



Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NURSERY Themes Enrichment Activities	Amazing Me! Settling in Families Autumn Brushing Teeth	In the Woods Seasonal changes Bonfire Night Nativity Christmas Diwali	Stories from long ago New Year Valentine's Day Chinese New Year	Read me a story World Book Day Science Week Pancake Day Easter Seasonal changes Mother's day	Dear Zoo 	Are we there yet? Father's day Transition - Graduation Sports day
Suggested books	So Much! The Last Noo Noo Family & Me	We're Going on a Bear Hunt Goldilocks and the Three Bears Brown Bear, Brown Bear What Can You See?	Three Billy Goats Gruff	The Three Little Pigs Where's Spot? The Blue Balloon	Dear Zoo Hug Walking Through the Jungle	The Train Ride Emma Jane's Aeroplane The Bus is For Us
RECEPTION Themes Enrichment Activities	After Dark Ourselves/ making relationships People who help us Oral hygiene Autumn Nocturnal Brushing Teeth	To Infinity and Beyond Light and dark Space - astronauts Celebrations - Christmas, Diwali Bonfire Night Remembrance Day	Can You Read Me a Story? Plants Life cycles Chinese New Year Seasonal changes	Down on the Farm Mother and their Young Wheat to bread Maps / routes World Book Day Science Week Pancake Day Easter Mother's Day	Are you hungry? Food Healthy eating - oral health Caterpillars Different countries similarities/ differences Eid	Splash, Splash, Splosh Under the sea Seaside Water safety Sun safety Pollution/recycling materials Our environment Father's Day
Suggested books	The Colour Monster Owl Babies Goodnight Moon	How to Catch a Star Whatever Next Aliens Love Underpants	Jack and the Beanstalk Jasper's Beanstalk The Frog Prince The Gingerbread Man	Farmer Duck What the ladybird Heard Little Red hen Rosie's Walk	The Very Hungry Caterpillar Oliver's Vegetables Handa's Surprise	Mr Gumpy's Outing Somebody Swallowed Stanley Rainbow Fish Nellie Choc-Ice Tiddler
NURSERY Communication and Language Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions, Wellcomm,,Phonics	- Enjoy listening to a short story - Pay attention to the person who is speaking - Understand a simple instruction - Join in with singing songs	- Enjoy listening to longer stories and remember a key fact - Start a conversation with an adult or a friend	- Pay attention to more than one thing at a time - Use longer sentences of 4-6 words	- Sing a large repertoire of songs - Start a conversation with an adult or a friend and continue for many turns	- Understand a question or instruction that has two parts - Use talk to organise themselves and their play.	- Understand why questions - Be able to express their point of view
RECEPTION Communication and Language Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions, Wellcomm, Phonics	- Understand how to listen carefully and why listening is important - Develop social phrases - Engage in story times	- Understand how to listen carefully and why listening is important - Use new vocabulary throughout the day - Begin to understand how and why questions - Listen carefully to rhymes and songs, paying attention to how they sound	- Ask questions to find out more and check they understand what has been said to them - Connect one idea or action to another using a range of conjunctions - Retell a story once they have a deep familiarity with the text, some as exact repetition and some in their own words.	- Describe events in some detail - Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen - Listen to and talk about non-fiction books	- Be able to understand a question such as who, what, where, when, why and how - Listen to and talk about stories to build familiarity and understanding	- Organise thoughts and ideas and articulate them in well-formed sentences - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
	Learn new vocabulary Use new vocabulary throughout the day		Use new vocabulary Learn rhymes, poems and songs		Listen to and talk about stories to build familiarity and understanding Engage with non-fiction books	
	ELGs 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. Year 1: The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Statutory requirements which underpin all aspects of spoken language across the 6 years of primary education form part of the national curriculum.					
