

Reception class - Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Topics	This is me!	Stories from long ago	Out of this World	Dinosaur Detectives	Growing and changing	Big Wide World
Communication and Language Development Matters	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
Topic Texts	The Colour Monster The Colour Monster goes to school Mini Rabbit, not lost In Every House on Every Street The Family Book Hey you! - Black History	Bonfire Night - sparks in the sky The Velveteen Rabbit Threadbear The Forgettery The story of Hanukkah The Annunciation The Nativity	Peace at Last The Lost Stars The Owl who was afraid of the Dark One Giant Step Look up - BH Non-fiction texts	Mr Wolf's pancakes Dear Dinosaur If I had a dinosaur Harry and the Bucketful of Dinosaurs series Giganotosaurus Dinosaur non-fiction texts Dinosaur poems	The Tiny Seed Mad about Mini-Beasts Tad Tadpole's Promise Insect/lifecycle non-fiction texts	Penguin on Holiday Under the Same Sky Stories from around the world Atlas - non-fiction
Topic vocabulary	Community, school, family, unique, special, home, house, parent, mother, father, feelings, happy, sad, scared, upset, worried, excited, friend, help, care, love	Bear, castle, Cinderella, Fairy tale, goat, king, queen, prince, princess, Snow White, story, troll, wicked stepmother, wolf, woodland, cottage	Badger, bat, bedtime, dark, daytime, Earth, fox, light, moon, night time, nocturnal, diurnal, owl, planet, sleep, stars, sun	Carnivore, crocodile, dinosaur, extinct, fossil, herbivore, palaeontologist, prehistoric, reptile, shark, stegosaurus, triceratops, tyrannosaurus, velociraptor	Animal, antennae, butterfly, flower, insect, leaf, leg, petal, plant, root, shell, soil, stem, sunflower, sunglasses, sun hat, sunlight, warmth, water, wing, lifecycle	Aeroplane, animal, boat, bus, car, desert, jungle, Earth, forest, globe, habitat, land, map, mountain, ocean, plant, river, sea, train, travel, weather, woodland,
Reading River Texts	All are Welcome Little Rabbit Foo Foo Lost and Found The Little Red Hen The Three Little Pigs - maths	Zog Cinderella Goldilocks and the Three Bears - maths	Katie and the Starry Night How to Catch a Star Whatever Next Aliens Love Underpants	If I had a dinosaur Dear dinosaur	Monkey Puzzle The Very Hungry Caterpillar Oliver's Vegetables Katie and the Sunflowers	I'm a Pretty Princess Coming to England - Black History - Windrush Only One You Here We Are

Whole Class Neli - oracy	Assess children using Language Screen	Neli whole class weeks Part 1 weeks 1-5	Neli whole class part 1 weeks 6-10	Neli whole class Part 2 weeks 1-6	Neli whole class Part 2 weeks 7-10	
No child left behind - intervention strategies	Language Screen Assessments, Nuffield Early Language Intervention, Speech and Language Referral. Word aware					

Personal, Social and Emotional Development - Development Matters	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .								
Religious Education	Myself - Domestic Church Children will know and understand: - The importance of name - God knows and loves me and each one by name	Welcome - Baptism Children will know and understand: - What it is to welcome and be welcomed - Baptism: a welcome to God's family	Judaism - Hannukah Birthday - Advent Children will know and understand: - Waiting for a birthday - Looking forward to Christmas, the birthday of Jesus	Celebrating - Local Church Children will know and understand: - What a celebration is - How the parish family celebrate	Gathering - Eucharist Children will know and understand: - How and why people gather together - The joy of gathering together to celebrate at Mass	Islam- Special objects Growing - Lent Children will know and understand: - Spring is a time when things begin to grow - Lent - a time to grow in love to be more like Jesus and to look forward to Easter	Good News - Pentecost Children will know and understand: - That everyone has Good News to share - Pentecost: the celebration of the Good News of Jesus	Friends - Reconciliation Children will know and understand: - We can make friends - Jesus had good friends; what Jesus tells us about friendship	Our World - Universal Church Children will know and understand: - What we love and wonder about our world - God gave us this wonderful world
Topic vocabulary	Myself, name, Christian, first name, family name, precious, parent, God, love, loving	Welcome, welcomed, belong, school, class, Baptism, baptise, water, candle, In the name of..., family, priest, white garment, godparents, font	Birthday, waiting, wreath, celebrate, Christmas, Advent, Jesus, Mary, Joseph, swaddling clothes, manger, crib, shepherds, wise men	Church, priest, celebrate, celebrating, Parish family, family, community, celebration, party, memory, Father, altar, Temple, parish	Welcome, blessing, listen, pray, Mass, sing, gather, together, alone, Lectern, "The Lord be with you." "And with your spirit."	Grow, spring, different, Lent, Good Friday, cross, Easter Sunday	Good news, share, Good News, Pentecost, promise, Holy Spirit, Easter, alleluia	Friend, happy, sad, love, make up, kind, gentle, loving, sorry, Jesus, forgive, change, rule, understanding, new start, friendship, forgive, change	World, wonder, wonderful, care, love, share work/play together

