


**Progression of Skills & Curriculum Overview**

Area of Learning	Autumn 1 - Marvellous Me!	Autumn 2 - Let's Celebrate	Spring 1 - My Place In Our World	Spring 2 - Out Of Our World	Summer 1 - Amazing Animals	Summer 2 - Ready, Steady, Grow
<b>Other Possible Themes</b>	Ourselves, our families, our school and community, maps of our school and local area, Learning High Five, Seasons, learning about emotions	Bonfire night, Fireworks, Christmas, Toys old and new, Harvest, Diwali	Contrasting location- Antarctica/Penguins,  Winter, Lunar New Year , Build it week (learning to join materials in different ways) Shrove Tuesday and Valentines Day	Space, The Moon Landing, People who help us, Science Week (Materials and states of matter). Spring, Ramadan, Eid, Easter, World Book Day	Dinosaurs, David Attenborough and UK animals, Animals, Comparisons with animals in Africa (Handa's Surprise) Fruit in contrasting countries, Billy's Bucket and Under the Sea	Life cycles, Plants, Growing, Oliver's Vegetables, Summer, Sports Day and Keeping Healthy, Minibeasts, Transition
<b>Our curriculum goals</b>	<p>Forest School throughout the year (Forest School Tuesday) Why? To build up all areas of the EYFS curriculum including communication and language, gross motor skills, PSE and UW. Many of our children do not have access to outside space at home.</p> <p>Building Obstacle Courses: Throughout the year the children will learn to build their own obstacle courses that will include climbing.</p> <p>Why? A large majority of our children live in flats with no outside space. Adults will model building obstacle courses through challenges. These obstacle courses will develop body strength, gross motor skills, speed, grace and agility when moving.</p> <p>Learning High Five: Children will be taught that to be a good learner we need to...</p> <p>Be happy, Persevere, Collaborate, Ask for help when stuck and to Ask questions.</p> <p>These skills will be taught throughout the EYFS.</p> <p>Why? To distinctly teach these skills and encourage children to become more independent, to self-regulate, to use language to share, to collaborate with their peers, settle into school, ask for support and to ask questions. Our low SALT baseline data supports the need for this.</p>		<p>Celebrating the diversity of our school: Children will talk about their own experiences at home to celebrate the diversity within each Reception class and the wider school community. This will also allow the children to take part in back and forth discussions with adults and peers. It will also allow us to draw upon the funds of knowledge.</p> <p>Why? Baseline assessment for speech and language, therefore providing opportunities to speak. We have a wonderfully diverse school with many different cultures.</p> <p align="center">Singing: Children will sing songs every day.</p> <p>Why? Singing helps children with SAL needs to gain a wider vocabulary and to develop their speech skills.</p> <p>Shrec Friday - Staff to use the shrec approach (share attention, respond, expand, conversation) in order to promote high quality interactions with all children) Why? speech and Language baseline data, development of listening and attention skills, use of new vocabulary, encouraging back and forth conversations.</p>		<p>Favourite 5- By the end of the Reception year 30 books including traditional tales, poems and nursery rhymes will have been taught to the children.</p> <p>Why? Speech and Language baseline data, development of listening and attention skills, following story, use of new vocabulary, repeated refrains to support language development, Makaton as a visual for re-telling the stories.</p> <p>Makaton: Children will be taught some basic Makaton signs and will learn to retell some stories using actions and sing nursery rhymes supported by signs.</p> <p>Why? Many children within our EYFS have additional needs or EAL and Makaton helps children to communicate and learn new vocabulary.</p>	
<p><b>Communication and Language</b></p>  <p>Communication and Language is developed throughout the year through high quality interactions, daily news sharing using Tapestry, makaton, stories, singing, speech and language interventions (Attention bucket, Talk Boost, 1-1 work with FF)</p>	<p><b>Listening, Attention and Understanding</b></p> <p>Children will begin to understand how to listen carefully and know why it is important.</p> <p>Children will answer and ask who questions.</p> <p><b>Speaking</b></p> <p>Children will know and retell 'We're going on a bear hunt.'</p>	<p><b>Listening, Attention and Understanding</b></p> <p>Children will demonstrate developing listening skills, making comments about what they have heard.</p> <p>Children will answer and ask where questions.</p> <p><b>Speaking</b></p> <p>Children will know and retell 'The Gingerbread Man'.</p>	<p><b>Listening, Attention and Understanding</b></p> <p>Children will listen to stories and join in with repeated refrains.</p> <p>Children will answer and ask when questions.</p> <p><b>Speaking</b></p> <p>Children will talk in front of small groups and their teacher offering their own ideas or sharing their own experiences (using well formed sentences).</p>	<p><b>Listening, Attention and Understanding</b></p> <p>Children will listen to stories and once they are familiar with them will then use talk to retell them.</p> <p>Children will answer and ask what questions.</p> <p><b>Speaking</b></p> <p>Children will connect their ideas in sentences using conjunctions, e.g. and, because.</p>	<p><b>Listening, Attention and Understanding</b></p> <p>Children will link events in a story to their own experiences.</p> <p>Children will answer and ask why (how do you know) questions.</p> <p><b>Speaking</b></p> <p>Children will talk about events that are important to them, trying to recall them in the correct order and with a good amount of detail.</p>	<p><b>Listening, Attention and Understanding</b></p> <p>Children will be able to have conversations with adults and peers with back-and-forth exchanges.</p> <p>Children will ask relevant questions to find out more or check their understanding.</p> <p><b>Speaking</b></p> <p>Children will use talk in sentences using a range of tenses.</p> <p>Children will know and retell our Favourite Five books</p>

