



## Long Term Curriculum Map

### EYFS

#### Characteristics of Effective Learning

All aspects weave through all areas of learning throughout the year. See Planning for Learning documents for specific focuses throughout the curriculum.

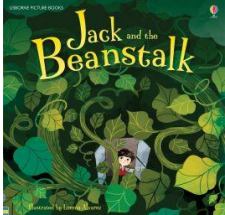
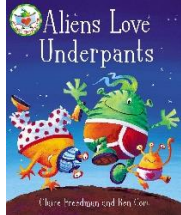
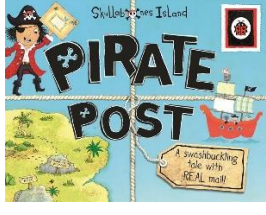
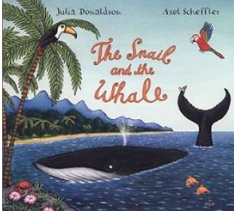
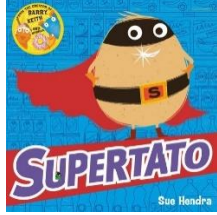
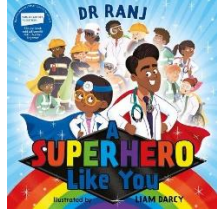
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| <b>Playing and Exploring</b><br>Children investigate and experience things and have a go <ul style="list-style-type: none"> <li>Finding out and exploring</li> <li>Playing with what they know</li> <li>Being willing to have a go</li> </ul> | <b>Active Learning</b><br>Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements <ul style="list-style-type: none"> <li>Being involved and concentrating</li> <li>Keeping trying</li> <li>Enjoying achieving what they set out to do</li> </ul> | <b>Creating and Thinking Critically</b> Children have and develop their own ideas, make links between ideas, develop strategies for doing things <ul style="list-style-type: none"> <li>Having their own ideas</li> <li>Making links</li> <li>Choosing ways to do things</li> </ul> |
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#### Our School Vision

Learn to Wonder

Grow in Wisdom

Shine like Stars

| Topic     | Autumn 1<br>Only One You/Once Upon a Time  | Autumn 2<br>Outer Space  | Spring 1<br>Pirates   | Spring 2<br>Deep Blue Sea  | Summer 1<br>Come Dine with Me  | Summer 2<br>People Who Help Us   |
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| Core Text |  |  |  |  |  |  |

#### Prime Areas of Learning

*Blue Italics links to ELGs*

Communication and language is not specifically planned for across the year. All aspects of developing communication and language is considered through daily classroom practice, continuous provision, group time, whole class teaching and they all have a heavy weight on communication. The below developmental statements are a guide to show the progression of this area throughout the school year.

