

Area of Learning	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
THEMES	ME MYSELF & I /CHILD LEAD	LIGHT	ONCE UPON A TIME	CHILD LEAD	PLANTS	HUMANS & OTHER ANIMALS
LEAD SUBJECT	PSED	RE	LITERACY	AREAS OF WEAKNESS	UTW	UTW
READ TO WRITE	BASELINE/ name writing	Star in a Jar	Talk for writing- the little red hen	Writing linked to interests	The Extraordinary Gardener	Talk for writing – the very hungry caterpillar
Communication & Language Listening attention & Understanding Speaking	Listening – listen to others 1:1 Attention – maintain attention in different contexts Demonstrate Understanding – follow instructions, requests, and ideas in a range of contexts and situations. Speaking – speak clearly, speak in full sentences, Vocabulary – use an increasing range of vocabulary appropriately Questioning – ask and answer questions in different contexts Narrative – use language of stories, rhymes, poems and non-fiction to imagine and recreate ideas in different contexts and offer explanations for why things happen	Listening – listen to others 1:1/in groups Attention – maintain attention in different contexts, attend to other people (adults, peers) both familiar and unfamiliar Demonstrate Understanding – follow instructions, requests, and ideas in a range of contexts and situations. Ask and answer questions in different contexts Speaking – speak clearly, speak in full sentences, use sentences that give many details, express ideas about feelings and experiences Vocabulary – use an increasing range of vocabulary appropriately, understand the meaning of new words and use appropriately in discussions and conversation. Reasoning – talk about, explain and give reasons for actions, events and activities linked to their experiences, stories, or other contexts	Listening – listen to others 1:1/in groups/whole class Respond – with relevant comments, questions of their own or actions when listening to stories, to instructions and when engaged in play activities Respond to and answer questions – ‘where’ ‘how’ and ‘why’ questions about self and own experiences; ‘how’ and ‘why’ in response to stories Uses Tenses – past, present and future – in conversations with peers/adults about themselves and their experiences, activities, ideas and events. Begin to use conjunctions to extend ideas. Vocabulary – use an increasing range of vocabulary appropriately, understand the meaning of new words and use appropriately in discussions and conversation. Clarify Thinking – use talk to connect ideas, and share their thinking in different contexts.	PE Sessions: Fundamental movement skills – run/running fast, travel on feet/feet and hands, underhand throw, underhand roll, catching, vertical jump and land, hop, static balance, balance on body parts and balance using equipment, side roll and rock and roll, pencil roll. Use of Vocabulary linked to Movement - names of body parts, directional movement – up down, backwards, forwards, sideways; speed – fast, faster, slow, slowly, slower Fine motor skills – demonstrates left/right hand dominance, demonstrates hand-eye co-ordination; dexterity, manipulation and control Drawing - draws pictures using a range of media and materials, adds detail to pictures, demonstrates control of tools for drawing Control of writing tools and equipment – size of letters, correct starting points for different groups of letters, forms letters correctly		
Physical Development Gross Motor Fine Motor	Gross motor skills/movements – climbing, crawling, skipping, sliding, slithering, shuffling. Safety Awareness – when moving themselves; when travelling on, under, over through equipment and apparatus Body strength – with and without tools and equipment Movement of body parts - rotation of waist, shoulder, hip, knee; bending, flexing and rotation of elbow and wrist; making shapes with arms and hands, legs and feet; wriggling and stretching elbows, wrists, fingers, knees, ankles, feet, toes. Fine motor skills – demonstrates left/right hand dominance Drawing - draws pictures using a range of media and materials Communication - talks about their mark making, representations, drawings and writing; discusses mark making, writing and drawings with others.	Spatial Awareness – awareness of own space, negotiates space, finds a space, changes direction, stops Apparatus – control and balance when using equipment for climbing, jumping, scrambling, travelling, swinging; interacts with small equipment – drop, push, throw, roll, catch, kick. Fine motor skills – demonstrates left/right hand dominance, demonstrates hand-eye co-ordination; dexterity, Pencil grip – holds writing tools and implements with a mature pencil grip, uses appropriate amount of pressure Drawing - draws pictures using a range of media and materials, adds detail to pictures, demonstrates control of tools for drawing, Manipulate and control a range of tools with increasing accuracy to represent their ideas and experiences Letter formation – draws patterns, understands and follows language linked to talk about shape and movement of patterns and letters, knows the handwriting movements involved in the three basic letter shapes as exemplified by ‘l’ ‘c’ ‘r’ and forms basic letter shapes (linked to teaching of phonics and those letters in their name).	