

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1 Ourselves and Houses and Homes	Baseline  Welcome to Reception  The Colour Monster	Baseline  Welcome to Reception  The Colour Monster	Baseline  Are all families the same?  All Types of Families.	Houses and Homes NAR: The Three Little Pigs	Houses and Homes NF: Fact File	Self The Gruffalo	Self The Gruffalo
				Geography (Place, Space) RE (Beliefs and belonging) History (Chronology)			
Autumn 2 All around the world	Autumn NAR: Christopher Pumpkin	Autumn NAR: Christopher Pumpkin	Other countries NAR: Handa's Surprise	Other countries NAR: Handa's Surprise	Christmas Nativity and parties NF: Invitation	Christmas Past and Present Places around the World NAR: Stickman	The Christmas Story Celebrations Around the World NF: Christmas list
Spring 1 Castles and Knights/ Twisted Tales	Castles and Knights Write a letter to a knight	Castles and Knights The Storybook Knight	Twisted tale Little Red  (Dinosaurs UTW)	Twisted tale Little Red  (Dinosaurs UTW)	Twisted tale Hansel and Gretel	Twisted tale Hansel and Gretel	
Spring 2 Animals and Lifecycles	Minibeasts and Pets  Bog Baby	Minibeasts and Pets  Bog Baby	Farm Animals  What the ladybird heard	Lifecycles  What the ladybird heard Next	Zoo Animals  Class 2 at the Zoo	Zoo Animals  Class 2 at the Zoo	
Summer 1 Growing	Planting NF: Instructions - Planting a seed (The Tiny Seed)	Growing - NAR: Jack and the Beanstalk	Growing - NAR: Jack and the Beanstalk	Healthy Eating NAR: Oliver's Vegetables	Healthy Eating NAR: Oliver's fruit salad	Oliver's Fruit Salad  Heathy Eating	
Summer 2 Our Planet	Our Planet/under the sea Somebody Swallowed Stanley	Our Planet/ under the sea NF: Poster  Somebody Swallowed Stanley	Space  Snail in Space	Space  Snail in Space	Pirates NAR: Pirates love underpants	Pirates NAR: Pirates love underpants	End of year activities

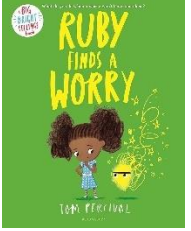
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Leading questions		<i>I've just joined school and I'm learning about my place in the world.</i>	<i>I've learnt who I am and where I'm from, what about others and other places?</i>	<i>I've learnt about other people, has the world always been like this?</i>	<i>I've learnt about creatures that used to be alive, what animals are alive now?</i>	<i>I've learnt about animals, but how do they grow and what other things grow?</i>	<i>I've learnt about things that grow on our planet; now how can I take care of it all?</i>
Essential	Topic	Houses and homes (with links to special buildings)	Around the World Celebrations (Diwali, Hannukah, Christmas)	Castles and Knights	Life Cycles	Growing	Our Planet (plants and animals helping our planet)
	Fiction	The Three Little Pigs	We're all unique – general celebrations	The Storybook Knight	What the Ladybird Heard	Oliver's Vegetables	Somebody Swallowed Stanley
	Non-Fiction	Report/Fact File – Different houses and homes (Michael Rosen)	Instruct – Writing a Christmas list	Tell/Recount – Write a letter to the Knight	Explain – put a life cycle in sequence	Instruct – Write instructions of how to plant a seed	Advise – Poster (A planet full of plastic)
	DM	Understand that some places are special to members of the community Draw information from a simple map Comment on images of familiar situations in the past	Draw information from a simple map Recognise some similarities and differences between life in this country and life in other countries	Compare and contrast characters from stories, including figures from the past	Explore the natural world around them	Explore the natural world around them Describe what they see, hear and feel while outside Understand the effect of changing seasons on the natural world around them	Explore the natural world around them Comment on images of familiar situations in the past
	ELG	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.	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	Explore the natural world around them, making observations and drawing pictures of animals and plants	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	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.
	KS1/KS2	Geography (Place, Space) RE (Beliefs and belonging) History (Chronology)	Geography (Place, Space) RE (Celebration, Worship in the world, Beliefs and belonging)	History (Chronology)	Science (B1 and B2)	Science (SE2)	Geography (Environmental Interaction and Sustainable Development) Science (E1)
Potential	Topic	Self (including dental health) Autumn	Christmas past and present Winter	Dinosaurs Twisted Tales	Wild Animals Farm Animals Pets	Healthy Eating (including dental health)	Summer Pirates Space