BHCET PSHE Curriculum	Ten Ten Story sessions Handmade with Love I am Me Heads, shoulders knees and toes Ready Teddy? Stepping Stones to Road Safety Healthy, wellbeing and lifestyle Anti-bullying week		Ten:Ten I like, you like, we all like All the feelings Let's get real Growing up Managing online Information Privacy and Security THINK - Be Bright, Be Seen		Ten:Ten God is Love Loving God, Loving Others Me, You, Us What is the Internet? Playing online Copyright and Ownership THINK - road rangers NSPCC Pants Being Safe in the Sun	
Commando Joe	If your happy and you know it		Twinkle Twinkle		Incy Wincy Spider	
Topic/seasonal opportunities for PSED	• Good hygiene - handwashing and toothbrushing - ongoing • Being part of the school community • Rules and feelings • Building relationships • Lining up and sitting correctly for writing activities	• Fire/bonfire night safety • Remembrance • Celebrations - thinking about other people's feelings • Working together - Nativity	• Working co-operatively • Making healthy choices - regular physical activity and healthy eating	• Making independent choices and being confident	• Making healthy choices- sleep and sensible amount of screen time	• Being part of a local and global community • Changes and transition • Making goals/being positive
Statements to Live by and Character Trait Education - taught in class circle time and KS1 collective worship	Justice - I know what to do if I see anyone being hurt Compassion - I understand the importance of peace Resilience - I can learn from my mistakes Self-Belief - We are all special Respect - I try to appreciate the world around me Honesty - I know how to show I am sorry	Justice - I can show love to other people Compassion - I try to use words that make others happy Resilience - I can keep going when things get tough Self-Belief - I can stand up for myself and others without hurting anyone Respect - I put others before myself (I know what humility means) Honesty - I can say how I feel	Responsibility - I try to forgive people when they hurt me Justice - I try to be fair Compassion - I can accept forgiveness from others Resilience - I think before I make choices that will affect my health Self-Belief - I try to accept other people's ideas.	Confidence - I can say one good thing about myself Responsibility - I know the things I am responsible for. Justice - I can stand up for others when they need me Compassion - I try to consider the feelings of others Resilience - I can keep going when things are difficult and not give up	Respect - I listen to others and show I am listening. Honesty - I know that actions have consequences Confidence - I can work independently and as a team. Responsibility - I know I belong to the school community	Justice - I know how to help others when they are in trouble Compassion - I try to put the need of others first. Resilience - I encourage others to strive to achieve their goals. Self-Belief - I can work as part of a team in work and play Respect - I can show respect to other people

	Confidence - I try to love others as I love myself Responsibility - I try to follow our school and classroom rules	Confidence - I encourage others to do their best	Respect - I notice we are the same and we are different. Honesty - I know it is OK to make mistakes	Self-Belief - I can work, rest and pray each day		Honesty - I know it is important to tell the truth Confidence - I know we are happy when we work as a team
No child left behind – intervention strategies	6 week social skills intervention					

Physical Development – Development Matters	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
PE – hall lessons Twinkl planning Update when Trust Planning complete	Fundamental movements	Fundamental movements and simple ball skills	Gymnastics – gym in the jungle	Dance – dinosaurs	Games – best of balls	Games – the Olympics Sports day practice
Fine motor provision (to include but not limited to)	Continuous Provision: Jigsaws Lego Playdough Cutting straight lines Peg boards Threading Letter and number formation dot marker sheets Chalks Creative table: paints, scissors, pens/pencils, paint, junk modelling, string, tape Wood-working bench	Continue previous provision activities Further activities: Name writing Line tracing Letter and number formation Cutting along curved lines Guided drawing: Santa, Pudsey bear DT week – making a snowflake	Continue previous provision activities Further activities: Action/cvc word writing Cutting zig zag lines Guided drawing: stars, birds	Continue previous provision activities Further activities: Cutting complex shapes, dinosaurs etc. Guided drawing: dinosaurs	Continue previous provision activities Further activities: Chalks shadow drawing Guided drawing: flowers Seed collage pictures	Continue previous provision activities Further activities: Guided drawing: transport
Gross motor provision (to include but not limited to)	Continuous provision: Pedal and balance bikes Obstacle Course Sand and Water Construction equipment Outdoor equipment to include: balls, scarves, bats, cones, tunnels, hoops	Continue previous provision activities Further activities: Firework dancing	Continue previous provision activities Further activities: Moon walking	Continue previous provision activities Further activities: Dinosaur steps Washing a mammoth	Continue previous provision activities Further activities: Den building Digging and planting	Continue previous provision activities Further activities: Sports day practice

