



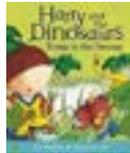
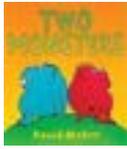
Early Years Unit: Curriculum Overview 2024-25

Curriculum Overview 2024-25

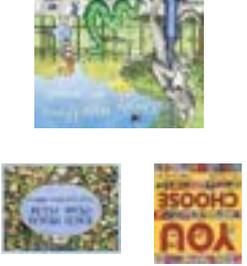
Cycle: 1

Cohort: Early Years Unit

Partnership Schools: Berwick St Mary's CE First School & Norham St Ceolwulf's CE First School

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Overview:	Curriculum Overview:	Curriculum Overview:	Curriculum Overview:	Curriculum Overview:	Curriculum Overview:
Once upon a time Traditional tales	Into the Woods	At the seaside Under the Sea	In the Garden Nursery Rhymes	Travel back in time Knights and Castles	Mini-Beasts
Christian Core Value:	Christian Core Value:	Christian Core Value:	Christian Core Value:	Christian Core Value:	Christian Core Value:
Endurance	Service	Friendship	Compassion	Justice	Celebration
CCV Experience:	CCV Experience:	CCV Experience:	CCV Experience:	CCV Experience:	CCV Experience:
<ul style="list-style-type: none"> Blessing for the school year. Harvest Service. 	<ul style="list-style-type: none"> All Saints Day. Advent Service. Christmas Nativity. 	<ul style="list-style-type: none"> Epiphany Service Lent Service 	<ul style="list-style-type: none"> Easter Service. Mothering Sunday Service. 	<ul style="list-style-type: none"> Pentecost 	<ul style="list-style-type: none"> Celebration Service.
Biblical Text:	Biblical Text:	Biblical Text:	Biblical Text:	Biblical Text:	Biblical Text:
The Widow Who Never Gave Up (Luke 18:1-8)	Queen Esther Serves her People (Book of Esther)	Jesus Heals the Leper (Mark 2:1-12)	The Good Samaritan (Luke 10:29-37)	Jonah and the Whale (Book of Jonah)	Philippians 4:13-14
British Value:	British Value:	British Value:	British Value:	British Value:	British Value:
Individual Liberty	Democracy	Tolerance	Mutual Respect	Democracy	Rule of Law
British Value Text:	British Value Text:	British Value Text:	British Value Text:	British Value Text:	British Value Text:
					
Advocacy Experience:	Advocacy Experience:	Advocacy Experience:	Advocacy Experience:	Advocacy Experience:	Advocacy Experience:
MacMillan Coffee Morning	Samaritans Operation Christmas Child Carol Service at the Care Home	Comic Relief (Red Nose Day)	Recycling Uniform Event	Race for Life	BARK Fundraising Day

Literacy						
Core Texts:		Core Texts:		Supplementary Texts		Texts to be shared from Reading Spine:
Core Texts:		Core Texts:		Supplementary Texts		Texts to be shared from Reading Spine:
Core Texts:		Core Texts:		Supplementary Texts		Texts to be shared from Reading Spine:
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Core Texts:		Core Texts:		Supplementary Texts		Texts to be shared from Reading Spine:

	CLD:	<p>Explaining Knowledge and Understanding</p> <p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Use a wider range of vocabulary.</p> <p>Understand a question that has two parts.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Use longer sentences of four to six words.</p> <p>Learn new vocabulary.</p>
	CLD:	<p>Clarify thinking and ideas</p> <p>Use a wider range of vocabulary.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Develop their pronunciation but may have problems saying: some sounds and multisyllabic words.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Ask questions to find out</p>
	CLD:	<p>Instructions and Understanding</p> <p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>Be able to express a point of view and to debate when you think the caterpillar got so fat?"</p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Use longer sentences of four to six words.</p> <p>Learn new vocabulary.</p> <p>Ask questions to find out</p>
	CLD:	<p>Vocabulary and Questions</p> <p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Use longer sentences of four to six words.</p> <p>Learn new vocabulary.</p> <p>Ask questions to find out</p>
	CLD:	<p>Speaking and Listening with others</p> <p>Use a wider range of vocabulary.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Understand how to listen</p>
	CLD:	<p>Retelling stories</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Use a wider range of vocabulary.</p> <p>Understand how to listen</p>

