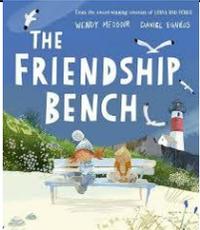
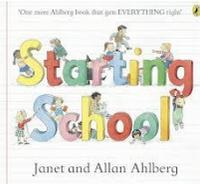
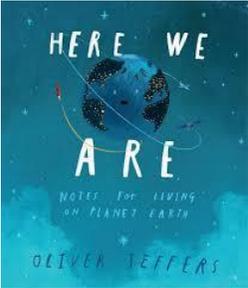
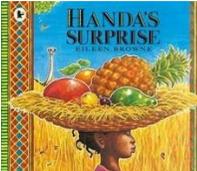
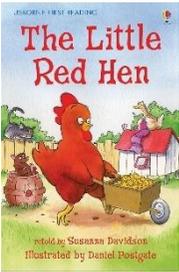
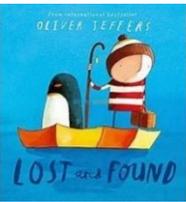
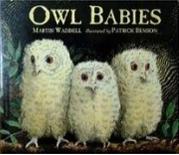
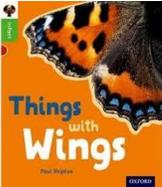
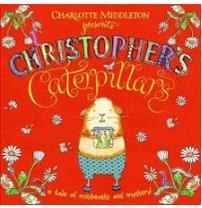
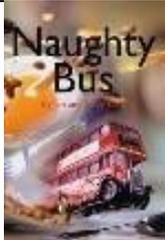
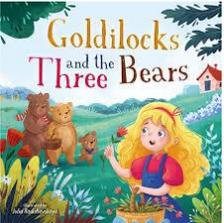


New EYFS Framework

Age Related Expectations *Teaching and learning to be differentiated through short term planning, driven by assessment

Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Theme	All About Me	Autumn / Celebrations/ Food/senses	Wonderful Water	Things with wings (life cycle of a butterfly)	Off We Go! Journeys / Transport	Amazing Animals
<p>Planning around a quality text:</p> <p>To be chosen following children's interests.</p>	  	  	  	  	 	 

<p>Linked texts</p> <p>Fiction</p> <p>Non-fiction</p> <p>Traditional tales</p> <p>Diversity</p> <p>Oracy</p>	<p>Linked texts</p> <ul style="list-style-type: none"> ▪ We All Have Different Families by Melissa Higgins ▪ Once there were Giants by Martin Wadell ▪ Elves and the Shoemaker <p>Linked to Seasons and Celebrations</p> <p>Christianity being a friend</p>	<p>Linked texts</p> <ul style="list-style-type: none"> ▪ What Can You See in Autumn by Sian Smith ▪ Owls in the Night by Catherine Baker ▪ The Enormous Turnip ▪ You Must Bring a Hat by Simon Philip ▪ Senses – Non fiction texts <p>Linked to Seasons and Celebrations</p> <p>-The Nativity</p> <p>- The Gingerbread man</p> <p>-The Best Pumpkin Soup by Helen Cooper</p>	<p>Linked texts</p> <ul style="list-style-type: none"> ▪ Antoinette Hey, Water by Portis ▪ Lost and Found by Oliver Jeffers ▪ Hello Penguin – National Geographic <p>Linked to Seasons and Celebrations</p> <p>-What Can You See in Winter by Sian Smith</p> <p>-Snowball by Sue Hendra</p> <p>- A Dot in the Snow by Corrine Averiss S</p> <p>-Melting and Freezing</p> <p>-The Great Race :Zodiac Story (Lunar New Year)</p>	<p>Linked texts</p> <ul style="list-style-type: none"> ▪ The Enormous Turnip <p>Linked to Seasons and Celebrations</p> <p>-Mr Wolf’s Pancakes by Jeff Fearnley</p> <p>-What can you see in spring? By Sian Smith</p> <p>-Getting rest by Sian Smith</p>	<p>Linked texts</p> <ul style="list-style-type: none"> ▪ The Hundred Double Decker Bus by Mike Smith ▪ You can’t take an elephant on a bus by Patricia Cleveland-Peck ▪ My Big Book of Transport by Moira Butterfield <p>Linked to Seasons and Celebrations</p> <p>-What can you see in Summer by Sian Smith</p>	<p>Linked texts</p> <ul style="list-style-type: none"> ▪ Rumble in the Jungle by ▪ Jack and the Beanstalk ▪ We are going on a bear hunt <p>Linked to Seasons and Celebrations</p> <p>-Goldilocks and the three bears.</p>
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Linked rhymes / songs	Heads, shoulders, knees and toes Themed nursery rhymes linked to English and maths.	Nativity songs Themed nursery rhymes linked to English and maths.	Bob Marley – Three little birds Themed nursery rhymes linked to English and maths.	Themed nursery rhymes linked to English and maths.	Here comes Naughty Bus London songs Themed nursery rhymes linked to English and maths.	Graduation Medley Themed nursery rhymes linked to English and maths.
Visitors / trips						
Occupations	<ul style="list-style-type: none"> ▪ Doctors and Nurses ▪ Vets ▪ School Site Manager 	<ul style="list-style-type: none"> ▪ School Cook 	<ul style="list-style-type: none"> ▪ Marine Biologist ▪ Chef 	<ul style="list-style-type: none"> ▪ Gardener 	<ul style="list-style-type: none"> • Bus driver • Train Driver • Pilot • Police officer /Firefighter 	<ul style="list-style-type: none"> ▪ Zoo Keeper ▪ Park Ranger
Trips/Visitors Enrichments	Visitors / Videos: <ul style="list-style-type: none"> ▪ Pastor (linked to RE) ▪ Stay and play 	Visitors / Videos: <ul style="list-style-type: none"> ▪ School cook ▪ Musicians ▪ Dancers Trips: <ul style="list-style-type: none"> ▪ Post-box (local area) ▪ Autumn Walk 	Visitors / Videos <ul style="list-style-type: none"> ▪ Chef ▪ Mystery Readers Trip: <ul style="list-style-type: none"> ▪ Winter Walk 	Visitors / Videos <ul style="list-style-type: none"> ▪ Mystery readers ▪ World Book Day ▪ Stay and play (linked to Mother’s Day). Trips: <ul style="list-style-type: none"> ▪ Spring walk 	Visitors / Videos <ul style="list-style-type: none"> ▪ Mystery readers ▪ Wild animals ▪ Stay and play ▪ New intake visits ▪ Fire service ▪ Police force 	Visitors / Videos <ul style="list-style-type: none"> ▪ Mystery readers ▪ Stay and Plau (linked to Father’s Day) ▪ Mystery readers ▪ Wild animals ▪ New intake visits/Transition visits Trips: <ul style="list-style-type: none"> Peak wildlife

				<ul style="list-style-type: none"> In school visit of creatures with wings. 		Summer walk
Celebrations / Festivals / Special Events	<ul style="list-style-type: none"> Birthdays Grandparents Day (1st October) Rosh Hashanah Harvest Festival 	<ul style="list-style-type: none"> Birthdays Nursery Rhyme week – 11-15th November Bonfire Night Diwali – November Hannukah – December Christmas – December 	<ul style="list-style-type: none"> Birthdays National story telling week 31st January Lunar New Year– 29th Jan Holi – March 	<ul style="list-style-type: none"> Birthdays Shrove Tuesday – 4th March Ash Wednesday – 5th March World Book Day – 6th March Mother’s Day – 30th March British Science Week – 7-16th March Eid-al-Fitr Easter 	<ul style="list-style-type: none"> Birthdays Mental Health Awareness Week – w/b 12th May 	<ul style="list-style-type: none"> Birthdays Father’s Day – 15th June Make Music Day – 21st June

Characteristics of Effective Learning to be embedded through all areas of learning ... creating powerful learners and thinkers

Playing & Exploring	<ul style="list-style-type: none"> Realise that their actions have an effect on the world, so they want to keep repeating them. Plan and think ahead about how they will explore or play with objects Guide their own thinking and actions by talking to themselves while playing Make independent choices Do things independently that they have been previously taught Bring their own interests and fascinations into early years settings. This helps them to develop their learning Respond to new experiences that you bring to their attention
Active Learning	

	<ul style="list-style-type: none"> ▪ Participate in routines, such as going to their cot or mat when they want to sleep. ▪ Begin to predict sequences because they know routines ▪ Show goal-directed behaviour ▪ Begin to correct their mistakes themselves ▪ Keep on trying when things are difficult.
Thinking and Creating Critically	<ul style="list-style-type: none"> ▪ Take part in simple pretend play ▪ Sort materials ▪ Review their progress as they try to achieve a goal. Check how well they are doing. ▪ Solve real problems ▪ Use pretend play to think beyond the 'here and now' and to understand another perspective ▪ Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. ▪ Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

COMMUNICATION & LANGUAGE: Listening, Attention & Understanding Speaking

Educational Programme: 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 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.