NURSERY Personal, Social and Emotional Development Children develop their personal, social and emotional skills throughout the year through circle times and diversity stories,	• Select and use activities and resources, with help, when needed. • Play with one or more other children.	• Increasingly follow rules. • Identify emotions happy and sad. • Be increasingly independent when using the toilet and washing and drying hands	• Develop their sense of responsibility and membership of a community. • Play with one or other children, extending their play. • Understand why rules are important. • Talk about their feelings using words like - happy/sad/ angry/ worried.	• Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Remember rules without needing an adult to remind them.	• Play with one or other children, elaborating their play ideas. • Develop appropriate ways of being assertive. • Understand gradually how others might be feeling.	• Find solutions to conflicts and rivalries. For example- accepting that not everyone can be Spiderman and suggesting other ideas. • Talk with others to solve conflicts. • Make healthy choices about food, drink, activity and tooth brushing.
RECEPTION Personal, Social and Emotional Development Children develop their personal, social and emotional skills throughout the year through circle times, diversity stories, Skills sessions etc.	• Manage their own needs • To wash hands independently • To put coat and socks on independently • To get changed for P.E with support • To explore different areas within the Year R environment • To use the toilet independently • Build constructive and respectful relationships	• To develop class rules and understand the need to have rules To put P.E kit on independently • To have confidence to try new activities • See themselves as valuable individuals • Express their feelings and consider the feelings of others	• To practise doing up a zipper • To practise doing buttons • To practise doing up buckles • Identify and moderate their own feelings socially and emotionally.	• To develop independence when dressing and undressing for activities such as P.E • Show resilience and perseverance in the face of challenge	• Know and talk about the different factors that support their overall health and wellbeing	• To put uniform on and do up zippers, buttons and buckles with minimal support • Think about the perspectives of others • Express their feelings and consider the feelings of others
	These statements have been split for extra focus, but all will apply on an ongoing basis throughout Nursery / Reception					
	ELGs 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.					
	Year 1: Children will continue to develop their PSED skills once they move into Year 1 and beyond as they study 'The National Curriculum'. Children will continue to learn about individuality and expressing themselves. They will learn about the wider world and how their actions will affect others and what the consequences for their actions will be – whether that be a reward or a sanction. Children will continue to build friendships and learn about their community and those from other communities. They will continue to learn about SRE and how to keep their bodies safe, as well as healthy eating. PSED plays a part in all lifelong skills.					
NURSERY Physical Development Children improve their gross and fine motor skills daily by engaging in different activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Dough Disco, See Primary PE Planning Scheme for progression of skills See handwriting scheme for progression of skills	movements to wave flags and streamers, ks	for a dominant hand. movement, balancing, riding (dribbles and trikes) and ball skills.	ers or climb up apparatus some group activities which they lives.	ping physical skills to tasks and ting. E.g. they decide whether to run, s a plank, depending on it's length and ources to carry out their own plan. e to dig out a small hole they dug with ols and equipment, e.g. making snips in	ers or climb up apparatus, <u>using</u> some group activities which they lives or <u>in teams</u>.	ners to manage large items, such as safely, carrying large hollow blocks. grip, with good control, when holding pendent when getting dressed and

RECEPTION Physical Development Children improve their gross and fine motor skills daily by engaging in different activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Handwriting lessons See Primary PE Planning Scheme for progression of skills See handwriting scheme for progression of skills	d obstacles safely; with consideration for others. gth, balance and co-ordination. such as running, jumping, hopping, and cle strength to achieve a good posture ble or sitting on the floor. hey need to manage the school day g up and queuing - mealtimes	d obstacles safely, with consideration for others gth, balance and coordination such as running, jumping, hopping and direction at speed cle strength to achieve a good posture ble or sitting on the floor. ot writing their name	es using our bodies mps, landing on two feet with bent or a short time most letters in their name	fferent music Experiment with t levels fferent ways of moving ving different actions as characters most letters in their name	co-ordination Experiment with different turing with various objects Experiment f throwing under/overarm in a team - taking turns ns of a handwriting style which is fast, .	self with a soft ball and to bounce tion passing ball to a partner or with hand in a variety of ways b-ordination tions of a handwriting style which is efficient.
	ELGs Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor: Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.					
	Year 1: The National Curriculum (2014) states that Children should master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Children should participate in team games, developing simple tactics for attacking and defending. Children should perform dances using simple movement patterns. All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively. Perform safe self-rescue in different water-based situations.					
