

Year/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Marvellous Me Hook: All about Me bags	Let's Celebrate! Hook: Squirrel's acorns	We're on our Way Hook: Bear on the run	Roars, Claws and Paws Hook: Visit to the farm	Roots, shoots and muddy boots Hook: Our own caterpillars	Sunshine and Seashells Hook: Underpants Treasure Hunt
Trips				Farm Trip		Church Trip
Literature and Reading Spine						

<p>Literature and Reading Spine</p>	<p>Goldilocks and the three bears Pete The Cat Rocking in my school shoes Homes around the world My mum and dad make me laugh (maths) Grandma's button box (maths and past and present) Grandpa Bodley and the photographs (past and present) Who are you? Funnybones All are Welcome Owl Babies All kinds of families Peepo (Past and present) Through Music: Pat-A-Cake 12345, Once I caught a fish alive This Old Man 5 Little ducks Name Song Things for fingers</p>	<p>The Lost Acorns The Jolly Christmas Postman The Best Diwali Ever The Christmas Story The 12 Days of Christmas We all Celebrate Shine Little Glow Hats of Faith (People, Culture & Communities) Eight Nights, Eight lights A Day to Remember (past and present) Through Music: I'm a little teapot The grand Old duke of York Ring-a-roses Hickory Dickory Dock Not too Difficult The ABC Song</p>	<p>Bear Hunt Lost and Found Whatever Next Look up How to Catch a Star Here comes Jack Frost The Great Explorer Ernest Shackleton (Past and Present) The Great Race (People, Culture & Communities) Emma Janes's Aeroplane William Bee's Wonderful World of things that Go Mr Gumpy's motor car (past and present) Martha Maps it out Through Music: Wind the Bobbin Up Rock a bye baby 5 little monkeys jumping on the bed Twinkle Twinkle If you're happy and you know it Head, shoulders, knees and toes</p>	<p>A Squash and a Squeeze The Enormous Turnip The Little Red Hen What the Ladybird Heard Dear Zoo Oi Frog The Tiger who came to Tea The Gruffalo My Encyclopedia of very important animals. Handa's Surprise (People, Culture & Communities) Above and Below (Natural World) Through Music: Old MacDonald Incy Wincy Spider Baa Baa Black Sheep Row, row, row your boat The Wheels on the bus The Hokey Cokey</p>	<p>The Hungry Caterpillar How to grow a dinosaur Supertato TREE Jasper's Beanstalk Superworm Tad Luna Loves Gardening Growing and Changing The Big book of Bugs The Amazing Life Cycle of Plants</p>	<p>Pirates love underpants Someone Swallowed Stanley Sharing a Shell Rainbow Fish Captain Flynn and the Dinosaur Commotion in the Ocean Clean up Tiddler Look inside Seas and Oceans Pizza for Pirates Seaside Holidays now and then (Past and Present)</p>
<p>Communication and Language</p>						
<p>Listening, Attention and Understanding</p>						

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

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

Phonics	Phase 2	Phase 3* (some phase 4 adjacent consonants taught alongside)	Phase 3-4	Phase 3-4	Phase 4	Phase 5 Introduction
	<p>Know Grapheme Phoneme Correspondence of:</p> <p>s, a, t, p m, i, n, d g, o, c, k ck, e, u, r ss</p> <p>h, b, f, l, ff, l (taught in Week 6 so after assessment)</p> <p>Blend with known letters for reading VC and CVC words.</p> <p>Orally segment for VC and CVC words for spelling</p> <p>Know HRS(harder to read and spell) words (l, the, to, no, put, of, is, into, pull, as, his go).</p>	<p>Know Grapheme Phoneme Correspondence of:</p> <p>oo (book) oo, oo, ar, or, ur ure, er, ow (low)</p> <p>Blend with known letters for reading VC and CVC words.</p> <p>Orally segment for VC and CVC words for spelling</p> <p>Know HRS words (he, she, buses, we, me, be, push, was, her, my, you).</p>	<p>Know Grapheme Phoneme Correspondence of:</p> <p>oo (book) oo, oo, ar, or, ur ure, er, ow (low)</p> <p>Blend with known letters for reading VC and CVC words.</p> <p>Orally segment for VC and CVC words for spelling</p> <p>Know HRS words (they, all, are, ball, tall, when, what).</p>	<p>Know Grapheme Phoneme Correspondence of all sounds covered so far.</p> <p>Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.</p> <p>Know HRS words (said, so, have, were, out, like, some, come, there, little, one, do, children, love).-</p>	<p>Learn new word structures and suffixes:</p> <p>cvcc -ed/ed/ ccvc -ed /t/ ccvcc -ed/d/ cvcc, ccvc, ccvcc</p> <p>Continue to apply knowledge of blending and segmenting to reading and spelling simple words and captions.</p> <p>Write more graphemes from memory and write a simple sentence using phonic knowledge.</p>	<p>Know Grapheme Phoneme Correspondence of:</p> <p>/ai/ <ay>, /ow/ <ou>, /igh/ <ie>, /ee/ <ea> -le /oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw> /w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe> /or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e> /igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c></p> <p>Know HRS words (Oh, their, people, Mr, Mrs, your, ask, should, would, could, house, mouse, water, want, very).</p> <p>ELG (Reading) Children at the expected level of development will:</p> <ul style="list-style-type: none"> - say a sound for each letter in the alphabet and at least 10 digraphs - Read words consistent with their phonic knowledge by sound blending - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some

						common exception words.
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Reading