Autumn	Spring	Summer
Learning Priorities: Linked to Development Matters 2021		
<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> ▪ <i>Understand a question or instruction that has two parts</i> • Daily routines e.g. tidy up time, challenges... <i>instruction</i> ▪ <i>Understand ‘why’ questions</i> • Why do you think he/she feels...? ▪ Understand how to listen carefully and why listening is important ▪ Learn new vocabulary linked to daily routine / theme • See <i>UW</i>: <input type="checkbox"/> Me and My Family <input type="checkbox"/> Autumn <input type="checkbox"/> Celebrations ▪ Begin to engage in story time • Join in with repeated refrains / fill in rhyming words ▪ Listen to and begin to talk about stories to build familiarity and understanding • Discuss characters, events, setting ... <i>character, happened</i> ▪ Listen carefully to rhymes and songs and begin to pay attention to how they sound • Learn rhymes, songs & poems 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> ▪ Understand ‘why’ and ‘how’ questions ▪ Begin to hold conversation when engaged in back-and-forth exchanges with their teacher and peers. ▪ Listen carefully to and learn rhymes, poems and songs • Predict rhyming words • Clap out the beat of a poem / rhyme / song ▪ Listen to and talk about stories to build familiarity and understanding • Listen with increasing attention and recall • Predict key events and phrases • Make comments about stories ▪ Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary • Linked to <i>UW</i> / topic • Look at and talk about pictures and photographs ▪ Begin to understand humour e.g. <i>nonsense rhymes / jokes</i> <p>Speaking</p>	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> ▪ 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 ▪ Listen to and talk about stories with confidence • Discuss plot, main problem and solution / ending • Talk about the feelings, actions and motives of main characters • Adapt and create their own texts ▪ Listen to and talk about non-fiction texts, developing new knowledge and vocabulary • Link to their own experiences • Use new vocabulary in different contexts ▪ Make comments about what they have heard and ask questions to clarify their understanding

<ul style="list-style-type: none"> • Anticipate words, begin to adapt phrases (<i>with support</i>) <p>Speaking</p> <ul style="list-style-type: none"> ▪ Use new vocabulary throughout the day ▪ Begin to ask questions to find out more and to check they understand what has been said to them • Model & encourage questions after instructions ▪ Begin to articulate their ideas and thoughts in well-formed sentences • Express ☐ Ideas to friends ☐ Book talk ▪ Begin to connect one idea or action to another using a range of connectives... <i>because, although, but..</i> ▪ Begin to describe events in some detail ▪ Develop social phrases • Routines of the day ... <i>greetings, How are you?</i> • Friendship ... <i>Would you like to...?</i> ▪ Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words • Focused & linked texts – within small world / role play 	<ul style="list-style-type: none"> ▪ Use new vocabulary in different contexts • To imagine and recreate roles and experiences with peers • To organise and clarify thinking and ideas • In relation to shared texts and new learning ▪ Ask questions to find out more and to check they understand what has been said to them • Who, where, when, why and how ▪ Articulate their ideas & thoughts in well-formed sentence • Build sentences using new vocabulary ▪ Connect one idea or action to another using a range of connectives ▪ To speak in more complex, well-formed sentences with peers and adults ▪ Describe events in some detail • Order events • Use sequencing words<i>before, then, after that, first, next</i> ▪ Use talk to help work out problems, organise thinking & activities explain how things work/why things happen • Talk about problems and how to solve them • Begin to use problem solving vocabulary / phrases '<i>so that</i>', '<i>you could</i>', '<i>I think its</i>', '<i>it might be</i>' 	<ul style="list-style-type: none"> ▪ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • Showing awareness of the listener – (i) turn taking (ii) depth of information required ▪ Understand humour more readily <i>e.g., nonsense rhymes/jokes</i> • Begin to discuss likes / dislikes / reasons <p>Speaking</p> <ul style="list-style-type: none"> ▪ Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Speak with confidence using: ☐ full sentences ☐ range of connectives ☐ tenses ▪ 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
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	<ul style="list-style-type: none"> ▪ Develop and use social phrases with confidence ▪ Retell a simple story some as exact repetition and some in their own words • Retell a focus / linked text to a friend 	<p>modelling and support from their teacher.</p> <ul style="list-style-type: none"> ▪ Engage in conversations with peers and adults, • Responding appropriately to what others are saying • Asking questions and offering comments ▪ Use talk to work out and solve problems, using relevant vocabulary ▪ Retell some familiar stories with increasing confidence using story language ▪ Use new vocabulary in an increasing range of contexts
<p>PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT: <input type="checkbox"/> Self-Regulation <input type="checkbox"/> Managing Self <input type="checkbox"/> Building Relationships</p>		

Educational Programme: 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 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.

Autumn

Spring

Summer

Learning Priorities: Linked to Development Matters 2021

Self-Regulation

- *Talk with others to solve conflicts. Help to find solutions to conflicts and rivalries ... fair, agree, turns, together, share*
- How to compromise and negotiate to solve problems
- Use ☐ book talk ☐ puppets ☐ real life experiences
- Begin to express feelings and consider the feelings of others
- Identify and name emotions ... *emotion, lonely, sad/happy, confident, pleased, frightened, angry, confused, disappointed, nervous/worried, excited*
- Link book character's emotion to own experiences ... *expression, mood, feeling/emotion*
- Begin to set own goals and show resilience and perseverance in the face of challenge
- Begin to identify and moderate own feelings socially and emotionally
- Focus on ☐ keeping *calm* ☐ being *patient* ☐ waiting for a *turn* ☐ *sharing* ☐ tidying up after themselves

Managing Self

Self-Regulation

- Express feelings and consider the feelings of others
- Sharing and praising exemplary behaviour
- Resolve conflicts by negotiating and compromising
- Set own goals and show resilience and perseverance in the face of challenge
- Deciding how to approach a task and overcome challenges
- Show perseverance in completing a task
- Identify and moderate own feelings socially and emotionally
- Continue to develop skills including ☐ keeping calm ☐ being *patient* ☐ waiting for a *turn* ☐ *sharing* ☐ tidying up after themselves
- Begin to identify own feelings and those of others through stories ☐ puppets ☐ real life experiences
- Develop respect and understanding for class rules and how to behave towards others
- Think about the perspectives of others
- Using stories ☐ puppets ☐ real life experiences
- Set a shared goal with a friend

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Regulate behaviour
- Understand consequences
- 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 to follow instructions involving several ideas or actions.
- Control their attention and ignore distractions

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge

<ul style="list-style-type: none"> ▪ Manage own self-care needs ... <i>fasten</i> • Independent use of ☐ zips ☐ buttons ☐ coats ☐ shoes ▪ Develop confidence to try new activities and show independence • Access all types of enhancements (indoors & outdoors) ▪ Know and begin to talk about the different factors that support their overall health and wellbeing: • Toothbrushing – importance and how ... <i>clean, decay</i> • Talk about importance of daily exercise and healthy eating ... <i>exercise, healthy / unhealthy, heartbeat, fit</i> 	<p>Managing Self</p> <ul style="list-style-type: none"> ▪ Manage own self-care needs • Dressing / undressing ☐ zips ☐ buttons ☐ jumpers • Hygiene ☐ toileting • Making decisions about healthy food ▪ Confident to access resources and try new activities, showing increasing independence ▪ Know and talk about the different factors that support their overall health and wellbeing: ☐ sensible amounts of ‘screen time’ ☐ having a good sleep routine ☐ being a safe pedestrian 	<ul style="list-style-type: none"> • Monitor what they are doing and adapt • Bounce back when things get difficult • Solve real problems ☐ through daily routine ☐ in play ▪ 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.
<p>Building Relationships</p> <ul style="list-style-type: none"> ▪ Begin to see self as a valuable individual • Describe self, positively ... <i>proud, special, love (use books: ‘Happy in Our Skin’ & ‘My Hair’)</i> ▪ Begin to build constructive and respectful relationships • Use social language to develop friendships see CL 	<p>Building Relationships</p> <ul style="list-style-type: none"> ▪ See self as a valuable individual • Talk about strengths, likes / dislikes • How are they the same / different from others • What makes them / others special ▪ Build constructive and respectful relationships • Develop positive relationships with their peers ▪ Begin to understand and respect others viewpoints 	<p>Building Relationships</p> <ul style="list-style-type: none"> ▪ Work and play cooperatively and take turns with others ▪ Form positive attachments to adults and friendships with peers • Increasingly skilled in resolving conflicts • Sharing and cooperating with peers
<p>Jigsaw: PSHE – Being me in my World (Autumn 1)</p>	<p>Jigsaw: PSHE – Dreams and Goals (Spring 1)</p> <ul style="list-style-type: none"> • Understand that if I persevere I can tackle challenges 	<ul style="list-style-type: none"> ▪ Show sensitivity to their own and to others’ needs

