opportunities for children to grow and create own beanstalk.	How to Catch a Star: easy to link to children's interests in aliens and space, simple and innovate for instructions.	<u>Traditional Tales</u> The Gingerbread Man: simple traditional tale with opportunities for repetition and can provide opportunities for creative endings.
Possible Books and Non-Fiction Texts	Stories about starting school The Things I love About Me The Selfish Crocodile Hairy Maclary Stories Non-Fiction Texts about Ourselves	Non-Fiction Texts about People Who Help Us Alans Big Scary Teeth Emergency Franklin Goes to the Hospital	Goldy Luck and the Three Pandas Eat your greens Goldilocks Ruby's Chinese New Year Serens Seasons Non-Fiction – Countries	A Stroll through the Seasons Jim and the Beanstalk Non-fiction Life Cycles books and Growing books The Tiny Seed	Non-Fiction Space Books about Space Astro Girl Aliens Love Underpants Baby Brains	Non-Fiction Books about Recycling and under the sea Greta Thunberg Incredible Rainforests and the Great Big Water Cycle

		Dipal's Diwali Sparks in the Sky Christmas Stories Nativity Story	The Story of the Zodiac Lanterns and Firecrackers	The Little Garden Tadpoles Promise The Teeny Weeny Tadpole Harry and the Bucket Full of Dinosaurs The Dinosaur that ...Series Stomp, Chomp, Big Roars! Here Come the Dinosaurs!	Meet the Planets Goodnight Spaceman	A Planet full of Plastic – Neal Layton Clean Up The Messy Magpie Somebody Swallowed Stanley
Poems and Nursery Rhymes and Rationale	Hickety Pickety My Red Hen Link to Harvest and farming topic	Doctor foster went to Gloucester Learning about the different professions	Sing a song of Winter: Linking to the topic of Winter	5 Speckled Frogs: Linking to the topic of growing and life cycles	5 Little men in a Flying Saucer: Linking to Space topic	It's Raining, It's Pouring: Linking to weather topic
	Oats and Beans and Barley Grow Link to Harvest and farming topic	Wheels on the Bus: Learning about the different professions	The North doth Blow Link to Arctic	Chick chick chick chick chicken Linking to Lifecycles and chicks.	We are going on a rocket ship Link to Space	Incy Wincy Spider: Linking to weather
	Old McDonald: Link to Harvest and farming topic	Five Little Monkeys: Linking to the counting to 5	When Goldilocks Went to the House of the Bears: Linking to Traditional tale	10 Little Dinosaurs: Linking to the topic dinosaurs	One little, Two little, Three little planets: Linking to Space topic	You are my sunshine: Linking to weather
	The Farmer's in his Den: Link to Harvest and farming topic	Miss Polly: Learning about the different professions	I hear thunder Linking to the topic of Winter	Dinosaur Dinosaur turn around: Linking to the topic dinosaurs	Twinkle, twinkle, chocolate bar Linking to Space topic	I can sing a rainbow Links to colours of the rainbow and weather
	Busy Farmer Ben Link to Farming and Harvest	5 Little Pumpkins Links to Halloween	Wind the Bobbin up Traditional Nursery Rhyme	Mary Mary Quite Contrary Links to growing	Gather Together Links to friendships	Hickory Dickory Dock Links to rhyming words and time
	One finger, one thumb keep moving Links to myself	When Santa got stuck up the chimney Links to Christmas	I'm a little Snowman: Linking to the topic of Winter	Here We Go Round the Mulberry Bush: Linking to growing topic	Zoom Zoom Zoom we're going to the moon Links to space	A sailor went to Sea sea sea Links to sea plastic