<p>Children will know and use new vocabulary linked to the theme 'Marvellous Me' including; special, unique, similar, different.  (Linked to word of the day).</p>	<p>Children will know and use new vocabulary linked to the theme 'Let's celebrate' including; tradition, Diwali, religion.  (Linked to word of the day).</p>	<p>Children will know and retell our Favourite Five books  Children will know and use new vocabulary linked to the theme 'My Place In The World' including globe, oceans, seas, land, countries.  (Linked to word of the day).</p>	<p>Children will know and retell A Squash and Squeeze  Children will know and use new vocabulary linked to the theme 'Out Of Our World' including, space, planets, moon.  (Linked to word of the day).</p>	<p>Children will know and retell our Favourite Five books  Children will know and use new vocabulary linked to the theme 'Amazing Animals Around Me' including David Attenborough, similar, different, temperature.</p>	<p>Children will know and use new vocabulary linked to the theme 'Ready Steady Grow' including plants, growing, seeds, bulbs.  (Linked to word of the day).</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.

**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.

**Personal, Social and Emotional Development**



Children develop their personal, social and emotional skills throughout the year through, scaffolded and structured play opportunities, modelled behaviour from adults, social stories (where needed), diversity stories, PSHE stories within Favourite 5, sharing experiences via Tapestry, Learning High Five.

<p><b>Self-Regulation</b> Children will be able to follow one step instructions given by an adult.  Children will focus on the adult during short whole class activities.</p> <p><b>Managing Self</b> Children will learn to wash their hands independently.  Children will be willing to try new activities using the 'say "yes" and do your best' learning phrase.  Show an understanding of their own feelings and those of others</p> <p><b>Building Relationships</b> Children will form positive relationships with the adults in school (link to Be Happy).</p>	<p><b>Self-Regulation</b> Children will recognise different emotions.  Children will talk about how they are feeling.</p> <p><b>Managing Self</b> Children will begin to show perseverance in the face of a challenge- link to Baby Bird and One Thousand Steps.  Children will understand the need to have classroom rules.  Show an understanding of their own feelings and those of others</p> <p><b>Building Relationships</b> Children will begin to develop friendships, both old and new.</p>	<p><b>Self-Regulation</b> Children will be able to focus during longer whole class lessons.</p> <p><b>Managing Self</b> Children will increase their levels of independence when completing challenges, such as collecting own resources.  Children will develop independence when dressing, in particular putting shoes and socks on, fastening coats and putting on jumpers.</p> <p><b>Building Relationships</b> Children will be able to use modelled strategies to support in turn taking with their peers.</p>	<p><b>Self-Regulation</b> Children will begin to consider the feelings of others around them through talk and modelled responses from adults.</p> <p><b>Managing Self</b> Children will learn and talk about some of the ways they can stay healthy, such as brushing teeth and getting enough sleep. (Visits from everyday superheroes).</p> <p><b>Building Relationships</b> Children will begin to listen to the ideas/feelings of their friends and consider ways of resolving a problem.</p>	<p><b>Self-Regulation</b> Children will develop ways of beginning to control their emotions using techniques shown by adults.</p> <p><b>Managing Self</b> Children will manage their own basic needs independently when at school.</p> <p><b>Building Relationships</b> Children will collaborate with each other in a small group with modelling from adults for listening and resolving conflict.</p>	<p><b>Self-Regulation</b> Children will be able to follow instructions of three steps or more.</p> <p><b>Managing Self</b> Children will learn about the importance of healthy food choices (link to growing).</p> <p><b>Building Relationships</b> Children will have the confidence to communicate with lots of different adults and children around the school.</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.