Manage feelings and behaviour – understand and follow rules, share with others, work with others, change and adapt their behaviour Understand how others feel – show care and concern for others Work together – understand and follow simple rules, share and take turns, listen to others, be considerate to the needs of others, respect the view point of others, take on ideas of others, work together in collaboration. Use language – to negotiate, co-operate, plan and organise play, resolve conflict. Social skills – observe others, initiate and understand the rules of social interaction, negotiate, resolve conflict, able to compromise, take responsibility for themselves and others Communication – reflect on experiences, explain reasons why, respond to experiences and people, recall events, make suggestions. Confidence – try new activities, make own choices and decisions, talk to others about what they need or their ideas, ask for help, initiate own ideas, seek a challenge. Responsibility – take care of their own belongings, take care of the belongings of others and class resources. Communication – Use language to negotiate, co-operate, plan and organise play, resolve conflict, listen, speak, reflect, explain, respond, recall, review. Keeping healthy – knowledge of food groups including healthy foods; knowledge of importance of exercise to keep their body healthy (Link to humans) Vocabulary – use vocabulary linked to: foods and food groups, body parts, exercise and effects on body, dressing skills, road safety, safety including using and transporting tools and equipment.			
Personal Social & Emotional Development Self-Regulation Building Relationships Managing Self	Express feelings – show how they feel in response to different experiences Respond – Follow instructions Build friendships – engage in positive interactions with adults and peers Social skills – observe others Recognise the needs of others - show sensitivity to others Communication – use gestures, non-verbal communication, facial expressions, body language, appropriate language and vocabulary; Self-awareness – know what they like and do not like, talk about what they are doing and why, talk about and discuss their interests, share their ideas and interest with others, take pride in themselves and their work and achievements, share their achievements with others Work together – understand and follow simple rules, Independence – select own resources Self-care – eating, drinking, making or helping to make own snacks, personal hygiene, cleaning teeth, dressing undressing, takes care of own belongings Communication – communicate own needs in relation to being thirsty, hungry tired, use of toilet; communicate when they need help from others including peers and adults	Understand feelings – talk about and discuss with others how they feel; explain why they are experiencing particular feelings. Communication – make choices, communicate what they need, listen to others, maintain attention in familiar and unfamiliar situations Active learning – engage in challenges, show awareness of strengths and what they need to learn Work together – understand and follow simple rules, share and take turns Social skills – observe others, initiate and understand the rules of social interaction Recognise the needs of others - show sensitivity to others, demonstrate empathy, show awareness of how their actions may impact on others, know that other children think and respond in different ways to them Communication – use gestures, non-verbal communication, facial expressions, body language, appropriate language and vocabulary; listen to others, speak to peers and adults and engage in discussions in a positive way Work together – understand and follow simple rules, share and take turns, listen to others, be considerate to the needs of others, respect the viewpoint of others, take on ideas of others, work together in collaboration. Independence – select own resources, carry out tasks without help, will try to complete a task themselves before asking for help, can work on own and with others Safety – understand and follow rules on how to keep safe when using and transporting tools, equipment and resources; understand rules linked to road safety.	Manage feelings and behaviour – understand and follow rules, share with others, work with others, change and adapt their behaviour Understand how others feel – show care and concern for others Work together – understand and follow simple rules, share and take turns, listen to others, be considerate to the needs of others, respect the view point of others, take on ideas of others, work together in collaboration. Use language – to negotiate, co-operate, plan and organise play, resolve conflict. Social skills – observe others, initiate and understand the rules of social interaction, negotiate, resolve conflict, able to compromise, take responsibility for themselves and others Communication – reflect on experiences, explain reasons why, respond to experiences and people, recall events, make suggestions. Confidence – try new activities, make own choices and decisions, talk to others about what they need or their ideas, ask for help, initiate own ideas, seek a challenge. Responsibility – take care of their own belongings, take care of the belongings of others and class resources. Communication – Use language to negotiate, co-operate, plan and organise play, resolve conflict, listen, speak, reflect, explain, respond, recall, review. Keeping healthy – knowledge of food groups including healthy foods; knowledge of importance of exercise to keep their body healthy (Link to humans) Vocabulary – use vocabulary linked to: foods and food groups, body parts, exercise and effects on body, dressing skills, road safety, safety including using and transporting tools and equipment.			