No child left behind - intervention strategies	Fine motor intervention, handwriting intervention, referral to occupational therapy					

Literacy Development Matters	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
RWI	Whole class phonics, small group letter formation and Fred talk games/word time 1-4 Wk 1 Teach MTYT and silent signals Wk 2 - teach masdt Wk 3 - teach inpg Wk 4 - teach ckubf Wk 5 - teach elhrj Wk 6 - teach vywzx - assess Wk7- teach sh, th, ch qu Wk 8 -teach ng & nk	Differentiated groups, teach unknown sounds, review sounds, teach unknown sounds, word time, fred talk for spelling.	Differentiated groups, word time, ditties, RWI books and writing. Whole class phonics - teach set 2 Wk 1 - ay, ee Wk2 - igh, ow Wk3 - oo, oo Wk 4 - or, air Wk 5 - ir, ou Wk 6 - oy/oi Wk 7 - review and assess	Differentiated groups, teach unknown sounds, review sounds, teach unknown sounds, word time, fred talk for spelling.	Differentiated groups, teach unknown sounds, review sounds, teach unknown sounds, word time, fred talk for spelling.	Differentiated groups, teach unknown sounds, review sounds, teach unknown sounds, word time, fred talk for spelling.
Home reading (broadly but to take account of individuals)	Single sound books Library book to share with an adult	Sound blending books 6-10 Library book to share with an adult	Ditties and differentiated book bag books Library book to share with an adult	Ditties and differentiated book bag books Oxford reading tree to share with an adult	Ditties and differentiated book bag books Library book to share with an adult	Ditties and differentiated book bag books Library book to share with an adult
No child left behind - intervention strategies	RWI FTT intervention					

Mathematics - Development Matters	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently , develop a deep understanding of the numbers to 10 , the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives , including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics , look for patterns and relationships , spot connections , ' have a go ', talk to adults and peers about what they notice and not be afraid to make mistakes.					
NCETM – Mastering number	Subitising - perceptually subitise within 3 - identify sub-groups in larger arrangements - create their own patterns for numbers within 4 - practise using their fingers to represent quantities which they can subitise - experience subitising in a range of contexts, including temporal patterns made by sounds. Cardinality, ordinality and counting - relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set - have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song - have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting	Subitising - continue from first half-term - subitise within 5, perceptually and conceptually, depending on the arrangements. Cardinality, ordinality and counting - continue to develop their counting skills - explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand - begin to count beyond 5 - begin to recognise numerals, relating these to quantities they can subitise and count. Composition - explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot - explore the composition of numbers within 5. Comparison - compare sets using a variety of strategies, including 'just by	Subitising - increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements - explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part - experience patterns which show a small group and '1 more' - continue to match arrangements to finger patterns. Cardinality, ordinality and counting - continue to develop verbal counting to 20 and beyond - continue to develop object counting skills, using a range of strategies to develop accuracy - continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10	Subitising - explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. Cardinality, ordinality and counting - continue to consolidate their understanding of cardinality, working with larger numbers within 10 - become more familiar with the counting pattern beyond 20. Composition - explore the composition of odd and even numbers, looking at the 'shape' of these numbers - begin to link even numbers to doubles - begin to explore the composition of numbers within 10. Comparison - compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.	Subitising - continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns - use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number - subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 - be encouraged to identify when it is appropriate to count and when groups can be subitised. Cardinality, ordinality and counting - continue to develop verbal counting to 20 and beyond, including counting from different starting numbers - continue to develop confidence and	In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers. ELG assessment activities