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

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

**Physical Development**



Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, cutting, Dough Disco, obstacle courses, gym trail equipment, bikes, scooters, castle.

Weekly PE sessions.

Daily Gym Trail for children with SEND.

**Gross Motor**

Children will learn to move safely in a space both indoors and outdoors.

Children will regularly practise movement skills such as; running, hopping, skipping and jumping. They will practise these movements inside and outside.

**Fine Motor**

Children will explore large mark making to develop cross the midline movements and to practise using shoulder and upper arm muscles.

**Gross Motor**

Children will explore different ways to travel when using equipment.

Children will practise riding, sitting, balancing, pushing and pulling using wheeled resources (bikes, tricycles, wheelbarrows).

**Fine Motor**

Children will know how to zip up their coat.

Children will move in ways that will use their core strength. For example lying on their tummies whilst playing, crawling during PE and using the monkey bars at Special Playground time.

**Gross Motor**

Children will begin to construct their own obstacle courses to practise different ways of travelling, taking on an element of risk.

**Fine Motor**

Children will show preference for a dominant hand and handle scissors, pencil and glue effectively.

Children will have increasing accuracy when drawing lines, circles, and shapes to draw pictures.

**Gross Motor**

Children will develop their body strength through lifting, moving, carrying, pushing, pulling, stacking.

Children will practise a range of ball skills with large balls, including catching, throwing, rolling and aiming.

**Fine Motor**

Children will practise sitting with good posture when working at a table for 'challenges', having their back against the chair and feet flat on the floor.

Children will hold scissors using a thumbs up position and cut straight and curved lines.

**Gross Motor**

Children will move safely with confidence, control and imagination.

**Fine Motor**

Children will form most letters correctly using a tripod grip to hold their pencil/pen.

**Gross Motor**

Children will challenge themselves to move faster, jump further and climb higher (Sports day and Special Playground equipment).

Children will refine their ball skills using both large and small balls.

**Fine Motor**

Children will be confident using cutlery both in school and at home, in particular using their knife to cut up their food.

Children will have increasing speed and accuracy over their handwriting.

**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, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

**Scissor Grip Development**

Jo Bailey with reference to Heather Greutman

(Growing Hands On Kids)

**1.5-2yrs**

**Hold scissors:**

Learns to hold scissors often using both hands.

**2'5-3yrs**

**Snips paper moving forward:**

Makes snips in paper and begins to move the scissors forward across a small piece of paper.

**3-3.5yrs**

**Uses helping hand:**

Begins to use the 'helping hand' (non-dominant) to turn the paper whilst cutting. (Remember thumbs up position)

**3.5-4yrs**

**Cuts straight line:**

Accuracy of straight line within  $\frac{1}{4}$  inch.

**Cuts curved line:**

**4.5-5yrs**

**Cuts square shape:**

Cuts out a square shape within  $\frac{1}{4}$  inch from the cutting line.

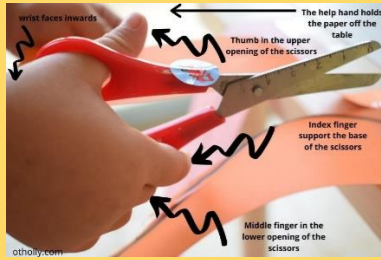
**5-6yrs**

**Cuts complex shapes:**

Can begin to cut out more complex shapes with good accuracy.