Area of Learning	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Literacy Reading Word Reading Comprehension	<p>Read decodable HFWs sight words (list 1) (e.g. a an as at if in).</p> <p>Distinguish between a word, a letter and a space.</p> <p>Listen attentively to a story at the appropriate interest level</p> <p>Recite simple rhymes, songs and poems.</p> <p>Hold a book correctly and turn pages from front to back and recognise front and back cover</p>	<p>Read common exception words (tricky) from Phase 2 (e.g. the to no go into).</p> <p>Distinguish between a word, a letter and a space.</p> <p>Differentiate between text and illustrations.</p> <p>Understand that print conveys meaning.</p> <p>Know that in English print is read from left to right and top to bottom.</p> <p>Use picture clues to help read a simple text.</p>	<p>Read decodable HFWs sight words (list 2) (e.g. will that this then them)</p> <p>Read simple sentences and books consistent with their phonic knowledge</p> <p>Predict storyline and key events (e.g. the ending and appropriate vocabulary, aided by illustrations).</p> <p>Talk about events, settings and characters</p> <p>Retell stories and narratives in the correct sequence and in their own words, drawing on the language patterns of stories.</p> <p>Use gestures and actions to act out a story, event or rhyme from text or illustrations.</p>	<p>Read common exception words (tricky) from Phase 3 (e.g. he she we me be was you they all are my her).</p> <p>Read simple sentences and books consistent with their phonic knowledge</p> <p>Use and show understanding of recently introduced vocabulary appropriately when retelling stories and narratives, and during discussions about stories, non-fiction, rhymes and poems</p> <p>Respond to questions about who, what, where, when linked to text and illustrations.</p> <p>Recall the main points in text in the correct sequence.</p>	<p>Read simple sentences and books consistent with their phonic knowledge.</p> <p>Recognise some capital and lower case letters.</p> <p>Make predictions and anticipate key events based on illustrations, story content and title.</p> <p>Respond to questions about how and why something is happening.</p> <p>Say what a character might be thinking, saying or feeling.</p>	<p>Read simple sentences and books consistent with their phonic knowledge</p> <p>Recognise some capital and lower case letters.</p> <p>Say how they feel about stories and poems.</p> <p>Sequence a simple story or event</p> <p>Use the structure of a simple story when re-enacting and re-telling in their own words.</p> <p>Talk about the themes of simple texts, (e.g. good over evil).</p> <p>Act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary.</p>
Book band/ oxford level						
Phonics	<p>Phase 1 & 2 Orally blend sounds to make simple words</p> <p>Link sounds to letters, naming and sounding letters of the alphabet</p> <p>Use decoding to read – using build and blend strategy</p>	<p>Phase 2 Decode a number of regular words using Phase 2 phonemes</p> <p>Link sounds to letters, naming and sounding letters of the alphabet</p> <p>Use decoding to read – using build and blend strategy</p>	<p>Phase 2/Phase 3 phonemes with build and blend strategy</p> <p>Link sounds to letters, naming and sounding letters of the alphabet</p> <p>Use decoding to read – using build and blend strategy</p> <p>Use phonic knowledge to attempt unknown words.</p>	<p>Phase 3 phonemes with build and blend strategy</p> <p>Link sounds to letters, naming and sounding letters of the alphabet as well as digraphs (Phase 3 phonemes).</p> <p>Use decoding to read – using build and blend strategy – towards automatically reading known words</p> <p>Use phonic knowledge to attempt unknown words.</p>	<p>Phase 3 phonemes/Phase 4 (combination of adjacent consonants) with build and blend strategy</p> <p>Link sounds to letters, naming and sounding letters of the alphabet as well as digraphs (Phase 3 phonemes).</p> <p>Blend phonemes to read a range of words using build and blend towards automaticity, fluency and accuracy.</p>	<p>Phase 3 phonemes/Phase 4 (combination of adjacent consonants) with build and blend strategy</p> <p>Link sounds to letters, naming and sounding letters of the alphabet as well as digraphs (Phase 3 phonemes).</p> <p>Blend phonemes to read a range of words using build and blend towards automaticity, fluency and accuracy.</p>
