









Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>'It's me!'</p> 	<p>'Once upon a time..'</p> 	<p>'From outer space'</p> 	<p>'How big are you? Animals big and small'</p> 	<p>'Grow, grow, grow'</p> 	<p>'Commotion in the Ocean'</p> 
Possible texts	<p>Supertato The Colour Monster The Lion Inside Funnybones</p>	<p>We are going on a Bear Hunt The Gruffalo The Tiger who came to Tea The Nativity Story</p>	<p>Whatever Next! The Smeds and the Smoos Aliens love Underpants How to catch a Star Dinosaurs love underpants</p>	<p>Owl babies Rosie's walk The Tiger who came to tea The Highway Rat</p>	<p>Jasper's Beanstalk 10 tiny seeds The Hungry Caterpillar Oliver's Vegetables</p>	<p>Under the sea Tiddler The Rainbow Fish Lost and Found Sharing a shell</p>
Communication and Language	<p><u>Listening, Attention and Understanding</u> Children will listen carefully to a story.</p> <p>Children will ask what questions.</p> <p><u>Speaking</u> Children will know and retell 'Supertato' and 'Funnybones'.</p> <p>Children will know and use vocabulary linked to their theme 'Its Me!' including special, unique, similar, different, family.</p> <p><u>Baseline Checkpoint:</u> Around the age of 4, is the child using sentences of four to six words Can the child use sentences have joined up with words like 'because', 'or', 'and'. Is the child using the future and past tense? Can the child answer simple 'why' questions? Sing a large repertoire of songs. 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' </p>	<p><u>Listening, Attention and Understanding</u> Children will join in with repeated refrains in a story.</p> <p>Children will ask who questions.</p> <p><u>Speaking</u> Children will know and retell 'We are going on a Bear Hunt'.</p> <p>Children will know and use vocabulary linked to their theme 'Once upon a time' including beginning, tale, story character.</p> <p><u>Autumn 2 Checkpoint:</u> Understand how to listen carefully and why listening is important. Describe events in some detail. Develop social phrases. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.</p>	<p><u>Listening, Attention and Understanding</u> Children will talk about key events in a story.</p> <p>Children will ask when questions.</p> <p><u>Speaking</u> Children will know and retell 'How to Catch a Star' and 'Whatever Next'.</p> <p>Children will know and use vocabulary linked to their theme 'From Outer Space' including planet names, astronaut, rocket.</p>	<p><u>Listening, Attention and Understanding</u> Children will identify the main characters in the story and talk about their feelings.</p> <p>Children will ask where questions.</p> <p><u>Speaking</u> Children will know and retell 'The Owl Babies'.</p> <p>Children will know and use vocabulary linked to their theme 'How big are you? Animals big and small', including habitats, animal names.</p> <p><u>Spring 2 Checkpoint:</u> 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. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding.</p>	<p><u>Listening, Attention and Understanding</u> Children will link events in a story to their own experiences.</p> <p>Children will ask why questions.</p> <p><u>Speaking</u> Children will know and retell 'The Hungry Caterpillar' and 'Oliver's Vegetables'.</p> <p>Children will know and use vocabulary linked to their theme 'grow, grow, grow', including plants, seeds, life cycle.</p> <p>Children will use days of the week names and months.</p>	<p><u>Listening, Attention and Understanding</u> Children will 'hot seat' characters from a story.</p> <p><u>Speaking</u> Children will know and retell 'Sharing a Shell'.</p> <p>Children will know and use vocabulary linked to their theme 'Commotion in the Ocean' including ocean, sea creatures, beach.</p> <p>Children will express ideas using past and present tense.</p>

				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. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary		
	<p align="center"><u>ELG</u></p> <p><u>Listening, Attention and Understanding:</u> 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. <u>Speaking:</u> 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, with modelling and support from their teacher.</p>					