<p>carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, and some as exact repetition and some in their own words.</p>	<p>LA&U</p> <p>Respond to what they hear with comments when being read to.</p>	<p>LA&U</p> <p>Make comments about what they have heard.</p> <p>Participate in small group and one-to-one discussions.</p>	<p>LA&U</p> <p>Listen attentively and respond to what they hear with relevant questions during small group interactions.</p> <p>Offer ideas using recently introduced vocabulary.</p>	<p>LA&U</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Offer explanations why things might happen, using recently introduced vocabulary.</p> <p>Express ideas using full sentences and conjunctions, with</p>	<p>LA&U</p> <p>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>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in story times.</p>	<p>LA&U</p> <p>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>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Use new vocabulary in different contexts.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>LA&U</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group exchanges with their teachers and peers.</p> <p>S</p> <p>Hold conversation when engaged in back and forth exchanges with their teachers and peers.</p> <p>S</p> <p>Participate in small group and class discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>LA&U</p> <p>LA&U</p> <p>LA&U</p> <p>LA&U</p>
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<p>Offer explanations of why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support.</p>	<p>PD:</p>	<p>Writing skills</p> <p>Dance</p> <p>Continue to develop their movement skills.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Use one-handed tools and making snips in paper with scissors.</p>	<p>Fluent style of moving, with</p>
<p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses.</p>	<p>PD:</p>	<p>Physical Skills</p> <p>Ball skills</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>	<p>Confidently and safely use a</p>
<p>modelling and support.</p>	<p>PD:</p>	<p>Fine Motor Skills</p> <p>Team Games</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Match their developing physical skills to tasks and activities.</p> <p>Use one-handed tools and making snips in paper with equipment, for example, scissors.</p> <p>Use one-handed tools and making snips in paper with pens and pencils.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<p>Revise and refine the</p>
	<p>PD:</p>	<p>Self-care & awareness</p> <p>Gymnastics</p> <p>Continue to develop their movement and balancing skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Show a preference for a dominant hand.</p> <p>Show a preference for a dominant hand.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>Revise and refine the</p>
	<p>PD:</p>	<p>Using Tools</p> <p>Ball skills</p> <p>Continue to develop their movement, balancing and ball skills.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Show a preference for a dominant hand.</p> <p>Show a preference for a dominant hand.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Match their developing physical skills to tasks and activities.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>Develop the overall body</p>
	<p>PD:</p>	<p>Using Equipment</p> <p>Balancing & Yoga</p> <p>Continue to develop their movement and balancing skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Show a preference for a dominant hand.</p>	<p>Fluent style of moving, with</p>

