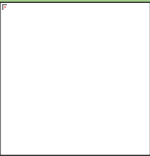



Progression of Skills & Curriculum Overview 2023-24

Area of Learning	Autumn 1 - This is ME!	Autumn 2 - Autumn	Spring 1 - Winter	Spring 2 - New Life/Transport	Summer 1 - Farm Life/Pirates	Summer 2 - Green Fingers/Fairytales
Other Possible Themes	Pets Superheroes Looking after ourselves Our Local Area Our Families	Autumn Firefighters Diwali Nursery Rhyme Week Christmas Remembrance Day Bonfire Night Harvest Black History Month	Valentine's Day Chinese New Year Arctic Animals Around the World!!! Space	Pancake Day Fairtrade Easter International Women's Day Transport David Attenborough Journeys	Under the Sea Lifeguards Looking after the ocean Mermaids	World Ocean Day Father's Day Summer
Enrichment Activities	Buddy Lunches Tour of School Walk around our Local Area Harvest Assembly	Nursery Rhyme Week Autumn Walk Firefighter Visit Guy Fawkes effigy Nativity Performance Christmas Jumper/Dinner Day	Ice Experiments Chinese New Year Winter Walk	Butterfly Garden Tadpoles Cress Heads North Bay Railway Trip World Book Day Easter Bonnet Parade/Fair	Beach Trip/Pirate Boat Pirate Day Sand & Water Play Scarborough Museum Trust	World Music Day
<p>Communication and Language</p>  <p>Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions and through the use of family groups.</p> <p>Revisit/Ongoing throughout the year</p> <p>Learn new vocabulary. Use new vocabulary in different contexts. Use new vocabulary through the day in discussions and conversations. Learn new rhymes, poems, and songs. Listen to and talk about stories to build familiarity and understanding. Use talk to organise themselves and their play.</p> <p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is</p>	<p>Listening: Listen to others 1:1, in small groups and whole class. Enjoy listening to stories and can remember what happens. Listen carefully to rhymes and songs, paying attention to how they sound. Know how to listen carefully and why listening is important.</p> <p>Attention: Maintain attention in whole class and small group contexts for a short time. May find it difficult to pay attention to more than one thing at a time.</p> <p>Respond: Engage in story times. Join in with repeated refrains and anticipate key events and phases in stories or rhymes. Know how to respond appropriately when asked e.g. Team stop hand signal (freeze)</p> <p>Understanding: Know how to follow 1 step instructions e.g., put bookbag in drawer.</p> <p>Speaking: Use sentences of 4-6 words. Know a repertoire of songs e.g., nursery rhymes or numbers of songs. Know some social phrases e.g., 'Good Morning!'</p>	<p>Listening Listen in familiar and new situations. Engaged in stories that are familiar and new with interest and enjoyment.</p> <p>Attention Maintain attention in new situations e.g. whole school assembly or PE sessions in the hall. Shift attention when required e.g. when given a clear prompt - 'name'.</p> <p>Respond Make relevant comments when listening to a story and can answer 'why' questions. Links events in a story to their own experiences. Ask questions to find out more and to check they understand what has been said to them. Respond to others appropriately in play. Engage in story times. Engage in non-fiction books.</p> <p>Understanding Follow instructions with 2 parts in familiar situations.</p> <p>Speaking Use intonation to make meaning clear to others. Start a conversation with peers and familiar adults and continue it for many turns. Use simple conjunctions in talk to link thoughts 'and' 'because'. Retell a simple event e.g. how scratched knee. Recognise words that rhyme or sound similar e.g. cat and hat. Develop social phrases - "Good morning how are you?"</p>	<p>Listening: Listen attentively in a range of situations and know how to listen carefully e.g., know that it is important to look at who is talking to them and think about what they are saying.</p> <p>Attention Maintains attention, concentrates, and sits quietly during appropriate activity for a short time in the classroom.</p> <p>Respond Know how to make a prediction about what might happen next or story endings in response to texts read. Engage in non-fiction books. Know that events in a story can link to their own experiences. Introduce a storyline into their play.</p> <p>Understanding Consider the listener and takes turns to listen and speak in different contexts.</p> <p>Speaking Know how to use talk to pretend objects stand for something else in play. Begin to know the past tense of verbs, such as "ran" or "fell" but may still get confused. Offer explanations for why things happen. Recount events that happen in their day.</p>	<p>Listening: Know why listening is important.</p> <p>Attention: Maintain attention in different contexts, attend to peers and adults that are familiar and unfamiliar.</p> <p>Respond: Keep play going in response to the ideas of others and engage in conversation relevant to play theme. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Listen to, engage in and talk about selected non-fiction texts to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Understanding: Ask questions to clarify understanding of a text or task. Ask questions to find out more and check understanding. Retell a story.</p> <p>Speaking Use talk to clarify thinking, connect ideas and share thinking with others. Articulate thoughts into sentences. Retell/create own stories for teacher scribing. Begin to connect one idea or action to another. Use simple conjunctions 'and', 'because'. Use talk to help work out problems and organise thinking and activities.</p>	<p>Listening: Listen to and understand instructions about what they are doing, whilst busy with another task. Listen and continue with an activity for a short time.</p> <p>Respond: Keep play going in response to the ideas of others and engage in conversation relevant to play theme. Ask and answer 'what', 'when', and 'what could we do next' questions. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Understanding: Carry out a series of 3 directions. Show familiarity with selected non-fiction by using new knowledge and vocab in conversation and play. Understand 'how' and 'why' questions.</p> <p>Speaking: Recount an event in the correct order and some detail. Give details that they know are important and will influence the listener. Eg. James fell over that stone, Peter didn't push him. Express ideas about feeling and experiences. Articulate their ideas in well-formed sentence. Show that they can use language to reason and persuade e.g. can I go outside because its stopped raining?</p>	<p>Listening: Know that they can respond to what they hear with relevant questions, comments, or actions.</p> <p>Attention: Know how to play co-operatively and know that they can pretend to be someone else talking. Games can be quite elaborate and detailed.</p> <p>Respond: Know how to make comments about what they have heard and ask questions to clarify thinking. Know that they can respond by asking if unsure and use words specifically to make meaning clear E.g. "I didn't want my yellow gloves; I wanted the spotty ones that match my hat".</p> <p>Understanding: Retell a story with some exact repetition and in their own words. Know that words can be put into groups or categories, and give examples from each category E.g., Animals, transport, food, etc Know that a range of words can describe the idea of time, shape, texture, size and know in which context to use them E.g. Soon, early, and late; square, triangle and circle; soft, hard, and smooth. Name objects, characters, and animals from a description E.g. "It lives in the jungle and is fierce with big teeth and is stripy."</p> <p>Speaking:</p>