Personal, Social and Emotional Development	<p>Jigsaw- Being in my world</p> <p><u>Self-Regulation</u> Children will see themselves as unique by sharing their hobbies and interests.</p> <p><u>Managing Self</u> Children will know how regular exercise is important for their health.</p> <p><u>Building Relationships</u> Children will know how to identify their feelings, using books such as 'The Colour Monster' to support understanding.</p> <p><u>Baseline Checkpoint:</u> Develop their sense of responsibility and membership of a community. Does the child play alongside others or do they always want to play alone? Does the child take part in pretend play? Does the child take part in other pretend play with different roles? Can the child generally negotiate solutions to conflicts in their play? Be increasingly independent in meeting their own care needs. Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>Jigsaw- Celebrating differences</p> <p><u>Self-Regulation</u> Children will know how to be helpful by taking on jobs such as serving snack and washing up.</p> <p><u>Managing Self</u> Children will know the school rules and be able to tidy their own resources.</p> <p>Children will know how healthy eating is important for their health.</p> <p><u>Building Relationships</u> Children will know how to listen to others with respect.</p> <p><u>Autumn 2 Checkpoint:</u> Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Manage their own needs. Personal hygiene. Know and talk about the different factors that support their overall health and wellbeing: healthy eating, toothbrushing, having a good sleep routine.</p>	<p>Jigsaw- Dreams and Goals</p> <p><u>Self-Regulation</u> Children will know how to make the right choice and the consequences of not doing so.</p> <p><u>Managing Self</u> Children will know how regular teeth brushing is important for their health.</p> <p><u>Building Relationships</u> Children will know how to treat others in our class.</p>	<p>Jigsaw- Healthy me</p> <p><u>Self-Regulation</u> Children will know the effects of their behaviour on others.</p> <p><u>Managing Self</u> Children will know what a sensible amount of screen time is and why this is important for their health.</p> <p><u>Building Relationships</u> Children will be able to describe what makes a good friend including attributes such as listening and sharing.</p> <p><u>Spring 2 Checkpoint:</u> See themselves as a valuable individual. Show resilience and perseverance in the face of challenge. Think about the perspectives of others. Know and talk about the different factors that support their overall health and wellbeing</p>	<p>Jigsaw- Relationships</p> <p><u>Self-Regulation</u> Children will know to use calm breathing and counting to 10 when they are feeling upset/angry.</p> <p><u>Managing Self</u> Children will know about the importance of a good sleep routine for their health.</p> <p><u>Building Relationships</u> Children will know how to express their opinion and understand it is okay to have a different opinion to their friends.</p>	<p>Jigsaw- Changing me</p> <p><u>Self-Regulation</u> Children will know how to overcome challenges. .</p> <p><u>Managing Self</u> Children will know how to be a safe pedestrian and why this is important.</p> <p><u>Building Relationships</u> Children will know how to resolve a problem by talking it through with a friend or adult.</p>
	<p align="center"><u>ELG</u></p> <p><u>Self-Regulation:</u> 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. <u>Managing Self:</u> 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. <u>Building Relationships:</u> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>					
Physical Development	Outside play Moving safely	Throwing and catching	Gymnastics	Dance	Indoor and Outdoor Games Coach- Multi skills	Sports Day Coach- gymnastics

	<p><u>Gross Motor</u> Children will know how to hop, skip and jump.</p> <p><u>Fine Motor</u> Children will know the correct pencil grip and posture for writing.</p> <p>Children will know how to correctly form the letters m,a,s,d.</p> <p><u>Baseline Checkpoint:</u> Use one-handed tools and equipment. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p>	<p><u>Gross Motor</u> Children will know how to ride a tricycle.</p> <p><u>Fine Motor</u> Children will know how to do up and undo buttons.</p> <p>Children will know how to correctly form the letters t, i, n, p, g, o.</p> <p><u>Autumn 2 Checkpoint:</u> Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing Progress towards a more fluent style of moving, with developing control and grace. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes</p>	<p><u>Gross Motor</u> Children will know how to pull themselves up on equipment. They will balance, jump and land safely.</p> <p><u>Fine Motor</u> Children will know how to use a knife and fork.</p> <p>Children will know how to correctly form the letters c, k, u, b, f, e.</p>	<p><u>Gross Motor</u> Children will know how to kick and pass different sized balls.