<p>developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines.</p> <p>Further develop and refine a range of ball skills including: throwing, kicking, passing, batting, and aiming.</p> <p>Develop confidence, accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>GM</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Hold a pencil effectively in preparation for fluent writing – tripod grip.</p> <p>Begin to show accuracy and care when drawing.</p> <p>PSED:</p>
<p>skills they have already acquired: rolling, walking, running, skipping, crawling, jumping, hopping, climbing.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>GM</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> <p>PSED:</p>
<p>skills they have already acquired: rolling, walking, jumping, hopping, climbing.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines.</p> <p>Use their core muscle strength to achieve a good posture when sitting on the floor.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside,</p> <p>Further develop the skills they need to manage the school day successfully</p>	<p>GM</p> <p>Move energetically such as running, skipping and jumping.</p> <p>Negotiate space safely.</p> <p>Use the tripod grip.</p> <p>PSED:</p>
<p>skills they have already acquired: rolling, walking, running, skipping, crawling, jumping, hopping, climbing.</p> <p>Further develop and refine a range of ball skills including: throwing, kicking, passing, batting, and aiming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting on the floor.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside,</p> <p>Further develop the skills they need to manage the school day successfully</p>	<p>GM</p> <p>Demonstrate balance and coordination.</p> <p>Use a range of small tools, including paintbrushes and cutlery.</p> <p>PSED:</p>
<p>skills they have already acquired: rolling, walking, running, skipping, crawling, jumping, hopping, climbing.</p> <p>Further develop and refine a range of ball skills including: throwing, kicking, passing, batting, and aiming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting on the floor.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside,</p> <p>Further develop the skills they need to manage the school day successfully</p>	<p>FM</p> <p>Use a range of small tools, including paintbrushes and cutlery.</p> <p>PSED:</p>
<p>skills they have already acquired: rolling, walking, running, skipping, crawling, jumping, hopping, climbing.</p> <p>Further develop and refine a range of ball skills including: throwing, kicking, passing, batting, and aiming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting on the floor.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside,</p> <p>Further develop the skills they need to manage the school day successfully</p>	<p>GM</p> <p>Demonstrate balance and coordination.</p> <p>Use a range of small tools, including paintbrushes and cutlery.</p> <p>PSED:</p>

<p>Change and Transitions</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p>	<p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries, and suggesting other ideas.</p>	<p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries, and suggesting other ideas.</p>	<p>Manage their own needs.</p> <p>- Personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <p>-regular physical activity</p> <p>-healthy eating</p> <p>-toothbrushing</p> <p>-sensible amounts of screen time</p> <p>-having a good sleep routine</p>	<p>Keeping and Staying Safe</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p>
<p>See themselves as a valuable individual.</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <p>-sensible amounts of screen time</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p>	<p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p>	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Think about the perspectives of others.</p>	<p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>MS</p> <p>Explain the reasons for rules.</p>	<p>MS</p> <p>SR</p> <p>BR</p>
<p>Form positive attachments to adults and friendships with peers.</p> <p>MS</p> <p>Be confident to try new</p>	<p>SR</p> <p>Set and work towards simple goals.</p> <p>Give focused attention to responding appropriately what the teacher says, even when engaged in</p>	<p>SR</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>MS</p>	<p>BR</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with</p>	<p>MS</p> <p>MS</p>	<p>MS</p> <p>SR</p> <p>BR</p>

<p>activities and show independence, resilience and perseverance in the face of challenge. SR Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p>	<p>Literacy:</p>	<p>Talk4Writing:Story map Sentence work Questions Non-fiction - facts Poems and Songs Write a letter Lift the flap book Adjectives - labels Description</p>	<p>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing Develop their phonological awareness, so that they can: - spot and suggest rhymes</p>
<p>activity, and show an ability to follow instructions involving several ideas or actions. MS Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p>Literacy:</p>	<p>Story sequence Vocabulary Newspaper Article Adjectives & Description Poems Non-fiction - Facts Recount of a visit</p>	<p>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing Develop their phonological awareness, so that they can: - spot and suggest rhymes</p>
<p>Explain the reasons for rules, know right from wrong and try to behave accordingly. Confident to try new activities.</p>	<p>Literacy:</p>	<p>Diary Story Building Letter Instructions Rhyme and poetry Talk4writing -innovate Labels and captions Nursery Rhymes</p>	<p>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word. Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing.</p>
<p>Show sensitivity to their own and others' needs.</p>	<p>Literacy:</p>	<p>Lists Instructions Labels Sentences Rhyme and Poetry Advert Questions Postcard</p>	<p>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. Engage in extended conversations about stories, learning new vocabulary.</p>
	<p>Literacy:</p>	<p>Talk 4 Writing Labels and captions Adjectives Description Non-fiction - Facts Sentences Letter</p>	<p>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing Write all of their name. Use some of their print and</p>
	<p>Literacy:</p>	<p>Story maps Story sequence Story structure Retelling stories Character description Poster Invitation Questions Narratives & Role Play Recipe</p>	<p>Understand key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - page sequencing Engage in extended conversations about stories, learning new vocabulary. Write some of their name.</p>