Word Reading

Reading Word Reading	<p>(Hear general sound discrimination and be able to orally blend and segment) As above</p> <p>Recognise own name</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read a few common exception words matched to the school's phonic programme.</p>	<p>Read simple phrases and sentences made up of words with known-letter correspondences and a few known exception words.</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound blending.</p> <p>Read aloud simple sentences and books consistent with their phonic knowledge including their common exception words.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound blending.</p> <p>Read aloud simple sentences and books consistent with their phonic knowledge including their common exception words.</p> <p>Starting to demonstrate greater levels of fluency when reading.</p>
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Word Reading Across the Year	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. A strong emphasis is to be placed on developing fluency for reading high frequency words by sight, consistent with their phonic knowledge. Read books consistent with their phonic knowledge at all points across the year.					
Book band expectation	1	2	3	3	4	4
Comprehension						
Reading Comprehension	<p>Listen and enjoy sharing a range of books.</p> <p>Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover.</p> <p>Know that print carries meaning and has different purposes and in English, is read from left to right and top to bottom.</p> <p>Know the difference between text and illustrations.</p> <p>Enjoy joining in with rhyme, songs and poems.</p> <p>Join in with repeated words and key phrases from stories.</p>	<p>Engage in conversation and can answer questions when reading wordless fiction and nonfiction books.</p> <p>Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.</p> <p>Talk about events, feelings, main characters, where a story is set and recognise links to own life experiences.</p> <p>Make simple predictions using pictures.</p> <p>Learn new vocabulary by naming what is in the picture.</p>	<p>Use picture clues to help read a simple text.</p> <p>Predict and anticipate key events based on illustrations, story content and title.</p> <p>Explore both nonfiction and fiction books.</p> <p>Play is influenced by the experience of books (small world, role play).</p>	<p>Retell stories in the correct sequence and draw on language patterns of stories.</p> <p>Say how they feel about stories and poems using 'because' to justify what parts of the story they liked or disliked, can identify favourite characters, events, or settings and why.</p> <p>Play influenced by experience of books</p> <p>Innovate a well-known story with support.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Innovate a well-known story with support</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</p> <p>Innovate a well-known story.</p>

Reading Comprehension Across the Year	<ul style="list-style-type: none"> - Develop play and retell stories using props, visual prompts and linked activities e.g. real-life experiences, role play, small world play, puppets, story spoons, story stones or masks etc. - Use different voices for the narrator and each character and show enjoyment of the story through manner. - Practise possible conversations between characters 					
<h2 style="margin: 0;">Writing</h2>						
Talk for Writing Focus	T4W - Imitate (character) Non-fiction - Wanted Poster for Goldilocks	T4W - imitate and innovate (character) Non-fiction - Letter to Postman	Imitate and innovate (plot) Non-fiction - Missing Penguin Poster	T4W - Imitate and innovate (setting) Non-fiction - Instructions on how to make bread	T4W - imitate and innovate (plot) Non-fiction – Life Cycle of a Butterfly.	T4W - Imitate and innovate (setting) Non-fiction - non chron - sea creatures/writing postcards
<h2 style="margin: 0;">Emergent Writing</h2>						
Writing milestones across the year	Aware that writing communicates meaning. Give meaning to marks they make (e.g. add some marks to their drawings and paintings). Understand that thoughts can be written down.	Copies adult writing behaviour e.g., writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words. Use appropriate letters for initial sounds.	Build words using letter sounds in writing. Write their name, copying it from a name card or try to write it from memory.	Start to write simple phrases (with finger spaces) with words with known sound-letter correspondences.	Start to write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Use familiar words in writing.	Start to write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Use familiar words in writing. Early Learning Goal: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters;

