Wistaston Church Lane Academy Nursery Curriculum Overview

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|  | **Autumn** | **Spring** | **Summer** |
| **Communication & Language** | Skills: * *Use a wider range of vocabulary.*
* *Sing a large repertoire of songs*.
* Know many rhymes, be able to talk about familiar books and traditional tales.
* Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”
 | Skills:* Use longer sentences of four to six words.
* *Enjoy listening to longer stories and can remember much of what happens.*
* Pay attention to more than one thing at a time, which can be difficult.
* Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.
* Start a conversation with an adult or a friend and continue it for many turns
 | Skills* *Develop their communication including use of tenses- still having problems with irregular tenses & plurals, such as ‘runned’ for ‘ran’ etc.*
* Understand *why* questions.eg.: “Why did think the caterpillar got so fat?”
* Be able to tell part of a longer story.
* Develop their pronunciation but may have problems saying:

-some sounds: r, j, th, ch, and sh  -multi-syllabic words such as ‘pterodactyl’or ‘hippopotamus’. * Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
 |
| Knowledge:* Know and sing simple songs and rhymes
* Talk about their actions and intentions
 | Knowledge:* Use vocabulary from a story to talk about it
* Serve and return of conversation
 | Knowledge:* Simple understanding that things have already happened or will happen (past, present and future)
 |
| Vocab: Song, nursery rhyme, book, story | Vocab: Get, wait, pass, put | Vocab: why when what |
| **Personal Social & Emotional Development** | Skills:* *Increasingly follow rules, understanding why they are important.*
* Begin to understand classroom routines.
* Talk about their feelings using words: happy/ sad/angry/worried. The Colour Monster.
* **A picture containing text, queen, vector graphics  Description automatically generated**Remember rules without needing an adult to remind them
* **No Outsiders – *Blue Chameleon/*The Smeds and The Moos**

 | Skills:* *Become more outgoing with unfamiliar people, in the safe context of their setting.*
* Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
* Show more confidence in new social situations.
* Continue to recognise their feelings and begin to understand how others might be feeling.
* **A picture containing text, queen, vector graphics  Description automatically generated***Be increasingly independent in meeting their own care needs: using the toilet, washing and drying their hands independently.*

**No Outsiders – - Zog/ Egg**  | Skills:* *Play with one or more other children, extending & elaborating play ideas*
* Develop their sense of responsibility and membership of a community.
* Find solutions to conflicts and rivalries and suggesting other ideas.
* Develop appropriate ways of being assertive.
* Being to talk with others to solve conflicts
* Be increasingly independent in meeting their own care needs: brushing teeth

Make healthy choices about food, drink, activity and toothbrushing * **A picture containing text, queen, vector graphics  Description automatically generatedNo Outsiders – *Incredible You*/ You Choose**
 |
| Knowledge:* Simple classroom rules and routines
 | Knowledge: * Understanding of different emotions How to use classroom resources
* Change own shoes and put on coat Hand washing sequence
 | Knowledge:* Importance of cleaning teeth What foods are good for our body
 |
| Vocab: happy, sad, angry, scared, feelings, | Vocab: role play/construction/messy/ small world water, soap, towel, etc  | Vocab: Share, take turns/my turn, your turn, friends, teeth, toothbrush, toothpaste, healthy, unhealthy/ sometimes and anytime foods |
| **Physical Development** | Skills:* *Be increasingly independent in meeting their own care needs*
* *Choose the right resources to carry out their own plan.*
* *Use large-muscle movements to wave flags and streamers, paint and make marks – Squiggle While you Wiggle!*
* Increasingly use & remember sequences & patterns of movements which are related to music & rhythm – simple dances.
 | Skills:* *Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.*
* *Go up steps/stairs/apparatus using alternate feet.*
* *Skip, hop, stand on one leg and hold a pose for a game like musical statues.*
* Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
* Use one handed tools and equipment, for example, making snips with scissors.
* Show preference for a dominant hand
* Start taking part in some group activities which they make up for themselves
 | Skills:* *Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.*
* Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
* Use a comfortable grip with good control when holding pens and pencils
* Make healthy choices about food, drink.
 |
| Knowledge:* Where to access resources
 | Knowledge:* How to jump, skip, hop
 | Knowledge:* Name healthy/unhealthy foods and drink Importance of exercise & rest
 |
| Vocab: music, move, dance | Vocab: teamwork, pass, carry, skip, hop, jump, | Vocab: exercise, rest, balance, crawl, dressed, undressed |
| **Literacy** | Skills:* *Understand the key concepts about print:*
* *print has meaning*
* print can have different purposes
* page sequencing
* we read from left to right & from top to bottom
 | Skills:* *Understand the key concepts about print:*