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| <b>Communication and Language</b> | Can find it difficult to pay attention to more than one thing at a time<br><br>Enjoy listening to longer | Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"<br><br>Uses a wide range of | Knows many rhymes, be able to talk about familiar books, and be able to tell a long story | Learns & uses new vocabulary<br><br>Articulate their ideas and thoughts in well – | Learns & uses new vocabulary<br><br>Listen to and talk about stories to build | Learns & uses new vocabulary<br><br>Learns rhymes, poems and songs |
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|  | <p>stories and can remember much of what happens</p> <p>Understands a question or instruction that has two parts</p> <p>Sing a large repertoire of songs</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran'</p> <p>May have problems saying some sounds</p> <p>Use talk to organise themselves and their play</p> <p>Understand how to listen carefully and why it is important to listen</p> <p>Learn new vocabulary</p> <p><i>Participate in 1:1 discussions, offering their own ideas</i></p> | <p>vocabulary</p> <p>Learns &amp; uses new vocabulary</p> <p>Understands a question or instruction that has two parts</p> <p>Sing a large repertoire of songs</p> <p>Knows many rhymes, be able to talk about familiar books, and be able to tell a long story</p> <p>Use longer sentences of four to six words</p> <p>Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.</p> <p>Listens carefully to rhymes and songs, paying attention to how they sound</p> <p><i>Participate in small group, class &amp; 1:1 discussions offering their own ideas, using recently introduced vocabulary</i></p> | <p>Learns &amp; uses new vocabulary</p> <p>Asks questions to find out more and to check they understand what has been said to them</p> <p>Articulate their ideas and thoughts in well – formed sentences</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Learns rhymes, poems and songs</p> <p><i>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</i></p> <p><i>Participate in small group, class &amp; 1:1 discussions offering their own ideas, using recently introduced vocabulary</i></p> <p><i>Offer explanations for why things might happen, making use of recently introduced vocabulary for stories, and rhymes</i></p> | <p>formed sentences</p> <p>Engage in non – fiction books</p> <p>Listen to and talk about selected non – fiction to develop deep familiarity with new knowledge and vocabulary</p> <p>Learns rhymes, poems and songs</p> <p><i>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</i></p> <p><i>Make comments about what they have heard and ask questions to clarify their understanding</i></p> <p><i>Hold conversations when engaged in back and forth conversations with their teacher and peers</i></p> <p><i>Participate in small group, class &amp; 1:1 discussions offering their own ideas, using recently introduced vocabulary</i></p> <p><i>Offer explanations for why things might happen, making use of recently introduced vocabulary for stories and non-fiction</i></p> | <p>familiarity and understanding</p> <p>Learns rhymes, poems and songs</p> <p><i>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</i></p> <p><i>Make comments about what they have heard and ask questions to clarify their understanding</i></p> <p><i>Hold conversations when engaged in back and forth conversations with their teacher and peers</i></p> <p><i>Participate in small group, class &amp; 1:1 discussions offering their own ideas, using recently introduced vocabulary</i></p> <p><i>Offer explanations for why things might happen, making use of recently introduced vocabulary for stories, non-fiction, rhymes and poems when appropriate</i></p> <p><i>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of</i></p> | <p><i>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</i></p> <p><i>Make comments about what they have heard and ask questions to clarify their understanding</i></p> <p><i>Hold conversations when engaged in back and forth conversations with their teacher and peers</i></p> <p><i>Participate in small group, class &amp; 1:1 discussions offering their own ideas, using recently introduced vocabulary</i></p> <p><i>Offer explanations for why things might happen, making use of recently introduced vocabulary for stories, non-fiction, rhymes and poems when appropriate</i></p> <p><i>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of</i></p> |
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|   |  |   |  |  | <i>conjunctions, with modelling and support from their teacher</i>   |  |
| <p>PSED is taught through everyday discussions with the pupils and using the scheme of CORAM LIFE – SCARF RESOURCES. All aspects of developing PSED is considered through daily classroom practice, continuous provision, group time, whole class teaching and they all have a heavy weight on the children's individual needs for PSED. The below developmental statements are a guide to show the progression of this area throughout the school year.</p>  |  |   |  |  |  |  |
| <b>Personal, Social and Emotional Development</b>   | <b>Me and My Relationships</b><br>Children will complete the following units:<br><u>All about me</u><br><u>What makes me special</u><br><u>Me and my special people</u><br><u>Who can help me?</u><br><u>My feelings.</u><br><u>My feelings (2)</u>  | <b>Valuing Difference</b><br>Children will complete the following units:<br><u>I'm special, you're special</u><br><u>Same and different</u><br><u>Same and different families</u><br><u>Same and different homes</u><br><u>Kind and caring (1)</u><br><u>Kind and caring (2)</u>  | <b>Keeping Myself Safe</b><br>Children will complete the following units:<br><u>What's safe to go into my body</u><br><u>Keeping myself safe -</u><br><u>What's safe to go into my body (including medicines)</u><br><u>Safe indoors and outdoors</u><br><u>Listening to my feelings (1)</u><br><u>Keeping safe online</u><br><u>People who help to keep me safe</u>           | <b>Rights and Responsibilities</b><br>Children will complete the following units:<br><u>Looking after my special people</u><br><u>Looking after my friends</u><br><u>Being helpful at home and caring for our classroom</u><br><u>Caring for our world</u> | <b>Being my Best</b><br>Children will complete the following units:<br><u>Bouncing back when things go wrong</u><br><u>Yes, I can!</u><br><u>Healthy eating (1)</u><br><u>Healthy eating (2)</u><br><u>Move your body</u><br><u>A good night's sleep</u>   | <b>Growing and Changing</b><br>Children will complete the following units:<br><u>Seasons</u><br><u>Life stages – plants, animals, humans</u><br><u>Life stages – human life stage – Who will I be?</u><br><u>Getting bigger</u>  |
| <p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p> |  |   |  |  |  |  |
| <b>Physical Development</b>   |  |   |  |  |  |  |
| <b>Fine motor</b><br>Daily opportunities for Fine Motor Activities<br>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality).<br>Provide extra help and guidance when needed.  | Children will experience:<br>- Threading<br>- Cutting<br>- Weaving, play dough<br>- Fine Motor activities<br>- Manipulate objects with good fine motor skills<br>- Draw lines and circles using gross motor movements<br>- Hold pencil/paint brush beyond whole hand grasp<br>- Pencil grip<br>- Teach and model correct letter formation. | Children will experience:<br>- Threading<br>- Cutting<br>- Weaving<br>- Play dough<br>- Fine Motor activities<br>- Develop muscle tone to put pencil pressure on paper<br>- Use tools to effect changes to materials<br>- Show preference for dominant hand<br>- Engage children in structured activities: guide them in what to draw, write or copy<br>- Begin to form | Children will experience:<br>- Threading<br>- Cutting<br>- Weaving<br>- Play dough<br>- Fine Motor activities<br>- Handle tools, objects, construction and malleable materials with increasing control<br>- Develop confidence with correct letter formation to gain<br>- Encourage children to draw freely<br>- Holding Small Items / Button Clothing / Cutting with Scissors | Children will experience:<br>- Threading<br>- Cutting<br>- Weaving<br>- Play dough<br>- Fine Motor activities<br>- Hold pencil effectively with comfortable grip<br>- Forms recognisable letters most correctly formed.                                    | Children will experience:<br>- Threading<br>- Cutting<br>- Weaving<br>- Play dough<br>- Fine Motor activities<br>- Develop pencil grip and letter formation continually<br>- Use one hand consistently for fine motor task<br>- Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross | Children will experience:<br>- Threading<br>- Cutting<br>- Weaving<br>- Play dough<br>- Fine Motor activities<br>- Form letters correctly<br>- Copy a square<br>- Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture<br>- Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego |

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|  |   | letters correctly   |   |  |  |  |
| <b>What are fundamental movement skills?</b><br>FMS are movement patterns that involve different body parts such as legs, arms head, and include running, hopping, catching, throwing, striking and balancing. They are the foundation movements necessary for 3-8 year old children as a pioneer to the complex use in play, games, sports, dance, gymnastics, outdoor education and physical recreation activities<br>How students feel about themselves can be influenced by their physical skills. Students who have been successful at achieving fundamental motor skill competence have been found to perceive themselves as being competent, socially accepted and to have a positive attitude towards physical activity.   |   |   |   |  |  |  |
| <b>Gross motor</b><br>PE Passport scheme of work in line with Lancashire County Council  | <b>PE Passport Unit – Jack and The Beanstalk</b><br><br>Skills covered:<br>- To experiment with different ways of moving<br>- To use increasing control over an object by touching, pushing, patting, throwing, or catching<br>- To move with control and coordination<br>- To use a range of small and large equipment<br>- To jump and land appropriately<br>- To roll in a variety of ways<br>- To roll a ball accurately<br>- To climb up and down apparatus using alternate feet | <b>PE Passport Unit – Space</b><br><br>Skills covered:<br>- To travel in a variety of ways<br>- To adjust speed and direction to avoid obstacles<br>- To show increasing control over an object pushing it<br>- To perform a variety of gymnastic rolls<br>- To overarm throw for distance<br>- To climb play equipment<br>- Revise fundamental movement skills | <b>PE Passport Unit – Fundamental Movement Skills</b><br><br>Skills covered:<br>- To jump for distance<br>- To land appropriately<br>- To hop on both feet<br>- To underarm throw for distance<br>- To overarm throw for distance<br>- To catch with increasing accuracy<br>- To climb with confidence under, over and through climbing equipment | <b>PE Passport Unit – Seaside</b><br><br>Skills covered:<br>- To balance on small body parts<br>- To travel on hands and feet<br>- To show increasing control over an object pushing and patting it<br>- To perform a variety of gymnastic rolls<br>- To underarm throw with some accuracy<br>- Revise fundamental movement skills | <b>PE Passport Unit – Superworm</b><br><br>Skills covered:<br>- To perform the basic skill of jumping<br>- To travel in a variety of ways low to the ground<br>- To travel around space hopping and skipping<br>- To catch a large ball<br>- To travel under, over and through balancing and climbing equipment<br>- To pull themselves up on climbing equipment<br>- Revise fundamental movement skills | <b>PE Passport Unit – Elmer</b><br><br>Skills covered:<br>- To make a range of shapes on small body parts<br>- To travel in a range of ways and negotiate space successfully<br>- To throw with increasing accuracy underarm<br>- To perform a range of gymnastic rolls<br>- To move freely and with confidence when rolling<br>- To perform a range of gymnastic jumps<br>- To balance on one leg<br>- To balance on a range of small body parts<br>- To climb with confidence under, over and through climbing equipment<br>- Revise fundamental movement skills |
| It is essential that children cultivate a passion of reading that lasts a lifetime. Language comprehension and word reading are the two components of reading. Reading and writing proficiency begins at birth, and language understanding is a prerequisite for both. It can only grow when adults hold conversations with children about the world around them, the books (both fiction and nonfiction) they read together, and how to enjoy rhymes, poems, and songs. Later-taught skilled word reading requires both quick decoding (pronouncing unknown printed words) and quick recognition of familiar printed words. Both transcription (spelling and handwriting) and composition (articulating and organising ideas in speech prior to writing) are involved in writing. |   |   |   |  |  |  |
| <b>Literacy</b><br><br>See separate Phonics planning – Read Write Inc Phonics Scheme<br><br>Vocabulary included in story books within the curriculum not recorded on this map  | Develop their phonological awareness so they can spot and suggest rhymes<br><br>Write some letters accurately<br><br>Write some or all of their name<br><br>Blend sounds into words, so that they can read short words made up of known letter – sound correspondences<br><br><i>Anticipate key events in</i>   | Develop their phonological awareness so they can spot and suggest rhymes<br><br>Print has meaning<br><br>We read English text from left to right and from top to bottom<br><br>Write some letters accurately<br><br>Spell words by identifying the sound and then writing the sound with letter/s   | Write some letters accurately<br><br>Spell words by identifying the sound and then writing the sound with letter/s Write short sentences with words with known sound-letter correspondences using a capital letter and a full stop<br><br><i>Demonstrate understanding of what has been read to them by retelling stories and</i>                 | Form lower case and capital letters correctly<br><br>Spell words by identifying the sound and then writing the sound with letter/s Write short sentences with words with known sound-letter correspondences using a capital letter and a full stop<br><br>Re - read what they have written to check that it makes sense            | Form lower case and capital letters correctly<br><br>Write short sentences with words with known sound-letter correspondences using a capital letter and a full stop<br><br>Re - read what they have written to check that it makes sense<br><br><i>Demonstrate understanding of what has been read to them by retelling stories and</i>   | Form lower case and capital letters correctly<br><br>Write short sentences with words with known sound-letter correspondences using a capital letter and a full stop<br><br>Re - read what they have written to check that it makes sense<br><br><i>Demonstrate understanding of what has been read to them by retelling stories and</i>   |