						- Write simple phrases and sentences that can be read by others using a capital letter and full stop.
Composition						
Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.	Orally compose a sentence with teacher support (e.g. hold a sentence) and hold it in memory before attempting to write it. (Think it, say it, write it) Recognise that after a word there is a space	Orally compose a sentence with teacher support (e.g. dictated sentences) and hold it in memory before attempting to write it. (Think it, say it, write it, Check it) Recognise that after a word there is a space	Begin to orally compose their own sentences and hold it in memory before attempting to write it. (Think it, say it, write it, Check it) Recognise that after a word there is a space	Write simple phrases and sentences that can be read by themselves and others (sentences with a full stop and capital letter) Select and apply familiar words for a purpose. (Think it, say it, write it, Check it)	Early Learning Goal: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters;	
Spelling						
Orally segment sounds in simple VC and CVC words by identifying the sounds.	Orally spell VC and CVC words by identifying the sounds.	Spell to write VC and CVC words independently using Phase 2 graphemes Write their name copying it from a name card or try to write it from memory.	Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed. Spell some irregular common (tricky) words e.g., the, to, no, go, I, into independently.	Spell words by identifying sounds in them and representing the sounds with a letter or letters. Be able to spell some phase 3 tricky words with the support of word mats. Make phonetically plausible attempts when writing more complex unknown words.	Spell words by identifying sounds in them and representing the sounds with a letter or letters. Be able to spell some phase 3 tricky words independently. Make phonetically plausible attempts when writing more complex unknown words.	
Handwriting						
Children are able to adopt a good sitting position for writing, feet on the floor, bottom to back of	Begin to form letters in line with their phonic knowledge.	Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable lower case letters in line with	Show more clarity in forming letters with ascenders and descenders and capital letters.	Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated.	Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated.	

	<p>chair, non-writing arm resting on the table.</p> <p>Know that print carries meaning and in English, is read from left to right and top to bottom.</p> <p>Draws lines and circles (see progression document).</p>		<p>their phonic knowledge.</p>	<p>Start to match and form capital letters correctly.</p>	<p>Form most capital letters correctly.</p>	<p>Form most capital letters correctly.</p> <p>Early Learning Goal:</p> <ul style="list-style-type: none"> - 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;
<p>Writing Across the Year</p>	<p>Use writing in play.</p> <p>Show awareness of different audiences for writing and write for a range of purposes (e.g. lists, labels, instructions)</p> <p>Children are able to read back what they have written to an adult.</p> <p>Handwriting:</p> <p>See pencil grip and fine motor skill progression document</p>					
<h2>Mathematics</h2>						
<p>Maths Curriculum</p> <p>(see separate year R maths curriculum document for small step progression)</p>	<p>Sorting and Comparing</p> <p>Recognising Patterns</p> <p>The Numberness of 0-2</p>	<p>The Numberness of 3-5</p> <p>Calculation within 5</p> <p>2D Shape</p>	<p>Numberness of 5 - 8</p> <p>Measures</p>	<p>Numberness of 8 - 10</p> <p>Calculation within 10.</p>	<p>Counting to 20 and beyond</p> <p>Doubling, odd and even patterns</p>	<p>Sharing</p> <p>3D shape and pattern</p> <p>Measures</p> <p>Consolidation of everything already learnt.</p>

within each strand)	Mathematics Milestones					
	<p>Continue, copy and create an AB pattern.</p> <p>Compare amounts, saying 'more', 'less' 'same'.</p> <p>Develop fast recognition of up to 2 objects, without having to count them.</p> <p>Know addition number facts to 2</p> <p>Recognise numerals to 2 and match with the right number of objects.</p>	<p>Verbally recite numbers past 5.</p> <p>Say one number for each item in order: 1, 2, 3, 4, 5</p> <p>Be able to perceptually recognise up to 5 objects, without having to count them.</p> <p>Recognise numerals to 5 and match with the right number of objects.</p> <p>Compare and order numbers to 5.</p> <p>Compose and partition numbers to 5, knowing addition number facts to 5.</p> <p>Be able to find one more and one less within 5.</p> <p>Talk about and explore 2D shapes.</p> <p>Create own ABC patterns.</p>	<p>Verbally recite numbers past 10.</p> <p>Say one number for each item in order: 1, 2, 3, 4, 5, 6, 7, 8</p> <p>Recognise numerals to 8 and match with the right number of objects.</p> <p>Compare and order numbers to 8.</p> <p>Compose and partition numbers to 8, knowing addition number facts to 5 and some addition facts to 8.</p> <p>Use comparative language to compare length, height and capacity.</p>	<p>Verbally recite 10-20.</p> <p>Touch count reliably to 10 and recognise the numerals for each number.</p> <p>Be able to compare quantities to 10.</p> <p>Recall all addition and subtraction facts to 5 and some to 10.</p> <p>Can now conceptually subitise to 5.</p>	<p>Start to count beyond 20 verbally using the structure of 10 to help them.</p> <p>Be able to identify odd and even numbers and compare them.</p> <p>Be able to share quantities equally and reason why they cannot be shared.</p> <p>Recall all addition and subtraction facts to 5 and some to 10.</p> <p>Can now conceptually subitise to 5 rapidly..</p> <p>Recall double facts to 10.</p>	<p>Number</p> <p>-Have a deep understanding of numbers to 10, including the composition of each number.</p> <p>-Subitise (recognise quantities without counting (up to 5).</p> <p>-Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10 including double facts.</p> <p>Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>-Compare quantities up to 10 in different contexts, recognising where one quantity is greater than, less than or the same as the other quantity.</p> <p>-Compare quantities up to 10, including evens and odds, double facts and how quantities can be distributed evenly.</p> <p>Talk about and explore 3D shapes.</p>

Create own patterns with varying rules..