NURSERY Literacy Children improve their Comprehension, word reading and writing daily by engaging in different activities within the continuous provision as well as directed activities within RWI Phonics, Reading, Skills led activities and Handwriting lessons.	• Page sequencing	• Engage in extended conversations about stories.	• Understand: - print has meaning - print has different purposes	• Develop phonological awareness: • -Count/ clap syllables in a word • -Recognise words with the same initial sound.	• Write some or all of their name. • Write some letters accurately.	• Read English text from left to right and top to bottom. • Understand the names of different parts of a book. • Use some of their print and letter knowledge in their early writing. EG. Write a pretend shopping list that starts at the top of the page, writing 'm' for 'Mummy' • Develop phonological awareness: • Spot and suggest rhymes.
RECEPTION Literacy Children improve their Comprehension, word reading and writing daily by engaging in different activities within the continuous provision as well as directed activities within RWI and Handwriting lessons.	• Read individual letters by saying the sounds for them. • Spell words by identifying the sounds and then writing the sound with letter/s. - writes initial sounds and final sounds	• Children will engage and enjoy an increasing range of books. • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Writes own name • Spell words by identifying the sounds and then writing the sound with letter/s - writes vc, cvc words • Form lower case letters correctly	• Children will act out stories using recently introduced vocabulary. • Read some letter groups that each represent one sound and say sounds for them. • Spell words by identifying the sounds and then writing the sound with letter/s - writes simple phrases - labels, caption • Writes simple words and phrases • Form lower case letters	• Children will be able to talk about the characters in the books they are reading. • Read some letter groups that each represent one sound and say sounds for them. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Spell words by identifying the sounds and then writing the sound with letter/s - writes vc. cvc words • Form and say a simple sentence for writing • Writes simple phrases and simple sentences • Begin to leave pencil spaces between words	• Children will retell a story using vocabulary influenced by their book. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. • Form lower case and capital letters correctly	• Children will be able to answer questions about what they have read. • Read simple sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. • Form lower case and capital letters correctly

				• Begin to re-read what they have written to check that it makes sense. • Form lower case letters		
	ELGs: 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, nonfiction, 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.					
	Year 1: Year 1 – Reading (Word Reading) : -Apply phonic knowledge and skills as the route to decode words -Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes -Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught -Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word -Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings -Read other words of more than one syllable that contain taught GPCs -Read words with contractions and understand that the apostrophe represents the omitted letter(s) -Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words -Re-read these books to build up their fluency and confidence in word reading Year 1 – Reading (Comprehension): -Develop pleasure in reading, motivation to read, vocabulary and understanding by: -Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently -Being encouraged to link what they read or hear read to their own experiences -Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics -Recognising and joining in with predictable phrases -Learning to appreciate rhymes and poems, and to recite some by heart -Discussing word meanings, linking new meanings to those already known -Understand both the books they can already read accurately and fluently and those they listen to by: -Drawing on what they already know or on background information and vocabulary provided by the teacher -Checking that the text makes sense to them as they read and correcting inaccurate reading -Discussing the significance of the title and events -Making inferences on the basis of what is being said and done -Predicting what might happen on the basis of what has been read so far -Participate in discussion about what is read to them, taking turns and listening to what others say -Explain clearly their understanding of what is read to them. Year 1 – Writing (Transcript): Pupils should be taught to spell: -Words containing each of the 40+ phonemes already taught -Common exception words -The days of the week, Naming the letters of the alphabet in order -Using letter names to distinguish between alternative spellings of the same sound -Add prefixes and suffixes: -Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs -Using the prefix un- Using -ing, -ed, -er and -est where no change is needed in the spelling of root words -Apply simple spelling rules and guidance, as listed in English Appendix 1 -Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Year 1 – Writing (Composition): Write sentences by: Saying out loud what they are going to write about -Composing a sentence orally before writing it -Sequencing sentences to form short narratives -Re-reading what they have written to check that it makes sense -Discuss what they have written with the teacher or other pupils -Read aloud their writing clearly enough to be heard by their peers and the teacher. Year 1 – Writing (Handwriting): Sit correctly at a table, holding a pencil comfortably and correctly -Begin to form lower-case letters in the correct direction, starting and finishing in the right place, form capital letters, form digits 0-9 -Understand which letters belong to which handwriting 'families' and to practise these Year 1 – Writing (vocabulary, grammar and punctuation) Develop their understanding of the concepts set out in English Appendix 2 by: -Leaving spaces between words -Joining words and joining clauses using and -Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark -Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' -Learning the grammar for year 1 in English Appendix 2 -Use the grammatical terminology in English Appendix 2 in discussing their writing. Genres covered in Y1: <u>Instructional</u>- e.g. Recipes, Instruction writing <u>Narrative</u>- e.g. Stories, Fairy tales <u>Informative</u> - e.g Fact Files, Recounts					