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|  | <p><i>stories</i></p> <p><i>Read words consistent with their phonic knowledge by sound blending</i></p>  | <p>Blend sounds into words, so that they can read short words made up of known letter – sound correspondences</p> <p><i>Anticipate key events in stories</i></p> <p><i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</i></p> <p><i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</i></p> <p><i>Write recognizable letters, most of which are correctly formed</i></p> <p><i>Spell words by identifying sounds in them and representing the sounds with a letter or letters</i></p> | <p><i>narratives using their own words and recently introduced vocabulary</i></p> <p><i>Anticipate key events in stories</i></p> <p><i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play</i></p> <p><i>Say a sound for each letter in the alphabet and at least 10 digraphs</i></p> <p><i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</i></p> <p><i>Spell words by identifying sounds in them and representing the sounds with a letter or letters</i></p> <p><i>Write simple phrases and sentences that can be read by others</i></p> | <p><i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</i></p> <p><i>Anticipate key events in stories</i></p> <p><i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play</i></p> <p><i>Say a sound for each letter in the alphabet and at least 10 digraphs</i></p> <p><i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</i></p> <p><i>Spell words by identifying sounds in them and representing the sounds with a letter or letters</i></p> <p><i>Write simple phrases and sentences that can be read by others</i></p> | <p><i>narratives using their own words and recently introduced vocabulary</i></p> <p><i>Anticipate key events in stories</i></p> <p><i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play</i></p> <p><i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</i></p> <p><i>Write simple phrases and sentences that can be read by others</i></p> | <p><i>narratives using their own words and recently introduced vocabulary</i></p> <p><i>Anticipate key events in stories</i></p> <p><i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play</i></p> <p><i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</i></p> <p><i>Write simple phrases and sentences that can be read by others</i></p> |
| <p><b>Maths</b></p> <p>Maths planning comes from NCETM Mastering Number.</p> | <p><b>NCETM Mastering Number</b></p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total</p> | <p><b>NCETM Mastering Number</b></p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total</p>   | <p><b>NCETM Mastering Number</b></p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total</p>   | <p><b>NCETM Mastering Number</b></p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total</p>  | <p><b>NCETM Mastering Number</b></p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total</p>   | <p><b>NCETM Mastering Number</b></p> <p><i>Have a deep understanding of number to 10, including the composition of each number</i></p>   |



