



EYFS Curriculum Overview and Progression of skills 2023-2024



	Me and My World		Fantasy Land		All Creatures Great and Small	
Learning Theme	Autumn 1 1. Marvellous Me! 2. Transport	Autumn 2 Through the seasons 3. Why do squirrels hide nuts? 4. Winter Wonderland	Spring 1 5. Will you read me a story? Traditional tales 6. Witches and Wizards	Spring 2 7. Here to save the day (Key workers, superheroes) 8. Sea animals	Summer 1 9. Do cows drink milk? (farm animals) 10. What happens when I fall asleep?	Summer 2 11. Minibeasts 12. At the seaside
Other Possible Themes	Pets Journeys Transport Looking after ourselves Our Local Area Our Families Transport	Autumn Diwali Nursery Rhyme Week Christmas Remembrance Day Bonfire Night	Valentine's Day Chinese New Year	Pancake Day Fairtrade Easter International Women's Day Mermaids Looking after the ocean Lifeguards	Journeys Space David Attenborough	Outdoors Seasons Weather Melting Habitats Dinosaur eggs
Uniqueness	Teddy bears picnic Trosnant Airline - North America - Mexico	Post a letter home Trip to our local church	Grow a beanstalk Meet a magician Bake and decorate a gingerbread man	Meet a real life hero Staunton Country Park	Trip to the farm Pyjama day	Observe lifecycle of a butterfly Plant a tree/flowers in our garden
Favourite Five						
Key Texts	When a dragon goes to school	Leaf Man	Room on the Broom.	The Hospital dog, Emergency!	Owl Babies	Mad about minibeasts Giles Andrea
Drawing Club	I am absolutely too small for school (Charlie and Lola), Big book of families We're Going on a Bear Hunt Dear Zoo 100 Decker Bus	An Emperor Egg Lost and Found, Elmer Snowman When Tiger Came for Tea The Christmas Pine Stickman	The Three Little Pigs, Jack and the Beanstalk, The Gingerbread Man, The Three Billy Goats Gruff, What's in the Witch's Kitchen	Kindness is my super power (Alicia Ortego),T A Superhero like you Real Superhero's Busy People; Vets, doctors, firefighters, police Tiddler Sharing a Shell Commotion in the Ocean	How to catch a star What the Ladybird heard Farmyard Hullballoo	(Selection of non-fiction books about bugs) Superworm Spinderella Omar and the bees What the ladybird heard at the seaside
PHSE	Scarf: All About Me (Wk1) I'm Special, You're Special (Wk2) What's safe to go in my body? (Wk3) Looking after my special people (Wk4) Yes I can! (Wk5) Life stages (Wk6) Mindful moment (Wk7)	Scarf: What makes me special (Wk1) Same and different (Wk2) What's safe to go in my body including medicine (1) (Wk3) Looking after my friends (Wk4) Bouncing back when things go wrong (Wk5) Seasons (Wk6) Mindful moment (WK7)	Scarf: Me and my special people (Wk1) Same and different families Wk2) Safe indoors and outdoors (Wk3) Healthy eating (Wk4) Lifestages - human life stage - Who will I be? (Wk5) Mindful moment (Wk6)	Scarf Who can help me? (Wk1) Same and different homes (Wk2) Listening to my feelings (Wk3) Being helpful at home and caring of our classroom (Wk4) Getting bigger (Wk5) Mindful moment (Wk6)	Scarf My feelings (1) (Wk1) My healthy mind (Wk2) Keeping safe online (Wk3) Looking after our money (1) recognising, spending and respect (Wk4) Where do babies come from? (Wk5) Mindful moment (Wk6)	Scarf: My feelings (2) (Wk1) A good night's sleep (Wk2) People who help keep us safe (Wk3/Wk6) Look after our money (2) saving money and keeping it safe (Wk4) Me and my body - girls and boys (Wk5) I am friend (Wk6) Mindful moment (Wk7)
Physical development	Sending and receiving	Core fundamental movement - gymnastic	Gymnastic	Dance	Striking and fielding	Gymnastic / sports day practice