Children who are more confident or accomplished use a supinated grasp of the scissors, with their thumb up and finger below in the scissor holes. The non-dominant hand is also positioned in a supinated grasp to hold the paper rather than the pronated grasp of wrist with thumb down and palmer grasp of paper.



2-2.5yrs

**Opens/Closes scissors:**

Learns how to open and close the scissors. (Remember thumbs up position). They are NOT ready to use them with paper. This is a great time to practise with play-dough, modelling clay, or continue to practise tearing paper.

**Snips paper:**

Makes snips on paper, no forward motion on the paper. Opens and closes scissors with entire hand.

**Cuts straight line:**

Can move the scissors along a straight line that is 6 inches long. Their accuracy is still a work in progress, with most cutting within 1/2 inch of the cutting line.

**Cuts circles:**

Once a child has mastered curved lines, they are able to take on circle shapes of at least 6 inches in diameter. Their accuracy will start at around 1/2 inch from the cutting line and improve to 1/4 inch from the cutting line as they continue to practise.

Is able to cut on a curve line that is 1/4 inch wide, staying within 1/4 inch of the cutting line.

**Pencil Grip Development**

Jo Bailey with reference to Dena Bishop and OT Toolbox



4-6 months

**Palmer Grasp:**

Infants who are just learning to pick things up use the palmer grasp. This is also known as a raking grasp, where they rake the object into the palm of their hand.

9-10 months

**Pincer Grasp:**

Once children get a little bit older and begin to finger-feed you will start to see a pincer grasp develop.

Ideally, what you want to see is a nice little circular opening in that grasp, as if you could slide a pencil in there. Learning the pincer grasp is essential because it is a precursor for a tripod grasp for handwriting.

12-18months

**Palmer Supinate Grasp:**

Pencil held in palm of hand. They do this by using their palm of their hand without little finger stability and it is likely that they're using their entire arm to move the pencil, with possibly some wrist movements.

2-3 years

**Digital pronate Grasp:**

This is where children begin to move the pencil into their fingers, but you will notice that it's done in kind of a backwards, upside down posture. Pronated grasp (wrist and thumb pointed downwards). Developmentally this is appropriate and no intervention is required.

3-4 years

**Quadrupod Grasp:**

By this age you're going to want to see all fingers in on the pencil in a supinated (wrist up) grasp. They're no longer using the palm of their hand but their fingers to write with.

4-6 years

**Dynamic Tripod Grasp:**

Thumb and pointer finger hold the pencil as it rests on the last joint of the middle finger. Pencil movements occur via manipulation of the fingers and hand. Note that a true dynamic tripod grasp may not be established up until around 14 years of age.

NB There are other mature functional grips that are also considered to be efficient (OT Toolbox).

**Literacy**



See Phonics Overview for each term for the progression of skills.

**Comprehension**

Children will independently look at a book, hold it the correct way and turn pages.

**Word Reading**

Children will take part in daily phonic sessions.

Children will learn group 1-7 sounds from Jolly Phonics.

Children will hear and identify initial sounds in words.

**Comprehension**

Children will engage in and enjoy an increasing range of books.

**Word Reading**

Children will take part in daily phonic sessions.

Children will learn group 1-7 sounds from Jolly Phonics.

Children will orally blend and segment sounds to make words.

**Comprehension**

Children will answer simple questions about stories they have listened to and are familiar with (Favourite Five).

**Word Reading**

Children will take part in daily phonic sessions.

Children will learn alternative graphemes for known phonemes (ee/ea) etc

Children will begin to read captions and

**Comprehension**

Children will use vocabulary influenced by the stories they have listened to to enable them to retell them.

**Word Reading**

Children will take part in daily phonic sessions.

Children will learn alternative graphemes for known phonemes (ee/ea) etc

**Comprehension**

Children will use what they know about familiar stories to predict key events in new stories.

**Word Reading**

Children will take part in daily phonic sessions.