	- have opportunities to develop an understanding that anything can be counted, including actions and sounds - explore a range of strategies which support accurate counting. Composition - see that all numbers can be made of 1s - compose their own collections within 4. Comparison - understand that sets can be compared according to a range of attributes, including by their numerosity - use the language of comparison, including 'more than' and 'fewer than' - compare sets 'just by looking'	- looking', by subitising and by matching - compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.	- order numbers, linking cardinal and ordinal representations of number. Composition - continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 - explore the composition of 6, linking this to familiar patterns, including symmetrical patterns - begin to see that numbers within 10 can be composed of '5 and a bit'. Comparison - continue to compare sets using the language of comparison, and play games which involve comparing sets - continue to compare sets by matching, identifying when sets are equal - explore ways of making unequal sets equal.		accuracy in both verbal and object counting. Composition - explore the composition of 10. Comparison - order sets of objects, linking this to their understanding of the ordinal number system.	
White Rose Maths	- Match, sort and compare - Talk about measure and patterns - It's me 123	- Circles and triangles 1,2,3,4,5 - Shapes with 4 sides	- Alive in 5 - Mass and capacity - Growing 6,7,8	- Length, height and time - Building 9 and 10 - Explore 3-d shapes	- To 20 and beyond - How many now? - Manipulate, compose and decompose	- Sharing and grouping - Visualise, map and build - Make connections
No child left behind – intervention strategies	Mastering Number pre-post teaching					

Understanding the World – Development Matters	Understanding the world involves guiding children to make sense of their physical world and their community . The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
Provision (to include but not limited to)	People who help us role play Meeting staff in our school community/understanding How people can help us Simple map reading Talking about ourselves and our families	Comparing characters from stories Exploring themes such as bravery, kindness and bullying Comparing past and present How people have different beliefs and celebrations, Hanukkah/Diwali/Christmas	Celebrations, new year Explore the natural world: focus on space, stars, moon and sun Nocturnal animals and their habitats Birds Exploring seasons: Winter	Past and Present – how do we know dinosaurs existed?	Lifecycles: butterflies, frogs, ladybirds, chicks, plants Food chains	Explore and contrast life in this country and life in other countries School trip Growing up
Geography – progression of knowledge	See progression of skills document					
	Location and Place Knowledge	Physical Features and Processes		Human Interaction with the Environment	Geographical Techniques	
	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and poems. Begins to ask questions and compare features of different environments. Develop an understanding of the position of other countries in the world. Observe and compare features in the environment by pointing/looking closely. Name simple features e.g. trees, wall, grass, road.	Understand that the weather changes with the seasons (linked to walks in school/local area). Make observations of plants and weather in their environment and talk about changes. Enrich and widen children's vocabulary through the use of geographical language: forest, sea, ocean, river, road. Design and build small world areas.		Know there are different types of housing Make observations about their local environment e.g. park, school, home. Design and build small world areas.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Draw information from a simple map. Local area walks to notice features of the geographical environment. Use a camera or ipad to take still and moving images of the local environment. Add detail to a map of a familiar place – bedroom, classroom, local area. Use stories as a basis to draw simple maps to show journey taken.	

	Use some descriptive vocabulary to describe features e.g. tall trees.				Use road mats for small world play. Show an interest in maps.
History - threshold concepts	See progression of skills document				
	Chronology		Investigating the Past	Communicating History	Thinking like a Historian
	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Appreciate the difference between old and dirty or worn. Know the difference between old and new. Know the difference between long ago and now. Compare old and new objects/artefacts and be able to put up two artefacts or events in order. Begin to appreciate that their life is different to the lives of people in the past. Use words like yesterday, last week, old and new.		Begin to make sense of their own life-story and family's history. Talk about the lives of the people around them and their roles in society. Ask questions or make remarks about illustrations in a book they are reading which may be set in the past. Begin to recognise that characters in a book they know acted as they did because it was a long time ago.	Understand the past through settings, characters and events encountered in books read in class and storytelling. Talk about the lives of people around them and their roles in society. Talk, draw and write to show ideas/communicate understanding Sequence pictures to show time order.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Give a reason for why something has changed between now and the past. Look at or touch objects from the past and comment on appearance. Recognise that the past is different from today.
Computing	Using the interactive whiteboard to support phonics/maths - moving objects on a screen and Ipad	ipad - independent use apps/camera	Light and Dark - exploring how things work, turning things on, electrical safety	Using the internet to find things out - dinosaurs/the past/children's interests	Recording what we find out using simple programmes Visiting the ICT suite, logging on, using the keyboard, using a mouse
Barefoot computing	People who help us		Super Space - Early Years		Internet safety