Art / DT	Leaf rubbing, Leaf Man, Colour mixing, Junk modelling transport	Glitter firework paintings Salt dough tree hangers	Draw a fairytale character Create a potion Build a magic wand Clay cauldron	Lines and patterns to design a mermaid tail	Constellations	Glitter spider web with marble
Music	Kapow Me!	Kapow Wriggly Nativity	Kapow Musical stories	Kapow Exploring sound	Kapow Music and movement	Kapow Big band
Communication and Language  Key vocabulary: Explain, describe, question, Answer: who, what, where, how? Because Past, future	Listening, Attention and Understanding Children can begin to listen carefully and become aware why listening is important. Speaking Children can use talk in play. E.g. "Let's go on a bus... you sit there... I'll be the driver."	Listening, Attention and Understanding Children can follow an instruction that has two parts, such as: "Get your coat and wait at the door." Speaking Children can start a conversation with an adult or a friend.	Listening, Attention and Understanding Children can begin to answer who, when, where questions. Speaking Children will use new vocabulary throughout their play and during conversations with an adult.	Listening, Attention and Understanding Children can engage in non-fiction books and use new vocabulary in discussions with others. Speaking Children can retell a story and follow a story using pictures and props.	Listening, Attention and Understanding Children will be able to understand a question such as who, what, where, when, why and how. Speaking Children can use talk to help work out a problem and start to use reasoning to express a view using connectives e.g. because with support from an adult.	Listening, Attention and Understanding Children will be able to have conversations with adults and peers with back-and-forth exchanges. Children can be able to follow instructions of three steps or more? Speaking Children can speak about past, present and future experiences using a range of tenses.
<p style="text-align: center;">ELGs:</p> <p>Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>						
<p style="text-align: center;">Educational programme:</p> <p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>						
Personal, Social and Emotional Development  Key vocabulary: Emotions feelings take turns resilience germs	Self-Regulation Children can follow one step instructions. Children can begin to recognise different emotions. Children can focus during short whole class activities. Managing Self Children can wash their hands independently. Building Relationships Children can seek support from adults and gain confidence to speak to peers and adults.	Self-Regulation Children can talk about their needs and wants. Children can start to identify the emotions of others. Managing Self Children can understand the need to have rules. Building Relationships Children can begin to develop friendships.	Self-Regulation Children can focus during longer whole class lessons. Managing Self Children can develop independence when dressing and undressing. Building Relationships Children can begin to listen to the ideas of other children and agree on a solution and compromise.	Self-Regulation Children can identify and moderate their own feelings socially and emotionally. Managing Self Children can manage their own basic needs independently. Building Relationships Children can continue to listen to the ideas of other children and agree on a solution and compromise.	Self-Regulation Children can show resilience and perseverance in the face of challenge. Managing Self Children can begin to try new activities and start to show independence. Building Relationships Children can begin to develop their sense of responsibility and membership of a community (e.g class groups, whole school/assembly, community/church/trips, wider community)	Self-Regulation Children can share work they have done/created. They can speak about what they are proud of. Managing Self Children can show a 'can do' attitude to new experiences. Building Relationships Children have the confidence to communicate with adults around the school.
<p style="text-align: center;">ELGs:</p> <p>Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.</p> <p>Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>						

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

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 9 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.

Physical Development



Key vocabulary:
Balance
grip
throw
bounce
roll
pinch
fingers
hop

Gross Motor
Children can move safely in a space.

Fine Motor
Children can explore mark making.

Gross Motor
Children can explore different ways to travel using equipment.

Fine Motor
Children can begin to use a tripod grip when using mark making tools.

Gross Motor
Children can control a ball in different ways.

Children can balance on a variety of equipment and climb.

Fine Motor
Children can write some letters accurately.

Gross Motor
Children can jump and land safely from a height.

Fine Motor
Children can hold scissors correctly and cut out small shapes.

Gross Motor
Children can move safely with confidence and imagination, communicating ideas through movement.

Fine Motor
Children can use cutlery appropriately.

Gross Motor
Children can play by the rules and develop coordination.

Fine Motor
Children can form letters correctly using a tripod grip.

KS1
-master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

ELGs:

Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor: Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paintbrushes and cutlery; - Begin to show accuracy and care when drawing.