NURSERY Mathematics	• Explore colour • Make comparisons between objects related relating to size • Compare sizes using gestures and language (bigger, little, small) • Talk about and explore 2D shapes using informal and mathematical language.	• Develop fast recognition of up to 3 objects without counting them individually (subitising) • Say 1 number for each item in order (1,2,3,4,5) • Know that the last number reached when counting a small set of objects tells you how many there are in total. • Show "finger numbers" up to 5. • Extend and create ABAB patterns - stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern.	• Develop fast recognition of up to 3 objects without counting them individually (subitising) • Show "finger numbers" up to 5. • Say 1 number for each item in order (1,2,3,4,5) • Know that the last number reached when counting a small set of objects tells you how many there are in total. • Link numerals and amounts up to 5. • Experiment with their own symbols and marks as well as numerals. • Talk about and explore 2D and 3D shapes using informal and mathematical language (sides, corners, straight, flat, round)	• Recite numbers past 5. • Know that the last number reached when counting a small set of objects tells you how many there are in total. • Link numerals and amounts up to 5. • Make comparisons between objects relating to size, length, weight and capacity.	• Begin to describe a sequence of events, real or fictional, using words such as first, then • Understand position through words alone with no pointing • Compare quantities using language more than, less than. • Talk about and explore 2D and 3D shapes using informal and mathematical language (sides, corners, straight, flat, round)	• Explore the composition of numbers up to 5. • Recite numbers past 5. • Know that the last number reached when counting a small set of objects tells you how many there are in total. • Link numerals and amounts up to 5. • Solve real world mathematical problems with numbers up to 5.

RECEPTION Mathematics Children improve their Mathematics daily by engaging in different activities within the continuous provision as well as directed activities within Can Do Maths Lessons and Skills led activities.	Numbers to 7: - Children will count knowing the sequence stays the same. - Children will know the last number counted represents how many are in the set. - Children will know that as you count, the quantity increases. - Children will know that each object in the set is counted once and once only. - Children will have strategies to count things that can't be touched or moved i.e things in the distance, noises etc. Counting strategies: - Children will know that the count of objects can begin with any object in the set and the total will remain the same - Children will know that the count for a set of objects remains the same even if the objects are moved around, as long as no objects are added or removed. - Children will know that the count for a set of objects gives the quantity regardless of the size or type of objects. Subitising - Subitise 5	Numbers to 10: - Children will count knowing the sequence stays the same. - Children will know the last number counted represents how many are in the set. - Children will know that as you count, the quantity increases. - Children will know that each object in the set is counted once and once only. - Children will have strategies to count things that can't be touched or moved i.e things in the distance, noises etc. Counting strategies: - Children will know that the count of objects can begin with any object in the set and the total will remain the same - Children will know that the count for a set of objects remains the same even if the objects are moved around, as long as no objects are added or removed. - Children will know that the count for a set of objects gives the quantity regardless of the size or type of objects. Spatial reasoning - Length weight capacity and volume	Composition to 2-6: - Children will be able to partition numbers in different ways. - Children will be able to combine groups. - Children will find different ways to compose numbers. - Children will be able to take away from numbers. - Children will be able to find hidden numbers. Ordinality to 6 - Children will be able to find one more/less than a given number Subitising - Children will subitise numbers up to 5 Spatial reasoning - Patterns and relationships including repeated patterns, shapes and colours.	Comparison - Children can identify groups that are the same - Children can identify groups that are more and use the language of comparison - Children can compare groups using language of comparison - Children will identify number that are more/less - Children will begin to order up 3 consecutive and non-consecutive numbers Composition of 7 and 8: - Children will be able to partition numbers in different ways. - Children will be able to combine groups. - Children will find different ways to compose numbers. - Children will be able to take away from numbers. - Children will be able to find hidden numbers. Spatial reasoning - Patterns and relationships- time, events, making connections	Composition of 9 and 10: - Children will be able to partition numbers in different ways. - Children will be able to combine groups. - Children will find different ways to compose numbers. - Children will be able to take away from numbers. - Children will be able to find hidden numbers. - Children can find doubles - Children understand and can identify even numbers	Composition - Children can halve even numbers - Children can share into equal groups Verbal counting - Children can count beyond twenty - Children can say the missing number in a verbal number sequence
	ELGs: Number: Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical patterns: Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.					