*- the names of the different parts of a book.* * Develop their phonological awareness, so that they can:
* Spot and suggest rhymes and alliteration
* Count or clap syllables in a word
* Begin to use some print/mark making in their early writing.
* *Begin to recognise name.*
 | Skills:* *Engage in extended conversations about stories learning new vocabulary.*
* Develop their phonological awareness, so that they can:
* Recognise words with the same initial sound, such as money/mother
* Use some of their print and letter knowledge in their writing. For example, writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.
	+ - * Write some or all of their name
			* Write some letters (letter shapes) accurately
 |
| Knowledge: * Know some stories - familiar and well loved
 | Knowledge:* Rhyme is when words sound the same at the end alliteration at the beginning
* Break words into syllables - clap them out play games
 | Knowledge:* That words can be broken down into sounds
* The letters that spell their name
 |
| Vocab: Book, story favourite,  | Vocab: Rhyme, syllables, front cover, back, title | Vocab: listen, hear, sound, first sound |
| **Mathematics** | Skills:* *Recite numbers up to and past 5.*
* Say one number for each item in order: 1,2,3,4,5.
* Show ‘finger numbers’ up to 5.
* Experiment with their own symbols and marks as well as numerals.
 | Skills:* *Compare quantities using language: ‘more than’, ‘fewer than’.*
* *Talk about & identify the patterns around, describe with informal language*
* Develop fast recognition of up to 3 objects, without having to count them individually (subitising)
* Knows that the last number reached when counting a small set of objects tells you how many there are in total (cardinal number)
* Talk about & explore 2D using informal language.
* Select shapes appropriately: flat surfaces for building,
* Make comparisons between objects relating to size and length
 | Skills:* *Begin to describe a sequence of events using words such as ‘first’, ‘then...’*
* Discuss routes and locations, using words like ‘in front of’ and ‘behind’
* Understand position through words alone – for example, “The bag is under the table,” – with no pointing
* Solve real world mathematical problems with numbers up to 5.
* Make comparisons between objects relating to capacity and weight
* Link numerals & amounts: for example, showing the right number of objects to match the numeral, up to 5
* Talk about/explore 3D shapes using informal language
* Notice and begin to create ABAB patterns – stick, leaf, stick, leaf.
 |
| Knowledge:* 1 to 1 correspondence
* Number names 1-5
* We count to find quantities – move and touch to count
 | Knowledge:* Recognise up to 3 objects by sight (subitising)
* Cardinal number principle Match number to quantity
* Recognise and name some 2D
* Use words to compare size and length.
 | Knowledge:* Recognise and name some 3D shapes
* Use everyday language to describe shapes
* Use some prepositions. Remember a familiar route
* Understand and use some time connectives
 |
| Vocab: Numbers, 1,2,3,4,5,  | Vocab: counting, b ig, small, tall, short, long, same, different, pattern, more, few, fewer, circles, triangles, square, rectangle | Vocab: cube, cone, sides, corners, straight, flat, round, heavy, light, full, empty, on top, underneath, neat to, near, pattern |
| **Understanding the World** | Skills:* *Begin to make sense of their own life-story and family’s history.*
* Talk about and celebrate their families.
* Develop positive attitudes about the differences between people.
* *Show interest in different occupations*
* Develop an awareness of how some people celebrate Harvest, Halloween and Christmas.
 | Skills:* Plant seeds and care for growing plants.
* Understand the key features of the life cycle of a plant and an animal- caterpillars to butterflies.
* Begin to understand need to respect & care for environment living things.
* Develop an awareness of how some people celebrate Mother’s Day, Pancake Day, Easter and Chinese New Year.
 | Skills:* Talk about the differences between materials and changes they notice
* *Talk about what they see, using a wide vocabulary*
* Explore collections of materials with similar and/or different properties.
* Explore and talk about different forces they can feel.Explore how things work
* *Use all their senses in hands-on exploration of natural materials*
* Develop an awareness of how some people Father’s Day, Polish Day.
 |
| Knowledge:* Some people believe that Jesus was born at Christmas.
 | Knowledge:* Understand life cycle of a plant (e.g. broad bean)
* How to care for plants and animals
 | Knowledge:* Some materials can be similar or different to each other.
* There are different countries in the world and talk about the differences they have experienced or seen in photos.
 |
| Vocab: Christmas, Halloween. | Vocab: grow, plant, life cycle, seed, baby, adult, care, soil, sun | Vocab: Same, different, push, pull, drop,  |
| **Expressive Arts & Design** | Skills:* *Listen with increased attention to sounds*.
* Explore colour and colour mixing.
* Remember and sing entire songs.
* Sing the pitch of a tone sung by another person
* Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
 | Skills:* *Take part in simple pretend play, using an object to represent something else*
* *Explore materials freely, develop ideas about how to use & what to make.*
* Join different materials and explore different textures.
* Respond to what they have heard, expressing their thoughts and feelings
* Play instruments with increasing control to express their feelings and ideas.
* Daw closed shapes with continuous lines & begin to use to represent objects.
* Draw with increasing complexity & detail, such as face with a circle & details.
 | Skills:* *Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park*.
* Begin to develop complex stories using small world equipment like animal sets, dolls and doll house.
* Develop their own ideas and then decide which materials to use to express them.
* Create their own songs or improvise a song around one they know.
* Sing with more control of pitch and melodic shape
 |
| Knowledge:* Names of colours. Know colours can change
 | Knowledge:* That objects can represent others
 | Knowledge:* Can represent their ideas and feelings through drawing.
 |
| Vocab: Song, colour, changes, mix | Vocab: model, build, join, together, draw, instrument | Vocab: blocks, bridge |
| *Italics - Developmental expectations of our youngest 3- year old’s* |