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|  | <p>('cardinal principle').</p> <p>Count objects, actions and sounds</p> <p>Subitise – linked to 1 &amp; 2</p> <p>Link the number symbol (numeral) with its cardinal number value</p> <p>Count beyond ten</p> <p>Compare numbers – linked to 1 &amp; 2</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers – linked to 1 &amp; 2</p> <p><i>Verbally count beyond 20, recognising the pattern of the counting system</i></p> <p><b>Key Vocabulary:</b><br/>Subitise Counting Compare</p> | <p>('cardinal principle').</p> <p>Count objects, actions and sounds.</p> <p>Subitise – linked to 3 &amp; 4</p> <p>Link the number symbol (numeral) with its cardinal number value</p> <p>Count beyond ten</p> <p>Compare numbers – linked to 3 &amp; 4</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers – linked to 3 &amp; 4</p> <p><i>Have a deep understanding of number to 10, including the composition of each number</i></p> <p><i>Verbally count beyond 20, recognizing the pattern of the counting system</i></p> <p><i>Comparing quantities up to 10 in different contexts, recognising then one quantity is greater than, less than or the same as another quantity</i></p> <p><b>Key Vocabulary:</b><br/>More Than Less Than Shape Side Corner Part Whole Subtract Take Away Add</p> | <p>('cardinal principle').</p> <p>Count objects, actions and sounds.</p> <p>Subitise – linked to 5</p> <p>Link the number symbol (numeral) with its cardinal number value</p> <p>Count beyond ten</p> <p>Compare numbers – linked to 5 &amp; 6</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers – linked to 5 &amp; 6</p> <p>Automatically recall number bonds for numbers 0 to 5</p> <p><i>Have a deep understanding of number to 10, including the composition of each number</i></p> <p><i>Verbally count beyond 20, recognising the pattern of the counting system</i></p> <p><i>Comparing quantities up to 10 in different contexts, recognizing then one quantity is greater than, less than or the same as another quantity</i></p> <p><i>Subitise up to 5</i></p> | <p>('cardinal principle').</p> <p>Count objects, actions and sounds.</p> <p>Link the number symbol (numeral) with its cardinal number value</p> <p>Count beyond ten</p> <p>Compare numbers – linked to 7 &amp; 8</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers – linked to 7 &amp; 8</p> <p>Automatically recall number bonds for numbers 0 to 5</p> <p><i>Have a deep understanding of number to 10, including the composition of each number</i></p> <p><i>Verbally count beyond 20, recognising the pattern of the counting system</i></p> <p><i>Comparing quantities up to 10 in different contexts, recognizing then one quantity is greater than, less than or the same as another quantity</i></p> <p><i>Subitise up to 5</i></p> <p><i>Automatically recall number bonds up to 5</i></p> | <p>('cardinal principle').</p> <p>Count objects, actions and sounds.</p> <p>Link the number symbol (numeral) with its cardinal number value</p> <p>Count beyond ten</p> <p>Compare numbers – linked to 9 &amp; 10</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers – linked to 9 &amp; 10</p> <p>Automatically recall number bonds for numbers 0 to 5</p> <p><i>Have a deep understanding of number to 10, including the composition of each number</i></p> <p><i>Verbally count beyond 20, recognising the pattern of the counting system</i></p> <p><i>Comparing quantities up to 10 in different contexts, recognizing then one quantity is greater than, less than or the same as another quantity</i></p> <p><i>Subitise up to 5</i></p> <p><i>Automatically recall number bonds up to 5</i></p> | <p><i>Subitise up to 5</i></p> <p><i>Automatically recall number bonds up to 5 and some number bonds to 10, including double facts</i></p> <p><i>Verbally count beyond 20, recognising the pattern of the counting system</i></p> <p><i>Comparing quantities up to 10 in different contexts, recognizing then one quantity is greater than, less than or the same as another quantity</i></p> <p><i>Explore and represent patterns within numbers up to 10, including odds, double facts and how quantities can be distributed equally</i></p> <p><b>No new key vocabulary</b></p> |
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|                                |   | Equals Total Amount   | <p><i>Automatically recall number bonds up to 5</i></p> <p><i>Explore and represent patterns within numbers up to 10, including odds, double facts and how quantities can be distributed equally</i></p> <p><b>Key Vocabulary:</b><br/>Number Bond Doubling<br/>Odd Even</p>  | <p><i>Explore and represent patterns within numbers up to 10, including odds, double facts and how quantities can be distributed equally</i></p> <p><b>No new key vocabulary</b></p>  | <p><i>and some number bonds to 10, including double facts</i></p> <p><i>Explore and represent patterns within numbers up to 10, including odds, double facts and how quantities can be distributed equally</i></p> <p><b>No new key vocabulary</b></p>   |   |
| <b>Understanding the World</b> | <p>Recognises differences between people</p> <p>Use all their senses in hands –on exploration of natural materials</p> <p>Talk about what they see, using a wide vocabulary</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Begins to make sense of their own life story and family’s history</p> <p>Continue to develop positive attitudes about the differences between people</p> <p>Continue to develop positive attitudes about the differences in people</p> <p>Explores the natural world around them</p> | <p>Continue developing positive attitudes about the differences between people</p> <p>Begin to make sense of their own life story and family’s history</p> <p>Use all their senses in hands-on exploration of natural materials</p> <p>Explore collections of materials with similar or different properties</p> <p>Talk about what they see, using a wide vocabulary</p> <p>Talk about the lives of people around them</p> <p>Explore the natural world around them</p> <p>Describe what they see, hear and feel outside</p> <p>Understand the effect of changing seasons on the natural world around them</p> <p>Draw information from a simple map</p> <p>Understand that some places are special to members of their community</p> <p>Understand the past</p> | <p>Use all their senses in hands-on exploration of natural materials</p> <p>Explore collections of materials with similar or different properties</p> <p>Talk about what they see, using a wide vocabulary</p> <p>Talk about the lives of people around them</p> <p>Explore the natural world around them</p> <p>Describe what they see, hear and feel outside</p> <p>Understand the effect of changing seasons on the natural world around them</p> <p>Understand that some places are special to members of their community</p> <p>Understands that people have different beliefs and celebrate special times in different ways</p> <p>Comments on images of familiar situations in the past</p> <p>Compare and contrast characters from stories, including figures from the past</p> | <p>Talk about the lives of people around them and their roles in society</p> <p>Explore the natural world around them</p> <p>Describe what they see, hear and feel outside</p> <p>Understand the effect of changing seasons on the natural world around them</p> <p>Understand that some places are special to members of their community</p> <p>Understands that people have different beliefs and celebrate special times in different ways</p> <p>Comments on images of familiar situations in the past</p> <p>Compare and contrast characters from stories, including figures from the past</p> | <p>Understand the key features if the life cycle of an animal</p> <p>Begin to understand the need to respect and care for the natural environment.</p> <p>Explore the natural world around them</p> <p>Describe what they see, hear and feel outside</p> <p>Understand the effect of changing seasons on the natural world around them</p> <p><i>Explore the natural world around them, making observations and drawing pictures of animals and plants</i></p> <p><i>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in</i></p> | <p>Understands that people have different beliefs and celebrate special times in different ways</p> <p>Comments on images of familiar situations in the Past</p> <p>Compare and contrast characters from stories, including figures from the past</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><i>Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps</i></p> <p><i>Know some similarities and differences between different religious and cultural communities in this country, drawing on</i></p> |