<ul style="list-style-type: none"> • Understand how it feels to belong and that we are similar and different • Start to recognise and manage feelings • Enjoy working with others to make school a good place to be • Understand why it is good to be kind and use gentle hands • Understand children’s rights and this means we should all be allowed to learn and play • Learning what being responsible means 	<ul style="list-style-type: none"> • Tell you about a time I didn’t give up until I achieved my goal • Set a goal and work towards it • Use kind words to encourage people • Understand the link between what I learn now and the job I might like to do when I’m older • Say how I feel when I achieve a goal and know what it means to feel proud 	<ul style="list-style-type: none"> ▪ Continue to see self as a valuable individual • Likes / dislikes • Learning strengths
<p>Jigsaw: PSHE – Celebrating Difference (Autumn 2)</p>	<p>Jigsaw: PSHE – Healthy Me (Spring 2)</p>	<p>Jigsaw: PSHE – Dreams and Goals (Summer 1)</p>
<ul style="list-style-type: none"> • Identify something I am good at and understand everyone is good at different things • Understand that being different makes us all special • Know we are all different but the same in some ways • Tell you why I think my home is special to me • Tell you how to be a kind friend • Know which words to use to stand up for myself when someone says or does something unkind 	<ul style="list-style-type: none"> • Understand that I need to exercise to keep my body healthy • Understand how moving and resting are good for my body • Know which foods are healthy and not so healthy and can make healthy eating choices • Know how to help myself go to sleep and understand why sleep is good for me • Wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet • Know what a stranger is and how to stay safe if a stranger approaches me 	<ul style="list-style-type: none"> • Identify some of the jobs I do in my family and how I feel like I belong • Know how to make friends to stop myself from feeling lonely • Think of ways to solve problems and stay friends • Starting to understand the impact of unkind words • Use Calm Me time to manage my feelings • Know how to be a good friend <p>Jigsaw: PSHE – Changing Me (Summer 2)</p> <ul style="list-style-type: none"> • Name parts of the body • Tell you some things I can do and foods I can eat to be healthy • Understand that we all grow from babies to adults • Express how I feel about moving to Year 1 • Talk about my worries and/or the things I am looking forward to about being in Year 1

		<ul style="list-style-type: none">• Share my memories of the best bits of this year in Reception
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PHYSICAL DEVELOPMENT: Gross Motor Skills Fine Motor Skills

Educational Programme: Physical activity is vital in children’s all-round development, enabling them to pursue happy, 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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Autumn

Spring

Summer

Learning Priorities: Linked to Development Matters 2021

Gross Motor Skills

- Revise and refine the fundamental movement skills they have already acquired: - *rolling - crawling - walking - jumping - running - hopping - skipping - climbing*
- Engage in and develop confidence in actions
- Begin to develop overall body-strength, balance, co-ordination and agility.
- Use above actions, within obstacle courses ... *balance, obstacle, spatial, prepositions*
- Set own physical challenge ... *challenge, goal*
- Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ... *straight, upright, flat*

Gross Motor Skills

- Continue to refine the fundamental movement skills they have already acquired: - *rolling - crawling - walking - jumping - running - hopping - skipping - climbing*
- Begin to progress towards a more fluent style of moving, with developing control and grace
- Develop overall body-strength, balance, co-ordination and agility.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Combine different movements with ease and fluency
- Obstacle courses
- Travelling in a variety ways over apparatus
- Copy and perform some dance / gymnastics movements

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others
- Adjusting direction and speed quickly and with confidence
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Move with confidence in a range of ways
- Make changes to body shape, position and pace of movements
- Perform a sequence of movements

<ul style="list-style-type: none"> ▪ Begin to combine different movements with ease and fluency • See above obstacle course • Change movements / directions quickly ▪ Begin to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group • Understand rules and reasons ▪ Further develop and refine a range of ball skills including: <i>throwing, catching, kicking</i> • Use different sizes / types of balls – in pairs ▪ Further develop the skills they need to manage the school day successfully: <input type="checkbox"/> lining up and queuing <input type="checkbox"/> mealtimes <input type="checkbox"/> personal hygiene ▪ Begin to talk about the different factors that support overall health and wellbeing <input type="checkbox"/> regular physical activity <input type="checkbox"/> healthy eating <input type="checkbox"/> toothbrushing <p>Fine Motor Skills</p> <ul style="list-style-type: none"> ▪ <i>Use a comfortable grip with good control when holding pens and pencils</i> • Consolidate tripod grip ▪ Continue to develop small motor skills so that they can use a range of tools competently, safely and confidently. 	<ul style="list-style-type: none"> ▪ Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group • Make up games • Develop rules and scoring ▪ Further develop and refine a range of ball skills including: <i>passing, batting and aiming</i> • Begin to introduce ball games with rules and targets ▪ Know and talk about an increasing range of different factors that support overall health and wellbeing <input type="checkbox"/> regular physical activity <input type="checkbox"/> healthy eating <input type="checkbox"/> toothbrushing <input type="checkbox"/> sleep <input type="checkbox"/> sensible amounts of screen time <input type="checkbox"/> being a safe pedestrian <p>Fine Motor Skills</p> <ul style="list-style-type: none"> ▪ Develop small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons ▪ Begin to develop the foundations of handwriting style which is fast, accurate and efficient, consolidating: • Effective pencil grip • Correct letter formation (see Writing) 	<ul style="list-style-type: none"> ▪ Demonstrate increasing control over small apparatus, including bats and balls • Participate in group games <input type="checkbox"/> follow rules, <input type="checkbox"/> record scores • Make up games with their peers and explain to others ▪ Understand and talk about the different factors that support overall health and wellbeing • Explain the importance of <input type="checkbox"/> regular physical activity <input type="checkbox"/> healthy eating <input type="checkbox"/> toothbrushing <input type="checkbox"/> sleep <input type="checkbox"/> sensible amounts of screen time <input type="checkbox"/> being a safe pedestrian <p>Fine Motor Skills</p> <ul style="list-style-type: none"> ▪ Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases • Continue to develop handwriting style • Use effective tripod grip ▪ Use a range of small tools, including scissors, paint brushes and cutlery
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<p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</p> <ul style="list-style-type: none"> • Ensure regular engagement and develop confidence in use of tools... <i>grip, steady, snip, twist, curve, straight</i> 		<ul style="list-style-type: none"> • Demonstrating good control and coordination ▪ Begin to show accuracy and care when drawing – Daily drawing club. • Using effective pencil grip • Adding increasing detail
<p>LITERACY: <input type="checkbox"/> Reading - Comprehension <input type="checkbox"/> Reading - Word Reading <input type="checkbox"/> Writing</p>		
<p>Educational Programme: 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 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>Autumn</p>	<p>Spring</p>	<p>Summer</p>
<p>Learning Priorities: Linked to Development Matters 2021 * See EY2P Literacy Long Term Plans</p>		
<p>Reading: Comprehension / Word Reading</p> <ul style="list-style-type: none"> ▪ Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary. • Recall key events ... <i>event, beginning, middle, end</i> • Talk about main characters... <i>character</i> 	<p>Reading: Comprehension / Word Reading</p> <ul style="list-style-type: none"> ▪ Begin to use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play...<i>fiction, non-fiction, set</i> • Retell story in small world / role play (in correct sequence) ...<i>beginning, middle, end, set</i> 	<p>Reading: Comprehension / Word Reading</p> <ul style="list-style-type: none"> ▪ <i>Continue to develop P1 phonological awareness</i> • Oral blending and segmenting ▪ Demonstrate an understanding of what has been read to them by retelling stories and narratives