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 practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Literacy



Key vocabulary:
Story
Page
Front cover
Fiction
Non-fiction
Information
Facts

Comprehension
Children can begin to listen to a short story and join in with repeated phrases.

Word Reading
Children can begin to recognise individual taught sounds.

Children can begin to look at a book, hold it the correct way and turn pages.

Writing
Children can begin to give meanings to the marks they make.

Comprehension
Children can begin to listen to a longer story and express their thoughts.

Word Reading
Children can begin to segment and blend sounds together to read words.

Children can start to identify different parts of a book (Title, front cover, page numbers)

Writing
Children can begin to identify and write initial sounds in words.

Comprehension
Children can listen to a story and remember a few key details, such as characters' names. (E.g. introduction to Rocky the retriever)

Word Reading
Children can begin to read captions and sentences.

Writing
Children can begin write words representing the sounds with a letter/letters.

Children can write their own name.

Comprehension
Children can retell a familiar story with some exact repetition of language but also use some of their own words.

Word Reading
Children can begin to read words containing digraphs and some common exception words.

Writing
Children can begin to write words which are phonetically plausible using recognisable letters and sounds.

Comprehension
Children can listen to a story and remember much of the plot.

Children can begin to anticipate key events in stories. (E.g. introduce Penny the predictor)

Word Reading
Children can begin to read longer sentences containing set b/c sounds and common exception words.


Writing
Children can begin write simple phrases using finger spaces.

Comprehension
Children can begin to join in discussions about a text - following question prompts.

Word Reading
Children can read books matched to their phonics ability.

Writing
Children can begin to write simple sentences that can be read by others.

<p>Write Sentence Question Sounds Characters Setting</p>	<p style="text-align: center;">ELGs:</p> <p>Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>					
<p style="text-align: center;">Educational programme:</p> <p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs 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>Mathematics</p>  <p>Key vocabulary: Number Shape Clock Count All together How many? More / less Number bonds</p>	<p>Number Children can recognise, order and count numbers 1-3.</p> <p>Children can begin to subitise quantity 1-3.</p> <p>Numerical Patterns Children can verbally say which group has more or less with support.</p> <p>Children can begin to sort by colour, shape and size.</p>	<p>Number Children can recognise, order and count numbers 1-5.</p> <p>Children can begin to subitise numbers 1-5 with pictorial representations.</p> <p>Children can begin to recall composition of numbers 1-5.</p> <p>Numerical Patterns Children can compare amounts and identify more and less.</p> <p>Children can begin to talk about and explore 2D shapes (for example, circles, rectangles and triangles) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'</p>	<p>Number Children can recognise, order and count numbers 1-8</p> <p>Children can begin to subitise numbers 1-8 with pictorial representations.</p> <p>Children can begin to recall composition of numbers 1-8.</p> <p>Numerical Patterns Children can add and subtract using manipulative resources with support from an adult.</p>	<p>Number Children can recognise, order and count numbers 1-10.</p> <p>Children can begin to compare numbers and begin to recall number bond facts.</p> <p>Numerical Patterns Children can continue to add and subtract.</p> <p>Children can begin to name 3D shapes.</p> <p>Children can continue a repeating pattern.</p>	<p>Number Children can continue to recall number bonds to 10.</p> <p>Numerical Patterns Children can recognise counting patterns beyond 10.</p> <p>Children can add and subtract independently reading number sentences.</p>	<p>Number Children can recall number bonds to 10.</p> <p>Numerical Patterns Children can begin to count beyond 20 and higher.</p> <p>Children can recall doubling facts.</p> <p>Children can share quantities equally.</p> <p>Children can begin to recall the difference between odd and even numbers.</p> <p>Children can begin to record number sentences.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------


ELGs:


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

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

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.