 Wistaston Church Lane Academy Reception Curriculum Overview

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Autumn** | **Spring** | **Summer** | **Links to Year 1** |
| **Communication & Language** | Skills: * Develop social phrases.
* Listen to & talk about stories
* Learn & use new vocabulary.
* Understand how to listen carefully & why listening is important.
* Learn rhymes, poems & songs.
* Engage in story times.
 | Skills:* Describe events in some detail.
* Ask questions to find out more & to seek clarification
* Listen carefully to rhymes & songs, paying attention to how they sound.
* Use new vocabulary in different contexts.
* Articulate their ideas & thoughts in well – formed sentences.
* Retell a story they have developed a deep familiarity with - some as exact repetition & own words.
 | Skills:* Engage with non-fiction books.
* Connect one idea or action to another using connectives.
* Use talk to help work out problems & organise thinking & activities & to explain how things work & why they might happen.
* Listen to & talk about non-fiction to develop a deep familiarity with new knowledge & vocabulary.
 | **English*** Listen & respond appropriately.Ask relevant questions Maintain attention.
* Use relevant strategies to build their vocabulary. Articulate & justify answers/ arguments /opinions.
* Give well-structured descriptions, explanations & narratives, including for expressing feelings. Use spoken language to develop understanding through speculating, hypothesising, exploring ideas
 |
| Knowledge:* Recite nursery rhymes / poems / songs.
* Know a selection of stories. Join in parts of stories.
* Social phrases: Good morning / Can I play?
* Topic related vocabulary
 | Knowledge:* Retell familiar stories
* Suggest words that rhyme
* Ask & answer questions in sentences.
* Retell journeys & plan routes.
 | Knowledge:* Explain how models in construction area are made.
* Talk about paintings / pictures.
* Use talk to describe changes & observations.
 |
| Vocab: Listening, sitting, looking, story, poem, beginning / middle / end.  | Vocab: Rhyme. Story, what, how, where, when, why, who | Vocab: and/ because/ first / next / then |
| **Personal Social & Emotional Development** | Skills:* Manage their own needs including personal hygiene, handwash, coat, drink, eating & blow nose.
* See themselves as a valuable individual – Charlies Rainbow Adventure”.
* Begin to manage impulses & follow rules & routines

