

Year/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	The Hungry Caterpillar Hook: Our own caterpillars	Winter wonderland Hook: Penguin escaped	Journeys Hook: Bear on the run	On the Farm Hook: visit to the farm	Superheroes Hook: Evil pea traps the veggies!	Pirates Ahoy! Hook: Underpant Treasure Hunt
Trips				Farm Trip		Church Trip

Literature and Reading Spine

Literature and Reading Spine	<p>The Very Hungry Caterpillar</p> <p>Lula's first Day Superworm My mum and dad make me laugh (maths) Grandma's button box (maths and past and present) Grandpa Bodley and the photographs (past and present) The Bad Tempered Ladybird The Very Busy Spider Who are you? The Colour Monster</p> <p>Through Music: Pat-A-Cake 12345, Once I caught a fish alive</p>	<p>Lost and found</p> <p>Be Brave Little Penguin Kipper's Snowy Day Snow Bears The Christmas Story The 12 Days of Christmas Tad The Night Before Christmas Arctic Explorers (past and present) Ernest Shackleton (past and present)</p> <p>Through Music: I'm a little teapot The grand Old duke of York Ring-a-roses</p>	<p>Bear Hunt - TFW</p> <p>Whatever Next - GR Where The Wild Things Are The Great Race (People, Culture & Communities) The magic Paintbrush (Chinese culture) Mr Gumpy's motor car (past and present) Brilliant Boats How to Wash a Woolly Mammoth</p> <p>Through Music: Wind the Bobbin Up Rock a bye baby</p>	<p>A Squash and a Squeeze</p> <p>Farmer Duck Rosie's Walk What the Ladybird Heard Little Red Hen The Enormous Turnip Dear Zoo Six Dinner Sid Seasons come and seasons go (The natural World) The Weather girl (the natural world) Martha Maps it out (Geography)</p> <p>Through Music: Old MacDonald Incy Wincy Spider Baa Baa Black Sheep</p>	<p>Super Tato</p> <p>Super Pigs Super Daisy 10 Little Superheroes Elliott Midnight Super Hero One hundred Steps (past and present) Astro Girl Origami Girl and Newspaper boy Super Kid The Storm Whale</p>	<p>Pirates love underpants</p> <p>Rainbow Fish Captain Flynn and the Dinosaur Commotion in the Ocean Plunge into the Pirate Pool Housekeeper's Lunch Grandpa's Island (Past and Present) Peepo (PSHE & past and present)</p>
-------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	This Old Man 5 Little ducks Name Song Things for fingers	Hickory Dickory Dock Not too Difficult The ABC Song	5 little monkeys jumping on the bed Twinkle Twinkle If you're happy and you know it Head, shoulders, knees and toes	Row, row, row your boat The Wheels on the bus The Hokey Cokey		
--	-------------------------------------------------------------------	--------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------	--	--

Communication and Language

Listening, Attention and Understanding

<p>Communication and language</p> <p>Listening, Attention and Understanding</p>	<p>Begins to sit still and maintain attention, is able to listen to others.</p> <p>Listen to simple stories and understand what is happening with the help of the pictures.</p> <p>Understand simple questions about 'who', 'what' and 'where'</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand a question or instruction that has two parts, such as: 'Get your coat and wait at the door'.</p> <p>Understand why questions like 'Why do you think the caterpillar got so fat?'</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Continue with understanding of why questions.</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Continue with understanding of why questions.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back and forth exchanges with their teachers and peers.</p>	<p>Listen attentively in a range of situations and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back and forth exchanges with their teachers and peers.</p>
	<p>Speaking</p>					

<p>Speaking</p>	<p>Children can use sentences that link up to 5 words together.</p> <p>Children are able to use correct pronouns (e.g. me, him, she).</p> <p>Children are able to retell simple events.</p> <p>Responds to simple questions and instructions with a short verbal/non-verbal response (Makaton).</p>	<p>Use longer sentences of 4-6 words.</p> <p>Children using sentences joined with words like 'because' 'and'.</p> <p>Be able to express a point of view, using words as well as actions.</p> <p>Children can use the future and past tense (linked to Plan, Do, Review): 'I am going to build a tower', 'I built a tower.</p> <p>To start a conversation with an adult and continue for at least two turns.</p>	<p>Children use complete sentences in their everyday talk.</p> <p>Children connect one idea to another in sentences joined with words like 'because', 'and' and other conjunctions with modelling and support from the teacher.</p> <p>Begin to offer explanations of how things work and why they might happen.</p> <p>To start a conversation with a friend and continue for at least two turns.</p>	<p>Children use complete sentences in their everyday talk.</p> <p>Children connect one idea to another in sentences joined with words like 'because', 'and' and other conjunctions with modelling and support from the teacher.</p> <p>Begin to offer explanations of how things work and why they might happen using a range of problem solving words and phrases in their explanations.</p> <p>To start a conversation with an adult, a friend, or a group for at least two turns.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Offer explanations for why things may happen, making use of recently used vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Describe events in some detail.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Offer explanations for why things may happen, making use of recently used vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Describe events in some detail.</p>
<p>Across the Year</p>	<p>Learn and use new vocabulary - Model words and phrases relevant to the area being taught, deliberately and systematically.</p> <p>Listen carefully and learn rhymes, poems and songs, paying attention to how they sound</p> <p>Use talk to organise themselves and their play.</p> <p>Children are supported to rephrase what they say and structure their responses using sentence starters.</p> <p>Use talk to help work out problems and organise thinking and activities, and organise thinking and activities, and to explain how things work and why that might happen.</p> <p>Develop social phrases.</p>					