<ul style="list-style-type: none"> ▪ Begin to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment ▪ <i>Understand the five key concepts about print, with a focus on</i> • <i>Left to right</i> • <i>1-1 correspondence ... word, letter, first / last</i> ▪ <i>Continue to develop P1 phonological awareness, focusing on</i> • Rhythm & rhyme; alliteration (initial sounds); oral blending and segmenting ... <i>blending, segmenting</i> ▪ Read individual letters by saying the sounds for them • Secure P2 phonics ... <i>phoneme, grapheme, alphabet</i> ▪ Blend sounds into words, so that they can read short words made up of known GPCs • P2 □ VC words □ CVC words ▪ Begin to read a few common exception words matched to Little Wandle Letters and Sounds: • <i>I, go, to, the, no, she, has, of (linked to Little Wandle)</i> ▪ Begin to read simple phrases / sentences 	<ul style="list-style-type: none"> • Take on role of character using some story language • Talk about likes and dislikes of texts, rhymes and poems • Choose a book and begin to explain why ...<i>because</i> ▪ Begin to anticipate - where appropriate - some key events in stories ...<i>predict / prediction</i> ▪ Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment ▪ <i>Continue to develop P1 phonological awareness, focusing on</i> • Oral blending and segmenting ▪ Say the sound for: • For each letter of the alphabet • Double letters □ ss □ ll □ zz □ ck □ ff • Consonant digraphs □ sh □ ch □ th, □ ng ...<i>digraph</i> ▪ Begin to read words consistent with their phonic knowledge • Mid P3 □ CVC words ▪ Read some common exception words matched to Little Wandle Letters and Sounds: • <i>he, she, me, be, we, was, you, by, they, are, into, my, sure, all (plus see Autumn words linked to Little Wandle)</i> 	<p>using their own words and recently introduced vocabulary ...<i>sequence</i></p> <ul style="list-style-type: none"> ▪ 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. • Begin to notice some relationships between one text and another • Begin to comment on perceived links with own life experience or other experiences, <i>e.g. films, books</i> ▪ Say the sound for each letter of the alphabet and for at least 10 digraphs • Secure P3...<i>trigraph</i> ▪ Read words consistent with their phonic knowledge by sound-blending ▪ Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words from Little Wandle:
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<ul style="list-style-type: none"> • Apply P2 GPC <p>Writing</p> <ul style="list-style-type: none"> ▪ <i>Write name correctly</i> • Use correct letter formation ▪ <i>Use some of their print and letter knowledge in their early writing</i> ▪ Begin to form lower-case letters correctly ▪ Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs ... <i>spell</i> • Use □ initial sounds □ VC □ CVC words • Write labels ▪ Begin to write lists & captions, focusing on ...<i>label, caption, space</i> • Oral rehearsal / vocabulary • Begin to reread what they have written <p>Phonics Scheme: Little Wandle Letters and Sounds</p>	<ul style="list-style-type: none"> ▪ Read simple phrases / sentences • Apply phonemes taught to reading and writing. ▪ Read Little Wandle Big Cat Collins books aligned to phonic knowledge <p>Writing</p> <ul style="list-style-type: none"> ▪ Form most lower-case and capital letter correctly ▪ Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs - CVC words ▪ Write captions/phrases and begin to write simple sentences using known GPCs ...<i>sentence, full stop, capital letter</i> • Include word spacing • Orally rehearse caption of sentence before writing ▪ Re-read what they have written to make sure it makes sense ▪ Begin to write a variety of □ fiction and non-fiction sentences / captions <p>Phonics Scheme: Little Wandle Letters and Sounds</p>	<ul style="list-style-type: none"> • <i>Her, some, said, have, like, were, do, there, says, little, what, out, today, here, one, so (plus Autumn/Spring words linked to Little Wandle)</i> <p>Writing</p> <ul style="list-style-type: none"> ▪ Write recognisable letters (lower case and capital) most of which are formed correctly ▪ Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs • CVC words ▪ Write simple phrases and sentences that can be read by others • Including: □ oral rehearsal of sentence before writing □ word spacing □ full stop □ capital letter ▪ Begin to sequence 2-3 sentences within purposeful fiction/ non-fiction writing, such as: • 2-3 part story (<i>e.g. using story map/planner</i>)
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		<ul style="list-style-type: none"> • Instructions • Fact cards (e.g. using a 'spidergram' to collate information) <p>Phonics Scheme: Little Wandle Letters and Sounds</p>
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MATHEMATICS: Numerical Pattern Number

Educational Programme: 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.

Autumn	Spring	Summer
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Learning Priorities: Linked to Development Matters 2021 * See EY2P Maths Long Term Plans

<p>Numerical Pattern / Number linked to Mastering Number</p> <ul style="list-style-type: none"> ▪ Continue to develop their subitising skills • Quick recall of 3/4 objects without counting • Fast recognition of dice patterns 	<p>Numerical Pattern / Number linked to Mastering Number</p> <ul style="list-style-type: none"> ▪ Continue to develop their subitising skills ▪ 5 objects (quick recall without counting) ▪ Continue to develop counting skills ▪ Explore the composition of numbers within 5 and begin to explore beyond 5. 	<p>Numerical Pattern / Number linked to Mastering Number</p> <ul style="list-style-type: none"> ▪ Consolidate counting skills • counting to larger numbers • counting larger sets • counting actions and sounds
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<ul style="list-style-type: none"> ▪ Continue to develop counting skills • Forward & backward □ Finger rhymes (Ten Little Friends) □ passing games ... <i>forwards, backwards</i> • Break counting chain (not always starting from 1) • Talk about position ... <i>before, after</i> ▪ Explore the composition of numbers within 5 ▪ Begin to compare sets of objects and use the language of comparison<i>more than, less than, fewer, who has one more / less</i> ▪ 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 and five frames. ▪ 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 	<ul style="list-style-type: none"> ▪ Begin to identify when two sets are equal or unequal and connect two equal groups to doubles ▪ Begin to connect quantities to numerals. ▪ 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 • Using part - whole model ▪ 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 	<ul style="list-style-type: none"> • developing a wider range of counting strategies ▪ Secure knowledge of number facts through varied practice ▪ Explore a range of representations of numbers, including the 10-frame and see how doubles can be represented 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. ▪ Develop knowledge of 'one more than' and 'one less than' within numbers to 10 ▪ Continue to develop subitising skills • Recognise quantities up to 5 without counting • Fast recognition of dice patterns • Identify when sets can be subitised and when counting is necessary ▪ Have a deep understanding of number to 10, including the composition of each number
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<ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> ▪ Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers. • Backward from 10 and begin to recite backwards from 15 • Break counting chain (not always starting from 1 forwards or 10 backwards) • Talk about position up to 5 and begin to talk about position up to 10 • 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 . 	<ul style="list-style-type: none"> ▪ 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. ▪ 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.
<p>Shape, Space & Measure linked to NCETM</p> <p>Pattern:</p> <ul style="list-style-type: none"> • Continuing an AB pattern • Copying an AB pattern • Make their own AB pattern • Spotting an error in an AB pattern 	<p>Shape, Space & Measure linked to NCETM</p> <p>Pattern:</p> <ul style="list-style-type: none"> • Identifying the unit of repeat • Continuing an ABC pattern • Continuing a pattern which ends mid-unit • Making their own ABB, ABBC patterns • Spotting an error in an ABB pattern <p>Shape and Space:</p>	<p>Shape, Space & Measure linked to NCETM</p> <p>Pattern:</p> <ul style="list-style-type: none"> • Symbolising the unit structure • Generalising structures to another context or mode • Making a pattern which repeats around a circle • Making a pattern around a border with a fixed number of spaces

<p>Shape and Space:</p> <ul style="list-style-type: none"> • Developing spatial awareness: experiencing different viewpoints • Developing spatial vocabulary • Representing spatial relationships <p>Measure:</p> <ul style="list-style-type: none"> • Recognising attributes • Comparing amounts of continuous quantities 	<ul style="list-style-type: none"> • Shape awareness: developing shape awareness through construction • Identifying similarities between shapes <p>Measure:</p> <ul style="list-style-type: none"> • Showing awareness of comparison in estimating and predicting • Comparing indirectly • Recognising the relationship between the size and number of units • Beginning to use units to compare things 	<ul style="list-style-type: none"> • Pattern-spotting around us <p>Shape and Space:</p> <ul style="list-style-type: none"> • Showing awareness of properties of shape • Describing properties of shape • Developing an awareness of relationships between shapes <p>Measure:</p> <ul style="list-style-type: none"> • Beginning to use time to sequence events • Beginning to experience specific time durations
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UNDERSTANDING THE WORLD Past and Present (KS1: History)

Educational Programme: 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.