<p>crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>						<p>Articulate and create an imaginary story of their own in play or in writing. Speak clearly in well-formed sentences of 8 words or more in length with some detail. E.g., "I made a big round pizza with tomato, cheese and ham on top"</p> <p>Use new vocabulary in different contexts.</p> <p>Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas, join phrases with words such as 'if', 'because', 'so', 'could' E.g. "I can have a biscuit if I eat all my dinner"</p>
<p>Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>In Y1-6 children continue to build on the oral language skills developed in the early years foundation stage. Children will develop their competence in spoken language and listening to enhance the effectiveness of their communication across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes - in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. Teachers will pay attention to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and enhancing their knowledge about language as a whole. National Curriculum, 2014</p>						

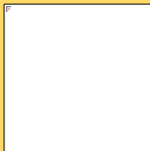
<p>Personal, Social and Emotional Development</p>  <p>Children develop their personal, social and emotional skills throughout the year through, Jigsaw circle times, social stories, , diversity stories, Ten Ten,, family group time.</p> <p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children</p>	<p>Express feelings</p> <p>Know that all feelings are ok. Know how to recognise own feelings, talk about feelings using words like 'happy', 'sad', 'angry'. Begin to understand how others might be feeling. Know they can rely on their teachers, friends, and 'buddy' for support if they are worried.</p> <p>Manage behaviour</p> <p>Can inhibit own actions, welcome distractions when upset. Know the behavioural expectations of the EYFS classroom and school. Know that following rules is important.</p> <p>Self-awareness</p> <p>Know what they like and do not like. Know that there are rules in the classroom to follow and expectations for behaviour.</p> <p>Independence</p>	<p>Express feelings:</p> <p>Know how to show concern for others and shows awareness of how their actions may impact on others.</p> <p>Manage behaviour:</p> <p>Begin to take turns and share resources. Can usually tolerate delay when needs are not immediately met.</p> <p>Self-awareness:</p> <p>Can talk about what they are doing and why.</p> <p>Independence:</p> <p>Knows areas they would like to play in our resources they would like to use and independently access. Know they can say when they need help Can follow instructions with 2 parts.</p> <p>Collaboration:</p>	<p>Express Feelings:</p> <p>Show pride in achievements by showing work to others. Know how to use the take 5 breathing exercise to help with big feelings.</p> <p>Manage behaviour:</p> <p>Know the behavioural expectations of the setting.</p> <p>Self-awareness:</p> <p>Take pride in themselves, work and achievements. Begin to explain the knowledge or right choices and wrong choices and try to behave accordingly.</p> <p>Independence:</p> <p>Know how to independently manage their own needs, eating, drinking, accessing snack when hungry and communicate own needs in relation to being thirsty, hungry, tired, using the toilet. Know some foods that are healthy and unhealthy.</p> <p>Collaboration:</p>	<p>Express feelings:</p> <p>Can make choices and communicate what they need. Know people in school they can turn to if they help or are worried.</p> <p>Manage behaviour:</p> <p>Know why listening is important and attend to other people both familiar and unfamiliar.</p> <p>Self-Awareness:</p> <p>Feel comfortable and happy to stand up in assembly or in front of the class and share achievements with others.</p> <p>Independence:</p> <p>Begin to show persistence when faced with challenges. Know how to get dressed and undressed.</p> <p>Collaboration:</p> <p>Know it is important to work together to look after our classroom resources and school grounds. Know how to keep playing by co-operating, listening, speaking and</p>	<p>Express Feelings:</p> <p>Beginning to know when to initiate an apology where appropriate.</p> <p>Manage behavior:</p> <p>Can follow instructions in a range of situations.</p> <p>Self-awareness:</p> <p>Know and can talk about their own abilities positively.</p> <p>Independence:</p> <p>Confident to try new activities and say why they like some activities more than others. Show resilience and perseverance, a belief that with more effort or with a different approach success will occur. Know and understands rules linked to road safety. Can follow directions with 3 parts</p> <p>Collaboration:</p> <p>Know it is important for all of us to keep safe when using and transporting tools, equipment, and</p>	<p>Express Feelings:</p> <p>Know some strategies to deal with anger and frustration. Knows words to identify and moderate own feelings. Beginning to know how to negotiate with others to solve problems and take steps to resolve conflict about the perspective of others.</p> <p>Manage behaviour:</p> <p>Engage in challenges and take responsibility for their own learning. Plan, adapt, persist and review their own progress.</p> <p>Self-awareness:</p> <p>Knows that they are a unique individual and can talk about self, abilities and interests in positive terms.</p> <p>Independence:</p> <p>Can seek out a challenge and enjoy the process. Knows what it means to keep healthy, has knowledge of food groups and knows exercise keeps the body healthy.</p> <p>Collaboration:</p>
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<p>should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>	<p>Know how to organise themselves in the morning e.g., bookbag and coat on peg, water bottle on trolley.</p> <p>Know how to manage their own personal hygiene e.g., toileting. Can follow 1 step instructions.</p> <p>Collaboration Knows we can work together to keep the class rules and earn positive rewards.</p> <p>Social skills Know how to engage in positive interactions with adults and peers. Play with one or more children, extending and elaborating play ideas.</p> <p>JIGSAW lessons - Being Me in My World:</p> <p>Covering Self-Identity, Understanding Feelings, being in a classroom, being gentle, rights and responsibilities.</p> <p>Books used -</p> 	<p>Begin to share and take turns.</p> <p>Social Skills: Continue to build constructive and respectful relationships.</p> <p>Jigsaw Lessons - Celebrating Difference Covering acceptance, including others when playing, knowing how to help if someone is being bullied, problem solving, kind words, using compliments. s:</p>	<p>Consider the listener and takes turns to listen and speak in different contexts.</p> <p>Social Skills: Seek others to share activities and experiences.</p> <p>Jigsaw Theme - Dreams and Goals Covering: challenges, perseverance goal setting, overcoming obstacles, seeking help, jobs, achieving goals.</p>	<p>explaining. Can reflect on the work of others and self-evaluate their own work.</p> <p>Social Skills: Friendship - use language to negotiate, play and organise. Knowing what makes a good friend.</p> <p>Jigsaw Theme - Healthy Me Covering- keeping myself healthy, healthier lifestyle choices, healthy eating, keeping clean, being safe, medicine safety & safety with household items, road safety, linking health and happiness. Also covering oral health.</p>	<p>resources.</p> <p>Social Skills: Know how to be kind and considerate to the needs of others, beginning to respect a different point of view and work together in collaboration.</p> <p>Jigsaw theme - Relationships identifying some of the jobs I do in my family, how to make friends to stop myself from feeling lonely, thinking of ways to solve problems and stay friends, starting to understand the impact of unkind words, using 'Calm Me' Time to manage my feelings, know how to be a good friend.</p>	<p>Can take account of the ideas of others about how to organise an activity. Can show sensitivity to other's needs and feelings.</p> <p>Social Skills: Can resolve conflict and able to compromise. Can take responsibility for their own actions. Show awareness of how their actions may impact on others, know that other children think and respond in different ways to them.</p> <p>TenTen, Life to the Full Theme Module 1 - U1 Module 2 - U3 Module 1 - U4 Module 3 - U1</p> <p>Covering - introducing children to the story of creation where God created the Earth, sea stars, plants, animals and humans, staying safe online, human life cycle, children to understand that we are made in the image of God.</p>
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Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.

Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

<p>Physical Development</p>  <p>Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing and specialist coaching.</p> <p>Physical activity is vital in children's all-round development, enabling them to pursue happy,</p>	<p>Gross Motor Children will learn to move safely in a space.</p> <p>Fine Motor Children will develop their small motor skills so that they can use a small range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoon.</p> <p>Know the school routines of the day: lining up and queuing, mealtimes, personal hygiene, carpet spaces.</p>	<p>Gross Motor Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Fine Motor Children will accurately draw lines, circles and shapes to draw pictures.</p> <p>GetSet4PE Focus - Fundamentals</p> <p>Running: explore running and stopping. Explore changing direction safely. Know that I can use big steps to run and small steps to stop. Know</p>	<p>Gross Motor Children will balance on different body parts.</p> <p>Fine Motor Children will handle scissors, pencil, and glue effectively.</p> <p>GetSet4PE Focus - Gymnastics</p> <p>Balance: explore shapes in stillness using different parts of my body. Know that it is easier to balance using more parts of my body than fewer parts.</p> <p>Flexibility: explore shapes and actions to stretch my body. Know</p>	<p>Gross Motor Children will move safely with confidence and imagination, communicating ideas through movement.</p> <p>Fine Motor Children will use cutlery appropriately. Hold pencil effectively and comfortably. Holds a pencil effectively to form recognisable letters.</p> <p>Know and talk about different factors that support their overall health and wellbeing.</p>	<p>Gross Motor Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>Fine Motor Children will hold scissors correctly and cut out small shapes.</p> <p>Continue to develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools:</p>	<p>Gross Motor Children will be able to play by the rules and develop coordination. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Fine Motor Children will form letters correctly using a tripod grip. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p><i>Fine motor skills are the small movements used for control and precision during activities.</i></p>
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<p>healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence</p>	<p>GetSet4PE Focus - Introduction to PE</p> <p>Problem solving: explore activities where I have to make my own decisions.</p> <p>Navigational skills: explore moving in space and following a path. Know that moving into a space away from others will help me to stay safe.</p> <p>Communication: develop confidence in expressing myself. Know that talking with a partner will help me solve challenges.</p> <p>Reflection: begin to identify when I am successful.</p> <p>Rules: know that rules help us to stay safe.</p>	<p>that moving into space away from others helps to keep me safe.</p> <p>Balancing: explore balancing whilst stationary and on the move. Know that I can hold my arms out to help me balance.</p> <p>Jumping: begin to explore take-off and landing safely. Know that bending my knees will help me to land safely.</p> <p>Hopping: explore hopping on both feet. Understand that I can use one foot to hop.</p> <p>Skipping: explore skipping as a travelling action. Know that if I hop then step that will help me to skip.</p>	<p>that I can make my body longer my reaching out with my arms and legs.</p> <p>Strength: explore taking weight on different body parts. Understand that I can hold my weight on different parts of my body.</p> <p>Strategy: explore my own feelings in response to an activity or task. Understand how movement makes me feel.</p>	<p>GetSet4PE Focus - Dance</p> <p>Actions: explore how my body moves. Copy basic body actions and rhythms. Understand that I can move my body in different ways to create interesting actions.</p> <p>Dynamics: explore actions in response to music and an idea. Understand that I can change my action to show an idea.</p> <p>Space: begin to explore pathways and the space around me and in relation to others. Know that if I move into space it will help to keep me and others safe.</p> <p>Performance: perform short phrases of movement in front of others. Know that when watching others I sit quietly and clap at the end.</p> <p>Strategy: know that if I use lots of space, it helps make my dance look interesting.</p>	<p>pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p> <p>GetSet4PE Focus - Games</p> <p>Running: explore running and stopping safely. Know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe.</p> <p>Throwing: explore throwing to a target. understand that bigger targets are easier to hit.</p> <p>Sending & receiving: explore s&r with hands and feet using a variety of equipment.</p> <p>Space: recognise their own space.</p> <p>Attacking & defending: explore changing direction and tagging games.</p> <p>Rules: know that rules help us to stay safe.</p>	<p><i>It is important to recognise that the development of fine motor skills happens through daily access to resources, activities and opportunities provided through continuous provision e.g., threading, play dough, building and creating, colouring, puzzles etc. All areas of learning are interconnected and not all learning has a predetermined outcome.</i></p> <p>GetSet4PE Focus - Ball Skills</p> <p>Sending: explore sending an object with hands and feet. know to look at the target when sending a ball.</p> <p>Catching: explore catching to self and with a partner. Know to have hands out ready to catch.</p> <p>Tracking: explore stopping a ball with hands and feet. know to watch the ball as it comes towards me and scoop it with two hands.</p> <p>Dribbling: explore dropping and catching with two hands and moving a ball with feet. Know that keeping the ball close will help with control.</p>
<p>Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>						
<p>Fine Motor: Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>						