Phonics - Essential Letters and Sounds

Phonics	Phase 2	Phase 3* (some phase 4 adjacent consonants taught alongside)	Phase 3-4	Phase 3-4	Phase 4	Phase 5 Introduction
	<p>Know Grapheme Phoneme Correspondence of:</p> <p>s, a, t, p m, i, n, d g, o, c, k ck, e, u, r ss h, b, f, l, ff, l</p> <p>Blend with known letters for reading VC and CVC words.</p> <p>Orally segment for VC and CVC words for spelling</p> <p>Know HRS(harder to read and spell) words (l, the, to, no, put, of, is, into, pull, as, his go).</p>	<p>Know Grapheme Phoneme Correspondence of:</p> <p>oo (book) oo, oo, ar, or, ur ure, er, ow (low)</p> <p>Blend with known letters for reading VC and CVC words.</p> <p>Orally segment for VC and CVC words for spelling</p> <p>Know HRS words (they, all, are, ball, tall, when, what).</p>	<p>Know Grapheme Phoneme Correspondence of all sounds covered so far.</p> <p>Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.</p> <p>Know HRS words (said, so, have, were, out, like, some, come, there, little, one, do, children, love).</p>	<p>Learn new word structures and suffixes:</p> <p>cvcc -ed/ed/ ccvc -ed /t/ ccvcc -ed/d/ cvcc, ccvc, ccvcc</p> <p>Continue to apply knowledge of blending and segmenting to reading and spelling simple words and captions.</p> <p>Write more graphemes from memory and write a simple sentence using phonic knowledge.</p>	<p>Know Grapheme Phoneme Correspondence of:</p> <p>/ai/ <ay>, /ow/ <ou>, /igh/ <ie>, /ee/ <ea> -le /oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw> /w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe> /or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e> /igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c></p> <p>Know HRS words (Oh, their, people, Mr, Mrs, your, ask, should, would, could, house, mouse, water, want, very).</p> <p style="text-align: center;">ELG (Reading)</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - say a sound for each letter in the alphabet and at least 10 digraphs - Read words consistent with their phonic knowledge by sound blending - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	

Reading						
Word Reading						
Reading Word Reading	<p>(Hear general sound discrimination and be able to orally blend and segment) As above</p> <p>Recognise own name</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read a few common exception words matched to the school's phonic programme.</p>	<p>Read simple phrases and sentences made up of words with known-letter correspondences and a few known exception words.</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound blending.</p> <p>Read aloud simple sentences and books consistent with their phonic knowledge including their common exception words.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound blending.</p> <p>Read aloud simple sentences and books consistent with their phonic knowledge including their common exception words.</p> <p>Starting to demonstrate greater levels of fluency when reading.</p>

Word Reading Across the Year	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. A strong emphasis is to be placed on developing fluency for reading high frequency words by sight, consistent with their phonic knowledge. Read books consistent with their phonic knowledge at all points across the year.					
Book band expectation	1	2	3	3	4	4
Comprehension						
Reading Comprehension	<p>Listen and enjoy sharing a range of books.</p> <p>Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover.</p> <p>Know that print carries meaning and has different purposes and in English, is read from left to right and top to bottom.</p> <p>Know the difference between text and illustrations.</p> <p>Enjoy joining in with rhyme, songs and poems.</p> <p>Join in with repeated words and key phrases from stories.</p>	<p>Engage in conversation and can answer questions when reading wordless fiction and nonfiction books. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.</p> <p>Talk about events, feelings, main characters, where a story is set and recognise links to own life experiences.</p> <p>Make simple predictions using pictures.</p> <p>Learn new vocabulary by</p>	<p>Use picture clues to help read a simple text.</p> <p>Predict and anticipate key events based on illustrations, story content and title.</p> <p>Understand that the structure of a non-fiction book is different to a fiction book.</p> <p>Play is influenced by the experience of books (small world, role play).</p>	<p>Retell stories in the correct sequence and draw on language patterns of stories.</p> <p>Say how they feel about stories and poems using 'because' to justify what parts of the story they liked or disliked, can identify favourite characters, events, or settings and why.</p> <p>Independently access the features of a non-fiction book.</p> <p>Play influenced by experience of books Innovate a well-known story with support.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Innovate a well-known story with support</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</p> <p>Correctly sequence a story or event using pictures and/or captions.</p> <p>Respond to questions about how and why something is happening.</p> <p>Innovate a well-known story.</p>

		naming what is in the picture.				
Reading Comprehension Across the Year	<ul style="list-style-type: none"> - Develop play and retell stories using props, visual prompts and linked activities e.g. real-life experiences, role play, small world play, puppets, story spoons, story stones or masks etc. - Use different voices for the narrator and each character and show enjoyment of the story through manner. - Practise possible conversations between characters 					
Writing						
Talk for Writing Focus	T4W - Imitate (character) Non-fiction - Life cycle of butterfly	T4W - imitate and innovate (character) Non-fiction - Missing Penguin Poster	Imitate and innovate (plot) Non-fiction - Instructions on how to look after the baby bear	T4W - Imitate and innovate (setting) Non-fiction - recount of the trip	T4W - imitate and innovate (plot) Non-fiction – How to be a Superhero.	T4W - Imitate and innovate (setting) Non-fiction - non chron - sea creatures
Emergent Writing						
Writing milestones across the year	Aware that writing communicates meaning. Give meaning to marks they make (e.g. add some marks to their drawings and paintings). Understand that thoughts can be written down.	Copies adult writing behaviour e.g., writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols.	Build words using letter sounds in writing.	Start to write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Start to write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Use familiar words in writing.	Start to write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Use familiar words in writing. Early Learning Goal: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters;