Personal, Social and Emotional Development

Building Relationships

<p>Personal, social and emotional development</p> <p>Building Relationships</p>	<p>Get to know familiar adults and peers by name.</p> <p>Settling in and making new friends.</p> <p>Develop a sense of community as a ‘class’ and St Mark’s wider school community.</p>	<p>Forms good relationships with peers and adults in the classroom.</p> <p>Notice and ask questions about differences to develop a positive attitude towards diversity and inclusion</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Begin to take turns with adult support.</p>	<p>Form good relationships with adults in the wider school team.</p> <p>Children are able to play within a small friendship group</p> <p>Children are able to listen to each other as well as staff.</p> <p>Children continue to take turns with increased independence.</p>	<p>Become more outgoing with unfamiliar people e.g. visitors in school.</p> <p>Children can share resources when playing.</p> <p>Children are able to play with a wider group of peers.</p> <p>Children continue to take turns with increased independence.</p>	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others’ needs.</p>	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others’ needs.</p>
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Managing Self

<p>Managing Self</p>	<p>Become familiar with resources in the classroom and select and use these for activities with help when needed.</p>	<p>Children explore all areas of the classroom (explorinator).</p> <p>Children can reflect and self-evaluate their</p>	<p>Children self-select resources specific to their work/play with support where needed (Captain Adapting).</p>	<p>Children self-select resources specific to their work/play with increasing levels of independence (Captain Adapting).</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Rules</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Rules</p>
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	<p>Children can settle at some activities for a while (Maximum Effort).</p> <p>Children start to verbalise which activities they will try (Plan, Do, Review).</p> <p>Be able to name the characters for learning at St Mark's: Maximum effort, Captain Adapting, Explorinator.</p> <p>Rules</p> <p>Start to understand and follow basic class rules with the use of visuals (Class Charter).</p> <p>Health and Hygiene</p> <p>Children are able to put on their coats/jumpers/cardigans, but may need support with buttons/zips.</p> <p>Children can request to use the toilet when needed, verbally or with Makaton/PECS</p> <p>Children know the steps to follow in the toilet including flushing and washing hands.</p>	<p>activities with the support of stem sentences (plan, do review).</p> <p>Can respond to a difficulty/problem and continue with adult support acknowledging the appropriate character (Maximum Effort).</p> <p>Rules</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Health and Hygiene</p> <p>Children are able to put on their coats/jumpers/cardigans and finish the last step for buttons/zips.</p> <p>Children understand why we wash our hands at different times of the day.</p>	<p>Children are helped to set own goals and set out to achieve them (Captain Adapting).</p> <p>Beginning to be able to negotiate and solve problems without frustration (Maximum Effort).</p> <p>Children show willingness to try new things.</p> <p>Rules</p> <p>Children become less reliant on visuals to remember rules.</p> <p>Health and Hygiene</p> <p>Children are increasingly independent as they get dressed and need less support with buttons and zips.</p> <p>Children are able to wash their hands with increasing levels of independence.</p>	<p>Children are willing to change their approach in solving problems without frustration (Captain adapting).</p> <p>Children show willingness to try new things.</p> <p>Rules</p> <p>Children are able to remember rules without needing an adult to remind them.</p> <p>Health and Hygiene</p> <p>Children are able to be independent as they get dressed (including with buttons and zips).</p> <p>Children are able to take responsibility for washing their hands at different points in the day.</p> <p>Children can identify healthy food choices.</p> <p>Children know how to use a toothbrush and the importance of brushing their teeth</p>	<p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Health and Hygiene</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Health and Hygiene</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
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Across the Year	Children are helped to develop problem solving skills by talking through how they, you and others resolved a problem or difficulty. Mistakes are encouraged as an important part of learning and going back is trial and error, not failure Model practices that support good hygiene, such as insisting on washing hands before snack time and Covid safe practices e.g.tissues.					
	Self-Regulation					
Self-Regulation	<p>Show 'effortful control'. e.g. waiting for a turn or resisting the urge to grab.</p> <p>Be able to tell adults (or show through Makaton) how they are feeling.</p> <p>To know where the calming corner is in the classroom and its purpose for all children (any emotion is acceptable).</p>	<p>Begin to take turns with adult support.</p> <p>Talk about their feelings using sentences joined with words like 'because' e.g. I am sad because...</p> <p>To begin to use strategies for calming with adult support.</p> <p>With support, can start to understand how others may be feeling (linked to reading and play).</p>	<p>Children continue to take turns with increased independence.</p> <p>Children can agree and compromise with adult support if conflict arises.</p> <p>To show increasing independence in using the taught strategies to regulate their feelings.</p> <p>To be able to describe how someone else is feeling and why (positive and negative).</p>	<p>Children can suggest a reasonable solution to solve a conflict .</p> <p>To show increasing independence in using the taught strategies to regulate their feelings.</p> <p>To be able to describe how someone else is feeling and why (positive and negative).</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or more.</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or more.</p>
PSHE - JIGSAW	Being Me in My World	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Each Jigsaw piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory	Within this unit calming strategies need to be explicitly taught e.g. 5 deep breaths, walking away to the calming corner,	<u>Children will learn to:</u> Talk about one thing that makes them different from their friends and one thing that they have in common.	<u>Children will learn to:</u> Talk about a challenge and what they did well. Say why a challenge made me feel good about themselves.	<u>Children will learn to:</u> Talk about something amazing about how their body works and something they need to do to keep it safe and healthy.	<u>Children will learn to:</u> Name some people who are special to them and talk about ways they help them stay safe and feel special.	<u>Children will learn to:</u> Talk about some ways that they have changed since being a baby. Know the main body parts that make boys and girls different.