						Flowers, Fruits and Vegetables Spring	
	Experiences/ Trips	-Local walk -Visiting community buildings -Dentist visit	-Visiting different places of worship -Visitors from different cultures -Visits to outdoor spaces to observe seasonal changes -Virtual tours/google street view	-Visiting historical building e.g. castles, local buildings -Care homes or grandparent visits -Virtual tours -Virtual space tours -Role play space stations -Travelling theatres	-Beach trips -Sea life centre -Zoo -Animal mania -Forest School -Butterfly nets	-Allotments -Farm shops/shops/school kitchen -Local Farm to Fork initiatives	-Recycling centre -
Literacy		Teach children how to write initial and end sounds of words using newly acquired sounds in phase 2	Teach children how to write CVC words using phase 2 sounds and phase 2 tricky words in lists and simple captions	Consolidate simple captions using my phonic knowledge and knowledge of tricky words and teach correct word spacing.	Teach children how to write simple sentences and introduce use sentence boundaries.	Teach children how to write sentences using correct size and spacing Consolidate letter formation.	Ensure children's writing can be read by others. Ensure some words are spelt correctly and others are phonetically plausible.
Phonics		3 weeks of baseline s,a,t,p,i,n,m,d,g,o,c,k,ck, e,u,r h,b,f,ff,l l, the, is as has his and	ll,ss,j,v,w,x,y,z,zz, qu, ch,sh,th,ng, nk she he we me be to into go no her of	,ai,ee,igh,oa,oo,oo,ar,or ,ur,ow,oi,ear,air,er  Was, you, they, my, by, all, are, sure, pure	Consolidation	Consolidation and Phase 4	Consolidation and Phase 4
Maths		Introducing 1,2 and 3 and corresponding shapes Patterns	Introducing 4 and 5 Composition of number to 5 Comparing quantities Sorting	Number bonds to 5 Introducing 6,7,8 and 9 Doubles and halves	Introducing 10 Composition of numbers to 10 Number bonds Odds and evens Combining two groups	Problem solving and reasoning Shape, space and pattern Teen numbers Measures Time	Consolidation
PE		Dressing and Getting Ready	Object Control – Foundations	Stability and Locomotion – Foundations	Object control – Foundations (2)	Stability and Locomotion	Object Control

	<b>Fundamental Movement Skills</b>					
<b>British Values</b>	British Values (Rule of law and recap of class rules)	British Values (Tolerance of those with different faiths)	British Values (Individual Liberty)	British Values (Mutual Respect)	British Values (Democracy)	
<b>9 Habits</b>	Who am I? Who am I becoming?	Joyful, Hopeful	Patient, Compassionate	Forgiving, Considerate	Self-controlled, Humble	Honest
<b>Horizons</b>	<ul style="list-style-type: none"> <li>I know how to carry my iPad safely</li> <li>I know how to store my iPad safely</li> <li>I can switch on and off an iPad</li> <li>I can click and drag using my fingers on an iPad</li> <li>I can use the home button to return to the main screen</li> <li>I can swipe to find an app of my choice</li> <li>I can take a safe photo and know the importance of asking permission beforehand</li> </ul>		<ul style="list-style-type: none"> <li>I can scan a QR code using the camera app</li> <li>I know how to type my own name and find familiar letters on a keyboard</li> <li>I know the purpose of a backspace button</li> <li>I know how to adjust the volume on an iPad</li> <li>I know how to download from the Self-Service app (with support)</li> </ul>		<ul style="list-style-type: none"> <li>I can upload a photo to Showbie</li> <li>I can add a voice note to Showbie</li> <li>I can open a document on Showbie</li> <li>I can listen to feedback on Showbie</li> </ul>	