		Write letters and strings, sometimes in clusters like words. Use appropriate letters for initial sounds. Write their name, copying it from a name card or try to write it from memory.				- Write simple phrases and sentences that can be read by others.
Composition						
Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.	Orally compose a sentence with teacher support (e.g. hold a sentence) and hold it in memory before attempting to write it. (Think it, say it, write it) Recognise that after a word there is a space	Orally compose a sentence with teacher support (e.g. dictated sentences) and hold it in memory before attempting to write it. (Think it, say it, write it, Check it) Recognise that after a word there is a space	Begin to orally compose their own sentences and hold it in memory before attempting to write it. (Think it, say it, write it, Check it) Recognise that after a word there is a space	Write simple phrases and sentences that can be read by themselves and others (sentences with a full stop and capital letter) Select and apply familiar words for a purpose. (Think it, say it, write it, Check it)	Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Begin to discuss features of their own writing e.g. what kind of story have they written.	
Spelling						
	Orally spell VC and CVC words by identifying the sounds. Write their name copying it from a	Spell to write VC and CVC words independently using Phase 2 graphemes Write own name.	Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.	Spell words by identifying sounds in them and representing the sounds with a letter or letters.	Spell words by identifying sounds in them and representing the sounds with a letter or letters. Be able to spell some phase 3 tricky words independently. Make phonetically plausible attempts when writing more complex unknown words.	

		name card or try to write it from memory. Orally segment sounds in simple words.		Spell some irregular common (tricky) words e.g., the, to, no, go, l, into independently.	Be able to spell some phase 3 tricky words with the support of word mats. Make phonetically plausible attempts when writing more complex unknown words.	
Handwriting						
	Children are able to adopt a good sitting position for writing, feet on the floor, bottom to back of chair, non-writing arm resting on the table. Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles (see progression document) .	Begin to form letters in line with their phonic knowledge.	Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable lower case letters in line with their phonic knowledge. Start to match and form capital letters correctly.	Show more clarity in forming letters with ascenders and descenders and capital letters.	Form most lower-case letters correctly, starting and finishing in the right place, going the right way around and correctly orientated. Form most capital letters correctly.	Form most lower-case letters correctly, starting and finishing in the right place, going the right way around and correctly orientated. Form most capital letters correctly.
Writing Across the Year	<p>Use writing in play.</p> <p>Show awareness of different audiences for writing and write for a range of purposes (e.g. lists, labels, instructions)</p> <p>Children are able to read back what they have written to an adult.</p> <p>Handwriting:</p> <p>See pencil grip and fine motor skill progression document</p>					

Mathematics						
Maths Curriculum (see separate year R maths curriculum document for small step progression within each strand)	Sorting and Comparing Recognising Patterns The Numberness of 0-2	The Numberness of 3-5 Calculation within 5 2D Shape	Numberness of 5 - 8 Measures	Numberness of 8 - 10 Calculation within 10.	Counting to 20 and beyond Doubling, odd and even patterns	Sharing 3D shape and pattern Measures Consolidation of everything already learnt.
Mathematics Milestones						
	Continue, copy and create an AB pattern. Compare amounts, saying 'more', 'less' 'same'. Develop fast recognition of up to 2 objects, without having to count them. Know addition number facts to 2 Recognise numerals to 2 and match with the	Verbally recite numbers past 5. Say one number for each item in order: 1, 2, 3, 4, 5 Be able to perceptually recognise up to 5 objects, without having to count them. Recognise numerals to 5 and match with the	Verbally recite numbers past 10. Say one number for each item in order: 1, 2, 3, 4, 5, 6, 7, 8 Recognise numerals to 8 and match with the right number of objects. Compare and order numbers to 8. Compose and partition numbers to 8, knowing	Verbally recite 10-20. Touch count reliably to 10 and recognise the numerals for each number. Be able to compare quantities to 10. Recall all addition and subtraction facts to 5 and some to 10. Can now conceptually subitise to 5.	Start to count beyond 20 verbally using the structure of 10 to help them. Be able to identify odd and even numbers and compare them. Be able to share quantities equally and reason why they cannot be shared. Recall all addition and subtraction facts to 5 and some to 10.	<p style="text-align: center;">Number</p> -Have a deep understanding of numbers to 10, including the composition of each number. -Subitise (recognise quantities without counting (up to 5). -Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10 including double facts. <p style="text-align: center;">Numerical Patterns</p> Verbally count beyond 20, recognising the pattern of the counting system. -Compare quantities up to 10 in different contexts, recognising where one quantity is greater than, less than or the same as the other quantity.

	right number of objects.	right number of objects. Compare and order numbers to 5. Compose and partition numbers to 5, knowing addition number facts to 5. Be able to find one more and one less within 5. Talk about and explore 2D shapes. Create own ABC patterns.	addition number facts to 5 and some addition facts to 8. Use comparative language to compare length, height and capacity.		Can now conceptually subitise to 5 rapidly.. Recall double facts to 10.	-Compare quantities up to 10, including evens and odds, double facts and how quantities can be distributed evenly. Talk about and explore 3D shapes. Create own patterns with varying rules..
--	--------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------	--	--------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Personal, Social and Emotional Development