	Year 1: Comparing & Estimating: compare, describe and solve practical problems for: lengths and heights , mass/weight, time Number Bonds: Represent and use number bonds and related subtraction facts within 20 Number Bonds: Represent and use number bonds and related subtraction facts within 20 Positional Language: Describe position, direction and movement, including half, quarter and three-quarter turns Money: Recognise and know the value of different denominations of coins and notes Time: Tell the time to the hour and half past the hour Recognise and use language relating to dates, including days of the week, weeks, months and years					
NURSERY Understanding the World	- Use all of their senses in hands on exploration of natural materials - Talk about what they see. - Explore how things work.	Explore collections of materials with similar/different properties.	Plant seeds and care for growing plants.	- now that there are different countries in the world. - Understand key features of the life cycle of a plant and animal. - Explore and talk about different forces they can feel.	- Talk about the differences they have experienced or seen in photos (countries). - Talk about the difference between materials and changes they notice.	- Continue developing positive attitudes about the differences between people. - Begin to understand the need to respect and care for all living things and the natural environment.

RECEPTION Understanding the World Children improve their Understanding of the World daily by engaging in different activities within the continuous provision as well as directed activities.	- Talk about members of their immediate family and community. - Name and describe people who are familiar to them. - Understand that some places are special to members of their community.	- Understand the effect of changing seasons on the natural world around them (Autumn) - Comment on images of familiar situations in the past (space transport) - Compare and contrast characters from stories, including figures from the past (Neil Armstrong / Tim Peake/Mae Jemison) - Recognise that people have different beliefs and celebrate special times in different ways. (Christmas / Diwali) - Recognise some environments that are different to the one in which they live (planets)	- Understand the effect of changing seasons on the natural world around them (Winter) - and contrast characters from stories. - Recognise that people have different beliefs and celebrate special times in different ways (Chinese New Year)	- Understand the effect of changing seasons on the natural world around them (Spring) - Comment on images of familiar situations in the past (farming) - Draw information from a simple map. (Rosie's Walk / What the Ladybird Heard) - Recognise that people have different beliefs and celebrate special times in different ways. (Easter/ Eid) - Explore the natural world around them. (Lifecycles of plants/animals) - Describe what they see, hear and feel whilst outside.	- Understand the effect of changing seasons on the natural world around them (Summer) - Recognise some similarities and differences between life in this country and life in other countries. - Recognise some environments that are different to the one in which they live (Kenya)	- Comment on images of familiar situations in the past (seaside, holidays, Titanic) - Draw information from a simple map Treasure maps - Recognise some similarities and differences between life in this country and life in other countries. - Explore the natural world around them (seaside) - Recognise some environments that are different to the one in which they live (seaside)
ELGs Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.						