		12 days of Christmas Links to Christmas	Five Little Snowmen: Linking to the topic of Winter	Ring a Ring O'Roses: Linking to topic growing		When I was 1 I sucked my thumb... Links to ages
		5 Current Buns Links to One Less	The Bear went over the Mountain Links to Bears	Dinosaurs (bbc radio) Links to dinosaur topic		10 Green Bottles: Linking to topic of recycling
Maths WRM (Taught through discrete maths group lessons and continuous provision)	<ul style="list-style-type: none"> *Match objects *Match pictures and objects *Identify a set *Sort objects to a type *Explore sorting techniques *Create sorting rules *Compare amounts *Compare size *Compare mass *Compare capacity *Explore simple patterns *Copy and continue simple patterns *Create simple patterns 	<ul style="list-style-type: none"> *Find 1, 2, 3, 4 and 5 *Subitise 1, 2, 3, 4 and 5 *Represent 1, 2, 3, 4 and 5 *1 more and 1 less *Composition of 1, 2, 3, 4 and 5 *2D shapes 	<ul style="list-style-type: none"> *Finding 0 to 5 *Subitising 0 to 5 *1 more and 1 less *Composition of number *Conceptual subitising to 5 *Exploring and comparing mass and capacity *Finding 6, 7, and 8 *Composition of 6, 7, and 8 *Making pairs- odd and even *Doubling *Combining 2 groups *Conceptual subitising 	<ul style="list-style-type: none"> *Exploring length, height and time *Comparing length and height *Ordering and sequencing time *Finding 9 and 10 *Comparing and representing 9 and 10 *1 more and 1 less *Composition to 10 *Number bonds to 10 (2 parts) *Making arrangements of 10 *Number bonds to 10 (3 parts) *Doubling to 10 *Exploring odd and even *Recognising and naming 3D shapes *Identifying and continuing more complex patterns 	<ul style="list-style-type: none"> *Building numbers beyond 10 *Continuing patterns beyond 10 *Verbal counting beyond 20 *Verbal counting patterns *Taking away *Adding more *Manipulating shapes 	<ul style="list-style-type: none"> *Exploring sharing *Exploring grouping *Even and odd sharing *Doubles *Identifying units of repeating patterns *Exploring and creating own pattern rules *Exploring position *Deepening understanding *Consolidation *Have a deep understanding of number to 10, including the composition of each number. *Subitise (recognise quantities without counting) up to 5. *Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. *Verbally count beyond 20, recognising the pattern of the counting system. *Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other

						quantity. *Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally
Understanding The World (Science, History, Geography, Different Cultures)	<p>Myself and Family History</p> <ul style="list-style-type: none"> -Begin to make sense of their own life-story and family's history. -Talk about members of their immediate family and community. - Name and describe people who are familiar to them. <p>Seasonal Changes- Autumn/Harvest/Our World</p> <ul style="list-style-type: none"> -Describe what they see, hear and feel whilst outside. - Understand the effect of changing seasons on the natural world around them. - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps 	<p>People Who Help Us</p> <ul style="list-style-type: none"> -Show interest in different occupations. -Compare and contrast characters from stories, including figures from the past. <p>Talk about the lives of the people around them and their roles in society.</p> <p>Celebrations (Bonfire/Diwali)</p> <ul style="list-style-type: none"> -Continue developing positive attitudes about the differences between people. - Understand that some places are special to members of their community. - Recognise that people have different beliefs and celebrate special times in different ways. <p>Advent/Christmas</p> <ul style="list-style-type: none"> -Recognise that people have different beliefs and celebrate special times in different ways. 	<p>Seasonal Changes- Winter/The Arctic/</p> <ul style="list-style-type: none"> -Describe what they see, hear and feel whilst outside. - Understand the effect of changing seasons on the natural world around them. - Compare and contrast characters from stories, including figures from the past. -Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. <p>Chinese New Year</p> <ul style="list-style-type: none"> - Recognise that people have different beliefs and celebrate special times in different ways. <p>Transport</p> <ul style="list-style-type: none"> - Compare and contrast characters from stories, including figures from the past. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 	<p>Seasonal Changes-Spring</p> <ul style="list-style-type: none"> -Explore the natural world around them. - Describe what they see, hear and feel whilst outside. - Understand the effect of changing seasons on the natural world around them. <p>Life Cycle of the Chick</p> <ul style="list-style-type: none"> -Understand the key features of the life cycle of a plant and an animal. <p>Growing Plants</p> <ul style="list-style-type: none"> - Plant seeds and care for growing plants. -Explore the natural world around them. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <p>Fossils/Dinosaurs/ Mary Anning</p> <ul style="list-style-type: none"> -Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Compare and contrast characters from stories, including figures from the past. 	<p>Seasonal Changes- Summer</p> <ul style="list-style-type: none"> -Describe what they see, hear and feel whilst outside. -Understand the effect of changing seasons on the natural world around them. <p>Around the world with Brunel Bear</p> <ul style="list-style-type: none"> -Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. - Draw information from a simple map. -Recognise some similarities and differences between life in this country and life in other countries. -Recognise some environments that are different to the one in which they live. <p>Space/Neil Armstrong/Mae Jemison</p> <ul style="list-style-type: none"> - Compare and contrast characters from stories, including figures from the past. - Know some similarities and differences between things in the past and now, drawing on 	<p>School Environment</p> <ul style="list-style-type: none"> -Comment on images of familiar situations in the past. -Draw information from a simple map. - Understand that some places are special to members of their community. -Recognise some similarities and differences between life in this country and life in other countries. -Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <p>Exploring Materials</p> <ul style="list-style-type: none"> - Talk about the differences between materials and changes they notice <p>Looking After Our World/Greta Thunberg</p> <ul style="list-style-type: none"> -To know that the environment and living things are influenced by human activity.