</p> <p><u>Fine Motor</u> Children will know how to use two-hole scissors to make snips in paper.</p> <p>Children will know how to use hammers to hit a large headed nail.</p> <p>Children will know how to correctly form the letters l, h, r, j, v, y.</p> <p><u>Spring 2 Checkpoint:</u> 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. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p><u>Gross Motor</u> Children will know how to throw and catch different sized balls.</p> <p><u>Fine Motor</u> Children will know how to thread and sew.</p> <p>Children will know how to correctly form the letters w, z, x, q.</p>	<p><u>Gross Motor</u> Children will know how to bat and aim using different sized balls.</p> <p><u>Fine Motor</u> Children will know how to use two-hole scissors to cut along lines.</p> <p>Children will know how to correctly form capital letters.</p>
	<p><u>ELG</u></p> <p><u>Gross Motor:</u> Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><u>Fine Motor:</u> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>					

Literacy	<p>Texts- What makes me....a me. Shu Lin's Grandpa I'm almost always kind The Dark Each Peach Pear Plum The Gingerbread</p> <p><u>Comprehension</u> Children will read and re-read a selection of books, developing fluency, understanding and enjoyment.</p> <p><u>Word Reading</u> Children will read and correctly form the sounds m, a, s, d, t, i, n, p, g.</p> <p>Children will hear and identify initial sounds in words.</p> <p><u>Writing</u> Children will know how to correctly form the letters m,a,s,d.</p> <p>Children will know how to write their name.</p> <p><u>Baseline checkpoint:</u> Use some of their print and letter knowledge in their early writing. Write some or all of their name. Write some letters accurately.</p>	<p><u>Comprehension</u> Children will read and re-read a selection of books, developing fluency, understanding and enjoyment.</p> <p><u>Word Reading</u> Children will read and correctly form the sounds o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x.</p> <p>Children will blend known sounds in words.</p> <p><u>Writing</u> Children will know how to correctly form the letters t, i, n, p, g, o.</p> <p>Children will know how to write initial sounds.</p> <p><u>Autumn 2 Checkpoint:</u> Read individual letters by saying the sounds for them.</p>	<p><u>Comprehension</u> Children will read and re-read a selection of books, developing fluency, understanding and enjoyment.</p> <p><u>Word Reading</u> Children will read and correctly form the sounds qu, ch, th, sh, ng, nk.</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky red words no, go, so, I, the, to, into.</p> <p><u>Writing</u> Children will know how to correctly form the letters c, k, u, b, f, e.</p> <p>Children will know how to write CVC/CVCC words.</p>	<p><u>Comprehension</u> Children will read and re-read a selection of books, developing fluency, understanding and enjoyment.</p> <p><u>Word Reading</u> Children will read and correctly form the sounds ay, ee, igh, ow, oo (short), oo (long).</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky red words he, she, me, we, be.</p> <p><u>Writing</u> Children will know how to correctly form the letters l, h, r, j, v, y.</p> <p>Children will know how to write a short phrase.</p> <p><u>Spring 2 Checkpoint:</u> Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense</p>	<p><u>Comprehension</u> Children will read and re-read a selection of books, developing fluency, understanding and enjoyment.</p> <p><u>Word Reading</u> Children will read and correctly form the sounds ar, or, air, ir, ou, oy.</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky red words are, they, her.</p> <p><u>Writing</u> Children will know how to correctly form the letters w, z, x, q.</p> <p>Children will know how to write a short sentence.</p>	<p><u>Comprehension</u> Children will read and re-read a selection of books, developing fluency, understanding and enjoyment.</p> <p><u>Word Reading</u> Children will sound and blend words with RWI set 1 and 2 sounds.</p> <p>Children will know tricky red words my, by, of.</p> <p><u>Writing</u> Children will know how to correctly form capital letters.</p> <p>Children will know how to read what they have written to check it makes sense.</p>
	<p align="center"><u>ELG</u></p> <p><u>Comprehension:</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p><u>Word Reading:</u> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>					

	<u>Writing:</u> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.					