<p>Literacy</p>  <p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs</p>	<p>COMPREHENSION</p> <p>Listen and enjoy sharing a range of books.</p> <p>Enjoy joining in with rhyme, songs, and poems.</p> <p>Know how to hold a book correctly, handle with care.</p> <p>Know that a book has a beginning, an end.</p> <p>Know how to hold the book the right way up and turn some pages appropriately.</p> <p>Know that text in English is read top to bottom and left to right.</p> <p>Know the difference between text and illustrations.</p> <p>Know how to recognise some familiar words in print, e.g., own name or advertising logos.</p>	<p>COMPREHENSION</p> <p>Engage in conversation and can answer questions when reading wordless fiction and nonfiction books. Know how to respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.</p> <p>Know how to talk about events, feelings, main characters, where a story is set and recognise links to own life experiences.</p> <p>WORD READING</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</p>	<p>COMPREHENSION</p> <p>Know how to use picture clues to help read a simple text.</p> <p>Know how to make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.</p> <p>Show understanding of some words and phrases in a story that is read aloud to them.</p> <p>Know how to express a preference for a book, song or rhyme, from a limited selection.</p> <p>Play is influenced by experience of books (small world, role play).</p> <p>WORD READING</p> <p>Know individual letters by saying the sounds for them.</p>	<p>COMPREHENSION</p> <p>Know how to retell stories in the correct sequence, draw on language patterns of stories.</p> <p>With prompting, show understanding of many common words and phrases in a story that is read aloud to them.</p> <p>Suggest how an unfamiliar story read aloud to them might end.</p> <p>Give a simple opinion on a book they have read, when prompted.</p> <p>Recognise repetition of words or phrases in a short passage of text.</p> <p>Play influenced by experience of books.</p> <p>Innovate a well-know story with support.</p>	<p>COMPREHENSION:</p> <p>Know how to correctly sequence a story or event using pictures and or/captions.</p> <p>Make simple, plausible suggestions about what will happen next in the book they are reading.</p> <p>Know the difference between different types of texts (fiction, non-fiction, poetry).</p> <p>Make inferences to answer a question beginning why do you think...? in a picture book that has been read to them, where answer is clearly signposted.</p> <p>Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme.</p> <p>WORD READING</p>	<p>COMPREHENSION</p> <p>Play influenced by experience of books - act out stories through role play activities, using simple props (e.g., hats, masks, clothes, etc.) and appropriate vocabulary.</p> <p>Innovate a known story.</p> <p>Recall the main points in text in the correct sequence, using own words and include new vocabulary.</p> <p>When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment.</p> <p>With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p>
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<p>together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>	<p>Know that illustrations help to understand what is happening in a story. Know familiar rhymes, stories or poems and complete a repeated refrain.</p> <p>WORD READING Hear general sound discrimination and be able to orally blend and segment.</p> <p>WRITING Emergent writing: Know that writing communicates meaning. Know that marks can have meaning. Know how to write their name by copying it from a name card or try to write it from memory.</p> <p>Composition: Know that ideas for stories can be written down. Use talk to link ideas, clarify thinking and feelings.</p> <p>Spelling: Know how to orally segment sounds in simple words. Know how to write their name copying it from a name card or try to write it from memory.</p> <p>Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Know how to draw lines and circles.</p> <p>Phonics: Read single letter Set 1 sounds (first 16)</p>	<p>known letter-sound correspondences. Read a few common exception words matched to our phonic programme.</p> <p>WRITING Emergent Writing: Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know that there is a sound/symbol relationship. Knows some recognisable letters and own symbols. Writes letters and strings, sometimes in clusters like words.</p> <p>Composition: Knows how to orally compose a sentence and hold it in memory before attempting to write it.</p> <p>Spelling: Knows how to orally spell VC and CVC words by identifying the sounds. Knows that after a word there is a space.</p> <p>Phonics: Read all Set 1 single letter sounds Blend sounds into words orally.</p>	<p>Know how to blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Know a few common exception words matched to the school's phonic programme.</p> <p>WRITING Emergent Writing: Know how to use appropriate letters for initial sounds.</p> <p>Composition: Know how to orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p> <p>Spelling: Know how to write VC and CVC words independently using Phase 2 graphemes.</p> <p>Handwriting: Shows a dominant hand. Know that writing is from left to right and top to bottom. Begin to form recognisable letters.</p> <p>Phonics: Blend sounds to read words. Read short ditty stories.</p>	<p>WORD READING Know some letter groups that each represent one sound and say sounds for them. Know simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>WRITING Emergent Writing: Know how to build words using known letter sounds in writing.</p> <p>Composition: Use talk to organise and describe events and experiences. Begin to write a simple sentence with support.</p> <p>Spelling: Know how to spell to write VC, CVC and CVCC words independently using Set 1 sounds. Know how to spell some irregular common (tricky) words e.g., the, to, no, go independently.</p> <p>Handwriting: Know how to hold a pencil effectively to form recognizable letters. May need support or reminders. Know how to form clear ascenders and descenders.</p> <p>Phonics Read red storybooks Read Set 1 special friends</p>	<p>Know some letter groups that each represent one sound and say sounds for them. Know how to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>WRITING Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.</p> <p>Composition: Knows how to write a simple sentence/caption which may include a full stop.