<p>Understanding the World</p>  <p>Key vocabulary:</p>	<p>History: Past and Present Children can talk about their own life story and how they have changed.</p> <p>Children can describe who is important to them and say why.</p> <p>Introduce important people and the</p>	<p>History: Past and Present Children can talk about key past events with support from an adult and why we celebrate them today? Remembrance day (any relevant news)</p> <p>Children can sequence and discuss the daily routine.</p>	<p>History: Past and Present Children can talk about the order of events in a range of familiar stories. Children can predict what could happen to the character in the future.</p> <p>Children can name the days of</p>	<p>History: Past and Present Children can talk about important people in the past and explain why they are important.</p> <p>Revisit important people and the meaning. Use Florence Nightingale as a link to key workers.</p>	<p>History: Past and Present Children can find similarities and differences between farms in the past and in the present.</p>	<p>History: Past and Present Children can recount and reflect on the school year and recall key events in the past.</p> <p>KS1 History -changes within living memory. events beyond -living memory that are significant nationally or globally -the lives of significant individuals in the past who have contributed to national and international achievements. -significant historical events,</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p><u>History</u> History, Past, present, future, old, new, today, tomorrow, yesterday</p>	<p>meaning. Use Rosa Parks as a link to transport and changes over time.</p> <p>Children become familiar with the routine of the school day.</p>		<p>the week and use vocabulary today, tomorrow and yesterday.</p>			<p>Children can begin to understand the concept of the future as they start to prepare for the transition in Year 1.</p> <p>people and places in their own locality.</p>
<p><u>Key vocabulary Geography</u> Street, house, building, place, people, world, map, sea, land, continents, seasons, weather</p> 	<p>Geography: People, Culture and Communities Children can talk about features of the local environment. (Journeys around school)</p> <p>North America Bald Eagle - Mexico - Enchiladas</p>	<p>Geography: People, Culture and Communities Children can talk about where they live in the UK.</p> <p>Children can talk about physical and human features of the local environment. (Journeys to post box and church)</p> <p>Continuous Provision of seasonal changes through Weather Champions and "Must Reads" Stick Man.</p> <p>Antarctica - Antarctic Penguins - Ice Cube</p>	<p>Geography: People, Culture and Communities Children can sketch maps showing physical and human features for journeys taken in the traditional tales.</p> <p>Continuous Provision of seasonal changes through Weather Champions.</p> <p>Asia - Panda - China - Spring rolls</p>	<p>Geography: People, Culture and Communities Children can talk about people who help us within the community.</p> <p>Children can use maps to find local police station, doctors etc.</p> <p>Children can make a treasure map and begin to use compass directions.</p> <p>Continuous Provision of seasonal changes through Weather Champions.</p> <p>South America - Puma - Brazil - Beef</p>	<p>Geography: People, Culture and Communities Children can say that there are many countries around the world.</p> <p>Children use a map to plan a route around a farm.</p> <p>Children can name physical and human features of a farm.</p> <p>Continuous Provision of seasonal changes through Weather Champions.</p> <p>Africa - Elephants - Morocco - Couscous</p>	<p>Geography: People, Culture and Communities Children can understand simple symbols are used to identify features on a map</p> <p>Children can use simple directions to navigate out of a web.</p> <p>Continuous Provision of seasonal changes through Weather Champions.</p> <p>Europe - Wolves - Italy - Pasta</p> <p>KS1 Geography Locational knowledge - the world's seven continents and five oceans - four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge - similarities and differences through studying the human and physical geography of a small area of the United Kingdom Human and physical geography - identify seasonal and daily weather patterns in the United Kingdom - vocab key physical features, -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork - identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - use simple compass directions and locational and directional language the location of features and routes on a map Geography - devise a simple map; and use and construct basic symbols in a key - use simple fieldwork and observational skills to study the geography of their school</p>