Building Relationships

Personal, social and emotional development Building Relationships	Get to know familiar adults and peers by name. Settling in and making new friends. Develop a sense of community as a 'class' and St Mark's wider school community.	Forms good relationships with peers and adults in the classroom. Notice and ask questions about differences to develop a positive attitude towards diversity and inclusion	Form good relationships with adults in the wider school team. Children are able to play within a small friendship group Children are able to listen to each other as well as staff.	Become more outgoing with unfamiliar people e.g. visitors in school. Children can share resources when playing.	Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers.	Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.
----------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Begin to take turns with adult support.</p>	<p>Children continue to take turns with increased independence.</p>	<p>Children are able to play with a wider group of peers.</p> <p>Children continue to take turns with increased independence.</p>	<p>Show sensitivity to their own and to others' needs.</p>	
Managing Self						
Managing Self	<p>Become familiar with resources in the classroom and select and use these for activities with help when needed.</p> <p>Children can settle at some activities for a while (Maximum Effort).</p> <p>Children start to verbalise which activities they will try (Plan, Do, Review).</p> <p>Be able to name the characters for learning at St Mark's: Maximum effort, Captain Adapting, Explorinator.</p> <p>Rules</p> <p>Start to understand and follow basic class rules with the use of visuals (Class Charter).</p>	<p>Children explore all areas of the classroom (explorinator).</p> <p>Children can reflect and self-evaluate their activities with the support of stem sentences (plan, do review).</p> <p>Can respond to a difficulty/problem and continue with adult support acknowledging the appropriate character (Maximum Effort).</p> <p>Rules</p> <p>Increasingly follow rules, understanding why they are important.</p>	<p>Children self-select resources specific to their work/play with support where needed (Captain Adapting).</p> <p>Children are helped to set own goals and set out to achieve them (Captain Adapting).</p> <p>Beginning to be able to negotiate and solve problems without frustration (Maximum Effort).</p> <p>Children show willingness to try new things.</p> <p>Rules</p> <p>Children become less reliant on visuals to remember rules.</p>	<p>Children self-select resources specific to their work/play with increasing levels of independence (Captain Adapting).</p> <p>Children are willing to change their approach in solving problems without frustration (Captain adapting).</p> <p>Children show willingness to try new things.</p> <p>Rules</p> <p>Children are able to remember rules without needing an adult to remind them.</p> <p>Health and Hygiene</p> <p>Children are able to be independent as they get dressed (including with buttons and zips).</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Rules</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Health and Hygiene</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Rules</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Health and Hygiene</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>

	<p>Health and Hygiene Children are able to put on their coats/jumpers/cardigans, but may need support with buttons/zips.</p> <p>Children can request to use the toilet when needed, verbally or with Makaton/PECS</p> <p>Children know the steps to follow in the toilet including flushing and washing hands.</p>	<p>Health and Hygiene Children are able to put on their coats/jumpers/cardigans and finish the last step for buttons/zips.</p> <p>Children understand why we wash our hands at different times of the day.</p>	<p>Health and Hygiene Children are increasingly independent as they get dressed and need less support with buttons and zips.</p> <p>Children are able to wash their hands with increasing levels of independence.</p>	<p>Children are able to take responsibility for washing their hands at different points in the day.</p> <p>Children can identify healthy food choices.</p> <p>Children know how to use a toothbrush and the importance of brushing their teeth</p>		
Across the Year	<p>Children are helped to develop problem solving skills by talking through how they, you and others resolved a problem or difficulty. Mistakes are encouraged as an important part of learning and going back is trial and error, not failure</p> <p>Model practices that support good hygiene, such as insisting on washing hands before snack time and Covid safe practices e.g.tissues.</p>					
	Self-Regulation					
Self-Regulation	<p>Show 'effortful control'. e.g. waiting for a turn or resisting the urge to grab.</p> <p>Be able to tell adults (or show through</p>	<p>Begin to take turns with adult support.</p> <p>Talk about their feelings using sentences joined with words like</p>	<p>Children continue to take turns with increased independence.</p> <p>Children can agree and compromise</p>	<p>Children can suggest a reasonable solution to solve a conflict .</p> <p>To show increasing independence in using the taught strategies</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p>




	<p>Makaton) how they are feeling.</p> <p>To know where the calming corner is in the classroom and its purpose for all children (any emotion is acceptable).</p>	<p>‘because’ e.g. I am sad because...</p> <p>To begin to use strategies for calming with adult support.</p> <p>With support, can start to understand how others may be feeling (linked to reading and play).</p>	<p>with adult support if conflict arises.</p> <p>To show increasing independence in using the taught strategies to regulate their feelings.</p> <p>To be able to describe how someone else is feeling and why (positive and negative).</p>	<p>to regulate their feelings.</p> <p>To be able to describe how someone else is feeling and why (positive and negative).</p>	<p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or more.</p>	<p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or more.</p>
<p>PSHE - JIGSAW</p> <p>Each Jigsaw piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children’s needs today); and one is based on emotional literacy and social skills.</p>	<p>Being Me in My World</p> <p>Within this unit calming strategies need to be explicitly taught e.g. 5 deep breaths, walking away to the calming corner, waiting for the turn of the timer.</p> <p><u>Children will learn to:</u> Talk about something positive that they like about being in their class.</p> <p>Say how they help make their class a happy and safe place - Where is the safe, calm place in our classroom?</p>	<p>Celebrating difference</p> <p><u>Children will learn to:</u> Talk about one thing that makes them different from their friends and one thing that they have in common.</p> <p>Talk about ways that they could be kind to other people in their class.</p>	<p>Dreams and Goals</p> <p><u>Children will learn to:</u> Talk about a challenge and what they did well.</p> <p>Say why a challenge made me feel good about themselves.</p>	<p>Healthy Me</p> <p><u>Children will learn to:</u> Talk about something amazing about how their body works and something they need to do to keep it safe and healthy.</p> <p>Know that their body is special and they need to take care of it.</p>	<p>Relationships</p> <p><u>Children will learn to:</u> Name some people who are special to them and talk about ways they help them stay safe and feel special.</p> <p>Talk about why they like some people.</p> <p>Know who they might go to for help if they needed it.</p>	<p>Changing Me</p> <p><u>Children will learn to:</u> Talk about some ways that they have changed since being a baby. Know the main body parts that make boys and girls different. Know some of the correct names for these and that they are private. Talk about some things that will change for them and how they feel about this.</p>