Autumn

Spring

Summer

Learning Priorities: Linked to Development Matters 2021

<p>Chronology</p> <p>The Big Picture of Events Across Time:</p> <ul style="list-style-type: none"> Understand, follow and begin to talk about the daily routine with the use of a visual timetable, using some time vocabulary – <i>after, next</i> Begin to understand that some key festivals / celebrations take place at different times of the year – <i>birthday, Diwali, Harvest, Bonfire night, Christmas</i> <p>Sequence:</p> <ul style="list-style-type: none"> Predict what might happen next within the daily routine and sequence some key events of the day – <i>before, later, after, next</i> Begin to develop an awareness of the sequence of the seasons across the year and talk about changes – <i>Summer / Autumn / Winter</i> Begin to sequence events in familiar stories <p>Duration:</p> <ul style="list-style-type: none"> Recite the days of the week – <i>days of the week names</i> Begin to understand the structure of their week – <i>week, weekend, 7 days</i> 	<p>Chronology</p> <p>The Big Picture of Events Across Time:</p> <ul style="list-style-type: none"> Begin to understand that their birthday and some key events are annual Begin to understand and interact with a timeline representing their school year so far – <i>timeline, events, months, year, remember</i> Continue to develop their understanding of past and present <p>Sequence:</p> <ul style="list-style-type: none"> Talk about and sequence the daily routine with some accuracy and understanding – <i>first, next, later, after that, finally</i> Sequence key events in stories and begin to innovate familiar stories Continue to develop their understanding of the repeating sequence of the seasons and the changes that occur <p>Duration:</p> <ul style="list-style-type: none"> Begin to understand the difference between a day and week and talk about what happens on different days – <i>this week, next week, weekend, day, evening</i> 	<p>Chronology</p> <p>The Big Picture of Events Across Time:</p> <ul style="list-style-type: none"> Understand and interact with a timeline representing their year in Reception, recalling key events / celebrations Know that there are four seasons across the year and talk confidently about the changes that occur <p>Sequence:</p> <ul style="list-style-type: none"> Talk confidently about their daily routine at home and school – <i>earlier, later, evening</i> Use sequencing vocabulary when talking about events in stories or in their own lives Understand the repeating sequence of the seasons Sequence and innovate events in familiar stories <p>Duration:</p> <ul style="list-style-type: none"> Recite the days of the week and the months of the year Understand the difference between a day and a week and begin to recognise longer
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<ul style="list-style-type: none"> • Begin to talk about the length of time until an event e.g., <i>their birthday</i> <p>Sense of period:</p> <ul style="list-style-type: none"> • Begin to understand that their parents / grandparents were once babies / toddlers – <i>past, long ago</i> (Own life story and family history) • Begin to comment on images of familiar situations in the past e.g. When Mum and Dad were little <p>Own / Family History</p> <ul style="list-style-type: none"> ▪ Continue to make sense of their own life history and begin to develop an understanding of their family history • When I was a baby / When my parents / grandparents were babies.... <i>younger, older, past, present</i> • The people in my extended family <i>Grandparents, aunts, uncles, cousins</i> • Special celebrations / events for family / different families..... <i>compare, similarities, differences</i> • <i>When I was in Nursery....past, younger</i> 	<ul style="list-style-type: none"> • Begin to measure periods of time – <i>stopwatch, sand timer.</i> • Begin to recite the months of the year – <i>month names</i> <p>Sense of period:</p> <ul style="list-style-type: none"> • Develop their understanding of past and present and talk about things that happened before they were born • Compare past events / experiences • Begin to recognise change, similarities and differences over time – <i>change, grow, different, similar, younger, older, earlier, later</i> <p>Own / Family History</p> <ul style="list-style-type: none"> ▪ Continue to develop their understanding of own life history and family history • When I started Reception ... <i>sharing floor books, time-line</i> • Roles of their parents / grandparents in society – <i>past, present, job, occupation, younger, older</i> • Events / celebrations over time – <i>time-line, photographs, sequence, Easter, Shrove Tuesday</i> 	<p>periods of time - <i>school holiday, one / two weeks, month, year</i></p> <ul style="list-style-type: none"> • Use comparative language and tools to measure time – <i>seconds, minute, hour</i> <p>Sense of period:</p> <ul style="list-style-type: none"> • Develop a sense of ‘a long time ago’ • Recognise and talk about similarities and differences between the past and present • Understand that their parents and grandparents were once babies / children <p>Own Family History</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society – <i>parents, grandparents, past, present, future</i> • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class ▪ Develop understanding of their own life and family history and how they are different / similar to other people / families • My Reception year<i>time-line, learning journey, floorbooks</i>
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<p>Figures / Characters, Settings and Events from the Past</p> <ul style="list-style-type: none"> • Begin to talk about and become familiar with some characters and figures from the past, through fictional stories set in the past and simple non-fiction texts (Guy Fawkes, Father Christmas). • Continue to develop a sense of a ‘long time ago’ – <i>history, past</i> 	<p>Figures / Characters, Settings and Events from the Past</p> <ul style="list-style-type: none"> • Continue to develop an awareness of different characters and figures from the past and begin to compare with their own life (David Attenborough, Amelia Earhart) • Begin to compare some characters figures from the past – <i>long ago, time, different, similar, past, present, future</i> 	<ul style="list-style-type: none"> • Family events / celebrations ... <i>sequence, similar, different, compare</i> • Transition visit to year 1.....<i>future</i> <p>Figures / Characters, Settings and Events from the Past</p> <ul style="list-style-type: none"> • Understand the past though settings, characters and events encountered in books and read in class and storytelling • Compare and contrast the lives of characters and figures from the past with their own lives (Neil Armstrong, Tim Peake)
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Educational Programme: 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.

Autumn	Spring	Summer
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Learning Priorities: Linked to Development Matters 2021

<p>Self Awareness</p> <ul style="list-style-type: none"> ▪ Continue to develop an awareness of self • Talk about some of the things that make them unique – <i>unique, special, body parts e.g., hair, skin, freckles</i> • Talk about own likes and dislikes and how they compare with others - <i>similar, different</i> <p>My Family and Other Families</p> <ul style="list-style-type: none"> ▪ Continue to make connections between the features of their family and other families • Talk about their own family and what makes it unique • Listen to others as they talk about their family 	<p>Self Awareness</p> <ul style="list-style-type: none"> ▪ Gain a deeper awareness of self • Talk confidently about what makes them unique • Talk about own likes and dislikes and similarities and differences with others • Be sensitive to the choices and decisions of others <p>My Family and Other Families</p> <ul style="list-style-type: none"> ▪ Talk about members of their immediate family and people who are familiar to them and their community and begin to make comparisons • Develop their awareness of different types of families in the local community and talk about some similarities / differences 	<p>Self Awareness</p> <ul style="list-style-type: none"> ▪ Develop a deep awareness of self • Talk confidently about self and what makes them unique • Compare own likes / dislikes with others and talk confidently about similarities and differences • Show respect for the choices and decisions of others <p>My Family and Other Families</p> <ul style="list-style-type: none"> ▪ Talk about members of their immediate family, people who are familiar to them and their community and make comparisons • Identify similarities / differences between different families
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<ul style="list-style-type: none"> • Continue to develop their understanding of different types of families and begin to identify some similarities and differences • Talk about own family customs and traditions – <i>celebrations, special</i> • Imitate everyday actions / events from family life (domestic role play) <p>Friendships</p> <ul style="list-style-type: none"> ▪ Continue to develop friendships • Name friend /s • Play collaboratively with a friend or group of friends • Show awareness of friends likes / dislikes when playing <p>Different Cultures</p> <ul style="list-style-type: none"> ▪ Begin to talk about similarities and difference between themselves and others • Appreciate their own physical features and compare with others • Talk about similarities and differences between themselves and others within the school and local community ▪ Develop an awareness that people and families have different beliefs and celebrate special times in different ways, through: 	<ul style="list-style-type: none"> • Remember and share family events / special times and make comparisons with others • Imitate everyday life / special events from family life (domestic role play) <p>Friendships</p> <ul style="list-style-type: none"> ▪ Develop friendships • Play collaboratively with a friend / s and maintain some friendships • Take into account and show respect for likes / dislikes of friends when playing <p>Different Cultures</p> <ul style="list-style-type: none"> ▪ Continue to develop positive attitudes about the differences between people • Talk about similarities and differences between themselves and others within school / local community and beyond ▪ Continue to develop an awareness of the different beliefs and celebrations for people / families, through: • Comparing their own special times / events with others and talking about similarities and differences • Texts / videos / photographs of people in the local / wider community ▪ Continue to develop an awareness of special places for: <input type="checkbox"/> their own family <input type="checkbox"/> 	<ul style="list-style-type: none"> • Talk about family customs and routines using some correct vocabulary • Imitate everyday life / special events from family life (domestic role play) <p>Friendships</p> <ul style="list-style-type: none"> ▪ Develop friendships • Maintain friendships and play collaboratively • Show respect for others when playing <p>Different Cultures</p> <ul style="list-style-type: none"> ▪ Demonstrate positive attitudes and a deeper understanding of the differences between people • Talk about similarities between themselves and others, within the school / local community with developing appreciation and respect ▪ Know some similarities & differences between different religious & cultural communities in this country, drawing on their experiences & what has been read in class ▪ Explain some similarities & differences between life in this country & life in other countries, drawing on knowledge from stories, non-fiction texts & maps
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<ul style="list-style-type: none"> • First hand experiences of own / family celebrations and their friends' celebrations / special times – <i>culture, traditions, celebrations, believe</i> • Visitors from the local community • Non-fiction and fiction texts ▪ Begin to talk about people who are special / familiar to them 	<p>friends □ people in the local / wider community</p> <ul style="list-style-type: none"> ▪ Recognise that people have different beliefs and celebrate special times in different ways. E.g. Purim and Holi Festival 	<ul style="list-style-type: none"> ▪ Recognise that people have different beliefs and celebrate special times in different ways e.g. Ramadan ▪ Understand that some places are special to members of their community - <i>places of worship e.g. mosque, temple, church</i> ▪ Talk about and describe people who are familiar to them
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UNDERSTANDING THE WORLD □ People, Culture & Communities (KS1: Human Geography) □ Natural World (KS1: Physical Geography)