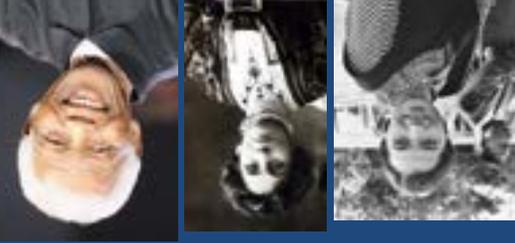
<p>- spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound. Write some letters accurately.</p>	<p>Read common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding of the sounds and their enjoyment. Form lower-case and capital letters correctly. 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.</p>	<p>C Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently</p>
<p>- Write some letters accurately.</p>	<p>Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letters. 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.</p>	<p>C Anticipate key events in stories. Use and understand recently introduced vocabulary during</p>
<p>Write some letters accurately.</p>	<p>Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding of the sounds and their enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letters. 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.</p>	<p>C Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently</p>
<p>Use some of their print and letter knowledge in their early writing.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding of the sounds and their enjoyment. Form lower-case and capital letters correctly. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p>	<p>C Use recently introduced vocabulary.</p>
<p>letter knowledge in their early writing.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read some letter groups that each represent one sound and say sounds for them. Re-read these books to build up their confidence in word reading, their fluency and their understanding of the sounds and their enjoyment. Spell words by identifying the sounds and then writing the sound with letters. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p>	<p>C Anticipate key events in stories.</p>
		<p>C Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words.</p>

<p>introduced vocabulary, discussions about stories, non-fiction and during role play. WR Read aloud simple sentences and books that are consistent with their phonetic knowledge, including some common exception words. W Write recognisable letters, most of which are correctly formed. Write simple phrases and sentences that can be read by others.</p>	<p>Mathematics:</p>	<p>Counting sequence Number order Doubling Number doubles Number Bonds Compare 2 numbers Subtraction Composition; Number Length Symmetry</p>	<p>Say one number for each item in order: 1,2,3,4,5.</p>
<p>discussions about stories, non-fiction and during role play. WR Read aloud simple sentences and books that are consistent with their phonetic knowledge, including some common exception words. W Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>Mathematics:</p>	<p>Estimation Compare Quantities Sharing & halving Subtraction Odd & Even Explore Shapes</p>	<p>Develop fast recognition of up to 3 objects, without having to count them</p>
<p>introduced vocabulary, WR Read words consistent with their phonetic knowledge by sound-blending. W Write recognisable letters.</p>	<p>Mathematics:</p>	<p>Number bonds Addition Subtraction Comparing number One more / one less Height Data handling Sequence events</p>	<p>Say one number for each item in order: 1,2,3,4,5.</p>
	<p>Mathematics:</p>	<p>Comparing quantities Estimation Count and match Subtraction Addition Number Doubles Weight and Capacity Time Direction / coordinates</p>	<p>Develop fast recognition of up to 3 objects, without having to count them</p>
	<p>Mathematics:</p>	<p>Accurate counting Numicon & number Number bonds Addition One more Positional and Directional language Shape and Pattern Repeating Patterns</p>	<p>Develop fast recognition of up to 3 objects, without having to count them</p>
	<p>Mathematics:</p>	<p>One-to-one counting Count and match sets of objects Number recognition Number order Addition 2D & 3D shapes 3D shapes – spatial reasoning Size and Capacity Length</p>	<p>Recite numbers past 5. Say one number for each</p>