Understanding the World

People, Culture and Communities

<p>Understanding the world</p> <p>People, Culture and Communities</p>	<p>-Children can identify who is in their own family and members of the school community.</p> <p>-Children notice similarities and differences between them and their peers.</p>	<p>-Children can name and describe people who are familiar to them, including people in their community.</p> <p>-Children understand their own family customs and routines and know that other people do not celebrate the same things.</p> <p>- Recognise that some environments are different to the one in which they live and can name specific features of the natural world</p>	<p>Through Journeys</p> <p>-Understand that some places are special to members of the community (e.g. Hindu temple RE)</p> <p>-Know that there are different countries in the world and talk about differences they have experienced or seen in photos/books</p>	<p>Children can explain the similarities and differences between rural, farming environments and the one in which they live</p> <p>-Show interest in different occupations.</p> <p>-Use appropriate words, e.g. 'farm', 'town' 'city' 'tractor' 'combine harvester' 'cow', 'pig', 'horse', 'goat', 'chickens', distinctions in their observations.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>
-------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Across the Year</p>	<p style="text-align: center;">Mapping</p> <p>Children should be given opportunities through play and direct modelling to draw information from a simple map. These can be simple maps of their immediate environment, or maps from imaginary story settings they are familiar with. New vocabulary should be introduced where appropriate e.g. road, village, house, town etc.</p>					
<p>Geography Curriculum Foundations through Understanding the world</p>	<ul style="list-style-type: none"> - Through stories children are helped to make sense of different environments and the concept of a ‘journey’ e.g. We’re going on a Bear Hunt’. - Expose children to appropriate words, e.g. ‘city’ ‘town’, ‘village’, ‘road’, ‘path’, ‘house’, ‘flat’, ‘beach’ to help children describe their observations when examining photographs and visiting local places. - Children to express their opinions on natural and built environments using words that help such as: ‘busy’ and ‘quiet’. - Role Play – children create their own ‘places’ and describe the features of their ‘place’ to others. <p>Progression in Mapping</p> <ul style="list-style-type: none"> - Through play, children to explore simple maps and plans. - Children to draw their own imaginary maps related to journeys or settings in story books - Through role play, children devise their own imaginary maps with their own symbols that they can explain the meaning of. - Through role play, children can start to follow routes on a given map. 					
<p>Geography Opportunities through topic links</p>	<p>Our School and Local Area</p> <p>-exploring and mapping the Year R base.</p>	<p>The Polar region compared to Southampton</p> <p>-human/physical similarities and differences between Shirley and the arctic. -mapping of a story setting</p>	<p>Australia compared to Southampton/ polar region</p> <p>- role play going on a journey and mapping (train station/rocket ship role play). -mapping of a story setting</p>	<p>Features of a farming environment</p> <p>Identify the similarities and differences between countryside and town. -Mapping of a farm area -farm role play e.g. farm shop.</p>	<p>Maps</p> <p>-knowing where food comes from (veg from supermarket). -Mapping of a Superhero’s journey/secret mission</p>	<p>The Seaside Abroad</p> <p>-Comparing locations around the world -making a treasure map.</p>
<p>RE Curriculum Foundations through Understanding the world</p>	<p style="text-align: center;">Communicate: Begin to talk about their own responses to the concepts taught.</p> <p style="text-align: center;">Apply: Begin to listen to the responses of others to the concepts taught.</p> <p style="text-align: center;">Enquire: Begin to identify the meaning of a concept.</p> <p style="text-align: center;">Contextualise: Begin to recognise the concept within a religious story.</p> <p style="text-align: center;">Evaluate: Reflect and begin to share their reflections about the importance of the concept.</p>					

<p>RE</p>	<p>Concept: Me Context: All about me</p>	<p>Concept: Celebrating Context: Christmas - Celebrating Jesus' birth (and other celebrations from the children's experience)</p> <p>Religion: Christianity</p> <p><i>UC foundation Incarnation plan</i></p> <p>Core Knowledge: Christians celebrate Christmas in December every year.</p> <p>They are celebrating the birth of Jesus who was a baby.</p> <p>They know the key characters of the Christmas story.</p>	<p>Concept: Power Context: Ganesh</p> <p>Religion: Hindu</p> <p>Core Knowledge: Hindu's have a powerful God that is important to them</p> <p>Hindus think about God as powerful</p> <p>They start to know some Hindu stories about God.</p>	<p>Concept: New life at Easter Context: Celebration</p> <p>Religion: Christianity</p> <p><i>UC foundation Incarnation plan</i></p> <p>Core Knowledge: Christians celebrate Easter in Spring every year.</p> <p>Children know that Jesus was arrested (as a man) and died, and women found the empty tomb.</p> <p></p>	<p>Concept: Special clothes</p> <p>Golden thread: Special Context: Special clothes Hindu and from children's experiences</p> <p>Religion: Hindu</p> <p>Core Knowledge: Different religious practices use special clothes at certain times and they are an important custom.</p> <p></p>	<p>Concept: Special People Golden thread: Special Context: Jesus and special people for children.</p> <p>Religion: Christianity</p> <p>Core Knowledge: Jesus is special to Christians because they believe he is God's son.</p> <p> Visit to Church</p>
------------------	-----------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