<p>national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills.</p>	<p>waiting for the turn of the timer.</p> <p><u>Children will learn to:</u> Talk about something positive that they like about being in their class.</p> <p>Say how they help make their class a happy and safe place - Where is the safe, calm place in our classroom?</p>	<p>Talk about ways that they could be kind to other people in their class.</p>		<p>Know that their body is special and they need to take care of it.</p>	<p>Talk about why they like some people.</p> <p>Know who they might go to for help if they needed it.</p>	<p>Know some of the correct names for these and that they are private.</p> <p>Talk about some things that will change for them and how they feel about this.</p>
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Understanding the World

People, Culture and Communities

<p>Understanding the world</p> <p>People, Culture and Communities</p>	<ul style="list-style-type: none"> -Children can identify who is in their own family and members of the school community. -Children notice similarities and differences between them and their peers. -Show interest in different occupations. Recognise that some environments are different to the one in which they live. 	<ul style="list-style-type: none"> -Children can name and describe people who are familiar to them, including people in their community. -Children understand their own family customs and routines and know that other people do not celebrate the same things. -Show interest in different occupations. 	<p>Through Journeys</p> <ul style="list-style-type: none"> -Understand that some places are special to members of the community (e.g. Hindu temple RE) -Know that there are different countries in the world and talk about differences they have experienced or seen in photos/books - Recognise that some environments are different to the one in 	<ul style="list-style-type: none"> Children can explain the similarities and differences between rural, farming environments and the one in which they live -Show interest in different occupations. -Use appropriate words, e.g. 'farm', 'town' 'city' 'tractor' 'combine harvester' 'cow', 'pig', 'horse', 'goat', 'chickens', distinctions in their observations. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
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			which they live and can name specific features of the natural world		in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.	countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
Across the Year	<p style="text-align: center;">Mapping</p> <p>Children should be given opportunities through play and direct modelling to draw information from a simple map. These can be simple maps of their immediate environment, or maps from imaginary story settings they are familiar with. New vocabulary should be introduced where appropriate e.g. road, village, house, town etc.</p>					
Geography Curriculum Foundations through Understanding the world	<ul style="list-style-type: none"> - Through stories children are helped to make sense of different environments and the concept of a 'journey' e.g. We're going on a Bear Hunt'. - Expose children to appropriate words, e.g. 'city' 'town', 'village', 'road', 'path', 'house', 'flat', 'beach' to help children describe their observations when examining photographs and visiting local places. <ul style="list-style-type: none"> - Children to express their opinions on natural and built environments using words that help such as: 'busy' and 'quiet'. <ul style="list-style-type: none"> - Role Play – children create their own 'places' and describe the features of their 'place' to others. <p>Progression in Mapping</p> <ul style="list-style-type: none"> - Through play, children to explore simple maps and plans. <ul style="list-style-type: none"> - Children to draw their own imaginary maps related to journeys or settings in story books - Through role play, children devise their own imaginary maps with their own symbols that they can explain the meaning of. <ul style="list-style-type: none"> - Through role play, children can start to follow routes on a given map. 					
Geography Opportunities through topic links	<p>Our School and Local Area</p> <ul style="list-style-type: none"> -exploring and mapping the Year R base. -aerial photo of the school 	<p>Other countries compared to Southampton</p> <ul style="list-style-type: none"> -human/physical similarities and differences between Shirley and the India. -mapping of a story setting 	<p>Comparing Southampton to the polar region</p> <ul style="list-style-type: none"> - role play going on a journey and mapping (train station/rocket ship role play). -mapping of a story setting -human/physical similarities and differences between Shirley and the arctic. 	<p>Features of a farming environment</p> <p>Identify the similarities and differences between countryside and town.</p> <ul style="list-style-type: none"> -Mapping of a farm area -farm role play e.g. farm shop. 	<p>Maps</p> <ul style="list-style-type: none"> -knowing where food comes from in the world (veg from supertato/fruit from Hungry Caterpillar). -Mapping of a Superhero's journey/secret mission 	<p>The Seaside Abroad</p> <ul style="list-style-type: none"> -Comparing locations around the world -making a treasure map. -Caring for environment