Count objects, actions and sounds.	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Make comparisons between objects relating to length.</p> <p>Talk about and identifies the patterns around them.</p> <p>Notice and correct an error in a repeating pattern.</p>
Subtise. Compare numbers.	<p>individually ('subtising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Link numerals and amounts.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Make comparisons between objects.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc.</p>
Explore the composition of numbers to 10.	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Link numerals and amounts.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Link numerals and amounts.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Make comparisons between objects.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>
Count objects, actions and sounds.	<p>individually ('subtising').</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Link numerals and amounts.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations.</p> <p>Make comparisons between objects relating to weight and capacity.</p>
Count objects, actions and sounds..	<p>individually ('subtising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Link numerals and amounts.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Understand position through words alone – for example, "The bag is under the table," – no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations.</p> <p>Notice and correct an error in a repeating pattern.</p>
Count objects, actions and sounds.	<p>item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Make comparisons between objects relating to size, capacity and length.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p>Combine shapes to make bigger triangles, etc.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Talk about and identifies the patterns around them.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p>

<p>patterns within numbers up to 10, including double facts and how quantities can be distributed equally.</p>	<p>UW: Science</p>	<p>Life cycles & Habitats</p> <p>Talk about what they see, using a wide vocabulary. Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Show interest in different occupations. Talk about the differences between materials and changes they notice.</p> <p>Changing States of Matter</p> <p>Talk about what they see, using a wide vocabulary. Explore collections of materials with similar and/or different properties. Understand the key features of the life cycle of an animal. Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>NW</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p>
	<p>UW: Science</p>	<p>Plants and growing</p> <p>Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant. Begin to understand the need to respect and care for the natural environment and all living things. Talk about what they see, using a wide vocabulary. Use all their senses in hands-on exploration of natural materials.</p>	<p>NW</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p>
	<p>UW: Science</p>	<p>Weather and seasons</p> <p>Talk about what they see, using a wide vocabulary. Explore and talk about different forces they can feel. Explore how things work.</p>	<p>NW</p> <p>Know some similarities</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p>
	<p>UW: Science</p>	<p>Light and Dark</p> <p>Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary. Talk about the differences between materials and changes they notice. Explore how things work.</p>	<p>NW</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p>
	<p>UW: Science</p>	<p>Exploring materials</p> <p>Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Talk about the differences between materials and changes they notice.</p>	<p>NW</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p>
	<p>UW: Science</p>	<p>Life cycles & Habitats</p> <p>Talk about what they see, using a wide vocabulary. Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Show interest in different occupations. Talk about the differences between materials and changes they notice.</p> <p>Changing States of Matter</p> <p>Talk about what they see, using a wide vocabulary. Explore collections of materials with similar and/or different properties. Understand the key features of the life cycle of an animal. Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>NW</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p>

<p>around them, making observations and drawing pictures of animals.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including changing states of matter.</p>	<p>UW: History</p>	<p>My Family My past: Birth to 4</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Continue developing positive attitudes about the differences between people.</p>	<p>Talk about members of their immediate family.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p>
<p>important processes and changing states of matter.</p>	<p>UW: History</p>	<p>Local Castle History In the past: way of life</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Talk about what they see, using a wide vocabulary.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Comment on images of familiar situations in the past.</p> <p>Understand that some</p>
<p>around them, making observations and drawing pictures of plants.</p> <p>Understand some important processes and changes in the natural world around them.</p>	<p>UW: History</p>	<p>Exploring Nursery Rhymes</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Talk about what they see, using a wide vocabulary.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories</p>
<p>and differences between the natural world around them and contrasting environments.</p> <p>Understand some important processes and changes in the natural world around them, including seasons.</p>	<p>UW: History</p>	<p>Old and New Lighthouses: changes</p> <p>Show interest in different occupations.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Talk about what they see, using a wide vocabulary.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Comment on images of familiar situations in the past.</p>
<p>around them.</p>	<p>UW: History</p>	<p>Family Memories</p> <p>Begin to make sense of their own life-story and family's history.</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p>
<p>and differences between the natural world around them.</p>	<p>UW: History</p>	<p>Family Birth to 4</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Continue developing positive attitudes about the differences between people.</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p>