The Natural World

<p>Understanding the world</p> <p>The Natural World</p>	<p>-shows care and concern for living things and the environment.</p> <p>Children can use all 5 senses to explore a range of natural materials.</p> <p>Children can identify and observe the weather for autumn.</p>	<p>Can describe the similarities and differences between materials.</p> <p>Children can explore and talk about the different forces they feel (floating and sinking).</p>	<p>Can describe the similarities and differences between materials and changes they notice (Natural and man-made).</p>	<p>Has Developed an understanding of growth and change through animal life cycles, and plant growth.</p> <p>Understands the need to respect and care for the natural environment and all living things.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments,</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them,</p>
-----------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		Children can identify and observe the weather for winter and explain how it has changed.		Children can identify and observe the weather for spring and explain how it has changed.	<p>drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Children can identify and observe the weather for summer and explain how it has changed</p>	including the seasons and changing states of matter.
Science - Curriculum Foundations	<p>Content:</p> <ul style="list-style-type: none"> • Expanding science capital: Children are exposed to scientists through stories and play e.g. what’s it like to be an astronaut? • Children talk about some of the things they have observed in their environment such as plants, animals, natural and found objects. • Children talk about why things happen and how things work in the context of practical activities. • Children observe things closely through a variety of means, including magnifiers and photographs. • Examine change over time, for example, growing plants and animals, and changes that may be reversed, e.g. melting ice. 			<p>Progression in Working Scientifically:</p> <p style="text-align: center;">Planning</p> <ul style="list-style-type: none"> -Being curious and start to ask questions <p style="text-align: center;">Enquiring and Testing</p> <ul style="list-style-type: none"> -Performing simple tests and using equipment -sorting and matching things <p style="text-align: center;">Observing and recording</p> <ul style="list-style-type: none"> -using senses to observe and look closely -looking closely at things and noticing changes -making simple records of what I have done and noticed <p style="text-align: center;">Evaluating and communicating</p> <ul style="list-style-type: none"> -talking about what I have done and noticed -finding things that are similar and different 		
Science Opportunities through topic links	<p>Living Things</p> <ul style="list-style-type: none"> - lifecycle of a butterfly - Exploring natural materials <p>Seasonal Changes</p> <ul style="list-style-type: none"> - Using our 5 senses to explore - Autumn Study - record and observe 	<p>States of Matter</p> <ul style="list-style-type: none"> - save the penguin from the ice. <p style="text-align: center;">Forces</p> <ul style="list-style-type: none"> - Floating and Sinking 	<p>Materials</p> <ul style="list-style-type: none"> - Den for a bear that stays dark (light and shadows) <p>Living Things</p> <ul style="list-style-type: none"> - bear poo observations 	<p>Living Things</p> <ul style="list-style-type: none"> - animals and what they need to grow - life cycles of a chick, sheep etc. - Life cycle of a 	<p>Forces</p> <ul style="list-style-type: none"> - using magnets and paperclips to make superheroes fly (push and pull). <p>Seasonal Changes</p> <ul style="list-style-type: none"> - Using our 5 senses to explore 	<p>Materials</p> <ul style="list-style-type: none"> - materials: best material for boat building, does it float or sink. <p style="text-align: center;">Living Things</p> <ul style="list-style-type: none"> - How do humans grow?









		Seasonal Changes -Using our 5 senses to explore -Winter Study - record and observe	-herbivore and carnivore	plant e.g. growing crops on the farm e.g. cress, bean sprouts etc.	-Summer Study - record and observe	
Past and Present						
Understanding the World Past and Present	Know that there are days of the week that repeat and go in order The times of day go in order and repeat everyday e.g. morning is before lunchtime.	Know the past tense of verbs (plan-do-review) -Know before and after as a concept -Can use some ordering language with support e.g. first, next, after that, at the end.	Can use ordering language with increasing independence (with sentence stems) e.g. first, next, after that, at the end.	Notice that things in nature change with time e.g. plants, chicks, tadpoles. Know that living things do not stay the same over time.	Talk about the lives of the people around them and their roles in society. (T2T) Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (T2T) Understand the past through settings, characters and events encountered in books read in class and storytelling.	Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
History Curriculum Foundations through Understanding the world	<ul style="list-style-type: none"> - Children are encouraged to remember and talk about significant events in their own experience to gain greater understanding of 'now' and what came before. - Children are given opportunities to narrate their daily routines/weekly activities. - Be able to identify similarities and differences in past and present events through storytelling and photographs 					

	- Provide ways of preserving memories of special events as memories, e.g. making a book, collecting photographs, tape recording, drawing and writing.					
History Opportunities through topic links	-talk about our family and make a family tree.	-discussing arctic explorers through photographs and story books.	-Look at examples of old transport and new transport through photographs - can they see the difference?	-comparing past and present farm equipment. Sorting activity. - Dinosaurs	-make a book of real life superheroes (people in the community).	-fact file on an infamous pirate e.g. Black Beard.
Physical Development						
Gross Motor Skills						
Physical development Gross Motor Skills	Core Muscles Negotiates space when running and changing direction in racing games. Children are able to stand on one leg and jump with both feet off the ground at the same time. Children make decisions on whether to crawl, walk or run across equipment.	Games (Multi-skills) Negotiates space when running and changing direction in playing and racing games with other children. Children are able to hop and stand on one leg and jump with both feet off the ground at the same time. Children can throw and catch a large ball with an adult	Gym/ Movement Can demonstrate changing direction to avoid obstacles. Children are able to hop on both feet and stand on one leg and jump with both feet off the ground at the same time Children can throw and catch a large ball with an adult over an increasing distance with some	Games (Multi-skills) Can demonstrate changing direction to avoid obstacles. Is able to adjust speed and direction for a given task Children are able to skip, hop on both feet and stand on one leg and jump with both feet off the ground at the same time Shows increasing control over an object	Gym/ Movement Negotiate space and obstacles safely, with consideration for themselves and others. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Shows increasing control over an object in pushing, patting,	Games (Multi-skills) Negotiate space and obstacles safely, with consideration for themselves and other Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Children show a degree of consistency and confidence, competence, precision and accuracy when engaging in activities that involve a ball. Demonstrate strength, balance and coordination when playing.