	AUT Term		SPR Term		SUM Term	
Literacy Writing Emergent Writing Composition Vocabulary, grammar, punctuation	<ul style="list-style-type: none"> Develop language skills (listening and talking) in a range of contexts. Show awareness that writing communicates meaning. Give meaning to the marks they make. Make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in cluster like words. Beginning to use appropriate letters for initial sounds. Use talk to organise, articulate, sequence and clarify thinking, ideas, feelings and events. Have their own ideas and reasons for writing. Write different text forms for different purposes - lists, labels 		<ul style="list-style-type: none"> Understand that thoughts can be written down. Copies adults writing behaviour, (e.g. writing on the whiteboard, writing messages when on the phone, etc). Beginning to build words using letter sounds in their writing. Use writing in their play. Use familiar words in their writing. Use talk to organise, articulate, sequence and clarify thinking, ideas, feelings and events. Have their own ideas and reasons for writing. Orally compose a sentence and hold it in memory before attempting to write it. Begin to use simple sentence forms. Can talk about the features of their own writing. Write different text forms for different purposes- menus, captions Write a simple phrase with finger spaces that can be read back by themselves. Begin to recognise and know there needs to be spaces between words in a simple sentence. 		<ul style="list-style-type: none"> Understand that thoughts and stories can be written down. Use writing in their play. Use familiar words in their writing. Show awareness of the different audience for writing Use talk to organise, articulate, sequence and clarify thinking, ideas, feelings and events. Have their own ideas and reasons for writing. Begin to use simple sentence forms. Can talk about the features of their own writing. Write a simple narrative Write different text forms for different purposes – instructions, narratives Recognise and know that full stops are at the end of a sentence. Recognise and know that a sentence starts with a capital letter. Write simple sentences using finger spaces that can be read by themselves and others. 	
Phonics / Handwriting Spelling: GPC recognition, Oral segmenting, segmenting for spelling Transcription Handwriting: (also see Physical Development – Fine Motor Skills)	<ul style="list-style-type: none"> Orally Segment sounds in simple words. Segment to write VC and CVC words independently using Phase 2 graphemes (e.g. it, mop, bell). Write own name Spell some irregular common words (tricky) I the independently. Form letters from their name correctly 		<ul style="list-style-type: none"> Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Segment to write CVC words independently using Phase 2 and Phase 3 graphemes (e.g. it, mop, bell, quiz). Make phonetically plausible attempts when writing more complex words, (e.g. using Phase 4 CCVCC). Spell some irregular common words (tricky) to do no go so, independently. Write left to right and top to bottom. Form most lower case letters correctly; starting and finishing in the right place, going the right way round, correctly orientated. Know how to form clear ascenders ('tall letters') and descenders ('tails'). Form some capital letters correctly, including the initial letter of their name. 		<ul style="list-style-type: none"> Segment to write CVC words independently using Phase 3 graphemes (e.g. it, fizz, chop, rain, week). Make phonetically plausible attempts when writing more complex words, (e.g. using Phase 4 CCVCC). Spell some irregular common words (tricky) to do no go so, independently. Spell some irregular common words from phase 3 (tricky) independently. Write left to right and top to bottom. Form most lower case letters correctly; starting and finishing in the right place, going the right way round, correctly orientated. Know how to form clear ascenders ('tall letters') and descenders ('tails'). Form some capital letters correctly, including the initial letter of their name. 	