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|                                   | <p>Describes what they see, hear and feel whilst outside</p> <p>Understand the effect of changing seasons on the natural world around them</p> <p>Comment on images of familiar situations in the past</p> <p><i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read at them in class</i></p> <p><i>Understand the past through settings encountered in books read in class and storytelling</i></p> <p><i>Explore the natural world around them</i></p> | <p>through events encountered in books read</p> <p>Talk about members of their immediate family and community</p> <p>Explore the natural world around them</p> <p>Describe what they see, hear and feel outside</p> <p>Understand the effect of changing seasons on the natural world around them</p> <p><i>Talk about the lives of people around them</i></p> <p><i>Know some similarities and differences between different religious and cultural communities in this country, drawing on experiences and what has been read in class</i></p> <p><i>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories and non fiction texts</i></p> <p><i>Explore the natural world around them making observations of plants</i></p> | <p><i>Describe their immediate environment using knowledge from observation, discussions, stories, non – fiction texts and maps</i></p> <p><i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</i></p> <p><i>Knows some similarities and differences between religious and cultural communities in this country, drawing on experiences that they have read in class</i></p> | <p><i>Talks about their lives of the people around them and their roles in society</i></p> <p><i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</i></p> <p><i>Understand the past through settings, characters and events encountered in books read in class and story telling</i></p> <p><i>Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps</i></p> <p><i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</i></p> | <p><i>class</i></p> <p><i>Understand some important processes and changes in the natural world around them, including the seasons</i></p> | <p><i>experiences and what has been read in class</i></p> <p><i>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories and non fiction texts</i></p> |
| <b>Expressive Arts and Design</b> | <p>Explore different materials freely, in order to develop their ideas and what to make</p>   | <p>Remember &amp; sing entire songs</p> <p>Sing the melodic shape</p>  | <p>Explores with colour</p> <p>Explore, use and refine a variety of artistic effects</p>  | <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p>   | <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p>  | <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p>  |