	<p>Children can walk along a line with control.</p> <p>Children can adopt an appropriate sitting position on a chair (sitting upright with feet on the floor and chair close to the floor) and with posture when sitting on the floor.</p> <p>Children can ride a scooter or trike over a given length.</p>	<p>when prompted over a short distance.</p> <p>Children travel across the equipment in a variety of ways</p> <p>Children can balance on a line</p>	<p>degree of consistency</p> <p>Children travel across the equipment in a variety of ways in a controlled manner</p> <p>Can balance on a line with developing control</p> <p>Can use and remember sequences of movements</p> <p>Children can take part in activities independently within set parameters working sensibly and safely</p>	<p>in pushing, patting, throwing, catching or kicking it</p> <p>Can use and remember sequences of movements related to music and rhythm.</p> <p>Children are able to follow simple rules to participate in activities.</p>	<p>throwing, catching or kicking it to a target</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Children are able to participate in activities with others</p>	<p>Children are able to participate in activities with others following simple rules.</p>
Across the Year	<p>-Understand the importance of being safe in different situations.</p> <p>-They talk about different ways to be safe.</p> <p>-Understand positional language in a real life context. e.g on, off, up, down, beside, next to, under, between, in-front of, behind through modelling using full sentences.</p>					
	Fine Motor Skills					
Fine Motor Skills	<p>Children are able to hold a pencil to draw horizontal, vertical lines (see progression document).</p> <p>Movement may be mostly from the elbow.</p>	<p>Children's pencil grip has developed to at least a 4 finger grip and movement is from the wrist; the thumb and index fingers start</p>	<p>A three finger grasp is developed, where the thumb, index finger and middle finger work as one unit (see</p>	<p>A tripod grip is used consistently when using a pencil with moving coming from the finger tips (see progression document).</p>	<p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p>	<p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>Use a range of small tools , including scissors, paintbrushes and cutlery.</p>

	<p>Children can snip paper using scissors moving forward (Across, forward, backward, side to side, straight ahead (see progression document)).</p>	<p>to move as a whole unit (see progression document).</p> <p>Children can cut straight lines and curved lines using the scissors in their dominant hand and their non dominant hand to control the paper (see progression document).</p>	<p>progression document).</p> <p>Children can use scissors to cut circle shapes and square shapes (see progression document).</p>	<p>Children can use scissors to cut circle shapes and square shapes improving to only ¼ of an inch from the drawn line (see progression document).</p>	<p>Use a range of small tools , including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>Begin to show accuracy and care when drawing.</p> <p>children can use scissors to cut complex shapes including figures (see progression document).</p>
<p>Across the Year</p>	<p>-Start eating independently and learning how to use a knife and fork e.g. hand over hand, fork to hold, knife to cut.</p>					
<p>Expressive Arts and Design</p>						
<p>Creating with Materials</p>						

<p>Creating with Materials</p>	<p>Can draw lines and circles using chunky pencils, fat brushes, wax crayons, poster paints.</p> <p>Be able to name, sort and compare colours.</p>	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects using chunky pencils, fat brushes, wax crayons, poster paints.</p> <p>Be able to Identify the primary colours and use paint to mix.</p>	<p>Create closed shapes with continuous lines, progress to felt tips, thinner brushes, pencils, oil pastels, powder paint.</p> <p>Be able to mix colours and refine with support e.g. making a desired colour.</p>	<p>Draw with increasing complexity and detail such as representing a face with a circle and adding details.</p> <p>Show different emotions in their drawings e.g. happiness, sadness, fear etc.</p> <p>Develop mixing skills to match colours they see and want to represent.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>-Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Can use lines to enclose a space, and then begin to use these shapes to represent objects.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>-Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Can use lines to enclose a space, and then begin to use these shapes to represent objects.</p>
	<p>Explore materials freely e.g. junk modelling.</p>	<p>Start to develop and explain their own ideas and with help can decide which materials they can use to express them.</p>	<p>Children can join materials together e.g. adhesive tape, different types of glue</p>	<p>Children can plan what they are making for a purpose and overcome problems during the process 'Something for somebody for some purpose'.</p>	<p>Choosing, combining and decorating materials & manipulates materials to achieve a planned effect: 'Something for somebody for some purpose'..</p>	<p>Choosing, combining and decorating materials & manipulates materials to achieve a planned effect: 'Something for somebody for some purpose'..</p>