Area of Learning	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2																																																																																																																																																					
White Rose Maths	BASELINE Just Like me	It's me 123! Light & Dark	Alive in 5 Growing 678	Building 9&10 Consolidation	To 20 and beyond First Then Now	Find my Pattern On the Move																																																																																																																																																					
Maths	<table border="1"> <thead> <tr> <th>Week</th><th>1</th><th>2</th><th>3</th><th>Week</th><th>4</th><th>5</th><th>6</th><th>Week</th><th>7</th><th>8</th><th>9</th><th>Week</th><th>10</th><th>11</th><th>12</th> </tr> </thead> <tbody> <tr> <td>Phase</td> <td colspan="3">Getting to Know You</td> <td colspan="3">Just Like Me!</td> <td colspan="3">It's Me 123!</td> <td colspan="3">Light and Dark</td> </tr> <tr> <td>Number</td> <td colspan="3">Opportunities for settling in, introducing the areas of provision and getting to know the children.</td> <td colspan="3">Match and Sort Compare Amounts</td> <td colspan="3">Representing 1, 2 & 3 Composing 1, 2 & 3</td> <td colspan="3">Representing Numbers to 5 One More and Less.</td> </tr> <tr> <td>Shape/Space/Measurement</td> <td colspan="3">Key times of day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.</td> <td colspan="3">Compare Size, Mass & Capacity Exploring Patterns</td> <td colspan="3">Circles and Triangles Positional Language</td> <td colspan="3">Shapes with 4 Sides Time</td> </tr> </tbody> </table>	Week	1	2	3	Week	4	5	6	Week	7	8	9	Week	10	11	12	Phase	Getting to Know You			Just Like Me!			It's Me 123!			Light and Dark			Number	Opportunities for settling in, introducing the areas of provision and getting to know the children.			Match and Sort Compare Amounts			Representing 1, 2 & 3 Composing 1, 2 & 3			Representing Numbers to 5 One More and Less.			Shape/Space/Measurement	Key times of day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.			Compare Size, Mass & Capacity Exploring Patterns			Circles and Triangles Positional Language			Shapes with 4 Sides Time			<table border="1"> <thead> <tr> <th>Week</th><th>1</th><th>2</th><th>3</th><th>Week</th><th>4</th><th>5</th><th>6</th><th>Week</th><th>7</th><th>8</th><th>9</th> </tr> </thead> <tbody> <tr> <td>Phase</td> <td colspan="3">Alive in 5!</td> <td colspan="3">Growing 6, 7, 8</td> <td colspan="3">Building 9 & 10</td> </tr> <tr> <td>Number</td> <td colspan="3">Introducing Zero Comparing Numbers to 5 Composition of 4 & 5</td> <td colspan="3">6, 7 & 8 Making Pairs Combining 2 Groups</td> <td colspan="3">9 & 10 Comparing Numbers to 10 Bonds to 10</td> </tr> <tr> <td>Spatial Reasoning</td> <td colspan="3">Compare Mass (2) Compare Capacity (2)</td> <td colspan="3">Length & Height Time</td> <td colspan="3">3d-Shape Pattern (2)</td> </tr> </tbody> </table>	Week	1	2	3	Week	4	5	6	Week	7	8	9	Phase	Alive in 5!			Growing 6, 7, 8			Building 9 & 10			Number	Introducing Zero Comparing Numbers to 5 Composition of 4 & 5			6, 7 & 8 Making Pairs Combining 2 Groups			9 & 10 Comparing Numbers to 10 Bonds to 10			Spatial Reasoning	Compare Mass (2) Compare Capacity (2)			Length & Height Time			3d-Shape Pattern (2)			<table border="1"> <thead> <tr> <th>Week</th><th>1</th><th>2</th><th>3</th><th>Week</th><th>4</th><th>5</th><th>6</th><th>Week</th><th>7</th><th>8</th><th>9</th><th>Week</th><th>10</th><th>11</th><th>12</th> </tr> </thead> <tbody> <tr> <td>Phase</td> <td colspan="3">To 20 and Beyond</td> <td colspan="3">First Then Now</td> <td colspan="3">Find my Pattern</td> <td colspan="3">On the Move</td> </tr> <tr> <td>Number</td> <td colspan="3">Building Numbers Beyond 10 Counting Patterns Beyond 10</td> <td colspan="3">Adding More Taking Away</td> <td colspan="3">Doubling Sharing & Grouping Even and Odd</td> <td colspan="3">Deepening Understanding Patterns and Relationships</td> </tr> <tr> <td>Spatial Reasoning</td> <td colspan="3">Spatial Reasoning (1) Match, Rotate, Manipulate</td> <td colspan="3">Spatial Reasoning (2) Compose and Decompose</td> <td colspan="3">Spatial Reasoning (3) Visualise and Build</td> <td colspan="3">Spatial Reasoning (4) Mapping</td> </tr> </tbody> </table>	Week	1	2	3	Week	4	5	6	Week	7	8	9	Week	10	11	12	Phase	To 20 and Beyond			First Then Now			Find my Pattern			On the Move			Number	Building Numbers Beyond 10 Counting Patterns Beyond 10			Adding More Taking Away			Doubling Sharing & Grouping Even and Odd			Deepening Understanding Patterns and Relationships			Spatial Reasoning	Spatial Reasoning (1) Match, Rotate, Manipulate			Spatial Reasoning (2) Compose and Decompose			Spatial Reasoning (3) Visualise and Build			Spatial Reasoning (4) Mapping		