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Leading Question</b>	<p><b>What do I know about me?</b> (I've just joined school and I'm learning about my place in the world).</p> <p>Personal timeline</p> <p>Different maps</p> <p>Local amenities</p> <p>Parts of the body</p>	<p><b>What do I know about others around the world?</b> (I've learnt who I am and where I'm from, what about others and other places?)</p> <p>England, Scotland, Wales &amp; N. Ireland.</p> <p>Celebrations around the world.</p> <p>Royal family</p> <p>Senses</p>	<p><b>Has the world always been like this?</b></p> <p>Castles Around The World</p> <p>Castles in the UK.</p>	<p><b>Who are the famous animals inside our books?</b> (I've learnt about creatures that used to be alive, what animals are alive now?)</p> <p>Habitats</p> <p>Pond/Rivers</p> <p>Animal Growth</p>	<p><b>How do things grow?</b> (I've learnt about animals, but how do they grow and what other things grow?)</p> <p>Street maps</p> <p>Plant Growth</p>	<p><b>Who can I ask for help?</b> (I've learnt about things that grow on our planet, now how can I take care of it all?)</p> <p>Seaside towns</p> <p>Pirates + Space</p> <p>Birds and shellfish</p>
<b>Key Questions</b>	<p>Who am I? Where am I? Who can I become? How am I the same/How am I different? What makes a family? Where in the world do my family come from? What can I do with my body?</p>	<p>Why do people celebrate different things? What is the world around me like? Is it Autumn everywhere? Are all the leaves the same shape? What happens to all the leaves that were on the ground?</p>	<p>What was the world like before us? What will it be like in the future? What are our favourite traditional tales? What was life like living in a castle?</p>	<p>What is a living thing? What animals live on our planet? What animals live on a farm? How do I know it is Spring? What creatures live in my garden? What creatures live in UK ponds and rivers? How does a chicken grow?</p>	<p>How do things grow? How can I look after myself to make myself grow? How can I grow food? Where does food come from?</p>	<p>Who looks after our planet? How can I help to look after our planet? Are pirates good or bad? What worry's do you have? What is life like on other planets?</p>

		How can I create autumn colours?				
<b>Reflection</b>	What is my special quality?	What celebrations do people celebrate? So what did we learn about Autumn? Parent assembly/Harvest festival	To compare things that happened in the past to things that happen now in the present.	Dress up as your favourite animal and have an animal party.  To look after our own chicks in class.	To build a mini greenhouse.	Who helps you in your community? What would you like to be when you grow up?
<b>Literacy Focus Texts</b>						

<b>Key Vocabulary</b>						
		Illustration Print Front cover Back Cover Spine Title Happy Sad Scared Construct Destroy Evaluate	Hannukah Diwali Harvest Christmas Festival Royal Autumn Acorn Conker Special Senses	Castle Knight History Tradition Celebration Past Present Confused Angry Nervous	Spring Predict Re-tell Country Compare Plan Design Observation Process Materials Insect Arachnid Mammal	Summer Non-fiction Fiction Rhymes Poem Historical Sculpture Map Natural World Plow Hoe
<b>Literacy</b>	<b>Comprehension</b>	<ul style="list-style-type: none"> <li>Listen to and join in with stories and engage in conversation about them</li> <li>Show interest in illustrations and print in the world around them, e.g. familiar logos, their name</li> <li>Understand the conventions of book reading, e.g. page turning, handling books carefully and the correct way up</li> </ul>	<ul style="list-style-type: none"> <li>Describes main story settings, events and principal characters in increasing detail using vocabulary that has been learnt</li> <li>Can answer more detailed questions about a text, for example how and why questions and begin to predict what might happen next</li> <li>Show understanding by simple retelling of a story</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>		