	<p>PP Talk about the lives of people around them.</p>	<p><u>Courageous Advocates: Rosa Parks, Emmiline Pankhurst, Nelson Madela.</u></p> 			<p>Where we live</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to make sense of their own life-story. (Places visited / landmarks)</p>	<p>UW: Geography</p>	
<p>past</p>	<p>PP Talk about the lives of people around them and their roles in society.</p>				<p>PP 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>Local Beach</p> <p>Talk about what they see, using a wide vocabulary.</p>	<p>UW: Geography</p>
	<p>PP Understand the past through settings, characters and events encountered in books and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>				<p>Nursery Rhyme settings</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>UW: Geography</p>	
	<p>PP Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class and storytelling.</p>				<p>Local Castles</p> <p>Talk about what they see, using a wide vocabulary.</p>	<p>UW: Geography</p>	
<p>places are special to members of their community.</p>	<p>PP Talk about the lives of people around them and their roles in society.</p> <p>PP 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>Habits and Environments</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to make sense of their own life-story. (Places visited / landmarks)</p>	<p>UW: Geography</p>	

<p>Draw information from a simple map. Understand that some places are special to members of their community.</p>	<p>Draw information from a simple map. Understand that some places are special to members of their community.</p>	<p>Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Draw information from a simple map. (Story settings) Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Draw information from a simple map.</p>	<p>Recognise some environments that are different to the one in which they live.</p>
<p>PCC Describe their immediate environment using knowledge from observations and maps.</p>	<p>PCC Describe their immediate environment using knowledge from observation, discussion and maps.</p>	<p>PCC Describe their immediate environment using knowledge from observation, discussion, stories and maps.</p>	<p>PCC 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.</p>	<p>PCC Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>PCC Describe their immediate environment using knowledge from observation, discussion, stories and non-fiction texts.</p>
<p>Courageous Advocates: David Attenborough, Zac Effron, Greta Thunberg</p> 					
<p>Technology</p>	<p>Technology</p>	<p>Technology</p>	<p>Technology</p>	<p>Technology</p>	<p>Technology</p>
<p>E-Safety and ICT programmes</p> <ul style="list-style-type: none"> • Online safety • Health and safety • Picture programme • IB/chrome books • Login school 360 / Lexia • Numbots • Google maps • Digital microscope - explore materials • Pedometers • Healthy eating – kitchen 	<p>Programming and Equipment</p> <ul style="list-style-type: none"> • Bee-bots - coding • Torches - explore light & shadows • Cameras/I-Pads • Remote control toys / robot • Video recording – Non-fiction / message Photocopier - pictures 	<p>Recording and Photography</p> <ul style="list-style-type: none"> • Green screen - weather report • Photographs • Microphones & walkie talkies • Create a photo album • E-safety 	<p>Sounds and digital tools</p> <ul style="list-style-type: none"> • CD player - lotto games/ stories • Tone Box - listen to stories and songs • Video recording – nursery rhymes • Digital microscope - explore plants • I-Pads - photographs and research • Music programme 	<p>Software programmes and Websites</p> <ul style="list-style-type: none"> • Programmes - animate objects • Keyboard and mouse skills • Algorithms • 2 create stories • Online safety • Explore websites • Google maps 	<p>Search engine and websites</p> <ul style="list-style-type: none"> • Online Safety • Google research • Use word - type • Emails • Explore websites - BBC learning zone • Google Earth