Mathematics White Rose Maths	Getting to Know You Match, sort and compare Match objects Match picture and objects Identifying a set Talk, measure and patterns Compare size, mass and capacity Explore simple patterns, copy, complete and create. <u>Baseline Checkpoint:</u> Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts. Compare length, weight and capacity	It's me 1,2,3! Find 1,2,3 Subitise 1,2,3 Represent of 1,2,3 1 more/1 less Composition of 1,2,3 Circle and Triangles Identify and name circle and triangles Compare cirles and triangles Shapes in the environment Describe position 1,2,3,4,5 Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more/1 less Composition of 4 and 5 Composition of 1-5 Shapes with sides Identify and name a shape with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night <u>Autumn 2 Checkpoint:</u> Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Understand the 'one more than/one less than' relationship between consecutive numbers.	Alive in 5! Introducing zero Find numbers to 5 Subitise numbers to 5 Represent numbers to 5 1 more/1 less Composition Conceptual subitising to 5 Mass and capacity Compare mass Find a balance Explore capacity Compare capacity Growing 6,7,8 Find 6,7 and 8 Represent 6,7,8 1 more/1 less Compositon of 6,7,8 Make pairs- odd and even Double to 8 (find a double) Double to 8 (make a double) Combine 2 groups Conceptual subitising Length, height and time Explore length Compare length Explore height Compare height Talk about time Order and sequence time	Building 9 and 10 Find/compare and represent 9 and 10 Conceptual subitising to 10 1 more/1 less Composition to 10 Bonds to 10 Make arrangements of 10 Bonds to 10/doubles to 10 Odd and even Explore 3D shapes Recognise and name 3D shapes Find 2D within 3D shapes Use 3D shapes for tasks 3D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment <u>Spring 2 Checkpoint:</u> Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Subitise. Count beyond ten. Compare numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-5 and some to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills.	To 20 and beyond Build numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns How many now? Add more How many did I add? Take away How many did I take away? Manipulate, compose and decompose Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2D shape pictures Find 2D shapes within 3D shapes	Sharing and grouping Explore sharing Sharing Explore grouping Grouping Even and odd sharing Play with and build doubles Visualise build and map Identify units of repeated patterns Create our patterns Explore own patterns Replicate and build scenes and constructions Visualise from different position Describe positions Give instructions to build Explore and represent maps Create own maps Make connections Deepen understanding Patterns and relationships Consolidation
	<u>ELG</u> Number: 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. Numerical Patterns: 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 Past and present People, Culture and Communities The Natural World	<u>History-</u> <u>Past and present</u> Children will know how they have changed from being a baby to being 4/5. Children will know who Florence Nightingale is and why she is important. <u>Geography-</u> <u>People, Culture and Communities</u> Children will know that the green on a globe is the land and the blue is the sea. Children will know that a globe shows different countries around the world. Children will identify typical weather in Autumn.	<u>History-</u> <u>Past and Present</u> Children will explore images, stories and artefacts from the past. Children will know that Remembrance Day is to remember soldiers who died in the war. Children to learn about Bonfire Night. <u>Geography-</u> <u>People, Culture and Communities</u> Children will know how people in different countries celebrate Christmas.	<u>History-</u> <u>Past and Present</u> Children will look at images of transport from the past and identify similarities and differences. Children find out about Chinese New Year <u>Geography-</u> <u>People, Culture and Communities</u> Children will know the name of the road that our school is on. Children will explore aerial maps of our school and identify key features. Children will identify typical weather in Winter.	<u>History-</u> <u>Past and Present</u> Children will know who David Attenborough is and why he is important. <u>Geography-</u> <u>People, Culture and Communities</u> Children will know that we do not have certain animals in England and will compare with other countries. Children will identify typical weather in Spring. <u>Science-</u> <u>The Natural World</u> Children will observe changes and growth of chicks.	