Educational Programme: 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

Autumn

Spring

Summer

Learning Priorities: Linked to Development Matters 2021

Different Occupations

Different Occupations

Different Occupations

<ul style="list-style-type: none"> ▪ Continue to show interest in different occupations and talk about them through: • Personal visits: School Site Manager, • Videos: Vets, churches, • Visits: Post Officer, Pastor • Texts and role play opportunities – People who help us (teachers, post officer, vet) 	<ul style="list-style-type: none"> ▪ Continue to show interest in different occupations and talk about the through: • Personal visits: family • Videos: Fisherman, David Attenborough, • Texts and role play opportunities: People who help us (farmer, cafe) 	<ul style="list-style-type: none"> ▪ Continue to show interest in different occupations and talk about them through: • Personal visits: family • Videos: Train Driver, Pilot • Visits: Emergency Services - police and firefighters • Texts and role play opportunities: People who help us (Emergency services, shop keeper, Train / Bus Driver, Pilot)
<p>Local Environment / Different Places</p>	<p>Local Environment / Different Places</p>	<p>Local Environment / Different Places</p>
<ul style="list-style-type: none"> ▪ Become familiar with the indoor and outdoor learning environment • Name and know the purposes of different spaces • Talk about similarities and differences between Reception space and Nursery ▪ Become familiar with some key school spaces • Name and know the purposes of some different spaces – <i>office / hall / playground</i> ▪ Talk about where they live • Know their own address ...<i>town, village, street, road, city, map</i> • Describe own home ...<i>names of rooms, garden</i> 	<ul style="list-style-type: none"> ▪ Participate in winter and spring walks around school and the local community • Observe / name key features – natural / man-made • Understand that different places and buildings in the local community have different purposes ...<i>shops, places of worship, library</i> • Share first hand experiences of visiting different places / buildings • Make observations using some correct vocabular: <i>weather - seasons</i> ▪ Begin to draw information from a simple map • Locate the UK and other relevant countries • Use maps to explore how far / close by other countries are • Talk about how you could travel to the difference countries.... <i>aeroplane, sea, land, ocean, boat, ship, submarine</i> • Begin to create their own maps 	<ul style="list-style-type: none"> ▪ Draw information from a simple map • Find places of interest • Draw and create their own maps using objects, pictures, symbols and signs and adding increasing details / features ▪ Describe a journey e.g. to school, on holiday • Name different types of transport ...<i>Bus, Train, Aeroplane</i> • Directions... <i>forwards, backwards, turn right / left</i> • <i>Name familiar places / features ...road, street</i>

<ul style="list-style-type: none"> • Begin to understand that friends / people live in different types of houses / homes ...<i>bungalow, flats</i> • Begin to name some different homes in the UK and talk about features ▪ Know where school is located • find it on a map • look at aerial photographs ▪ Talk about places of interest on a local map – • name / label buildings / key features...<i>doctors, shops, park, church</i> • share photographs / images ▪ Engage in Autumn walk around the school grounds • Observe / name key features – natural / man-made • Describe observations using some correct vocabulary: <i>weather, seasons</i> ▪ Begin to compare their own environment with others • Natural environment: town, <i>village, woodland, forest</i> • Animals: <i>pets, woodland animals</i> 	<ul style="list-style-type: none"> ▪ Begin to know that there are different places / countries in the world through: • Texts / images / videos – watch a video of Whales / Sea Creatures in their natural habitat • Looking after Caterpillars • Maps / globe: <i>land, sea, earth, planet, country, UK</i> ▪ Begin to recognise similarities and differences between life in this country and in other countries • Weather: <i>Ice, freezing, frozen, snow, storm, blizzard</i> • Features<i>Natural - Land, Sea, Ocean, Beach</i> • Animals: <i>ocean animals (Whales, shark, dolphin), Arctic animals, cats</i> ▪ Compare their own environment with others • Buildings: <i>houses-cottage, lighthouse</i> • Natural environment: <i>sea, ocean, fields, farm, countryside, town, village</i> ▪ Develop their understanding of the need to respect and care for the natural environment • Look after the oceans / sea creatures 	<ul style="list-style-type: none"> • Distance ...<i>Near, far</i> ▪ Participate in summer walk around school / local community • Observe and name key features of the environment • Describe weather and seasonal changes they have observed ▪ Understand the importance of caring for the natural environment and living things (Peak Wildlife trip) ▪ 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. • Talk about life in other countries and compare to their own life /
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		<p>experiences...<i>food, houses, transport, clothing, money</i></p> <ul style="list-style-type: none"> • Natural features<i>mountain, volcano, river, sea / ocean, island, forest, jungle, city</i> • Animals.....<i>Wild animals</i> • Weather..... <i>sunny, warm, hot</i>
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UNDERSTANDING THE WORLD □ Natural World (KS1: Science)

Educational Programme: 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.

Autumn	Spring	Summer
<p>Living Things – Animals (including humans) and plants</p> <ul style="list-style-type: none"> ▪ Begin to find out about animals in contrasting natural environments – <i>pets, woodland animals, nocturnal animals, animals who hibernate</i> ▪ Begin to recognise and name some familiar plants and animals in their 	<p>Living Things – Animals (including humans) and plants</p> <ul style="list-style-type: none"> ▪ Talk about how animals (including humans) and plants change during growth / life cycles, using some correct terminology ▪ Continue to find out about animals in contrasting natural environments • Whales/Penguins - name / label body parts 	<p>Living Things – Animals (including humans) and plants</p> <ul style="list-style-type: none"> • How they have changed across the Reception Year – new skills, growth etc.....<i>younger, older, change, grow</i> • Wild animals and their babies.....<i>young, baby</i>