Children will learn alternative graphemes for known phonemes (ee/ea) etc

Children will read longer sentences

**Comprehension**

Children will be able to answer questions about what they have read themselves.

**Word Reading**

Children will take part in daily phonic sessions.

Children will read books matched to their phonics ability and re-read them build up fluency.


Children will recognise most/all of

<p>Children will orally blend sounds together to make words. For example c/a/t= cat.</p> <p><b>Writing</b></p> <p>Children will give meanings to the marks they make.</p>	<p>Children will blend sounds together that they are familiar with to read simple words.</p> <p><b>Writing</b></p> <p>Children will write their own name, attempting to form the letters correctly.</p> <p>Children will write initial sounds representing the sound with the correct letter.</p> <p>Children will help to orally compose a 'big' sentence.</p>	<p>simple sentences at their phonic level.</p> <p>Children will recognise most/all of the blue Tricky words.</p> <p><b>Writing</b></p> <p>Children will segment a simple word, listening for as many sounds as possible and writing these down with a letter/letters.</p> <p>Children will help to orally compose a 'big' sentence, saying it out loud and counting the words.</p>	<p>Children will recognise taught digraphs in words and blend the sounds together.</p> <p><b>Writing</b></p> <p>Children will begin to write simple sentences.</p> <p>Children will write some tricky words that they can read (blue/yellow).</p>	<p>containing tricky words.</p> <p>Children will recognise most/all of the yellow tricky words.</p> <p><b>Writing</b></p> <p>Children will write a simple sentence representing the sounds with a letter/letters.</p> <p>Children will write some tricky words that they can read (blue/yellow).</p> <p>Children will use finger spaces and write on the line.</p>	<p>the yellow tricky words.</p> <p><b>Writing</b></p> <p>Children will write simple phrases and sentences that can be read by others, using recognisable letters and sounds.</p> <p>Children will attempt to use a capital letter at the start of their sentence and a full stop at the end.</p> <p>Children will use finger spaces and write on the line.</p> <p>Children will begin to use Y1 books for writing,</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.

**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.

**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><b>Mathematics</b></p> 	<p><b>Number</b></p> <p>Children will practise counting 0-10 through the use of number songs and number games.</p> <p>Children will match, sort and compare.</p> <p>Children will talk about measure and patterns.</p> <p>Children will begin to subitise quantities up to 3 (what do you</p>	<p><b>Number</b></p> <p>Children will continue to count out loud through the use of songs and actions from 0-10 and backwards.</p> <p>Children will begin to subitise quantities up to 5 (what do you see, how do you see it?)</p> <p>Children will link a number symbol with its cardinal value from 0-5.</p> <p>Children will use language such as</p>	<p><b>Number</b></p> <p>Children will link a number symbol with its cardinal value from 0-8.</p> <p>Children will continue to subitise quantities up to 5, using different methods of showing what they see.</p> <p>Children will explore ways of making 6, 7 and 8.</p> <p>Children will put objects onto five frames and talk about what they</p>	<p><b>Number</b></p> <p>Children will link a number symbol with its cardinal value from 0-10.</p> <p>Children will begin to know number bonds to 5.</p> <p>Children will explore ways of making 9 and 10.</p> <p>Children will put objects onto ten frames and talk about what they see.</p>	<p><b>Number</b></p> <p>Children will revise number bonds to 5.</p> <p>Children will know that <math>5+5 = 10</math> and <math>10 + 0 = 10</math>.</p> <p>Children will count forwards and backwards within 10.</p>	<p><b>Number</b></p> <p>Children will know some number bonds to 10.</p> <p>Children will double within 10.</p>
---	---	--	---	--	---	--