<u>History-</u> <u>Past and Present</u> Children will know that the past is anything before the current day. Children will know that the present is now. Children to learn about their class saint. St George. <u>Geography-</u> <u>People, Culture and Communities</u> Children will know that we can only grow certain fruit/vegetables in England. <u>Science-</u> <u>The Natural World</u>	<u>History-</u> <u>Past and Present</u> Children will know who Mary Anning is and why she is important. Children will look at images of seaside holidays from the past and present and identify similarities and differences. <u>Geography-</u> <u>People, Culture and Communities</u> Children will identify similarities and differences between life in Egremont and another country. Children will identify typical weather in Summer. <u>Science-</u>

	<p><u>Science- The Natural World</u> Children will know the names of body parts: shoulders, elbows, knees, ankles. Children will know the 5 senses. Children will know that this time of year is Autumn.</p> <p><u>Computing-</u> Children will know how to use an iPad to take photos and use it in their work.</p> <p><u>Baseline Checkpoint:</u> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary Show interest in different occupations Explore how things work</p>	<p>Children will know where they live.</p> <p><u>Science- The Natural World</u> Children will identify different materials. Children will know will compare the touch, look and smell of different objects and materials.</p> <p><u>Computing-</u> Children will know how to use an app on the iPad and type their name and save.</p> <p><u>Autumn 2 Checkpoint:</u> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map.</p>	<p><u>Science- The Natural World</u> Children will know that this time of year is Winter. Children will explore floating and sinking. Children will know that there are 8 planets in the solar system. Children will investigate light, dark and shadows.</p> <p><u>Computing-</u> Children will know what a video is and how to record and play. Children will know how to use a pictogram</p>	<p>Children will know the life cycle of a chick. Children will know that this time of year is Spring. Children will explore the strength of materials and be able to test them.</p> <p><u>Computing-</u> Children will know how to make digital art on the iPad</p> <p><u>Spring 2 Checkpoint:</u> Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. 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>	<p>Children will know the names of the 4 seasons and weather associated with them. Children will know the life cycle of a sunflower. Children will know how to care for a plant. Children will observe how a tree has changed over the 4 seasons.</p> <p><u>Computing-</u> Children will know how to programme a beebot.</p>	<p><u>The Natural World</u> Children will know that this time of year is Summer. Children will know that some animals can live underwater. Children will melt and solidify different substances such as chocolate and butter.</p> <p><u>Computing-</u> Children will know how to use the internet to research.</p>
	<p style="text-align: center;"><u>ELG</u></p> <p><u>Past and Present:</u> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>People, Culture and Communities:</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p> <p><u>The Natural World:</u> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>					
<p>Expressive Arts and Design</p> <p>Creating with materials Being imaginative and expressive</p>	<p><u>Music- Being Imaginative</u> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none">- Linked to repeat and respond. <p><u>Art and Design- Creating with Materials</u> Children will know how to mix primary colours to make secondary colours using poster paints. Children will know how to draw a person – head, body, arms, legs and facial features.</p> <p><u>Baseline Checkpoint:</u> Take part in simple pretend play, using an object to represent something</p>	<p><u>Music- Being Imaginative</u> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none">- Linked to our Christmas Nativity. <p>Children will listen to a range of instruments and identify similarities and differences.</p> <p><u>Art and Design- Creating with Materials</u> Children will know how to make 2D collages. Children will make fruit and vegetable portraits in the style of Giuseppe Arcimboldo. Children will know which glue or tape to use for their chosen purpose.