To begin to self-regulation | Skills:* Express own feelings & consider feelings of other. Celebrate difference
* Identify & moderate own feelings socially & emotionally.
* Build constructive & respectful relationships.
* Manage their own needs – changing
* Identify their own and others strengths

 Showing gratitude | Skills:* Think about the perspectives of others.
* Show resilience & perseverance in the face of challenge – “Berty and Betty’s Playdate”
* Manage their own needs - sun cream
* Continue to build resilience
* Understanding and setting goals – “Ernie’s Birthday Tree”.
 | **PSHE*** Identify good and not so good feelings Develop a vocabulary to describe feelings to other.
* Identify good and not so good feelings Develop a vocabulary to describe feelings to others.
* Recognise and celebrate strengths.
* Make Healthy choices

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. |
| Knowledge:* Belonging to families, class & school
* Similarities & differences in families
* School rules / routine / values - “Oscar’s Magnificent Ears!”.

A picture containing text, queen, vector graphics  Description automatically generated **No Outsiders – Family Book, Mummy, Momma & Me** **CWP Lesson - Family** | Knowledge:* Emotion labelling
* What Is gratitude – “Arabella and her Friends at the Seaside”.
* It is OK to be different –

**A picture containing text, queen, vector graphics  Description automatically generated No Outsiders - Red Rockets Rainbow Jelly, Hello Hello** **CW Lesson - Being Kind** | Knowledge:* Problem solving and de-escalation techniques
* Understanding and managing emotions
* Other people’s opinions count
* Healthy relationships

A picture containing text, queen, vector graphics  Description automatically generated**No Outsiders - 10 little pirates****CW Lesson - Caring friendships** |
| Vocab: Similar, belong, emotion vocabulary, wash, rules, brain, individual, same, different | Vocab: Happy, sad, angry, excited, upset, worried, frightened, different, thank you, friendship, hello | Vocab: Problem, solve, try again, resilience persevere, kindness, cross, anxious, frustrated |
| **Physical Development** | Skills:* Develop fundamental movement skills they have already acquired including: rolling, crawling, walking, jumping, running and climbing.
* Develop overall body-strength, balance, co-ordination and agility and apply these to simple games.
* Explore gymnastic actions and shapes.
* Jump off an object and land appropriately.