	<b>Word Reading</b>	<ul style="list-style-type: none"> <li>Has some phonemic awareness, e.g. awareness of rhythm, rhyme, and initial sounds</li> <li>Knows Little Wandle Autumn 1 and 2 set sounds.</li> <li>Focus on oral blending using sounds already taught.</li> <li>Can the children use their knowledge of the sounds to hear each word orally segmented by the adult?</li> <li>3 weeks of baseline</li> <li>s,a,t,p,i,n,m,d,g,o,c,k,ck,e,u,r h,b,f</li> <li>l, the, no ,ff,l,ll,ss,j,v,w,x,y,z,zz, qu, ch, sh, th, ng, nk</li> <li>go, to, into, we, me, be, you, was, are</li> </ul>	<ul style="list-style-type: none"> <li>Can confidently blend sounds to read words</li> <li>Can read books containing Set 1 read words and common exception (tricky) words</li> <li>Begin teaching Phase 3 sounds.</li> <li>Confident at blending and segmenting using known sounds.</li> <li>ai,ee,igh,oa,oo,oo,ar,or,ur,ow,oi,ear,air,ure,er</li> </ul>	<ul style="list-style-type: none"> <li>Fill gaps in set 2 and 3 using assessments</li> <li>Children should be secure in knowing these sounds and to blend.</li> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> <li>Consolidation of Phase 3 and Phase 4</li> </ul>
	<b>Writing</b>	<ul style="list-style-type: none"> <li>Give meaning to marks they make</li> <li>Attempt to write their name or some letters from it with developing accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Form mostly readable lowercase letters for the majority of the alphabet</li> <li>Understand the flow of speech into words</li> <li>Segment CVC words with increasing accuracy, and can identify many letters and write the letters in sequence</li> <li>Write phonetically plausible CVC words with the sounds they know</li> <li>Identify the sounds they know on a sound mat</li> </ul>	<ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others</li> </ul>
<b>Communication</b>	<b>Listening, Attention &amp;</b>	<ul style="list-style-type: none"> <li>Engage in listening for short periods of time, either in conversation or group activities such as story time</li> <li>Listen and respond to ideas expressed by other children or adults</li> <li>Respond to instructions and follow simple directions</li> </ul>	<ul style="list-style-type: none"> <li>Listen and engage with a short group focus chosen by an adult</li> <li>Respond to instructions and follow simple directions with more than one part (complex instructions)</li> <li>Begin to respond in conversation keeping to the topic and able to offer comments and ask questions</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> </ul>



<b>Speaking</b>			<ul style="list-style-type: none"> <li>Begin to be able to listen and focus on a guided task/theme and offer comments</li> </ul>	<ul style="list-style-type: none"> <li>Hold conversation when engaged in back and forth exchanges with their teacher and peers.</li> </ul>		
	<ul style="list-style-type: none"> <li>Use short phrases or sentences to communicate their needs and opinions clearly</li> <li>Start conversations with others</li> </ul>	<ul style="list-style-type: none"> <li>Begin to extend a conversation with their own ideas.</li> <li>Begin to use new vocabulary that they have learnt in context</li> <li>Use speech to find different ways express feelings and thoughts.</li> <li>Use talk in different ways during imaginative play, to develop thinking, to collaborate and plan with others and express ideas</li> <li>Begin to use language to describe events in the past and present</li> </ul>	<ul style="list-style-type: none"> <li>Participate in small group, class and one to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>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</li> </ul>			
<b>Maths</b>	<ul style="list-style-type: none"> <li>Baseline assessments.</li> <li>Introducing number 1 and circles.</li> <li>Introducing number 2, semi-circles and 2 step patterns.</li> <li>Introducing number 3 and triangles.</li> <li>Consolidation of the half term's learning.</li> </ul>	<ul style="list-style-type: none"> <li>Introducing number 4 and quadrilaterals.</li> <li>Introducing number 5 and partitioning.</li> <li>Consolidation of numbers 1 – 5 and pentagons.</li> <li>Composition of numbers 1 – 5 and number bonds to 5.</li> <li>Comparing quantities 1 more and 1 less</li> </ul>	<ul style="list-style-type: none"> <li>Introducing 0</li> <li>Review of 1-5</li> <li>Number bonds to 5 – five frame</li> <li>Introducing 6</li> <li>Introducing 7</li> <li>Introducing 8</li> <li>Doubles and halves</li> <li>Introducing 9</li> </ul>	<ul style="list-style-type: none"> <li>Introducing 10</li> <li>The ten-ness of 10</li> <li>Recap 1-10</li> <li>Number bonds to 10</li> <li>Odds and evens</li> <li>Counting in 2s</li> <li>Equal groups</li> <li>Combining 2 groups to find the whole</li> <li>Number bonds to 10</li> <li>Part part whole model</li> <li>Comparing groups up to 10</li> </ul>	<ul style="list-style-type: none"> <li>In the summer term we consolidate in preparation for the ELGS.</li> </ul>	<ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5 - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including</li> </ul>