</p> <p>Spelling: Knows how to spell some words by drawing on knowledge of known grapheme correspondences. Makes phonetically plausible attempts when writing more complex unknown words.</p> <p>Handwriting: Knows how to form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientate. Include spaces between words.</p> <p>Phonics Read green storybooks Read 4 double consonants</p>	<p>WORD READING Read some tricky words e.g., do, when, out what, said, have, like, so. Re-read what they have written to check that it makes sense.</p> <p>WRITING Emergent Writing: Shows awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences sometimes using a capital letter and full stop.</p> <p>Composition: Write a simple narrative in short sentences with known letter-sound correspondences may include a capital letter and full stop. Begin to discuss features of their own writing e.g., what kind of story have they written.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. CCVCC words. Spell irregular common words e.g. he, he, we, be, me independently.</p> <p>Handwriting: Use a pencil confidently to write letters that can be clearly recognized and form some capital letters correctly.</p> <p>Phonics Read green storybooks Read first 6 Set 2 sounds</p>
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<p>Possible Book Focus'</p> <p>+ Autumn Poems from the Poetry Basket</p>	<p>Growing up, we are all different, Titch, books about bodies, once there were giants in our house, Before I was Me, We're all different.</p> <p>Each book is read on a two week cycle using Talk Through Stories - first week reading the book, second week vocab.</p> <p>Classic: Room on the Broom Vocab: searched, grinned, shriek, magnificent, polite, clutched, keen, grateful</p> <p>Repeated Refrain /Rhyming: We're going on a bear hunt</p> <p>Diversity Book: Elmer Vocab: slipped away, absolutely, serious, burst, gasped, celebrate, decorate</p> <p>Wellbeing/Growth Mindset: A little bit brave Vocab: daring, stomped, adventure, scurrying, proud, familiar, whimpered, gobbled</p> <p>Bible Story The Creation Story</p>	<p>Once there were poppies, books about Autumn, The Leaf Man, Percy the Park Keeper books, books about pets, Christmas Collection, Pumpkin Soup</p> <p>Each book is read on a two week cycle using Talk Through Stories - first week reading the book, second week vocab.</p> <p>Classic: Burglar Bill Vocab: comfortable, suddenly, creeps, wonders, hurry, terrible, fright, pinched</p> <p>Repeated Refrain /Rhyming: Stickman Vocab: twirl, tumbling, shove, weary, chuckle, doze, clattering drift</p> <p>Diversity Book: The Rainbow Fish Vocab: sparkling, glide, admire, emerged, discover, peculiar, whizzed, delighted.</p> <p>Wellbeing/Growth Mindset: My Monster and ME Vocab: glance, rummage, opportunity, rustling, bedraggled, abandoned, satisfied, swirled</p> <p>Bible Story: The Christmas Story</p>	<p>Non-fiction books about winter/animals Kipper's Snowy Day, You're snug with me, One winter's day, Jack Frost, Martha Maps it Out, The Runaway Pancake</p> <p>Each book is read on a two week cycle using Talk Through Stories - first week reading the book, second week vocab.</p> <p>Classic: Supertato Vocab: escaped, gasped, rescue, distress, vanished, crept, leapt, shrieked</p> <p>Repeated Refrain /Rhyming: Can't you sleep little bear? Vocab: settled, groaned, curling up, glow, hooked, twinkly, puzzled, cosy</p> <p>Diversity Book: Ravi's Roar Vocab: squash, furious, growled, nervous, leapt, dared, wild</p> <p>Wellbeing/Growth Mindset: Sonya's Chickens Vocab: spruced, tending, nestled, ruckus, crept, cowering, exhausted</p> <p>Bible Story: David & Goliath</p>	<p>Spring books, books about bugs, nature, The Very Hungry Caterpillar, What the Ladybird Heard</p> <p>Each book is read on a two week cycle using Talk Through Stories - first week reading the book, second week vocab.</p> <p>Classic: Where the wild things are Vocab: mischief, roared, staring, terrible, tumbled, lonely, blinking Repeated Refrain /Rhyming: The Owl who was afraid of the dark Vocab: peered, startled, glow, faded, necessary, somersault, gentle, exploring</p> <p>Diversity Book: The Extraordinary Gardener Vocab: imagination, wild, ordinary, roamed, soared, longed, discovered</p> <p>Wellbeing/Growth Mindset: Ruby's Worry Vocab: explore, discovered, wondered, enormous, barely, unexpected, shrink, tumbled</p> <p>Bible Story: The Easter Story</p>	<p>Ocean non-fiction books, what the ladybird heard at the seaside, The lighthouse keepers' lunch, clean up, Little Red Hen, Farmer Duck</p> <p>Each book is read on a two week cycle using Talk Through Stories - first week reading the book, second week vocab.</p> <p>Classic: Dogger Vocab: belonged, fond, anxiously, searched, exciting, terrible, practicing, staring</p> <p>Repeated Refrain /Rhyming: The Scarecrow's Wedding Vocab: hunt, spotted, hurried, gathered, certain, exclaimed, staggering, sprinkled</p> <p>Diversity Book: Anna Hibiscus' Song Vocab: amazing, pound, scattering, floats, chuckles, explode, reasons</p> <p>Wellbeing/Growth Mindset: I'm in Charge Vocab: bellowed, startled, barged, sneaked, grinned, dreadful, stomped, refused</p> <p>Bible Story: David & Goliath</p>	<p>A seed in need, Jack and the Beanstalk, I am the seed that few the tree, Rosa's Sunflower Experiment.</p> <p>Each book is read on a two week cycle using Talk Through Stories - first week reading the book, second week vocab.</p> <p>Classic On the way home Vocab: sneaking, gasp, cammed, soaring, vast, gloomy, slithering, struggled</p> <p>Repeated Refrain /Rhyming: Farmer Duck Vocab: crept, wriggled, creaked, wearily, fled, squeezed</p> <p>Diversity Book: Handa's Hen Vocab: hunted, fluttery, peered, waving, shiny, peeped, scurried, skipped</p> <p>Wellbeing/Growth Mindset: Cottonwool Colin Vocab: shrieked, bold, afraid, bedraggled, horrified, whooped, survives, wrapped</p> <p>Bible Story: The Lost Sheep</p>
<p>Poetry Basket Poems</p>	<p>Chop Chop Pointy Hat Five Little Pumpkins Wise Old Owl Falling Apples A Basket of Apples Leaves are Falling Breezy Weather. Who has seen the wind? Cup of Tea Mice Shoes</p> <p>+ Poetry Basket Christmas Poems and Songs</p>		<p>Popcorn A Little House Pancakes Let's Put on our Mittens I can build a snowman Carrot Nose Spring Wind Furry Furry Squirrel Hungry Birdies A Little Seed Stepping Stones Mrs Bluebird Metamorphosis</p>		<p>I have a Little Frog Dance Pitter Patter Sliced Bread A Little Shell Five Little Peas The Fox Monkey Babies Thunderstorm Five Little Owls If I were so very small Under a stone</p>	
<p>Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>						