<p>local environment<i>oak tree, owl, squirrel, evergreen</i></p> <ul style="list-style-type: none"> ▪ Explore the natural world around them and begin to describe what they see, hear and feel whilst outside (<i>including plants and animals</i>) • Autumn objects.....<i>leaves, acorns, conkers, spikey, smooth</i> • Autumn trees • Weather.....<i>wind, rain, colder, frozen, frost</i> ▪ Observe and begin to talk about how humans and plants change during growth / life cycles, beginning to use some correct terminology • How have they / family grown / changed over time...<i>younger, older, baby, toddler, child, adult</i> • How trees / plants change over time.....<i>Autumn leaves</i> ▪ Begin to understand the effects of changing seasons on the natural world around them e.g. how animals and plants may change or behave differently • How trees change from Autumn to Winter....<i>leaves, evergreen, branches</i> 	<ul style="list-style-type: none"> • Explore, name and describe some other ocean animals..... <i>seals, sharks, fish, walrus, body parts – scales, fin, shell, tusks</i> ▪ Recognise an increasing range of plants and animals in their local environment • Linked to Spring....<i>Blossom tree, daffodils,</i> • Minibeasts - name / label body parts....<i>ladybird, snail, ant, beetle, caterpillar, butterfly, was, bee, body parts – wings, antennae</i> ▪ Explore and talk about a variety of animal habitats and what animals need to survive • Explore ocean animal habitats<i>coral, ice, cold climates, warm climates</i> • Explore some animal habitats linked to winter time • Understand minibeast habitats.....<i>dark, cool, damp, flowers, leaves, plants, soil</i> ▪ Continue to develop understanding of the effects of changing seasons on the natural world around them • How trees / plants change from Winter to Spring....<i>blossom, buds, shoots</i> ▪ Continue to develop their understanding of how animals and plants change during growth / life cycles, using some correct terminology • Own growth sequence • Animal growth linked to Spring e.g. lambs 	<ul style="list-style-type: none"> ▪ Explore the natural world around them, making observations and drawing pictures of plants and animals • Name and talk about different animals with increasing confidence....<i>wild animals - fur, teeth, jaws, claws / talons, beak</i> • Observational drawings of wild animals...<i>bears, tigers, gorilla, lion</i> ▪ Know some similarities & differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class • Discuss the contrasting environments in focus texts.... <i>Jungle, rainforest, forest, mountains, volcanoes, rivers, oceans</i> • Explore animals / plants in the different environments – name and talk about different wild animals....<i>bears, jungle animals</i> • Explore weather / climate in contrasting environments....<i>heat, hot, damp, humid, sunny</i> ▪ Understand some important processes and changes in the natural world around them, including the seasons
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<ul style="list-style-type: none"> • Autumn / Winter.....<i>trees, evergreen, leaves, branches, plants</i> • Animals.....<i>hibernate, woodland animals</i> ▪ Begin to make observations and draw pictures of animals and plants <ul style="list-style-type: none"> • Autumn leaves.....<i>shape, colour, spikey, smooth, veins</i> • Animals..... <i>woodland animals / nocturnal animals / pets...owl, squirrel, fur, talons, beak, tail</i> <p>Materials</p> <ul style="list-style-type: none"> ▪ Use all their senses to explore the natural world around them, developing concentration and observational skills • Autumn objects.....<i>leaves, conkers, acorns, sticks, pinecones</i> ▪ Compare natural materials and begin to talk about similarities, differences and patterns 	<ul style="list-style-type: none"> • Caterpillar to butterfly...<i>egg, hatch, chrysalis, pupa, caterpillar, butterfly</i> • Planting / observing seeds growing and naming plant parts....<i>seed, roots, stem, leaf, bud, flower, fruit, vegetables</i> ▪ Continue to understand the need to respect and care for the natural environment and all living things • Handle plants with care and talk about what they need to grow....<i>water, sunlight</i> • Begin to talk about how to look after our seas / sea creatures...<i>pollution</i> • Handle animals / creatures with care and understand why this is important.....<i>minibeasts</i> ▪ Begin to understand how plants and animals need one other e.g. humans and plants • Explore the food that we get from plants...<i>fruit, vegetables</i> • Flowers and Bees.....<i>nectar, honey</i> ▪ Make observations and draw pictures of animals and plants, adding increasing detail <ul style="list-style-type: none"> • Plants.....<i>shoots, stems, buds, flowers, pollen / nectar, fruit, vegetables</i> • Understand what some different parts of plant are used for...<i>roots, fruit / vegetables, nectar</i> 	<ul style="list-style-type: none"> • Spring to Summer.....<i>Plants - petals, flowers / Weather – hotter, drier / Animals – food, hunting</i> • Name the different seasons • Observe and identify key characteristics of each season ▪ Understand the need to respect and care for the natural environment and all living things • Handle living things with care and talk about why this is important – plants / flowers • Understand and talk about how to look after animals (sea creatures, wild animals, minibeasts) – <i>pollution, litter, recycle, plant trees</i> ▪ Describe what they see, hear and feel whilst outside with increasing confidence and a wider range of vocabulary ▪ Explore and talk about a variety of animal habitats and what animals need to survive..... <i>rainforest, jungle, food, water, coral reef</i> <p>Materials</p> <ul style="list-style-type: none"> ▪ Use their senses to explore the natural world around them, with increased
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<ul style="list-style-type: none"> • Talk about likes / dislikes of different materials. • Experiment with ways of grouping / sorting different objects by material and properties – sorting leaves / Autumn objects...<i>spikey, pointy, colours, shape, rough, smooth, bumpy</i> ▪ Begin to identify and name some different everyday materials • Linked to houses / recycled materials...<i>wood, metal, glass</i> <p>How Things Work / Exploring Different Processes</p> <ul style="list-style-type: none"> ▪ Explore forces in nature e.g. wind blowing leaves off trees ...<i>windy, move, blow, directions, strong, speed</i> ▪ Explore different forces with their bodies.....<i>push, pull, throw, move</i> • Observe and talk about how forces can change the speed / direction of an object.....<i>strong, speed, turn, move, direction</i> 	<ul style="list-style-type: none"> • Animals..... <i>ocean animals, minibeasts – caterpillars, butterflies – shape, colour, pattern</i> <p>Materials</p> <ul style="list-style-type: none"> • Foods <i>taste, sweet, sour, soft, hard, crunchy</i> (linked to Pancake tasting) ▪ Continue to use their senses to explore the natural world around them, developing concentration and observational skills • Spring objects.....<i>blossom, bulbs, seeds</i> • Foods <i>taste, sweet, sour soft, hard, crunchy</i> • Talk about likes / dislikes • Experiment with ways of sorting and grouping based on features / properties...<i>pattern, colour, rough, smooth, hard, soft, bumpy</i> ▪ Explore and investigate materials with similar / different properties • Waterproof materials – <i>water freezing, frozen, melting</i> • Materials that float / sink... <i>float, sink, heavy, light</i> • Begin to make predictions and give reasons ▪ Begin to notice and talk about how the properties of materials have changed 	<p>concentration and observational skills</p> <ul style="list-style-type: none"> • Summer objects.....<i>flowers, petals, fruit / vegetables</i> • Talk about likes / dislikes • Experiment with ways of sorting and grouping based on features / properties...<i>pattern, colour, rough, smooth, hard, soft, bumpy</i> ▪ Identify and name some different everyday materials • Linked to transport...<i>wood, metal, glass, plastic, rubber, card / paper</i> • Use language to compare material ▪ Explore and investigate materials with similar / different properties • Magnetic / non magnetic<i>metal</i> • Make predictions and give reasons ▪ Investigate and talk about how the properties of materials have changed • Observe and talk about natural processes – a puddle drying up in the sun / heat • Begin to make predictions
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<ul style="list-style-type: none"> • Begin to make predictions • Begin to measure forces / distances 	<ul style="list-style-type: none"> • Observe and talk about natural processes – <i>water freezing, frozen, melting</i> • Baking / Cooking...<i>heating, melting, cooking, changing, boiling, liquid, solid</i> • Begin to make predictions <p>How Things Work / Exploring Different Processes</p> <ul style="list-style-type: none"> ▪ Explore and investigate water as a force... <i>speed, direction, change, fast, slow, high, low, floating, sinking</i> 	<p>How Things Work / Exploring Different Processes</p> <ul style="list-style-type: none"> ▪ Explore, investigate and talk about different forces they can feel ... <i>magnets</i> ▪ Investigate how vehicles travel on ramps of different gradients and on different types of surfaces .. <i>fast, slow, far, further, stop, rough, smooth, shiny, high, low, push, pull</i> • Begin to make predictions and compare findings ▪ Develop understanding of light including colour, shadows and heat
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EXPRESSIVE ARTS & DESIGN: □ Creating with Materials (KS1 Art & Design / DT)

Educational Programme: 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 hear, respond to and observe.