<b>Personal, Social and Emotional Self-Regulation</b>		<p>for numbers 1 – 5.</p> <ul style="list-style-type: none"> <li>• Sorting and measures – weight and size.</li> <li>• Consolidation of the half term's learning and subitising.</li> </ul>		<ul style="list-style-type: none"> <li>• Exploring number bonds to 10 further (numbers 6-10 being 5 and 'a bit more')</li> </ul>		<p>subtraction facts) and some number bonds to 10, including double facts</p> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul>
	<ul style="list-style-type: none"> <li>• Talk about their feelings in a simple way</li> <li>• Has awareness of the impact of their choices and actions</li> <li>• Adapt to changes to their routine, such as the routines of their Reception class</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to understand that actions have an impact on others, and attempts to show ways to repair relationships or situations when needed</li> <li>• Talk about how they are feeling using more in-depth vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>• Set and work towards simple goals, being able to wait for what they want and</li> </ul>			

<b>Managing Self</b>		<ul style="list-style-type: none"> <li>Show an understanding that their needs may not be met immediately, and can use some strategies to support themselves (getting a timer, engaging in a different activity etc.)</li> </ul>	<p>control their immediate impulses when appropriate</p> <ul style="list-style-type: none"> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>
	<ul style="list-style-type: none"> <li>Attend to their own toileting needs</li> <li>Attempt to get dressed and undressed with some support, e.g. coats</li> <li>Ask for help if needed - follow simple rules</li> </ul>	<ul style="list-style-type: none"> <li>Dress and undress independently (with some support for zips, tights, gloves etc.) and are largely dry during the day</li> <li>Increasingly confident to tackle challenges, say when they do and do not need help and are confident to share their thoughts and ideas with a group</li> <li>Willing to have a go and stick at an activity when things get tricky</li> <li>Know some ways to keep healthy and takes part in healthy activities</li> <li>Know the expectations of behaviour and demonstrate increasing control in different social situations i.e. lunchtime, assembly</li> <li>Follow school and class rules and can talk about the importance of following them</li> </ul>	<ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>
	<ul style="list-style-type: none"> <li>Engage in play with other children</li> <li>Engage with adults in the setting</li> <li>Engage in new social situations with increasing confidence</li> </ul>	<ul style="list-style-type: none"> <li>Develop particular friendships with other children</li> <li>Resolve conflicts with other children by negotiating and finding a compromise: sometimes by themselves, sometimes with support which they can seek as needed</li> <li>Use words to try and solve conflicts.</li> <li>Take turns with others with occasional support needed</li> </ul>	<ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>