Week	1	2	3	Week	4	5	6	Week	7	8	9	Week	10	11	12																																																																																																																																												
Phase	Getting to Know You			Just Like Me!			It's Me 123!			Light and Dark																																																																																																																																																	
Number	Opportunities for settling in, introducing the areas of provision and getting to know the children.			Match and Sort Compare Amounts			Representing 1, 2 & 3 Composing 1, 2 & 3			Representing Numbers to 5 One More and Less.																																																																																																																																																	
Shape/Space/Measurement	Key times of day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.			Compare Size, Mass & Capacity Exploring Patterns			Circles and Triangles Positional Language			Shapes with 4 Sides Time																																																																																																																																																	
Week	1	2	3	Week	4	5	6	Week	7	8	9																																																																																																																																																
Phase	Alive in 5!			Growing 6, 7, 8			Building 9 & 10																																																																																																																																																				
Number	Introducing Zero Comparing Numbers to 5 Composition of 4 & 5			6, 7 & 8 Making Pairs Combining 2 Groups			9 & 10 Comparing Numbers to 10 Bonds to 10																																																																																																																																																				
Spatial Reasoning	Compare Mass (2) Compare Capacity (2)			Length & Height Time			3d-Shape Pattern (2)																																																																																																																																																				
Week	1	2	3	Week	4	5	6	Week	7	8	9	Week	10	11	12																																																																																																																																												
Phase	To 20 and Beyond			First Then Now			Find my Pattern			On the Move																																																																																																																																																	
Number	Building Numbers Beyond 10 Counting Patterns Beyond 10			Adding More Taking Away			Doubling Sharing & Grouping Even and Odd			Deepening Understanding Patterns and Relationships																																																																																																																																																	
Spatial Reasoning	Spatial Reasoning (1) Match, Rotate, Manipulate			Spatial Reasoning (2) Compose and Decompose			Spatial Reasoning (3) Visualise and Build			Spatial Reasoning (4) Mapping																																																																																																																																																	
Understanding the world Past and present	<p>Talk about key events, in own lives, about family, friends, other people including significant people.</p> <p>Talk about key roles people have in society both in the present and the past (link to I am Special)</p>	<p>Comment on images of familiar situations in the past.</p> <p>(Link to Light-Blackpool illuminations)</p>	<p>Order simple experiences in relation to themselves, and others including stories, events, and experiences (Link to maths)</p> <p>Compare and contrast characters from stories, including figures from the past (versions of traditional tales from the past)</p>	<p>Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books (Link to maths)</p>	<p>Describe features of objects, people, places at different times, make comparisons. Talk about what is the same and what is different</p> <p>(link to Extraordinary gardener)</p>	<p>Show an interest in significant events and experiences in the lives of others, including friends and family members, and through books</p> <p>(Link to RE Special times – wedding, baptism etc)</p>																																																																																																																																																					