					their experiences and what has been read in class.	-Describe actions people do to help maintain the area they live. - Explore the natural world around them, making observations and drawing pictures of animals and plants.
Expressive Arts and Design (Art & Design, Music)	<p>Self Portraits/Family Portraits</p> <ul style="list-style-type: none"> -Draw with increasing complexity and detail, such as representing a face with a circle and including details. <p>Autumn Colours/Autumnal Art</p> <ul style="list-style-type: none"> -Explore colour and colour-mixing. <p>Artist 'Andy Goldsworthy'</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p>Exploring Sound</p> <p>Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment.</p> <p>To understand how to listen carefully and talk about what I hear.</p> <p>To know that sounds can be copied by my voice, body percussion and instruments.</p>	<p>Bonfire 2D/3D Art</p> <ul style="list-style-type: none"> -Use drawing to represent ideas like movement or loud noises. <p>-Create collaboratively, sharing ideas, resources and skills.</p> <p>Diwali 2D/3D Art</p> <ul style="list-style-type: none"> -Explore colour and colour-mixing. <p>Advent/Christmas Crafts</p> <ul style="list-style-type: none"> -Explore different materials freely, to develop their ideas about how to use them and what to make. <p>Celebration Music</p> <p>Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.</p> <p>To know that there are special songs we can sing to celebrate events.</p> <p>To understand that my voice or an instrument can match an action in a song.</p> <p>To know that moving to music can be part of a celebration.</p> <p>To recognise that different sounds can be long or short.</p> <p>To recognise music that is 'fast' or 'slow'.</p>	<p>Winter Art/Arctic Animals/Artist 'Kal Barteski'</p> <ul style="list-style-type: none"> -Explore colour and colour-mixing. <p>-Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Designing a chair for a bear</p> <ul style="list-style-type: none"> -Explore, use and refine a variety of artistic effects to express their ideas and feelings. <ul style="list-style-type: none"> -Explore different materials freely, to develop their ideas about how to use them and what to make. <ul style="list-style-type: none"> -Join different materials and explore different textures. <p>Transport</p> <p>A unit based on using voices, bodies and instruments to explore different types of transport and their sounds.</p> <p>To identify and mimic transport sounds and interpret and perform a simple score.</p>	<p>Minibeast Art</p> <ul style="list-style-type: none"> -Return to and build on their previous learning, refining ideas and developing their ability to represent them. <p>Dinosaur Art</p> <ul style="list-style-type: none"> -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p>Musical Stories</p> <p>A unit based on traditional childrens' tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters.</p> <p>To understand that a piece of music can tell a story with sounds.</p> <p>To know that different instruments can sound like a particular character.</p> <p>To understand what 'high' and 'low' notes are.</p>	<p>Artist 'Gaudi'</p> <p>Explore Mosaics</p> <ul style="list-style-type: none"> - Explore, use and refine a variety of artistic effects to express their ideas and feelings. <ul style="list-style-type: none"> -Share their creations, explaining the process they have used. <p>Space/Planets/Alien Art</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p>Music and Movement</p> <p>Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music.</p> <p>To know that the beat is the steady pulse of a song.</p> <p>To know that tempo is the speed of the music.</p> <p>To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.</p>	<p>Messy Maps</p> <ul style="list-style-type: none"> -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p>Recycled Art</p> <ul style="list-style-type: none"> -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <ul style="list-style-type: none"> -Share their creations, explaining the process they have used. <ul style="list-style-type: none"> -Explore different materials freely, to develop their ideas about how to use them and what to make. <ul style="list-style-type: none"> -Join different materials and explore different textures. <p>Big Band</p> <p>Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.</p>

	<p>To understand that instruments can be played loudly or softly.</p> <p>To know that music often has more than one instrument being played at a time.</p>		<p>To interpret symbols to reflect a journey.</p> <p>To demonstrate simple rhythms on an instrument.</p>		<p>To know that signals can tell us when to start or stop playing.</p>	<p>To know that an orchestra is a big group of people playing a variety of instruments together.</p> <p>To know that music often has more than one instrument being played at a time.</p> <p>To understand that performing means playing a finished piece of music for an audience.</p>
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