<p>RE Curriculum Foundations through Understanding the world</p>	<p>Communicate: Begin to talk about their own responses to the concepts taught. Apply: Begin to listen to the responses of others to the concepts taught. Enquire: Begin to identify the meaning of a concept. Contextualise: Begin to recognise the concept within a religious story. Evaluate: Reflect and begin to share their reflections about the importance of the concept.</p>					
<p>RE</p>	<p><i>Concept: Me</i> <i>Context: All about me</i></p>	<p>Autumn 2: Christianity Concept: Celebrating Birthdays <i>Context: Christmas - Celebrating Jesus' birth (and other celebrations from the children's experience)</i> Living Difference</p> <p>Core Knowledge: -Christians celebrate the birth of Jesus on Christmas Day -They remember how he was born in Bethlehem a long time ago and think about this at Christmas -They tell the Nativity story as a way of reminding themselves about how Jesus was born -They celebrate by sending cards that remind others about the birth of Jesus, going to special Christmas services, singing hymns about Jesus, having a crib displayed at home and giving presents. -There are many other ways they may choose to celebrate too</p>	<p>Spring 1: Hinduism Concept: Power <i>Context: Ganesh</i> Living Difference</p> <p>Core Knowledge:</p>	<p>Spring 2: Christianity Concept: Symbol of New Life <i>Context: Eggs as a Sign of New Life</i> Living Difference</p> <p>Core Knowledge: -Easter is a very important Christian festival -Christians tell the Easter story to remind them about how Jesus died and then rose again -Christians celebrate Jesus' new life on Easter Sunday and give Easter eggs as a sign of new life.</p> <p style="text-align: center;"></p>	<p>Summer 1: Hinduism Concept: Special Golden thread: Special <i>Context: Special Hindu clothes</i> Living Difference</p> <p>Core Knowledge: -Many people have clothes that are special – for their job, for occasions or for a particular purpose -Many people who are religious will have special clothes -A Christian priest or vicar may wear a special robe called a cassock to show they are a priest -Some children who are baptised into the Christian church will wear a special Christening outfit for the baptism -A bride and groom at a traditional Hindu wedding will wear special clothes that may include traditional Indian dress and customs</p> <p style="text-align: center;"></p>	<p>Summer 2: Christianity Concept: Special Golden thread: Special <i>Context: Jesus and special people for children.</i></p> <p>Core Knowledge: -Jesus is a very special person for Christians -Jesus is special for Christians because they believe he is God's son -Jesus had followers who wanted to be with Him -Jesus made some people better Christians have many pictures and stories about Jesus</p> <p style="text-align: center;"> Visit to Church</p>

The Natural World						
<p>Understanding the world</p> <p>The Natural World</p>	<p>-shows care and concern for living things and the environment.</p> <p>Children can use all 5 senses to explore a range of natural materials.</p>	<p>Can describe the similarities and differences between materials.</p> <p>Children can explore and talk about the different forces they feel.</p> <p>Children can identify and observe the weather for autumn.</p>	<p>Can describe the similarities and differences between materials and changes they notice (Natural and man-made).</p> <p>Children can explore and talk about the different forces they feel (floating and sinking).</p> <p>Children can identify and observe the weather for winter and explain how it has changed.</p>	<p>Has Developed an understanding of growth and change through animal life cycles, and plant growth.</p> <p>Understands the need to respect and care for the natural environment and all living things.</p> <p>Children can identify and observe the weather for spring and explain how it has changed.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Children can identify and observe the weather for summer and explain how it has changed</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<p>Science - Curriculum Foundations</p>	<p>Content:</p> <ul style="list-style-type: none"> • Expanding science capital: Children are exposed to scientists through stories and play e.g. what's it like to be an astronaut? • Children talk about some of the things they have observed in their environment such as plants, animals, natural and found objects. • Children talk about why things happen and how things work in the context of practical activities. • Children observe things closely through a variety of means, including magnifiers and photographs. • Examine change over time, for example, growing plants and animals, and changes that may be reversed, e.g. melting ice. 			<p>Progression in Working Scientifically:</p> <p>Planning</p> <ul style="list-style-type: none"> -Being curious and start to ask questions <p>Enquiring and Testing</p> <ul style="list-style-type: none"> -Performing simple tests and using equipment -sorting and matching things <p>Observing and recording</p> <ul style="list-style-type: none"> -using senses to observe and look closely -looking closely at things and noticing changes -making simple records of what I have done and noticed <p>Evaluating and communicating</p> <ul style="list-style-type: none"> -talking about what I have done and noticed 		

