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

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|  | **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 |