<p>Across the Year</p>	<p>-Create and develop simple narratives in role play relating to their own experiences using props and materials.</p>					
<p>Art curriculum foundations through expressive arts and design</p>	<p style="text-align: center;">Drawing Can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p style="text-align: center;">Painting Name and know the difference between colours and explore what happens when colours are mixed.</p> <p style="text-align: center;">Mixed Media Children explore what happens to textures when they put different materials together, creating their own representations.</p> <p style="text-align: center;">Printing Experiment with printing blocks to make patterns</p>					
<p>Art Opportunities through topic links</p>	<p>Focus Artist - Kandinsky Hook: Grandma’s button box (draw it and lots of buttons) Skill: lines and circles</p>  <p style="text-align: center;">Printing Repeated patterns (maths)</p> <p style="text-align: center;">Painting/drawing -butterfly printing/painting -Line & circle Drawing</p> <p style="text-align: center;">Sculpture Play dough</p>	<p>Focus Artist - Paul Klee Hook: The grand Old Duke of York (draw the Old Duke’s Palace) Skill: Enclosed Spaces</p>  <p style="text-align: center;">Printing Repeated shape patterns (maths)</p> <p style="text-align: center;">Sculpture -salt dough christmas decorations</p>	<p>Focus Artist: Hundertwasser - Hook: The Great Race paintings in the role of the magic paintbrush Skill: Colour Mixing</p> 	<p>Focus Artist: Picasso Hook: The Wheels on the Bus (Draw the faces of the different people on the bus) Skill: Draw with increasing complexity and detail such as representing a face ... Show different emotions in their drawings</p>  <p style="text-align: center;">Sculpture -Easter bonnets</p>	<p>Focus Artist: Illustrators from super hero books Hook: Any/ all of superhero books from their ‘Literature and Reading spine’ Skill: Safely use and explore a variety of materials ...</p>  	<p>Hook: Pirates Love Underpants Skill: Safely use and explore a variety of materials ...</p>   <p style="text-align: center;">Sculpture Build a treasure chest.</p> <p style="text-align: center;">Printing Repeated shape patterns (maths) Print a pirate Flag</p>

					-make a superhero cape/super hero puppets	
Design Technology curriculum foundations through expressive arts and design	<p>Have exposure to and use various construction materials through play.</p> <p style="text-align: center;">Design</p> <p>Children think about what they want to make, how they may do it and the materials and resources that they may need to shape, assemble and join the materials they are using.</p> <p style="text-align: center;">Make</p> <p>Children begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p style="text-align: center;">Joins construction pieces together to build and balance.</p> <p style="text-align: center;">Uses simple tools and techniques competently and appropriately.</p> <p style="text-align: center;">Evaluate</p> <p>Children adapt their work where necessary to improve their construction.</p>					
Design Technology Opportunities through topic links	-junk modelling butterfly/caterpillar or something from a story	-snow globes -Make arctic habitats/dens for penguins -Split pin snowmen.	-junk model a vehicle - simple axis with straws and cotton reels -Chinese Lanterns -Money wallets -Create a bear cave	-what foods come from the farm? -Grow potatoes/carrots Vegetables hidden in earth to be dug out. -Making healthy food for Old Macdonald. -Make homes for the farm e.g. hen house and barn (design first)	-create a gadget for a superhero with a purpose e.g. to rescue someone stuck in a car/on the top of a cliff/stuck in a burning building (Design with a purpose in mind). (covered in PDR)	- Design a pair of underpants. - Junk model a pirate ship for the captain and his crew to help them search for buried treasure (design with a purpose).
Expressive Arts and Design						
Music						

<p>Music</p>	<p>Me!</p> <p>1. Listen and Respond 2. Explore and Create - using voices only and finding the pulse. 3. Singing - nursery rhymes and action songs - building to singing and playing 4. Share and Perform</p>	<p>My Stories</p> <p>1. Listen and Respond 2. Explore and Create - initially using voices only but building to using classroom instruments too 3. Singing - nursery rhymes and action songs - building to singing and playing 4. Share and Perform</p>	<p>Everyone!</p> <p>1. Listen and Respond 2. Explore and Create - initially using voices only but building to using classroom instruments too 3. Singing - nursery rhymes and action songs - building to singing and playing 4. Share and Perform</p>	<p>Our World</p> <p>1. Listen and Respond 2. Explore and Create - initially using voices only but building to using classroom instruments too 3. Singing - nursery rhymes and action songs - building to singing and playing 4. Share and Perform</p>	<p>Big Bear Funk</p> <p>1. Listen and Appraise a different piece of Funk music each week/step 2. Explore and Create using voices and classroom instruments 3. Sing and Play Big Bear Funk and revisit a selection of nursery rhymes and action songs 4. Share and Perform</p>	<p>Reflect, Rewind and Replay Consolidation of Learning from across the year.</p> <p>ELG: Sing a range of well-known nursery rhymes and songs - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. - Invent, adapt and recount narratives and stories with peers and their teacher (across the year).</p>
<p>Music Curriculum Foundations through expressive Arts and Design</p>	<ul style="list-style-type: none"> •Begin to move rhythmically. • Imitate movement in response to music. •Tap out simple repeated rhythms. •Explore and learn how sounds can be changed. •Begin to build a repertoire of songs and dances. •Explores the different sounds of instruments. 					
<p>Computing Curriculum Foundations through wider provision</p>	<ul style="list-style-type: none"> - Talk about ICT apparatus, what it does, what they can do with it and how to use it safely - Use ICT to interact with age-appropriate software, e.g. teach the children how clicking on different icons causes things to happen in phonics/maths games computer programmes. Complete a simple program or game during continuous provision. -Support children to co-ordinate actions to use technology through play, such as taking a photograph/video or dialling a phone number. Encourage them to speculate on why things happen and how they work. - Play with a range of programmable toys such as BeeBots 					
<p>Computing opportunities through topic links</p>	<p>-independently choosing lunch options on IWB.</p>	<p>-tuff cam</p>	<p>-beebots journeys</p>	<p>-using ICT in the classroom</p>	<p>-simple phonics game accessed independently.</p>	<p>-record themselves telling a story and plays it back.</p>

Parental Involvement	Introduction to early reading workshop	Christmas performance	Writing workshop	Easter bonnet craft session and parade	Parent story sharing	Phonics and progression to year 1.
-----------------------------	----------------------------------------	-----------------------	------------------	----------------------------------------	----------------------	------------------------------------