<p>Science Opportunities through topic links</p>	<p>Living Things -Exploring natural materials</p> <p>Materials -materials: best material for house building.</p>	<p>Materials Light and dark</p> <p>States of Matter Melting/Freezing - (What happened to the snowman?)</p> <p>Seasonal Changes -Using our 5 senses to explore -Autumn Study - record and observe</p>	<p>Materials -Den for a bear that stays dark (light and shadows) Waterproof or not?</p> <p>Forces -Floating and sinking Gravity (Rocket launch)</p> <p>States of Matter -save the penguin from the ice.</p> <p>Seasonal Changes -Using our 5 senses to explore -Winter Study - record and observe</p>	<p>-finding things that are similar and different</p>			<p>Living Things</p> <ul style="list-style-type: none"> - animals and what they need to grow - herbivore and carnivore - Exploring different habitats <p>Seasonal Changes -Using our 5 senses to explore -Spring Study - record and observe</p>	<p>Living Things</p> <ul style="list-style-type: none"> - lifecycle of a butterfly - life cycles of a chick, sheep etc. - Life cycle of a plant e.g. growing crops on the farm e.g. cress, bean sprouts etc. <p>Seasonal Changes -Using our 5 senses to explore -Summer Study - record and observe</p>	<p>Forces</p> <ul style="list-style-type: none"> -Floating and sinking -using magnets and to sort the rubbish into different materials (recycling) <p>Living Things</p> <ul style="list-style-type: none"> -How do humans grow? -exploring different habitats
<p>Past and Present</p>									
<p>Understanding the World</p> <p>Past and Present</p>	<p>Know that there are days of the week that repeat and go in order</p> <p>The times of day go in order and repeat everyday e.g. morning is before lunchtime.</p> <p>Talk about the lives of the people around them and their roles in society.</p>	<p>Know the past tense of verbs (plan-do-review)</p> <ul style="list-style-type: none"> -Know before and after as a concept -Can use some ordering language with support e.g. first, next, after that, at the end. 	<p>Can use ordering language with increasing independence (with sentence stems) e.g. first, next, after that, at the end.</p>	<p>Notice that things in nature change with time e.g. plants, chicks, tadpoles.</p> <p>Know that living things do not stay the same over time.</p>	<p>Talk about the lives of the people around them and their roles in society. (T2T)</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (T2T)</p> <p>Understand the past through settings,</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books</p>			

					characters and events encountered in books read in class and storytelling.	read in class and storytelling.
History Curriculum Foundations through Understanding the world	- Children are encouraged to remember and talk about significant events in their own experience to gain greater understanding of 'now' and					
History Opportunities through topic links	-talk about our family and make a family tree.	-discussing Remembrance Day through photographs and story books.	-Look at examples of old transport and new transport through photographs - can they see the difference?	-comparing past and present farm equipment. Sorting activity.	-Dinosaurs - How do we know they existed? (Look at fossils) - Grow your own food (Look at food rationing in WW2)	-fact file on an infamous pirate e.g. Black Beard. Seaside holidays compare past to now what came before. <ul style="list-style-type: none"> - Children are given opportunities to narrate their daily routines/weekly activities. - Be able to identify similarities and differences in past and present events through storytelling and photographs - Provide ways of preserving memories of special events as memories, e.g. making a book, collecting

						photographs, tape recording, drawing and writing.
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Physical Development						
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Gross Motor Skills						
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Physical development	Core Muscles	Games (Multi-skills)	Gym/ Movement	Games (Multi-skills)	Gym/ Movement	Games (Multi-skills)
Gross Motor Skills	<p>Negotiates space when running and changing direction in racing games.</p> <p>Children are able to stand on one leg and jump with both feet off the ground at the same time.</p> <p>Children make decisions on whether to crawl, walk or run across equipment.</p> <p>Children can walk along a line with control.</p> <p>Children can adopt an appropriate sitting position on a chair (sitting upright with feet on the floor and</p>	<p>Negotiates space when running and changing direction in playing and racing games with other children.</p> <p>Children are able to hop and stand on one leg and jump with both feet off the ground at the same time.</p> <p>Children can throw and catch a large ball with an adult when prompted over a short distance.</p> <p>Children travel across the equipment in a variety of ways</p>	<p>Can demonstrate changing direction to avoid obstacles.</p> <p>Children are able to hop on both feet and stand on one leg and jump with both feet off the ground at the same time</p> <p>Children can throw and catch a large ball with an adult over an increasing distance with some degree of consistency</p> <p>Children travel across the equipment in a variety of ways in a controlled manner</p>	<p>Can demonstrate changing direction to avoid obstacles.</p> <p>Is able to adjust speed and direction for a given task</p> <p>Children are able to skip, hop on both feet and stand on one leg and jump with both feet off the ground at the same time</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it</p> <p>Can use and remember sequences of movements related to music and rhythm.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it to a target</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Children are able to participate in activities with others</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and other</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Children show a degree of consistency and confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Children are able to participate in activities with</p>

	<p>chair close to the floor) and with posture when sitting on the floor.</p> <p>Children can ride a scooter or trike over a given length.</p>	<p>Children can balance on a line</p>	<p>Can balance on a line with developing control</p> <p>Can use and remember sequences of movements</p> <p>Children can take part in activities independently within set parameters working sensibly and safely</p>	<p>Children are able to follow simple rules to participate in activities.</p>		<p>others following simple rules.</p>
Across the Year	<p>-Understand the importance of being safe in different situations. -They talk about different ways to be safe. -Understand positional language in a real life context. e.g on, off, up, down, beside, next to, under, between, in-front of, behind through modelling using full sentences.</p>					
	Fine Motor Skills					