Mathematics



At St Peter's we use the Mastering Number Scheme alongside White Rose Maths.

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes

Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.

Pupils will:

- identify when a set can be subitised and when counting is needed
- subitise different arrangements, both unstructured and structured, including using the Hungarian number frame
- make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills
- spot smaller numbers 'hiding' inside larger numbers
- connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers
- hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number
- develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds
- compare sets of objects by matching
- begin to develop the language of 'whole' when talking about objects which have parts

Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.

Pupils will:

- continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals
- begin to identify missing parts for numbers within 5
- explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame
- focus on equal and unequal groups when comparing numbers understand that two equal groups can be called a 'double' and connect this to finger patterns
- sort odd and even numbers according to their 'shape'
- continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern
- order numbers and play track games
- join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers

Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.

Pupils will:

- continue to develop their counting skills, counting larger sets as well as counting actions and sounds
- explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame
- compare quantities and numbers, including sets of objects which have different attributes
- continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2
- begin to generalise about 'one more than' and 'one less than' numbers within 10
- continue to identify when sets can be subitised and when counting is necessary
- develop conceptual subitising skills including when using a rekenrek

Getting to know you (2 weeks - baseline)

- Establish maths through routines.

Match, Sort & Compare

- Match objects
- Match pictures and objects
- Identify a set
- Sort objects to a type
- Explore sorting techniques
- Create sorting rules
- Compare amounts

Talk about measure and patterns

- Compare size
- Compare mass
- Compare capacity
- Explore simple patterns
- Copy and continue simple patterns
- Create simple patterns

Circles and triangles

- Identify and name circles and triangles
- Compare circles and triangles
- Shapes in the environment
- Describe position

Know that circles have one curved side.

Know that triangles have three straight sides

Know how to recognise these shapes on everyday items.

Begin to know how to use positional language

Begin to know how to represent real places they have visited with models, drawing or maps.

Shapes with 4 sides

- Identify and name shapes with 4 sides
- Combine shapes with 4 sides
- Shapes in the environment
- My day and night

Know that squares and rectangles have 4 straight sides and 4 corners. Know how to recognise these shapes on everyday items.

Know how to order key events in daily routines.

Mass and Capacity

- Compare mass
- Find a balance
- Explore capacity
- Compare capacity

Length, Height and Time

- Explore length
- Compare length
- Explore height
- Compare height
- Talk about time
- Order and sequence time

Explore 3D shapes

- Recognise and name 3D shapes
- Find 2D shapes within 3D shapes
- Use 3D shapes for tasks
- 3D shapes in the environment
- Identify more complex patterns
- Copy and continue patterns
- Patterns in the environment

Manipulate, compose and decompose (2 weeks)

- Select shapes for a purpose
- Rotate shapes
- Manipulate shapes
- Explain shape arrangements
- Compose shapes
- Decompose shapes
- Copy 2D shape pictures
- Find 2D shapes within 3D shapes

Visualise, build and map Identify units of repeating patterns

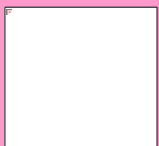
- Create own pattern rules
- Explore own pattern rules
- Replicate and build scenes and constructions
- Visualise from different positions
- Describe positions
- Give instructions to build
- Explore mapping
- Represent maps with models
- Create own maps from familiar places
- Create own maps and plans from story situations

Know language to describe when key events happen e.g. day, night, morning, afternoon, tomorrow, before, after.
Begin to know how to measure time in simple ways e.g. counting the number of sleeps to an important event using timers to measure duration of events.

Number: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World



Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

History: Past and Present
Children will know about their own life story and how they have changed. Children will order pictures on a simple timeline.

Key Vocabulary: Baby, Toddler, Child, Teenager, Adult, Elderly, Same, Different, change
A long time ago, Yesterday
Last week, Now, Then

Geography: People, Culture and Communities
Children will know about features of the immediate environment. Children will explore the school environment

Children will know how to respect and take care of school resources. Children will know how to show respect and care for the natural environment and all living things.

Children will know that Scarborough is a place, a town.

Children will know that features of their immediate environment can be represented with objects and on paper.

Key Vocabulary: Home school grounds, place, local area community, environment, journey, season, Autumn, weather, landmark, weather

Science: The Natural World
Children will understand the terms

History: Past and Present
Children will know some similarities and differences between things in the past and now.

Guy Fawkes - Life of a Famous Man (significant individual)

Children will begin to understand why we celebrate Bonfire Night through a simple story of 'The Gun Powder Plot'

Key Vocabulary: Celebration, Bonfire Night, Guy Fawkes, James 1, 5th November, Gun powder, Barrel, plot, treason, houses of parliament, cellar, effigy, A long time ago, Now, Then, Same, different

Remembrance Day - Past Event beyond living memory.

Children will understand why we wear a Poppy.

Key Vocabulary: War, Soldier, Army, Veteran, parade, Remembrance Day, Armistice Day, Service, Respect, Silence, Poppy, Wreath, cenotaph

Black History Month - Children will study Rosa Parks - they will begin to understand that people stood up to change things that in the past weren't fair.

Geography: People, Culture and Communities
Children will begin to talk about

History: Past and Present
Children will know similarities and differences between things in the past and now - different types of buildings and changes to local area.

To know that some houses are old and some are new.

Key Vocab: Buildings, Same, Different, Old, New, Now, Then
Victorian house, Chamber pot, Tin bath

Geography: People, Culture and Communities

Children will notice the weather and talk about it.