<p>Key vocabulary Science <i>different, same, investigate, grow, change, float/sink, materials, natural</i></p>	<p>Science: The Natural World Children can describe the daily weather.</p> <p>Children can explore and collect natural materials found in the outdoors.</p> <p>(Continuous Provision of seasonal changes through Weather Champions.)</p>	<p>Science: The Natural World Children can explore natural world around them and answer questions about their immediate environment.</p> <p>Children can describe what they see, hear and feel whilst outside.</p> <p>(Walks around school site Making observations of plants in the playground and Year R area)</p> <p>(Continuous Provision of seasonal changes through Weather Champions.)</p> <p>Positivity tree: Autumn leaves</p>	<p>Science: The Natural World Children can describe what seeds need to grow.</p> <p>Children can observe and explore changing states of matter freezing/melting</p> <p>Children can observe changes in trees and plants as the seasons progress.</p> <p>(Plant bean - key vocabulary bean, soil, sunlight, water)</p> <p>(Continuous Provision of seasonal changes through Weather Champions.)</p> <p>Positivity tree: Spring leaves/blossom</p>	<p>Science: The Natural World Children can name different human body parts.</p> <p>Children can discuss the lifecycle of common animals.</p> <p>Children can identify materials can float and sink.</p> <p>Children can name 4 seasons and describe some of their features.</p> <p>Positivity tree: Spring leaves/blossom</p>	<p>Science: The Natural World Children can describe common animals found on land, in sea and sky.</p> <p>Children can identify an animals basic need.</p> <p>Children can understand the need to respect and care for the natural environment and all living things.</p> <p>Little people: big dreams David Attenborough</p> <p>(Tadpole to frogs at Forest School, caterpillars to butterflies in class, farm visits.)</p>	<p>Science: The Natural World Children can recognise that some animals are meat or plant eaters.</p> <p>Children can reflect upon the seasons they have experienced throughout their first year at school.</p> <p>Caterpillar life cycle</p> <p>Mary Anning</p> <p>Positivity tree: Summer flowers</p>	<p>Year 1 Plants -identify and name a variety of common wild and garden plants -identify and describe the basic structure of a variety of plants Animals including humans - identify and name a variety of common animals -identify and name a variety of common animals that are carnivores, herbivores and omnivores -describe and compare the structure of a variety of common animals -identify, name, draw and label the basic parts of the human body. Every day materials -distinguish between an object and the material from which it is made - identify and name a variety of everyday materials -describe the simple physical properties of a variety of everyday materials -compare and group together a variety of everyday materials Seasonal changes -observe changes across the four seasons -observe and describe weather associated with the seasons and how day length varies</p>
<p>Key vocabulary RE <i>Celebrate, special, different, festival, culture, religion, Christianity, family</i></p>	<p>RE: People, Culture and Communities Children can explain why Jesus is important to Christians</p> <p>Special people - Jesus</p> <p>Children can understand that people around the world have different religious beliefs.</p>	<p>RE: People, Culture and Communities Children can understand why Christians perform nativity plays.</p> <p>Children can explain what the church is and why the local church is linked to our school.</p> <p>Celebrating birth of Jesus</p> <p>Children can understand that people around the world have different religious beliefs.</p>	<p>RE: People, Culture and Communities Children can explain why water is precious and how it can be used in the Christian faith</p> <p>Water (Precious)</p> <p>Children can understand that people around the world have different religious beliefs.</p>	<p>RE: People, Culture and Communities Children can begin to identify how Christians use eggs as a reminder/ symbol of new life.</p> <p>Eggs as a sign of new life</p> <p>Children can understand that people around the world have different religious beliefs.</p>	<p>RE: People, Culture and Communities Children can begin to identify and talk about how Jesus told many stories to help people learn about God.</p> <p>Learning from stories</p> <p>Children can understand that people around the world have different religious beliefs.</p>	<p>RE: People, Culture and Communities Children can begin to talk about looking forward and understand why it is important to many Christians.</p> <p>Transition</p> <p>Children can understand that people around the world have different religious beliefs.</p>	<p>KS1 R.E Children in KS1 will continue to explore and reflect on their own way of life, and feelings about this, and will also continue encountering religious and non-religious ways of living.</p> <p>Children will engage with a sequence of religious education sessions by joining in with an experience of a concept.</p> <p>Children will have opportunities to first explore and then later share their own experience of the concepts studied.</p> <p>Children will be encouraged to ask questions and recognise that different people may respond in different ways to their questions.</p>

ELGs:



Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

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

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

Educational programme:

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

<p>Expressive Arts and Design</p>  <p>Key vocabulary Music Rhyming, beat, pitch (high, low), tempo (fast, slow), dynamic (loud, quiet) perform</p>	<p>Music: Being Imaginative Children can experiment with different instruments and their sounds.</p> <p>Children can name some musical instruments.</p>	<p>Music: Being Imaginative Children can sing nursery rhymes.</p> <p>Children can take part in a whole year group winter performance.</p>	<p>Music: Being Imaginative Children can create narratives based around stories.</p> <p>Children can clap syllables in words and their name.</p>	<p>Music: Being Imaginative Children can move in time to the music.</p> <p>Children can recognise when music is getting faster and slower.</p>	<p>Music: Being Imaginative Children can play an instrument following a musical pattern.</p> <p>Children can recognise when a musical note is high or low pitch.</p>	<p>Music: Being Imaginative Children can invent their own narratives and stories.</p> <p>Children can listen, move to and talk about music, sharing their feelings and responses.</p>	<p>KS1 -use their voices expressively and creatively by singing songs and speaking chants and rhymes -play tuned and untuned instruments musically -listen with concentration and understanding to a range of high-quality live and recorded music -experiment with, create, select and combine sounds using the inter-related dimensions of music</p>
<p>Key vocabulary:</p>  <p>Art Paint Print Stick Glue Colour mixing</p>	<p>Art: Creating with Materials Drawing - Children can explore mark making</p> <p>Painting- Children can use horizontal and vertical brush strokes to paint</p> <p>Collaging - Children can use glue sticks with support.</p> <p>Sculpting - Children can explore moulding and rolling playdough.</p>	<p>Art & Design: Creating with Materials Drawing - Children can continue to explore mark making</p> <p>Painting - Children can experiment with mixing colours and naming colours. Children can explore printing using a range of colours.</p> <p>Collaging - Children can join items, which have already been cut, using glue.</p> <p>Sculpting - Children can continue using skills or rolling and use tools such as cutters to make shapes.</p>	<p>Art & Design: Creating with Materials Drawing - Children can draw images in a context of their interests</p> <p>Painting- Children can use a range of movements and brush strokes to paint. Children can print to create patterns.</p> <p>Collaging - Children can explore using different materials when sticking.</p> <p>Sculpting - Children can use a variety of techniques to mould playdough, such as twisting, poking, pinching stretching.</p>	<p>Art & Design: Creating with Materials Drawing - Children can draw with increasing detail and use a variety of lines, such as representing a face with a circle and including details.</p> <p>Painting- Children can hold paint brushes with increasing precision.</p> <p>Collaging - Children can independently choose colour and shapes through cutting and sticking.</p> <p>Sculpting - Children can manipulate different materials, including pipe cleaners, recycled materials.</p>	<p>Art & Design: Creating with Materials Drawing - Children can press firmly using a tripod pencil grip to show detail when drawing.</p> <p>Painting- Children can make choices about what colours they will mix.</p> <p>Collage - Children can independently select materials and textures and stick it down, such as felt, tissue paper, card.</p> <p>Sculpting - Children can explore manipulating clay.</p>	<p>Art & Design: Creating with Materials Drawing - Children can create an observational drawing showing different texture, such as representing a minibeast with fur and spots.</p> <p>Painting- Children can plan what they will paint and print.</p> <p>Collage - Children can continue to cut out shapes for collaging and start to explore skills for tearing, such as small rips, large tears horizontal.</p> <p>Sculpting - Children can make a sculpture of their interest using taught skills.</p>	<p>KS1 - to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>



DT: *Creating with Materials*

Children can explore joining a variety of construction materials through their play, such as train tracks, duplo, and outside building bricks.

Computing: Children can interact with online games supported by an adult using technology, such as interactive board.

DT: *Creating with Materials*

Children can use PVA glue and pritt sticks to join and explore different textures and materials through their play. (glitter, feathers, pipe cleaners etc)

Computing: Children can continue to interact with online games using technology, such as interactive board.

DT: *Creating with Materials*

Children can explore threading to join materials together, such as beads on pipe cleaners, necklaces and bracelets.

Children can start to use cutting tools for a purpose, such as hole punching and scissors.

Computing: Children can operate simple equipment turning on and off ICT hardware.

Children can start to use pre-selected apps and programmes.

DT: *Creating with Materials*

Children can continue to use PVA glue and pritt sticks to join and explore different textures and materials through their play.

Children can begin to use selotape to join materials in their play.

Computing: Children can use ICT hardware to interact with age-appropriate computer software.