Understanding the world People Culture and Communities	<p>Name and describe people who are familiar to them (link to RE Special People)</p> <p>Recognise some similarities and differences between life in this country and life in other countries. (link to RE Harvest)</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>(link to Diwali)</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>(link to CNY)</p> <p>Vocabulary – language of tolerance, respect and co-operation. (link to parables)</p>	<p>Describe features of their own lives, talk about and describe features of the lives of people in their own community and of people in other countries across the world. link to Easter-how is Easter celebrated in other countries)</p>	<p>Describe local environment – beach, seaside, farmland and compare to a city (link to Extraordinary gardener)</p> <p>Understand that some places are special to members of their community.</p> <p>(link to special places)</p>	<p>Visit to the farm- Talk about what features are the same and what are the differences.</p> <p>Draw information from a simple map. (link to trip/ What the ladybird heard)</p> <p>Talk about members of their immediate family and community (Link to special times- baptism, wedding)</p>																																																																																																																																																					
RE	<p>EYFS unit I am special</p> <p>EYFS unit Harvest/ UC F1 Why is the word 'God' so important to Christians?</p>	<p>EYFS Unit Special people</p> <p>DIWALI/ EYFS unit Christmas/ UC F2 Why do Christians perform nativity plays?</p>	<p>EYFS Unit Listening to stories Jesus Heard</p> <p>EYFS Unit Listening to stories Jesus Told</p> <p>CHINESE NEW YR</p>	<p>EYFS Easter/ UC F3 Why do Christians put a cross in an Easter Garden</p>	<p>EYFS Unit Friendship</p> <p>EYFS Unit Special Places</p>	<p>EYFS Unit Prayer</p> <p>EYFS Unit Special times</p>																																																																																																																																																					
Understanding the world The natural world	<p>Understand some important processes and changes in the natural world around them, including the seasons - AUT</p>	<p>Understand some important processes and changes in the natural world around them, including the seasons - WINT</p>	<p>notice similarities, talk about what they know and understand about similarities and/or differences, e.g. in relation to the natural world around them and other environments they have learnt about through real experiences or books read at home or school.</p> <p>Use simple vocabulary to name and describe objects, materials, living things and environments. (Materials – link to 3 little pigs)</p>	<p>Understand some important processes and changes in the natural world around them, including the seasons - SPR</p>	<p>Explore the natural world around them. (outdoor learning day/ planting linked to Extraordinary gardener)</p> <p>Make observational drawings of plants, mini-beasts, take photographs, make models or record in scrapbooks (</p>	<p>Understand some important processes and changes in the natural world around them, including the seasons - SUM</p>																																																																																																																																																					

	AUT Term	SPR Term	SUM Term
<p>Expressive Art & Design</p> <p>Creating With Materials</p> <p>Art</p> <p>DT</p>	<p>Aesthetic Awareness – show awareness of their feelings linked to exploration of real objects, experiences, materials, artefacts and textures within their world</p> <p>Observation- observe and notice features and details within real objects, artefacts, materials, pictures, paintings and photographs they experience within their world</p> <p>Communication- talk about what they are creating</p> <p>Physical Skill-manipulate, control and explore a range of tools and equipment for different purposes. Use tools and equipment safely Uses moulding tools with malleable materials</p> <p>Art processes and techniques- Purposefully explore different techniques within painting, drawing, collage and sculpture using a variety of different materials Use different textures in creations and combine media</p> <p>Evaluation-Share/talk about their work</p> <p>Explore – experiment and build with a range of construction resources, find out about the properties and functions of different construction materials.