Children will understand that we wear clothes to match the season/weather.

Children will locate other countries on a map of the world and recognise key features on a map. Children will understand that a map shows land and sea/ocean.

Children will locate Antarctica on a map of the world.

Key Vocab: weather, rain, wind, fog, sun, snow, cloud, ice, warm, cold, change similar different Antarctica map, globe land sea ocean weather

Children will know that people around the world have different religions.

History: Past and Present
Children will talk about past and present events in their lives and what has been read to them (Transport focus). Children will explore different ways of travelling in the past.

Key Vocabulary: Transport Vehicle
Similar different Old New Now Then
A long time ago Last year Last week

Geography: People, Culture and Communities

Children will know that it is Spring. Children will recognise the changing weather in Spring and go on a spring walk and notice new life. Children will compare the differences between a farm and school.

Key Vocabulary: weather, rain, wind, fog, sun, cloud, ice, warm, cold, change similar different new life

Science: The Natural World
Children will make observations about new life in terms of plants and animals. Children will learn about life cycles. Children will recognise features of the spring season.

Key Vocabulary: Season spring warm Tree, bark, branch, twig, stick, leaf same, similar, different new life, buds, blossom wildflowers - daisy, dandelion ... Foal, lamb, calf, piglet, chick, gosling, duckling, fry, Caterpillar, chrysalis, butterfly

History: Past and Present
Children will know about the past through settings and characters. Children will know that seaside's have changed overtime (Scarborough focus). Children will learn about famous pirate Blackbeard.

Key Vocabulary: Similar different Old New Now Then A long time ago Pirate Ship deck Sea/ ocean Treasure chest island Desert island map

Geography: People, Culture and Communities

Children will know that there are similarities and differences between different places in the UK.

Children will know that simple symbols are used to identify features on a map.

Key Vocabulary: Seaside Beach Coast Land Sea, ocean Similar different

Science: The Natural World
Children will make observations about farm animals discussing similarities and differences.

Children will know where some of our food comes from.

Children will know that some things float and some things sink.

Key Vocabulary: Lighter, heavier,

History: Past and Present
Children will know about the past through settings, characters and events. Children will learn about our Royal Family. Children will know that King Charles is our King. Children will learn about Castles and visit Scarborough Castle.

Key Vocabulary: Royal family Queen King Prince Princess Reign Throne Crown Union Jack National anthem Buckingham Palace Scarborough Castle Queen's Guard Knight Shield Turret ramparts Moat Drawbridge Dungeon Portcullis

Geography: People, Culture and Communities

Children will know that it is Summer. Children will talk about the changes we see in Summer. Children will compare similarities and differences between the UK and other countries.

Key Vocabulary: seasons, change, sun

Science: The Natural World
Children will explore plants. Children will know some plants are flowering and some are non-flowering. Children will label a simple plant.

Children will plant and care for their own sunflower plant.

Key Vocabulary: Plants Seeds Bulbs Soil/ compost Plant pot Trowel Wheel barrow Blossom Fruit Roots, stem, leaves, flower

'same' and 'different'. Children will name common body parts. Children will know some things stay the same and some things change as we grow.

Children will notice the weather each day.

Key Vocabulary: Baby , Toddler Child, Same, Different, Change Features, similar, unique

RE: People, Culture and Communities

Children will know that God knows and loves each one.

Children will understand and talk about being similar and different to one another.

Children will know about the religion Judaism.

natural and man-made things (buildings, grass, trees).

Children will know that there are many different types of buildings/homes.

Key Vocabulary: roof, chimney, walls, windows, front door, back door, patio doors hall, stairs, kitchen, lounge, bedroom, house, church, school, supermarket, cinema, shop house, school, shop, garage, church, office

Science: The Natural World

Children will explore and ask questions about the natural world around them. Children will make observations about Autumn.

Children will know the name of the current season

Children will know about the wild animals in our local environment and the correct vocabulary to name them and about their habitats. Children will explore differences/similarities between wild animals and domestic pets.

Key Vocabulary: Season, Autumn, Change , Weather, Environment , Habitat, Tree, bark, branch, twig, stick, leaf, conker, acorn,

RE: People, Culture and Communities

Children will know that Baptism is a welcome to God's family.

Children will know that Diwali is a festival celebrated by Hindus.

Children will know that Christmas is Jesus' birthday.

Children will experience Chinese New Year celebrations and compare to how they celebrate New Year.

Key Vocabulary: China map, globe land sea ocean similar different

Science: The Natural World

Children will talk about features of the environment they are in and learn about the different environments. Children will learn about animals in the Arctic and Antarctica and investigate ice.

Know the correct basic scientific vocabulary to describe parts of animals.

Know what animals need to survive in Arctic conditions.

Know and explain where a range of animals live e.g. talk about animals that live in a cold place.

Key Vocabulary: Season Winter Cold Frosty Wet ice Material Wool Cotton Rubber Leather Plastic Thick, thin, soft, hard, comfortable, waterproof The Same, Similar, different, frozen, camouflage, survival

RE: People, Culture and Communities

Children will explore different celebrations in the Church community. Children will be able to retell The Presentation Story.

Children will explore how we gather together and how Christian's gather together at mass.

RE: People, Culture and Communities

Children will know that Lent is a time for their love for Jesus to grow.

Children will know the Easter story and know that Jesus died on the cross.

Children will celebrate new life.

float, sink, same, similar, different,

RE: People, Culture and Communities

Children will know what Christians say the Holy Spirit is like.

Sunlight, warmth, water same, similar, different care

RE: People, Culture and Communities
Children will know how the disciples changed when they first met Jesus.

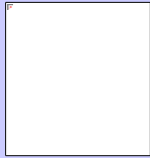
Children will know the Creation Story.

Past and Present: 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.

People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design



The children will have daily, continuous access to a wide range of open ended, ambiguous resources allowing the opportunity to explore, experiment and develop their own creativity.

They will have the opportunity to create collaboratively sharing Ideas and resources as well on solo work. Throughout the year the children will have the opportunity to return to and build on their previous learning, refining ideas and developing their ability to represent them.