Autumn

Spring

Summer

Learning Priorities: Linked to Development Matters 2021

<p>Drawing</p> <ul style="list-style-type: none"> ▪ Begin to draw with purpose, deciding what to draw before making marks ▪ Use a variety of mark-makers with increasing control and efficiency • On a large / small scale, indoors and outdoors • With mark making tools of different thickness • Linked to the theme - Leaf / bark rubbing ▪ Understand that they can draw through observation • Self-portraits using mirrors • Family portraits 	<p>Drawing</p> <ul style="list-style-type: none"> ▪ Develop drawing within a range of contexts and adding increasing detail / features (drawing club) • Story maps ▪ Look closely at natural and man-made objects, to create observational drawings that notice shape, form and pattern. • Observational drawings of plants, sea animals and minibeasts <p>Painting</p> <ul style="list-style-type: none"> ▪ Mix various shades of primary colours to create secondary colours and use these in artwork. 	<p>Drawing</p> <ul style="list-style-type: none"> ▪ Create drawings based on feelings, real / imaginative experiences and stories. • Maps / Journeys • Scenes from stories ▪ Use drawing tools with care and increasing precision. ▪ Draw with increasing complexity and detail • Transport • Animals • Plants <p>Painting</p>
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<ul style="list-style-type: none"> • Autumn leaves / trees • Woodland / Nocturnal animals <p>Painting</p> <ul style="list-style-type: none"> ▪ Be able to select a brush and use a ‘dip, draw, wash and wipe’ technique to keep colours clear. ▪ Explore what happens mixing primary colours to create secondary colours. • Autumn leaves – matching colours ▪ Begin to paint with purpose • Self-portraits using mirrors • Autumn leaves / trees • Woodland / Nocturnal animals ▪ Explore printing and begin to create patterns and pictures. • Leaf printing / printing with autumn objects • Shape printing 	<ul style="list-style-type: none"> ▪ Experiment with different media and techniques to create representations of plants / animals / environments / scenes from stories • watercolours ▪ Explore painting and printing to create a variety of shape, textures and pattern • Printing using fruits / vegetables • Creating symmetrical patterns for butterflies <p>Collage</p> <ul style="list-style-type: none"> ▪ Use tools and materials effectively to explore shape, pattern and form to make pictures and other collage. • Exploring colour / shade in winter / water scenes – tearing tissue • Create representations of plants / sea creatures and minibeasts – textured paper / materials ▪ Handle tools and materials with increasing control. • Scissors 	<ul style="list-style-type: none"> ▪ Observe colour in nature and represent it in artwork; mixing colours to match what they see • Animals....<i>patterns, stripes, spots, markings</i> • Transport • Different environments / habitats linked to focus texts ▪ Use printing techniques with independence to make patterns and pictures, using a variety of artistic effects • Printing with Wheels / tyres
<p>Collage</p> <ul style="list-style-type: none"> ▪ Explore different contrasting textures e.g. <i>rough, smooth</i>. Use techniques (e.g. 	<p>Sculpture / 3D</p>	<p>Collage</p> <ul style="list-style-type: none"> ▪ Independently assemble different pieces to create a picture or pattern. ▪ Combine materials to create representations of objects with increasing skills • Animal masks / Animal puppets ▪ Collage vehicle with moving parts – using split pins for wheels

<p><i>folding, crunching, tearing and cutting</i>) to create different effects</p> <ul style="list-style-type: none"> • Autumn collage with natural objects • Woodland / nocturnal animals <p>Sculpture / 3D</p> <ul style="list-style-type: none"> ▪ Mould with hands using techniques such as pinching, squeezing, pulling, poking, patting to achieve a desired effect • Thumb pot Diwa lamp with clay • Dough self portraits • Dough Characters / Animals linked to theme / text - squirrel, owl, hedgehog etc ▪ Use tools appropriately to roll, cut, flatten etc. ▪ Independently make constructions / models with loose parts / recycled materials • Music shakers with bottles / yoghurt pots • Transient art using autumn materials to create self-portraits / animals / pattern ▪ Show increasing skills with combining, lining up, stacking etc. 	<ul style="list-style-type: none"> ▪ Combine pieces using different techniques and tools to represent a familiar object and represent the feel of an object (model magic) • Using dough to create accurate representations of animals, minibeasts and characters linked to the theme e.g. snowmen • Combine dough with open ended resources / materials to create texture, pattern and features on sculptures...<i>spikey, furry, smooth</i> ▪ Build and de-construct loose part models / constructions to represent real life / imaginary objects and experiences. • Make 3D boats with different materials exploring floating and sinking...<i>plastic bottles, foil, card etc.</i> • Transient art representations of minibeasts, sea creatures and plants • Explore the work of Kandinsky as an Artist and create own representations (colour mixing) 	<ul style="list-style-type: none"> ▪ Use imagination / observation, building on their previous learning, to represent their ideas. <p>Sculpture / 3D</p> <ul style="list-style-type: none"> ▪ Make models with a purpose and with increasing skill (<i>e.g. shaping, moulding or combining pieces</i>) • Making models of transport with recycled materials and moving parts ▪ Make imaginative structures, using tools with control ▪ Explore a wide range of materials, making simple forms • Making wild animals and transport with loose parts using an increasing range of 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 • Explain which tools / techniques they have used and why • Say what they like about their work and what they have done well • Explore the work of Andy Goldsworthy as an Artist and create own representations
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EXPRESSIVE ARTS & DESIGN: Being Imaginative & Expressive (KS1 Music / Performing Arts)

Educational Programme: 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 hear, respond to and observe.

Autumn

Spring

Summer

Learning Priorities: Linked to Development Matters 2021

Role Play / Drama

- Take part in pretend play
- Imitate home experiences*family, different cultures / traditions*
- Imitate life experiences linked to different seasons ...*clothing*
- Celebrations.....*Birthdays, Diwali, Christmas*
- Begin to create complex stories using small world scenes linked to theme / focus text
- Begin to develop storylines in their pretend play – including those linked to focus text ... *story language, character, beginning, middle, end*

Role Play / Drama

- Take part in pretend play
- Imitate home experiences (home corner)
- Imitate life experiences linked to different seasons
- Celebrations: Lunar New Year / Mother’s Day
- Become increasingly confident when acting out / retelling familiar stories
- Use actions / props to support with retelling
- Begin to innovate stories and add own narrative

Role Play / Drama

- Make use of props and materials when role playing characters in narratives and stories.
- Acting out / performing familiar stories
- Link to transport theme and occupations
- Invent, adapt and recount narratives and stories with peers and their teacher;
- Perform some familiar stories to others with props and resources – using made masks / puppets
- Adapt some familiar stories with their own events / characters
- Use story maps to support their performances

<ul style="list-style-type: none"> ▪ Participate in oral text retelling with actions linked to focus texts and perform for an audience <p>Music / Performance</p> <ul style="list-style-type: none"> ▪ Begin to listen attentively, move to and talk about music, expressing their feelings and responses • How does the music make me feel? ... <i>emotions vocabulary (see PSE)</i> ▪ Begin to watch and talk about dance and performance art • What type of dance/music is it? ... <i>adjectives to describe music; e.g. happy, sad, slow, fast, bouncy</i> • Watch live music / dance performances linked to festivals ... <i>perform, celebrate, audience, musician, dancer</i> ▪ Sing in a group or on their own • Engage in circle and partner songs ▪ Begin to explore and engage in dance • Invent and dance / play music to show different emotions ... <i>emotions vocabulary (see PSE)</i> • Explore music / dance from different cultures 	<ul style="list-style-type: none"> ▪ Create complex stories using small world scenes linked to theme / focus text ▪ Develop storylines in their pretend play • Using small world / role play • Act out an imaginary idea / narrative with their friends ▪ Take part in simple pretend play and begin to using an object to represent something else <p>Music / Performance</p> <ul style="list-style-type: none"> ▪ Listen attentively, move to and talk about music, expressing their feelings and responses. • Say if they like / dislike a piece of music and begin to talk about why ▪ Watch and talk about dance and performance art, expressing their feelings and responses. ▪ Sing in a group or on their own, increasingly matching the pitch and following the melody. ▪ Explore and engage in dance, performing solo or in groups. 	<ul style="list-style-type: none"> ▪ Take part in pretend play, extending narrative • Imitate home experiences (home corner) • Imitate life experiences linked to different seasons • Celebrations <p>Music / Performance</p> <ul style="list-style-type: none"> ▪ Express how music makes them feel and begin to identify why they like some music more than others ▪ Describe the sound of different music <i>e.g. loud, soft, high, low, fast, slow</i> ▪ Begin to use instruments to read / play some simple rhythms / beats • Explore instruments from different countries / cultures • Make a wide range of sounds ▪ Explore dance and music from other countries and cultures linked to journeys theme • Copy / represent movements ▪ Perform dances for others, solo or in small groups • Begin to link / sequence movements
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<ul style="list-style-type: none"> • Copy some basic dance movements ▪ Perform songs and stories to others- Christmas production ▪ Begin to explore and engage in music making • Explore and name a variety of instruments • Create and use own instruments and explore the different sounds • Make a range of sounds • Clap / use body percussion to repeat / create some simple rhythms / beats 	<ul style="list-style-type: none"> • Copy and perform some different movements • Begin to move in time to music ▪ Explore and engage in music making and performance • Make a range of sounds with instruments and begin to describe them e.g. <i>loud, soft, fast, slow, high, low</i> • Begin to sequence sounds to create a rhythm or beat e.g. copying a rhythm / beat, representing pictorially 	<ul style="list-style-type: none"> ▪ Sing a range of well-known nursery rhymes and songs; • Linked to transport / animals ▪ Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
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