Physical Development	PE	<ul style="list-style-type: none"> <li>All about their own bodies: Running, hopping, walking.</li> <li>Target games: directional throwing. How to catch a ball.</li> </ul>	<ul style="list-style-type: none"> <li>Gymnastics. Jumping off a bench. Rolling.</li> </ul>	<ul style="list-style-type: none"> <li>Dance: following step sequences: Hokey Cokey. Saturday Night.</li> </ul>	<ul style="list-style-type: none"> <li>Moving a ball with a hockey stick, foot and throwing and catching.</li> </ul>	<ul style="list-style-type: none"> <li>Dodging and avoiding games.</li> </ul>
	Gross Motor Skills	<ul style="list-style-type: none"> <li>Negotiate space successfully, adjusting speed or direction to avoid obstacles</li> <li>Can maintain reasonable balance when moving in a range of ways - can join in with rhythm, dance and other physical activities with large muscle movements</li> </ul>	<ul style="list-style-type: none"> <li>Shows increasing control of an object, including throwing and catching</li> <li>Show increased spatial awareness and co-ordination</li> <li>Show developing control when balancing</li> <li>Use their core muscle strength to achieve good posture when sitting a table or sitting on the floor</li> </ul>	<ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> </ul>		
	Fine Motor Skills	<ul style="list-style-type: none"> <li>Grip a pen/pencil comfortably and manipulate it with some level of control, e.g drawing lines, circles</li> <li>Use a range of classroom tools with one hand</li> <li>Attempt to eat independently.</li> </ul>	<ul style="list-style-type: none"> <li>Shows preference for a dominant hand when using tools safely and confidently e.g. scissors, paintbrushes and cutlery.</li> <li>Holds a pencil in effectively and can control it when tracing lines or shapes</li> <li>Can draw simple representations of people and objects</li> <li>Begins to use scissors to cut around shapes</li> </ul>	<ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing</li> <li>Using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing</li> </ul>		
Understanding the World	People, Cultures and Communities	<ul style="list-style-type: none"> <li>Talk about people and places that are special to them</li> </ul>	<ul style="list-style-type: none"> <li>Understand that other children may celebrate different events to them and may have different beliefs and can talk in a simple way about this</li> <li>Understand that life in other countries is different and can talk in a simple way about this and draw some comparisons</li> </ul>	<ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>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.</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge</li> </ul>		

Expressive Arts and Design	The Natural World	<ul style="list-style-type: none"> <li>Talk about what they notice within their environment and use their senses to explore the world around them.</li> </ul>	<ul style="list-style-type: none"> <li>Make observations of animals and plants and explains why some things occur, and talks about changes</li> <li>Understand and can talk about some natural processes (e.g. melting, life cycles, seasons etc).</li> </ul>	<p>from stories, nonfiction texts and (when appropriate) maps</p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>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.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul>
	Past and Present	<ul style="list-style-type: none"> <li>Talk about some places they have been and remember some of their experiences</li> </ul>	<ul style="list-style-type: none"> <li>Talk about past and present events in their own life and in the lives of family members</li> <li>Talk about significant historical events and has an understanding things were different in the past.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>
	Creating With Materials	<ul style="list-style-type: none"> <li>Create / build with a purpose in mind and talk about what they have done.</li> <li>Draw simple representations of people and objects</li> </ul>	<ul style="list-style-type: none"> <li>Use different techniques and materials to achieve the desired effect and can talk about what has been created.</li> <li>Mix colours to produce different shades and combines materials to create different textures.</li> <li>Begin to plan a design before starting.</li> <li>Experiments with a range of tools and equipment and selects the most</li> </ul>	<ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul>

<b>Being Imaginative and Expressive</b>			appropriate tool or joining material for the job.	
	<ul style="list-style-type: none"> <li>Sing or join in with a range of familiar songs and rhymes, and has an awareness of rhythm</li> <li>Relive their own experiences through imaginative role play</li> </ul>	<ul style="list-style-type: none"> <li>Explore creativity through song, dance and music</li> <li>Develop storylines in their pretend play</li> <li>Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth</li> </ul>	<ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher</li> <li>Sing a range of well-known nursery rhymes and songs</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</li> </ul>	

Wassily Kandinsky



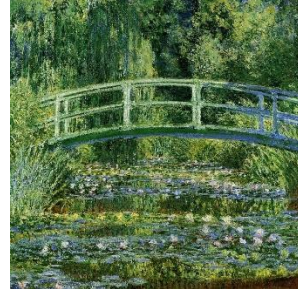
Create portraits on grids to learn about size and proportion of features.

Andy Goldsworthy



Spray leaves and create stencils. Create repeating patterns with leaves and natural objects.

Claude Monet



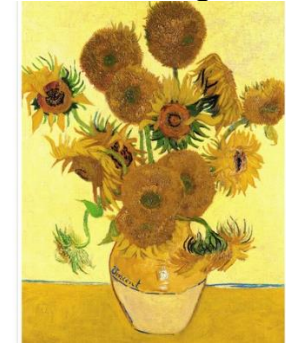
Use different brush strokes and water colours to create pieces of scenic artwork.

Stephen Brown



Colourful paintings of animals using poster paints.