</p> <p>Safety – handle and use equipment appropriately and safely.</p>	<p>Aesthetic Awareness – respond to creative and aesthetic experiences, show pleasure and enjoyment</p> <p>Observation- observe and notice features and details within real objects, artefacts, materials, pictures, paintings and photographs they experience within their world. Talk about what they see</p> <p>Communication- can explain the processes, techniques and materials/media they have used including colours, patterns, shapes, textures, form.</p> <p>Physical Skill- manipulate, control and explore a range of tools and equipment for different purposes. Use tools and equipment safely</p> <p>Art processes and techniques- Purposefully explore different techniques within painting, drawing, collage and sculpture using a variety of different materials Uses different techniques and materials to achieve the desired effect Mixes colours to produce different shades and combines materials to create different textures</p> <p>Evaluation-Share/talk about their work and the work of others. Say what they like and dislike and why</p> <p>Design – talk about their ideas, choose resources, tools and techniques with a purpose in mind.</p> <p>Make – make models and props using different construction materials,e.g. construction kits, reclaimed materials. Experiment with different ways to build, construct and join resources. Make props to use in their play /role play/ when acting out stories/taking on story characters.</p> <p>Safety – handle and use equipment appropriately and safely.</p>	<p>Aesthetic Awareness-show awareness and appreciation of sensory experiences and a range of different stimuli.</p> <p>Observation- Talk about what they see, use vocabulary associated with texture, colour, patterns, shapes, form, etc.</p> <p>Communication- Share their ideas, feelings and thoughts about their creations with others</p> <p>Physical Skill- manipulate, control and explore a range of tools and equipment for different purposes. Use tools and equipment safely</p> <p>Art processes and techniques-Safely use and explore a variety of materials, tools and techniques with colour, design, form and function</p> <p>Evaluation- Share/talk about their work and the work of others. Say what they like and dislike and why. Make suggestions about changes they could make and different or different tools/techniques they could have used</p> <p>Evaluate – talk about what they like/dislike about their models/constructions/props say why, and how they would change them.</p> <p>Tools and equipment – use equipment and tools to build, construct and make simple models and props; use tools and equipment linked to food preparation.</p> <p>Safety – handle and use equipment appropriately and safely.</p>
<p>Expressive Art & Design</p> <p>Being Imaginative and expressive</p>	<p>Represent Ideas – initiate their own ideas during play, make choices and decisions when using objects, media, materials, own voice, dance, instruments and props to develop their own ideas and imagination.</p> <p>Singing – well known nursery rhymes, familiar songs, chants, activities which develop the voice as a sound maker (Link to phase 1 phonics)</p> <p>(EYFS units- Charranga)</p>	<p>Experiment – explore and experiment with props, objects and materials, their voice, freely in different ways and in a range of contexts, e.g. play, role play, stories, with peers and with adults.</p> <p>Respond – to different stimuli through discussion,</p> <p>Recreate – familiar experiences, familiar activities and familiar stories.</p> <p>Invent – adapt familiar narratives and stories in their play and with adults, create own versions of familiar stories, create new stories using their own ideas, actions, movement and performance</p> <p>Making Music – using voice, objects, home-made and real musical instruments and a range of ICT.</p> <p>Perform – familiar or new nursery rhymes, songs, poems and stories, use props to enhance their actions, use props to act out in character (EYFS units- Charranga)</p>	<p>Expression – express their feelings, ideas, thoughts and emotions in response to different media (music, pictures, film, poems, etc.), within their play with peers, or with adults.</p> <p>Communication – communicate their ideas, thoughts, feelings and preferences through discussion, role play, actions and performance.</p> <p>Movement – engage in ring games and action songs and rhymes, initiate their own movement ideas in response to different types of music, show awareness of rhythm and beat when moving to music (EYFS units- Charranga)</p>