DT: *Creating with Materials*

Children can construct with a purpose in mind, using a variety of joining techniques.

Computing: Children can continue to use ICT hardware to interact with age-appropriate computer software.

DT: *Creating with Materials*

Children can begin to explore simple mechanisms to join card, such as split pins.

Computing: Children can select and use technology for particular purposes.

Design

- purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- Make**
- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- Evaluate**
- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria
- Technical knowledge**
- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.




ELG:



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



Being Imaginative: Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

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.

Aspirations				
	Intent (Aspiration)	Area of Learning	Implementation (What we will do)	Impact (What the children will do)
	<p>I can play a game I enjoy and explain the rules</p> <p>Working together</p> 	C&L PSED M PD	<ul style="list-style-type: none"> • Group work sessions on good speaking and listening • Visual aids • Opportunities to practice social interaction with peers • Small groups narrative sessions • Small group speaking and listening sessions • Practise different card and dice games. • Outside group games such a tag, football, What's the time Mr Wolf 	<p>End Milestone: Children can play a collaborative game with a group of friends while supported to varying degrees by an adult. They listen to each other, follow the flow of the game and play within the rules.</p>
	<p>I can share a story and become a story teller</p> <p>Establish resilience</p> 	C&L PSED L	<ul style="list-style-type: none"> • Black sheep narrative stories, • books and story sacks available • Guided reading • Helicopter stories • Imaginative role play • Songs and rhymes • Daily story time 	<p>End Milestone: Children can create their own story using inspiration from their school experiences and their own interests.</p>
	<p>I can appreciate the world around me and learn how to take care of it</p> <p>Experience opportunities</p> 	C&L PSED UtW EAD	<ul style="list-style-type: none"> • Weather champion? Days of the week and daily weather chart and season • Forest school • Trips: Staunton, Farm, Post box, RE church trip, soft play • Trosnant airlines - cultures, countries, beliefs and traditions • Explore freely outdoors • Caterpillars and butterflies • Tadpoles to frogs • Floating and sinking 	<p>End Milestone: Children notice the world around them and notice changes over time. They can talk about their life and beliefs and those of others.</p>

			<ul style="list-style-type: none"> • Changing materials from one state to another, melting ice, cooking • Mud kitchen • Planting and growing • learn about different cultures, races, religions beliefs • Understand how things work and their impact on nature and the environment. • Different bins in the classroom 	
	<p>To write for pleasure</p> <p>Establish resilience</p> 	<p>C&L PSED PD L</p>	<ul style="list-style-type: none"> • Funky finger activities • Phonics • Jungle journey • Big write • Dough gym • Writing opportunities - cards, letters, lists, I can see... • PE 	<p>End Milestone: Children can write words, captions, sentences in a context of their interest.</p>
	<p>I know when I have been successful</p> <p>Explore goals</p> 	<p>C&L PSED</p>	<ul style="list-style-type: none"> • SCARF lessons • Discuss school values • Class discussions • Visual aids around the classroom • Star jar as a whole class reward • Characteristics of Effective Learning • Building relationships with peers and adults • Sharing learning • Positivity tree • Behaviour policy positive rewards recognition board, house points 	<p>End Milestone: Children can verbally share a time when they have been proud of themselves for completing a task or achieving their own personal goals. For example complete the monkey bars, build a tall tower, pass sound blending 10 etc.</p>

<p>I can keep myself safe</p> <p>Respect everyone (including myself)</p> 	<p>PSED C&L PD</p>	<ul style="list-style-type: none"> • Healthy eating • Knowing address • People who help me • Following school and class rules • Using tools sensibly/ correctly • Forest school • PE - move around safely 	<p>End Milestone: Children will be able to follow school rules and explain why they are necessary. Children will be able to move safely around the school, local area and on school trips.</p>
<p>I can solve a problem in different ways</p> 	<p>C&L PSED PD U+W M EAD</p>	<ul style="list-style-type: none"> • Model thinking out loud • Maths problem • Technology, Science, Investigations, self-regulate group work 	<p>End Milestone: Children will be able to problem solve and will be confident to tackle any problem that comes their way They will work collaboratively with others and negotiate to find solutions.</p>