<p>see, how do you see it?)</p> <p>Children will link a number symbol with its cardinal value from 0-3.</p> <p>Children will explore ways of making 2 and 3 (links to bonds).</p> <p><b>Numerical Patterns</b></p> <p>Children will compare amounts, verbally saying which group has more or less.</p> <p>Children will compare mass and capacities.</p> <p>Children will make AB repeating patterns.</p>	<p>full and not full when referring to the five frames at self-registration.</p> <p>Children will explore ways of making 4 and 5.</p> <p><b>Numerical Patterns</b></p> <p>Children will physically add 1 more or take 1 away to represent 1 more/less.</p> <p>Children will use positional language including under, over, around, through.</p> <p>Children will explore shapes with 4 sides.</p> <p>Children will explore circles and triangles</p>	<p>see.</p> <p><b>Numerical Patterns</b></p> <p>Children will identify 1 more or 1 less within 5.</p> <p>Children will explore time.</p> <p>Mass and capacity.</p> <p>Children will make an ABB or ABA repeating pattern.</p>	<p>Children will learn to use the language of more and less using manipulatives.</p> <p><b>Numerical Patterns</b></p> <p>Children will share quantities equally.</p> <p>Children will make pairs.</p> <p>Children will combine two groups.</p> <p>Children will explore length, time and height.</p>	<p><b>Numerical Patterns</b></p> <p>Children will physically add and subtract using concrete objects and a tens frame.</p> <p>Children will explore numbers beyond 10 using tens frames.</p>	<p><b>Numerical Patterns</b></p> <p>Children will be able to verbally count beyond 20.</p> <p>Children will understand and explore the difference between odd and even numbers.</p> <p>Sharing and grouping using manipulatives.</p> <p>Positional language</p> <p>Repeating patterns</p>
---	--	---	--	--	---

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

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

**Understanding the World**



<p><b>History: Past and Present</b></p> <p>Children will talk about themselves and what is important to them, including their own family.</p> <p><b>Geography: People, Culture and Communities</b></p>	<p><b>History: Past and Present</b></p> <p>Children will use stories, pictures and artifacts to find out about familiar things from the past, such as school, toys, homes and transport.</p> <p>Children, with modelling will look at similarities and differences between familiar things from the past.</p> <p><b>Geography: People, Culture and Communities</b></p> <p>Children will explore the natural</p>	<p><b>History: Past and Present</b></p> <p>Children will use basic chronology to order a few events, knowing that things happened before they were born.</p> <p><b>Geography: People, Culture and Communities</b></p>	<p><b>History: Past and Present</b></p> <p>Children will learn about people/events from the past through stories and images.</p> <p>Children will learn about the Moon Landing and why it is important.</p> <p><b>Geography: People, Culture and Communities</b></p>	<p><b>History: Past and Present</b></p> <p>Children will learn about people from the past through stories and images.</p> <p>Children will learn about David Attenborough and why he is important.</p> <p>Children to use the class timeline to talk about events in the immediate past.</p> <p><b>Geography: People, Culture and Communities</b></p>	<p><b>History: Past and Present</b></p> <p>Children will know about the past through settings, characters and events that they have learnt about.</p> <p>Children to use the class timeline to talk about events in the immediate past.</p>
--	---	---	--	---	---

**Communities**

Children will explore the natural environment during forest school Tuesdays.

Children will talk about the type of home they live in and what is near it and school.

Children will use maps and photos to find features of their local area around school and home.

Children will talk about the seasons and weather everyday with their class.

**Science: The Natural World**

Children will know the names of key body parts including head, shoulders, knees, ankles, toes.

Children will know that this time of year is called Autumn and the vocabulary related to this.

**RE: People, Culture and Communities**

environment during forest school Tuesdays.

Children will draw their own maps of their local area, including a few key features, in their own way.

Children will know that people have different beliefs and celebrate in different ways throughout the year. This will be taught throughout the year during different religious festivals.

**Science: The Natural World**

Children will explore the natural world around them and ask questions.

Children will use their sense of sound, touch and sight to describe what they see around them when outside.

**RE: People, Culture and Communities**

Children will know why Christians celebrate Christmas and will take part in a nativity play.

Children will explore the natural environment during forest school Tuesdays.

Children will know that the blue on a globe is the sea and the green is the land.

Children will know that a globe shows us different countries around the world.

Children will use maps and globes to compare Colchester and other places (Google Maps).

**Science: The Natural World**

Children will look closely at objects in the natural world and draw pictures of them.

Children will know that this time of year is called Winter and the vocabulary related to this.

**RE: People, Culture and Communities**

Children will know why different

Children will explore the natural environment during forest school Tuesdays.