<p>Fine Motor Skills</p>	<p>Children are able to hold a pencil to draw horizontal, vertical lines (see progression document). Movement may be mostly from the elbow.</p> <p>Children can snip paper using scissors moving forward (Across, forward, backward, side to side, straight ahead (see progression document)).</p>	<p>Children's pencil grip as developed to at least a 4 finger grip and movement is from the wrist; the hand and fingers start to move as a whole unit (see progression document).</p> <p>Children can cut straight lines and curved lines using the scissors in their dominant hand and their non dominant hand to control the paper (see progression document).</p>	<p>A three finger grasp is developed, where the thumb, index finger and middle finger work as one unit (see progression document).</p> <p>Children can use scissors to cut circle shapes and square shapes (see progression document).</p>	<p>A tripod grip is used consistently when using a pencil with moving coming from the finger tips (see progression document).</p> <p>Children can use scissors to cut circle shapes and square shapes improving to only ¼ of an inch from the drawn line (see progression document).</p>	<p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> <p>children can use scissors to cut complex shapes including figures (see progression document).</p>
<p>Across the Year</p>	<p>-Start eating independently and learning how to use a knife and fork e.g. hand over hand, fork to hold, knife to cut.</p>					
<p>Expressive Arts and Design</p>						
<p>Creating with Materials</p>						

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

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

through expressive arts and design	<p>Make</p> <p>Children begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Uses simple tools and techniques competently and appropriately.</p> <p>Evaluate</p> <p>Children adapt their work where necessary to improve their construction.</p>					
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Design Technology Opportunities through topic links	-Create a new house for the three bears	-snowglobes -Make arctic habitats/dens for squirrels -Split pin snowmen. -Bake Gingerbread	-junk model a vehicle - -Chinese Lanterns Money wallets -Create a bear cave	-what foods come from the farm? -Grow potatoes/carrots Vegetables hidden in earth to be dug out. -Making healthy food for Old Macdonald. -Make homes for the farm e.g. hen house and barn (design first)	-create a gadget for a superhero with a purpose e.g. to rescue someone stuck in a car/on the top of a cliff/stuck in a burning building (Design with a purpose in mind). -junk modelling butterfly/caterpillar or something from a story	- Design a pair of underpants. - Junk model a pirate ship for the captain and his crew to help them search for buried treasure (design with a purpose).
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Expressive Arts and Design

Music

Music	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
	<p>1. Listen and Respond 2. Explore and Create - using voices only and finding the pulse. 3. Singing - nursery rhymes and action songs - building to singing and playing 4. Share and Perform</p>	<p>1. Listen and Respond 2. Explore and Create - initially using voices only but building to using classroom instruments too 3. Singing - nursery rhymes and action songs - building to singing and playing 4. Share and Perform</p>	<p>1. Listen and Respond 2. Explore and Create - initially using voices only but building to using classroom instruments too 3. Singing - nursery rhymes and action songs - building to singing and playing 4. Share and Perform</p>	<p>1. Listen and Respond 2. Explore and Create - initially using voices only but building to using classroom instruments too 3. Singing - nursery rhymes and action songs - building to singing and playing 4. Share and Perform</p>	<p>1. Listen and Appraise a different piece of Funk music each week/step 2. Explore and Create using voices and classroom instruments 3. Sing and Play Big Bear Funk and revisit a selection of nursery rhymes and action songs 4. Share and Perform</p>	<p>Consolidation of Learning from across the year.</p> <p>ELG: Sing a range of well-known nursery rhymes and songs - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. - Invent, adapt and recount narratives and stories with peers and their teacher (across the year).</p>

Music Curriculum Foundations through expressive Arts and Design	<ul style="list-style-type: none"> •Begin to move rhythmically. • Imitate movement in response to music. •Tap out simple repeated rhythms. •Explore and learn how sounds can be changed. •Begin to build a repertoire of songs and dances. •Explores the different sounds of instruments. 					
Computing Curriculum Foundations through wider provision	<ul style="list-style-type: none"> - Talk about ICT apparatus, what it does, what they can do with it and how to use it safely - Use ICT to interact with age-appropriate software, e.g. teach the children how clicking on different icons causes things to happen in phonics/maths games computer programmes. Complete a simple program or game during continuous provision. -Support children to co-ordinate actions to use technology through play, such as taking a photograph/video or dialling a phone number. Encourage them to speculate on why things happen and how they work. - Play with a range of programmable toys such as BeeBots 					
Computing opportunities through topic links	-independently choosing lunch options on IWB.	-tuff cam	-beebots journeys	-using ict in the classroom	-simple phonics game accessed independently.	-record themselves telling a story and plays it back.
Parental Involvement	Introduction to phonics and early reading workshop	Christmas performance	Maths workshop	Easter bonnet craft session and parade	Writing Workshop	Transition to year 1.