Further develop skills needed to manage the school day successfully: lining up & queueing / mealtimes / personal hygiene. | Skills:* Refine and master fundamental movement skills including: rolling, jumping, running, hopping & skipping.
* Explore ways to move & respond imaginatively to stimuli to create simple dances.
* Develop more fluent movements with increasing control & grace. Combine movements & a variety of levels, speeds and directions when dancing.
* Develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, & aiming.
* Develop small motor skills to use a range of tools well, safely & confidently: paintbrushes, scissors, cutlery etc
* Develop correct letter formation – including consistent size and orientation
 | Skills:* Master fundamental movement skills they have already acquired including: crawling, running, hopping and skipping.
* Throw accurately and catch with confidence.
* Develop passing, batting, and aiming when engaging in activities that involve a ball.
* Negotiate spaces and obstacles, traveling around, under, over and through equipment.
* Sports Day races / games and understand competition.
* Develop foundations of fast, accurate & efficient handwriting.
 | **P.E.*** Master basic movements
* Participate in team games.
* Ball skills – throwing, catching, aiming.
* Sit correctly at a table, holding a pencil comfortably and correctly.
* Begin to form lower-case letters in the correct direction, starting and finishing in the right place.
 |
| Knowledge:* Jump off an objects & land appropriately.
* Feed myself independently & competently
* Develop hand & arm strength →fine motor control
* Know how to use toilet independently & wash hands correctly.
* Begin to form recognisable letters
 | Knowledge:* Order in which to dress & undress for PE.
* How to put on a coat & zip it independently.
* Use knife & fork unprompted.
* Use scissors, pens, paintbrushes etc safely & with control.
* To form recognisable letters independently.
 | Knowledge:* Have control over letter size when writing & keep them close to a line.
* Throw & catch a ball effectively
* Know & talk about the different factors that support their overall wellbeing: exercise / healthy eating / tooth brushing / sensible amounts of ‘screen time/sleeping etc
 |
| Vocab: roll, crawl, space, jump, land, bend, pencil, grip, strong, strength | Vocab: dress, undress, bat, racket, stick, zip, button | Vocab: throw, catch, pass, aim, bat, sports day, lane, race, competition, obstacle |
| **Literacy** | Skills:* Read individual letters by saying the sounds
* Spell words by identifying the sounds & recording in order
* Read a few common exception words
* Hear initial & end sounds
* Draw & label pictures
* Write name & begin to write simple captions
* Recount events from their lives and in stories
* Makes marks to communicate meaning
* Basic letter formation
* Tell an adult what we have written Oral retelling - recall key events in stories
 | Skills:* Blend sounds to read short words
* Read simple phrases & sentences made up of words with known letter–sound correspondences &, some exception words.
* Re-read books to build up their confidence in word reading, fluency, understanding & enjoyment.
* Record sounds in order to write phonetically plausible words.
* Be aware of finger spaces, capital letters & full stops.
* Begin to write simple phrases/ sentences
* Reading back what we have written
* Begin to show understanding of what they have read.
 | Skills:* Write short sentences with words with known sound-letter correspondences using a capital letter & full stop
* Form lower-case & capital letters correctly
* Re-read what has been written to check that it makes sense.
* Blend & segment words to read phonetically plausible sentences.
* Begin to use question marks & exclamation marks
* Show clear and confident understanding of what they have read
* Spelling ‘Tricky’ common exception words correctly
* Describing characters and events in stories in detail
 | **English*** Handwriting and letter formation
* Spell words using the known grapheme and phoneme correspondences including, where applicable, alternative sounds for graphemes.
* Spell common exception words
* Saying sentences aloud and composing orally. Re-read
* Conventions of a sentence
* Engage in extended conversations about stories.
* Engage in non- fiction text - learn and use new vocabulary

Read accurately by blending sounds Read books aloud, accurately, that are consistent with their developing phonic knowledge. |
| Knowledge: * Rocket Phonics letter sounds: s, a, t, i, p, n, m, d, g, o, c, k, e, u, r, h, b, f, l,
* digraph: ck,ll,ff,ss
* Two syllable and double consonant words
* ‘Tricky’ common exception words: *I, to, the, no, my, go, into, and*
* Orally segment cvc & ccvc words with the sounds taught
* Concepts of print – top to bottom, left to right etc.