Year 1: The Science National Curriculum (2014) ... <u>Working Scientifically:</u> Asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment, performing simple tests, identifying and classifying, using their observations and ideas to suggest answers to questions, gathering and recording data to help in answering questions. <u>Plants:</u> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees, identify and describe the basic structure of a variety of common flowering plants, including trees. <u>Animals including humans:</u> identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals, identify and name a variety of common animals that are carnivores, herbivores and omnivores, describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets), identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <u>Everyday materials:</u> distinguish between an object and the material from which it is made, identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock, describe the simple physical properties of a variety of everyday materials, compare and group together a variety of everyday materials on the basis of their simple physical properties. <u>Seasonal Changes:</u> observe changes across the 4 seasons, observe and describe weather associated with the seasons and how day length varies. The Geography National Curriculum (2014) states that... <u>Location Knowledge:</u> name and locate the world's 7 continents and 5 oceans, name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. <u>Place Knowledge:</u> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country, Human and Physical Geography, identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, use basic geographical vocabulary. <u>Geographical Skills and Fieldwork:</u> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map, use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key, use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. The History National Curriculum (2014) states that... Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life, events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries, the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell and Edith Cavell . Significant historical events, people and places in their own locality.						
NURSERY Expressive Arts and Design <i>Sing Up</i>	- Take part in simple pretend play. Sing Up - This is Me	- Play instruments with increasing control. - Explore different materials freely to develop their ideas about how to use them and what to make. - Create closed shapes with continuous lines. Sing Up - Let's Be Friends	- In pretend play, use an object to represent something else even though they are not similar. - Listen with increased attention to sounds. - Begin to use closed shapes, when drawing, to represent objects. Sing Up - I've Got Feelings	- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses. - Remember and sing entire songs. - Sing the pitch of a tone sung by another person (pitch match). - Draw with increasing complexity and detail, such as representing a face with a circle and including details. - Explore colour and colour mixing. Sing Up - Let's Jam	- Respond to what they have heard, expressing their thoughts and feelings. - Play instruments to express their feelings and ideas. - Join different materials and explore different textures. Sing Up - Animal Tea Party	- Make imaginative and complex small worlds with blocks and construction kits, such as a city with different buildings and a park. - Sing the melodic shape (moving melody such as up and down, down and up) of familiar songs. - Create their own songs or improvise a song around one they know. - Use drawing to represent ideas, like movement or loud noises. - Show different emotions in their drawings and paintings (happy, sad, fear) Sing Up - Travel & Movement

RECEPTION Expressive Arts and Design Children improve their Expressive Arts and Design daily by engaging in different activities within the continuous provision as well as directed activities within Circle Time, Music/dance Lessons and school performances. See Sing Up Progression of Skills document.	- To name colours - To experiment with mixing colours - To create simple representation of people and objects - To draw and colour with pencils and crayons - To role play using given props and costumes - To explore different techniques for joining materials (Glue Stick) Sing Up - I've Got a Grumpy Face - Shake My Sillies Out	- To use colours for a particular purpose - To share their creations - To explore different techniques for joining materials (Glue Stick PVA) Sing Up - Sorcerer's Apprentice - Its Oh So Quiet	- To experiment with different mark making tools such as art pencils, raedy mix paint, pastels,chalk - To explore different techniques for joining materials (Glue Stick ,PVA, Masking Tape,Tape) Sing Up - Witch Witch - Slap Clap Clap	- To share creations and talk about the process - To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, split pins) Sing Up - Bow Bow Bow Belinda - Bird Spotting Cuckoo Polka	- To know which prime colours you mix together to make secondary colours Sing Up 5 Fine Bumble Bees - Up & Down	- To experiment with different mark making tools such as watercolours and soft pastels and oil pastels. Sing Up - - Row, Row, Row Your Boat - Down There Under the Sea
	ELGs 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.					
	Year 1: Art and Design – Year 1 National Curriculum Pupils should be taught: -To use a range of materials creatively to design and make products -To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space -About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work Design and Technology – KS1 National Curriculum Design- Design purposeful, functional, appealing products for themselves and other users based on design criteria -Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make -Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] -Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate -Explore and evaluate a range of existing products -Evaluate their ideas and products against design criteria Technical Knowledge -Build structures, exploring how they can be made stronger, stiffer and more stable -Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products Music – KS1 National Curriculum Pupils should be taught to: -Use their voices expressively and creatively by singing songs and speaking chants and rhymes -Play tuned and untuned instruments musically -Listen with concentration and understanding to a range of high-quality live and recorded music -Experiment with, create, select and combine sounds using the inter-related dimensions of music					