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|  | <p>Develop their own ideas and then decide which materials to use to express them</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details</p> <p>Show different emotions in their drawings – happiness, sadness, fear</p> <p>Join different materials and explore different textures.</p> <p><b>Key Vocabulary:</b><br/>Art Printing Texture Shapes Curved Wavy Portrait</p> | <p>(moving melody such as up and down, down and up) of familiar songs</p> <p>Sing the pitch of a tone sung by another person (pitch match)</p> <p>Engage in dance performing solo or in groups</p> <p>Develop their own ideas and then decide which materials to use to express them</p> <p>Explore, use and refine a variety of artistic effects to express their ideas</p> <p>Create collaboratively sharing ideas, resource and skills</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Use and explore a variety of materials, tools and techniques</p> <p><b>Key Vocabulary:</b><br/>Artist Pitch Melody Rhyme</p> | <p>to express their ideas and feelings</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p><i>Invent, adapt and recount narratives and stories with peers and their teachers</i></p> <p><i>Sings a range of well-known nursery rhymes and songs</i></p> <p><i>Perform songs, rhymes, poems and stories with others, and (when appropriate) moves in time to music</i></p> <p><b>Key Vocabulary:</b><br/>Artist</p> | <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p><i>Invent, adapt and recount narratives and stories with peers and their teachers</i></p> <p><i>Sings a range of well-known nursery rhymes and songs</i></p> <p><i>Perform stories with others</i></p> <p><i>Make use of props and materials when role playing characters in narratives and stories</i></p> <p><b>Key Vocabulary:</b><br/>Weaving Pattern</p> | <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p><i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</i></p> <p><i>Share their creations, explaining the processes they have used</i></p> <p><i>Make use of props and materials when role playing characters in narratives and stories</i></p> <p><b>Key Vocabulary:</b><br/>Medium Effect Observational</p> | <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p><i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</i></p> <p><i>Share their creations, explaining the processes they have used</i></p> <p><i>Perform songs, rhymes, and (when appropriate) moves in time to music</i></p> <p><b>Key Vocabulary:</b><br/>Texture Tribal Still Life Drawing</p> |
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