Science	Making bread Lost and Found - making boats - exploring floating/sinking Naming parts of the body	Exploring seasons - Autumn Autumn sensory walk Pine cone weather forecast	Explore the natural world: focus on space, stars, moon and sun Dark room sensory Nocturnal animals and their habitats Exploring seasons: Winter Making snowflakes	Food chains - looking at carnivores and herbivores Make your own Volcano Exploring seasons - Spring Spring sensory walk	Looking after animals and looking after plants Adult and baby animals Exploring seasons - Summer	Different environments, animals, and habitats from around the world Taking care of the world and our environment Continue exploring summer Making bubbles/water activities
Inspirations	People who help us	Julia Donaldson	Tim Peake	David Attenborough	Chris Packham	Floella Benjamin

Expressive Arts and Design - Development Matters	The development of children's artistic and cultural awareness supports their imagination and creativity . It is important that children have regular opportunities to engage with the arts , enabling them to explore and play with a wide range of media and materials . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
Music	TVMS Learn to sing nursery rhymes and action songs: - Pat-a-cake 1, 2, 3, 4, 5, Once I Caught A Fish Alive - This Old Man - Five Little Ducks - Name Song - Things For Fingers	TVMS Learn to sing nursery rhymes and action songs - I'm a Little Teapot - The Grand Old Duke of York - Ring O'Roses - Hickory Dickory Dock - Not Too Difficult - The ABC Song Nativity performance Pantomime	TVMS Learn to sing nursery rhymes and action songs: - Wind the Bobbin Up - Rock-a-bye Baby - Five Little Monkeys Jumping on the Bed - Twinkle Twinkle - If You're Happy and you know it - Head, Shoulders, Knees and Toes	TVMS Learn to sing nursery rhymes and action songs: - Old MacDonald - Incy Wincy Spider - Baa Baa Black Sheep - Row, Row, Row Your Boat - The Wheels on the Bus - The Hokey Cokey	Music from around the world	Music from around the world
Threshold Concepts	See progression of skills document					
	Developing	Experimenting		Recording	Presenting	
Art progression of skills	Explore use and refine a variety of artistic effects to express their ideas and feelings. Begin to use and develop skills linked to formal elements i.e. creating different types of lines, recognizing patterns, beginning to colour in shapes etc. Explore famous artists and artworks, taking inspiration from them into their own work.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Explore ways to mark make using a range of techniques including painting, drawing, printmaking.		Create collaboratively, sharing ideas, resources and skills. Begin to show accuracy and care when drawing.	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Share their creations, explaining the process they have used. Begin to use vocabulary linked to formal elements.	

	Use a range of small tools, including scissors, paintbrushes and cutlery.			
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Topics	Cooking and Nutrition	Textiles	Mechanisms	Structures
DT progression of skills	Design - Designing a recipe as a class - Designing packaging Make - Chopping fruit and vegetables with support - Develop cutting, slicing, spreading, rolling, scooping, kneading through preparing simple dishes Evaluate - Taste different food and give opinions - Describe some of the following when tasting food: look, feel, smell and taste - Choose their favourite packaging design and explain why Technical Knowledge - To know that food can be made of different ingredients - To know that vegetables are grown - To recognize and name some common fruits and vegetables - To know that different food, fruits and vegetables taste different	Design - Discuss what a good design needs - Design a simple pattern with paper - Design a specific product linked to the termly topic - Choose from available materials Make - Develop fine motor cutting skills with scissors - Explore fine motor/threading and weaving with a variety of materials - Use a prepared needle and wool to practice threading - Explore different materials such as card, fabric, wool Evaluate - Reflect on a finished product and compare to their design Technical Knowledge - To know that a design is a way of planning our ideas before we start - To know that threading is putting one material through an object	Design - Design a character prop for a play/story with a simple moving part - Design a model with moving parts using a range of construction materials Make - Make use of props and materials when role playing characters in narratives and stories - Construct models with moving parts, such as lego vehicles Evaluate - Reflect on a finished model or product and assess if it works and moves Technical Knowledge - To know how to make objects move through wheels and simple sliders	Design - Make verbal plans and material choices - Develop a junk model - Design through construction materials, such as lego, duplo and various building materials Make - Improve fine motor/scissor skills with a variety of materials. - Join materials in a variety of ways - Join different materials together - Describe their junk model and how they intend to put it together Evaluate - Give a verbal evaluation of their own and others' junk models with adult support - Check to see if their model matches their plan - Consider what they would do differently if they were to do it again - Describe their favourite and least favourite part of their model Technical Knowledge

	• To know that eating fruits and vegetables is good for us • To discuss why different packages might be used for different foods			• To know there are a range of different materials that can be used to make a model and that they are all slightly different • Make simple suggestions to fix their junk model
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