</p>	<p><u>Music- Being Imaginative</u> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none">- Such as row, row, row your boat and round and round the garden. <p>Children will know how to tap/clap along to a rhythm.</p> <p><u>Art and Design- Creating with Materials</u> Children will know how to mould clay. Children will explore and make art in the style of Henry Matisse. Children will know how to use a number of joining techniques. Clay aliens.</p>	<p><u>Music- Being Imaginative</u> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none">- Such as the animals went in two by two <p>Children will experiment with different ways of playing instruments. Children will join in with choreographed dances. Animal dancing.</p> <p><u>Art and Design- Creating with Materials</u> Children will know how to use and mix watercolour paints. Children will know how to use different techniques to make 3D collages.</p>	<p><u>Music- Being Imaginative</u> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none">- Here we go round the mulberry bush- - Mary, Mary Quite Contrary <p>Children will know how to match a pitch.</p> <p><u>Art and Design- Creating with Materials</u> Children will know how to make a mono print. Children explore and create art in the style of Georgia O’Keefe. Children will know how to use a number of joining techniques. Van Gogh- Sunflowers</p>	<p><u>Music- Being Imaginative</u> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none">- A sailor went to sea, sea, sea- There’s a hole in the bottom of the sea <p>Children will know perform their own dances using steps and techniques that they have learned.</p> <p><u>Art and Design- Creating with Materials</u> Children will know how to make different shades of the same colour. Children will know how to use a number of joining techniques.</p>

	<p>else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Explore colour and colour-mixing</p> <p>Listen with increased attention to sounds</p>	<p><u>Autumn 2 Checkpoint:</u></p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses</p>	<p>Junk model rockets.</p> <p>Space role play</p> <p>Space yoga.</p>	<p>Children will know how to use a number of joining techniques.</p> <p>Animal pattern printing.</p> <p><u>Spring 2 Checkpoint:</u></p> <p>Develop storylines in their pretend play. Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>		<p>Children will know how to sew to join.</p> <p>Shell printing</p> <p>Watercolour seaside printing</p>
	<p><u>ELG</u></p> <p><u>Creating with Materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p> <p><u>Being Imaginative:</u> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and song. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</p>					
RE Come and See	<p>Myself Welcome</p> <p><u>People, Culture and Communities</u></p> <p>Children will know what is special to them and their families.</p>	<p>Birthday Celebrating</p> <p><u>People, Culture and Communities</u></p> <p>Children will know the story of Diwali. Children will know the Christian Christmas story</p>	<p>Other cultures and religions</p> <p><u>People, Culture and Communities</u></p> <p>Children will name and explain the purpose of a church and other places of worship.</p>	<p>Gathering Growing</p> <p><u>People, Culture and Communities</u></p> <p>Children will know the Easter story.</p>	<p>Good News Friends</p> <p><u>People, Culture and Communities</u></p> <p>Children will be able to share a story from the Bible about Good News.</p>	<p>Our World</p> <p><u>People, Culture and Communities</u></p> <p>Children will be able to say how we can be a good person and protect our world.</p>
Other events	<p>World animal Day Black History Month</p>	<p>Halloween Bonfire Night Remembrance Day Christmas St Andrew's Day Diwali</p>	<p>Valentine's Day Chinese New Year Mental Health Awareness Pancake day</p>	<p>St David's Day World Book Day Holi Mother's Day St Patrick's Day Easter</p>	<p>St George's Day Eid</p>	<p>Father's Day</p>
Enrichment						
Homework Activities	<p>My family tree</p>	<p>Retelling your favourite story</p>	<p>Creating your own planet</p>	<p>Drawing my favourite animal</p>	<p>Growing their own seed</p>	<p>Shell art</p>
Visits and Visitors	<p>Library visit Egremont Castle</p>	<p>Visit from Santa</p>	<p>Local area walk looking at vehicles</p>	<p>Muncaster castle Pet encounter</p>	<p>Visit to a garden centre</p>	<p>Trip to St Bees Lifeboat visit</p>
Curriculum in Action	<p>Traditional stories role play</p>	<p>Christmas Nativity</p>	<p>Light and dark investigation area Outer Space Baking</p>	<p>Chicks</p>	<p>Forest outdoor activities Planting seeds</p>	<p>Creating our own outdoor beach</p>