Van Gogh



Still life drawing with thick paint or textured paint to create texture.

Nick Turpin



Street art photographer (Using ipads to take photos) - [Link to Horizons](#)

Autumn 1: create a house for one of the pigs.-

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Autumn 2: Design a snowflake using scissor skills:

- Shows preference for a dominant hand when using tools safely and confidently e.g. scissors, paintbrushes and cutlery.
- Begins to use scissors to cut around shapes

Spring 1: Create a castle using Junk Modelling.

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Create / build with a purpose in mind and talk about what they have done.

Spring 2: Create a mini greenhouse -

- Create / build with a purpose in mind and talk about what they have done.

Summer 1: Create a healthy meal (fruit salad)

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- Attempt to eat independently.
- Know some ways to keep healthy and takes part in healthy activities

Summer 2: Floating and sinking – work together to create a raft to check it floats or sinks. -

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter



<b>Visitors/Trips/ Experiences</b>	<p>Family day – parents and grandparents invited into school.</p> <p>Local walk. Visiting community buildings.</p> <p>Local walk</p>	<p>Walk around the local area/ environment to explore and observe the signs of autumn.</p> <p>Visits to outdoor spaces to observe seasonal changes .</p> <p>Visiting different places of worship. Visitors from different cultures.</p> <p>Performing in a Nativity</p>	<p>Walk around the local area/ environment to explore and observe the signs of winter.</p> <p>Visiting a historical building such as a castle.</p> <p>Travelling theatres visit.</p> <p>Visit from an Author.</p>	<p>Life cycle of a chick/ Chick incubator.</p> <p>Bug Man.</p> <p>Walk around the local area/ environment to explore and observe the signs of spring.</p>	<p>Visit to an allotment.</p> <p>Visit to a farm shop/shops/school kitchen.</p> <p>Local Farm to Fork initiatives</p> <p>Visit to Asda to make Pizza</p>	<p>Walk around the local area/ environment to explore and observe the signs of summer.</p> <p>Visit to the sealife centre.</p>
<b>Celebrations and Events</b>	<ul style="list-style-type: none"> <li>• Recycle week</li> <li>• Black History Month (Oct)</li> <li>• Harvest (Oct)</li> </ul>	<ul style="list-style-type: none"> <li>• Diwali</li> <li>• Halloween (31st Oct)</li> <li>• Bonfire Night (5th Nov)</li> <li>• World Science Day</li> <li>• Remembrance Day (11th Nov)</li> <li>• Hanukkah</li> <li>• Christmas Jumper Day (10<sup>th</sup>)</li> <li>• Christmas</li> </ul>	<ul style="list-style-type: none"> <li>• Chinese New Year</li> <li>• Valentine's Day</li> <li>• Pancake Day</li> </ul>	<ul style="list-style-type: none"> <li>• Easter</li> <li>• World Book Day</li> <li>• Science week</li> <li>• Ramadan begins.</li> <li>• Mother's Day</li> </ul>	<ul style="list-style-type: none"> <li>• Eid</li> <li>• Father's Day</li> <li>• Earth Day</li> <li>• Pride Month</li> </ul>	<ul style="list-style-type: none"> <li>• Sports Day</li> <li>• Whit Friday (local celebration)</li> <li>• Transition</li> </ul>

<p><b>British Values</b></p>	<p><b><u>Rule of law</u></b>          Children understand their own and others' behaviour          To understand that we have classroom rules that help us to be safe and help us learn together.          To understand that breaking class rules has consequences</p>	<p><b><u>Democracy: making decisions together</u></b>          Children are encouraged to take turns and share          Children are encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help.          To take a class vote on chosen topic</p>	<p><b><u>Individual liberty: freedom for all</u></b>          Children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.          Risk taking.</p>	<p><b><u>Mutual respect and tolerance</u></b>          Children to celebrate different festivals and share experiences of all cultures and faiths          Children to learn to take turns to talk and listen to each other          Oasis 9 habits          Adults to provide resources and activities that challenge gender, cultural and racial stereotyping</p>	<p><b><u>Individual liberty: freedom for all</u></b>          Children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.          Risk taking</p>
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