Pathways Texts: Gingerbread Man, Three Little Pigs plus the Christmas stories. | Knowledge: * Rocket Phonics letter sounds*: j, v, w, x, y, z,*
* Digraph/ trigraphs: qu, ch, sh, th, ng, ai, ee, igh, oa, oo,
* ‘Tricky’ common exception words: *he, she, we, me, be, was, my, you, her, they, all, are*
* Use capital letter, finger spaces, full stops
* Pathways Texts: The Naughty Bus and The Pirates are Coming.
 | Knowledge: * Rocket Phonics digraphs & trigraphs: *ar, or, ur, ow, oi, ear, air, ure*
* ‘Tricky’ common exception words: *some, one, said, come, do, so, were, when, have, there, out, like, little, what*
* Capital letter, finger space, full stop
* Question and exclamation marks
* Pathways Texts: Supertato and Gigantosaurus
 |
| Vocab: phoneme/sound, letter rhyme, label, caption, read, write, list, next, capital letter, book, journey | Vocab: sentence finger space full stop, digraph trigraph, character, blend, segment  | Vocab: question mark, exclamation mark, digraph, trigraph, understand, describe, poster |
| **Mathematics** | Skills:* Compare amounts, size, mass and capacity
* Exploring repeating patterns
* Numeral/amount correspondence
* 1:1 counting
* Begin to subitise
* Number recognition to at least 5
* Counting up and back to at least 5 - cardinality
* Understand the ‘one more then / one less than’ relationship between consecutive numbers and ‘whole’ ‘part’
 | Skills:* Counting and recognizing numbers to at least 10. Counting up / back to at least 10
* Continue to connect numerals to quantities.
* Recognising and making pairs - doubling
* Explore the composition of numbers to 10, e.g. 7 is 5 and 2 more
* Combining two amounts
* Subitise beyond 5
* Identifying, longer, shorter
* Compare length, height
 | Skills:* Select & rotate to develop spatial reasoning skills.
* Automatically recall number bonds for numbers 0-5 and also 10.
* Compose & decompose shapes to recognize shapes can have others within, like numbers can.
* Link numeral with its cardinal number value.
* Adding and subtracting numbers to at least 10
* Double and halve numbers within
* Explore representations of number including ten frame
* Continue to subitise, & develop counting skills
 | **Mathematics*** Count forwards & backwards & in multiples of 2/10/5. Read and write numbers to 20 in numerals and words.
* Use +/-/x/÷/= & solve practical probs.
* Solve one-step problems involving x/÷ by using concrete objects & pictorial representations.
* Recognise a half and a quarter.
* Solve practical problems that involve lengths/ heights/capacity/volume/ mass or weight.
* Tell the time to the hour &half past.

Describe position, movement and direction. Name 2D & 3D shapes. |
| Knowledge:* Recognise numbers 1-5 and begin to form numerals
* Count 5 objects with 1:1 correspondence
* Find one more & one less to 5 using objects.
* Number bonds for numbers up to 5.
* Language to talk about time and routines
* Positional language
* 2D shape names

Create & copy a repeating pattern involving 3 objects. | Knowledge:* The concept of 0
* Numerals to 10
* Number bonds to 5
* Some number bonds to 10
* 3D shape names and properties
* Odd and even Numbers
 | Knowledge:* Numerals above 10
* Counting patterns – counting in 2’s
* Special reasoning- matching rotating and manipulating shapes – mapping/tangrams
* Begin to add and subtract
* Doubling / sharing
*
 |
| Vocab: First / next / last, more / less / fewer, square, circle, triangle, rectangle, repeat, , rekenrek, subitise heavier/ lighter, full/empty | Vocab: Part / whole , compare, short, tall, long, , ten frame, add, equals, number bond, same, different, compare, rotate, corner / side / face | Vocab: double, half, odd, even, takeaway, add, subtract, share, part, whole, groups, rotate, |
| **Understanding the World** | Skills:* Name & describe people who are familiar to them. Talk about immediate family & community.
* Care of animals – pets in our family
* Comment on images of familiar situations in past.
* Compare & contrast characters & people from stories in the past
* Recognise that people have different beliefs & celebrate in different ways.
* Retell and talk about the Christmas story
* Explain how or why a material is waterproof
* Describe things they see in our local area- create a simple local map
* Describe what they see / hear / feel when outside in autumn / winter
 | Skills: * Recognise some environments are different to the one in which they live – tropical islands
* Draw information from a simple map – London, pirate maps
* To be able to draw a simple map of a familiar place
* Explore materials and their properties – floating / sinking.
* Recognise that people have different beliefs & celebrate special times in different ways.
* To talk about Christian beliefs about God and Easter
* Planting bulbs/ flowers/vegetables / cress
* To explain what plants need to survive
* Describe what they see / hear / feel when outside in Spring
 | Skills: * Explore the natural world around them -describe what they see, hear & feel whilst outside.
* Describe and talk about the past – timeline of our school year
* Name observe & show how to care for animals & minibeasts
* Describe what they see / hear / feel when outside in Summer
* Explore magnets and materials, freezing and thawing
 | **History*** Changes within living memory. The lives of significant individuals in the pas.t Significant historical events, people and places in their own locality.