In addition, specific skills and/or experiences will be planned (see opposite)

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they

Music: Being Imaginative

Children will sing and perform nursery rhymes.

Take part in simple, pretend play often based on familiar experiences e.g. making dinner.

Develop storylines through small world or role play.

Children will learn and perform Autumn poems from the Poetry Basket.

Learn to sing nursery rhymes and action songs:

- Pat-a-cake
- 1, 2, 3, 4, 5, Once I Caught a Fish Alive
- This Old Man
- Five Little Ducks
- Name Song
- Things For Fingers

Children will:

- Listen and respond to different styles of music
- Embed foundations of the interrelated dimensions of music
- Learn to sing or sing along with nursery rhymes and action songs
- Improvise leading to playing classroom instruments
- Share and perform the learning that has taken place

Art & Design: Creating with Materials

Drawing

- Explore mark making using a range of drawing materials.
- Investigate marks and patterns when drawing.
- Identify similarities and difference between drawing tools.
- Investigate how to make large and small movements with control when drawing.

Music: Being Imaginative

Children will experiment with different instruments and their sounds.

Develop storylines through small-world or role play.

Children will take part in Nursery Rhyme Week.

Learn to sing nursery rhymes and action songs:

- I'm A Little Teapot
- The Grand Old Duke Of York
- Ring O' Roses
- Hickory Dickory Dock
- Not Too Difficult
- The ABC Song

Children will:

- Listen and respond to different styles of music
- Embed foundations of the interrelated dimensions of music
- Learn to sing or sing along with nursery rhymes and action songs
- Improvise leading to playing classroom instruments
- Share and perform the learning that has taken place

Art & Design: Creating with Materials

- To know that soup is ingredients (usually vegetables and liquid) blended together.
- To know that vegetables are grown.
- To recognise and name some common vegetables.
- To know that different vegetables taste different.
- To know that eating vegetables is good for us.
- To discuss why different packages might be used for different foods.

Additional Crafts

- Salt Dough Decorations
- Diya Lamps
- Poppy Biscuits

Music: Being Imaginative

Children will create narratives based around stories.

Children will learn Spring poems from the Poetry Basket.

Learn to sing nursery rhymes and action songs:

- Wind The Bobbin Up
- Rock-a-bye Baby
- Five Little Monkeys Jumping On The Bed
- Twinkle Twinkle
- If You're Happy And You Know It
- Head, Shoulders, Knees And Toes

Children will:

- Listen and respond to different styles of music
- Embed foundations of the interrelated dimensions of music
- Learn to sing or sing along with nursery rhymes and action songs
- Improvise leading to playing classroom instruments
- Sing and learn to play instruments within a song
- Share and perform the learning that has taken place.

Art & Design: Creating with Materials

- Explore paint, using hands as a tool.
- Describe colours and textures as they paint.
- Explore what happens when paint colours mix.
- Make natural painting tools.
- Investigate natural materials eg paint, water for painting.
- Explore paint textures, for example mixing in other materials or adding water.
- Respond to a range of stimuli when painting.
- Use paint to express ideas and feelings.

Music: Being Imaginative

Children will move in time to the music.

Retell parts of familiar stories through use of puppets, toys, masks or small-world. Create more complex narratives in their pretend play, building on the contributions of their peers.

Learn to sing nursery rhymes and action songs:

- Old Macdonald
- Incy Wincy Spider
- Baa Baa Black Sheep
- Row, Row, Row Your Boat
- The Wheels On The Bus
- The Hokey Cokey

Children will:

- Listen and respond to different styles of music
- Embed foundations of the interrelated dimensions of music
- Learn to sing or sing along with nursery rhymes and action songs
- Improvise leading to playing classroom instruments
- Singing and learning to play instruments within a song
- Share and perform the learning that has taken place

Art & Design: Creating with Materials

- Discussing what a good design needs.
- Designing a simple pattern with paper.
- Designing a bookmark.
- Choosing from available materials.
- Developing fine motor/cutting skills with scissors.
- Exploring fine motor/threading and weaving (under, over technique) with a variety of materials.
- Using a prepared needle and wool to practise threading

Music: Being Imaginative

Children will play an instrument following a musical pattern.

Children will learn Summer poems from the Poetry Basket.

Children will:

- Listen and appraise Funk music
- Embed foundations of the interrelated dimensions of music using voices and instruments
- Learn to sing Big Bear Funk and revisiting other nursery rhymes and action songs
- Playing instruments within the song
- Improvisation using voices and instruments
- Riff-based composition
- Share and perform the learning that has taken place

Art & Design: Creating with Materials

Children will explore and use a variety of artistic effects to express their ideas and feelings.

- Making a boat that floats and is waterproof, considering material choices.
- Investigating different materials to see if they are waterproof.
- Making predictions about, and evaluating existing boats to see which floats best.
- Testing their design and reflecting on what could have been done differently.
- Investigating the how the shapes and structure of a boat affect the way it moves.
- To know that 'waterproof' materials are those which do not absorb water.
- To know that some objects float and others sink.
- To know the different parts of a boat

Music: Being Imaginative

Children will invent their own narratives, stories and poems.

Children will:

- Listen and Appraise
- Continue to embed the foundations of the interrelated dimensions of music using voices and instruments
- Sing and revisit nursery rhymes and action songs
- Play instruments within the song
- Improvisation using voices and instruments
- Riff-based composition
- Share and perform the learning that has taken place

Art & Design: Creating with Materials

Children will share creations, talk about process and evaluate their work.

- Explore the properties of clay.
- Use modelling tools to cut and shape soft materials eg. playdough, clay.
- Select and arrange natural materials to make 3D artworks.
- Talk about colour, shape and texture and explain their choices.
- Plan ideas for what they would like to make.
- Problem-solve and try out solutions when using modelling materials.
- Develop 3D models by adding colour.

hear, respond to and observe.

- Practise looking carefully when drawing.
- Combine materials when drawing.

- Explore colours, patterns and compositions when combining materials in collage.

- Reflecting on a finished product and comparing to their design.

Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative: Invent, adapt and recount narratives and stories with peers and their teacher. 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.