Children will name and describe people who they may meet in their community (Link to visitors, nurse, firefighter, dentist).

Children will know that some places are special to different people, in particular places of worship.

**Science: The Natural World**

Children will know some important processes and changes in the natural world, including water changing to ice.

Children will learn about changing states during Science week.

Children will explore the names and properties of some materials during Science week.

Children will learn that there are 8 other planets in our solar system and what their names are.

Children will know that this time of year is called Spring and the vocabulary related to this.

**RE: People, Culture and Communities**

**Communities**

Children will explore the natural environment during forest school Tuesdays.

Children will know that we don't have certain animals in England/Colchester and will compare with another contrasting country.

Children will explore similarities and differences between where they live and a contrasting county using videos, images and maps.

Children will be introduced to vocabulary specific to another country/place in the world.

**Science: The Natural World**

Children will make observations about animals discussing similarities and differences.

Children will know that this time of year is Spring and name a few flowers that grow at this time of year.

**RE: People, Culture and Communities**

Children will discuss similarities and differences between the celebrations we have learnt about so far using stories, videos and images.

Children will know about Ramadan and Eid and how it is celebrated.

**Geography: People, Culture and Communities**

Children will explore the natural environment during forest school Tuesdays.

Children will know that we can grow certain fruits/vegetables in England and compare with a contrasting country.

Children will be introduced to vocabulary specific to another country/place in the world.

**Science: The Natural World**

Children will make observations about plants discussing similarities and differences.

Children will know how to care for a plant.

Children will observe changes in caterpillars and know the life cycle of a butterfly.

Children will know that this time of year is Summer and the vocabulary related to this time.

**RE: People, Culture and Communities**

Children will know about different cultures, people and communities in England and other countries through the use of stories and non-fiction texts.



**Communities**

Children will know that there are different religious festivals within our school/local community.

Children will know what is special to them and their family.

Children will know about Diwali and how it is celebrated.

Children will discuss similarities and differences between the celebrations we have learnt about so far (Diwali, Bonfire, Harvest and Christmas).

cultures celebrate Lunar New Year.

Children will know about Ramadan and Eid and how it is celebrated.

Children will know why Christians celebrate Easter.

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

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

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

**Expressive Arts and Design**



**Music: Being Imaginative**

Children will learn and sing nursery rhymes.

Children will experience listening to different types of music (morning music).

Children will learn a song for Harvest.

**Art & Design: Creating with Materials**

Children will experiment mixing with primary colours.

Children will create a self-portrait using large and small brushes were appropriate.

**Music: Being Imaginative**

Children will experiment with different instruments and their sounds.

Children will learn and sing nursery rhymes.

Children will learn and sing songs for the Nativity.

**Art & Design: Creating with Materials**

Children will experiment with different tools.

Children will explore whether glue or tape could be used for their chosen purpose.

**Music: Being Imaginative**

Children will know how to tap/clap along to a rhythm.

Children will learn and sing nursery rhymes.

**Art & Design: Creating with Materials**

Children will safely explore different techniques for joining materials (tape, glue, flange, slot, tie, staple, hole punch and split pins)

Children will know how to mix primary colours to make secondary

**Music: Being Imaginative**

Children will move in time to music.

Children will experiment with different ways of playing instruments.

Children will know that this time of year is called Winter and the vocabulary related to this.

**Art & Design: Creating with Materials**

Children will know how to make a 2D collage.

Children will observe a daffodil and paint what they notice.

**Music: Being Imaginative**

Children will move in time to music.

Children will experiment with different ways of playing instruments.

Children will learn and sing nursery rhymes.

**Art & Design: Creating with Materials**

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

Children will know how to mould clay or modelling clay. (forest school

**Music: Being Imaginative**

Children will move in time to music.

Children will experiment with different ways of playing instruments.

Children will learn and sing nursery rhymes.

**Art & Design: Creating with Materials**

Children will share creations, talking about processes.

Children will know how to make different shades of the same colour.



Children will select colours they want to represent their ideas.

Children will experiment mixing with primary colours.

Focus artist: Mondrian - primary colours

colours.

hedgehogs)

Focused artist: Van Gogh (Sunflowers).

Georgia O'Keefe

**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.