**Geography*** Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

**Science*** Identify and describe plants and animals (including humans)
* Working scientifically
* Materials

**R.E.**Cheshire East SACRE Syllabus |
| Knowledge: * Who is important to us in our family & our school?
* What & how do we celebrate with our families. Why some people celebrate: Harvest Festival, Bonfire Night, Diwali, Remembrance Sunday & Christmas?
* A map gives us information & helps us to find places. Name places in local area.
* Make observations about our environment and can talk about autumn & winter
* Notice and talk about changing states – making salt dough/ baking
* Materials and their properties – waterproof
 | Knowledge: * Location / maps – the UK and to Know that we live in Crewe, England, Great Britain.
* London is the capital of England
* Name and describe some London Landmarks
* Transport now and in the past
* Celebrations – Mother’s Day, Easter, Chinese New Year, Valentines, Pancake day
 | Knowledge: * To make observations & talk about what they notice outside, including seasonal changes.
* That what happened before today is in the past.
* Why Christians read the bible
* What makes a place special
* Celebrations – Father’s Day, Environment day, End of Year Assembly
 |
| Vocab: celebrate, special, festival, past, present, map, family, season, remember | Vocab: Country, town, village, city, journey, Christian, bible, grow, change, float, sink, | Vocab: melt, freeze, magnetic, material, attract, repel, present,  |
| **Expressive Arts & Design** | Skills:* Develop storylines in their pretend play.
* Sing in a group or on their own, increasingly matching the pitch & following the melody.
* Choosing and using colour for purpose
* Using tools appropriately: paintbrush, glue, scissors etc

Observational drawings * Moving to music – create rhythms and expression
* Listen to / respond to sung instructions
* Keep a steady beat
 | Skills:* Explore & engage in music making & dance, performing solo or in a group.
* Listen attentively, move to & talk about music, expressing feelings & responses.
* Explore how to join materials to make models
* Cutting or changing materials to be the correct size
* Identifying and copy a rhythm
* Using a variety of materials to create and collage
 | Skills:* Return to & build on their previous learning, refining ideas & developing their ability to represent the e.g design, build and refine models, paintings etc.
* Collaborative art – share and combine ideas
* Use variety of effects to express ideas & feelings.
* Watch & talk about dance expressing their feelings & responses e.g. Flight of the Bumble Bee.
* Create own dances using music and animals as a stimulus.
* Name and explore percussion instruments
 | **Art and Design*** Use range of materials to make products- using colour, pattern/ texture/ line/shape/ form/space.
* Use drawing, painting, sculpture to develop ideas & imagination.

**Music*** Use voices expressively by singing songs & speaking chants & rhymes.
* Experiment with playing and combining sounds.
* Listen to a range of music.

**English*** Participate in performances & role-play.
 |
| Knowledge:* Learn a variety of Nursery Rhymes.
* Know some familiar stories.
* Christmas songs for Nativity.
* Know colour names
* Begin to appreciate changes pitch, tempo and volume
 | Knowledge:* Learn a variety of simple songs.
* Know some familiar stories & be able to retell them verbally.
* Printing techniques
* How to mix colours
* Use different materials in craft make decisions based on own ideas and feelings
 | Knowledge:* Dances from around the world.
* Use paint, chalk etc & different materials to create
* Constructing for a purpose
* Know & name different instruments make different noises.
 |
| Vocab: … Nativity long/short sounds, steady beat, colour names | Vocab: Rhythm, pastels, collage , materials | Vocab: Charcoal, dance, percussion, claves, tambourine, maracas, chime bars |