equipment	<p>Turning on and operating some ICT equipment.</p> <p>Apply learning to age-appropriate computer software.</p> <p>To know how to turn on I pads, CD players.</p> <p>To know how to complete simple programmes used to support their learning.</p> <p>Complete a simple program on a computer.</p> <p>Repeat sounds, sights and actions.</p> <p>To know that an adult needs to support their on-line access to keep them safe.</p> <p>To know how to navigate using a touchscreen display.</p>	<p>Turning on and operating some ICT equipment.</p> <p>ways-winding up, pulling backwards, turning on and off.</p> <p>To know how to make toys work through engaging correctly with the equipment - pressing, pulling, lifting flaps.</p> <p>Turning on and operating some ICT equipment.</p> <p>Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</p> <p>Repeat sounds, sights and actions.</p> <p>Turning on and operating some ICT equipment.</p> <p>Apply learning to age-appropriate computer software.</p> <p>Draw a picture on screen.</p> <p>Complete a simple program on a computer.</p> <p>To know that the internet can be used to find out information with an adult.</p>	<p>Recording boxes</p> <ul style="list-style-type: none"> • Photocopier 	<p>Repeat sounds, sights and actions.</p> <p>To know how to make toys work through engaging correctly with the equipment - pressing, pulling, lifting flaps.</p> <p>Turning on and operating some ICT equipment.</p> <p>To know that they can turn devices on and off, including TV, iPads, remote controls toys.</p> <p>To know how to turn on I pads, CD players.</p> <p>Operate simple equipment.</p> <p>Create a video recording.</p>	<p>Turning on and operating some ICT equipment.</p> <p>winding up, pulling backwards, turning on and off.</p> <p>Turning on and operating some ICT equipment.</p> <p>Repeat sounds, sights and actions.</p> <p>Apply learning to age-appropriate computer software.</p> <p>Draw a picture on screen.</p> <p>To know how to complete simple programmes used to support their learning.</p> <p>Operate simple equipment.</p> <p>Create a video recording.</p> <p>Lifting flaps to achieve effects such as sound, movements or new images.</p> <p>Will interact with a range of technologies.</p> <p>To know that the internet can be used to find out information with an adult</p> <p>Complete a simple program on a computer.</p> <p>To know that the internet needs to support their on-line access to keep them safe.</p> <p>Retrieve information from technological devices and the internet.</p> <p>Programmable toys for children to play with, as well as equipment involving ICT, such as computers.</p>	<p>Turning on and operating some ICT equipment.</p> <p>Apply learning to age-appropriate computer software.</p> <p>Draw a picture on screen.</p> <p>To know how to turn on I pads, CD players.</p> <p>To know how to complete simple programmes used to support their learning.</p> <p>Complete a simple program on a computer.</p> <p>To know that an adult needs to support their on-line access to keep them safe.</p> <p>Retrieve information from the internet.</p>
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<p>simple programmes used to support their learning.</p> <p>Turning on and operating some ICT equipment.</p> <p>Apply learning to age-appropriate computer software.</p> <p>Complete a simple programme on a computer.</p> <p>To know how to navigate using a touchscreen display.</p> <p>To know how to use age appropriate computer software.</p> <p>Type my name on the computer.</p> <p>Use programmable toys such as a whisk, torch, ipads, CD players.</p> <p>Use programmable toys such as a whisk, torch, ipads, CD players.</p> <p>To know how to use ipads, cameras and mobile phones.</p>	<p>simple programmes used to support their learning.</p> <p>Turning on and operating some ICT equipment.</p> <p>Apply learning to age-appropriate computer software.</p> <p>Draw a picture on screen</p> <p>Explore different technologies.</p> <p>To know how to turn on ipads, CD players.</p> <p>Operate simple equipment.</p> <p>To know that the internet can be used to find out information with an adult.</p> <p>To know how to use age appropriate computer software.</p> <p>Retrieve information from the internet.</p> <p>Use a mouse to draw on the computer.</p>	<p>buttons to support learning across a range of areas.</p> <p>Turning on and operating some ICT equipment.</p> <p>Apply learning to some ICT equipment.</p> <p>Turning on and operating some ICT equipment.</p> <p>Apply learning to age-appropriate computer software.</p> <p>Use safe equipment to play with such as torches and walkie talkies.</p> <p>To know how to turn on ipads, CD players.</p> <p>Operate simple equipment.</p> <p>Create a video recording.</p> <p>Will interact with a range of technologies.</p> <p>Use a photocopier to copy pictures.</p> <p>Take photographs.</p> <p>To know how to interact with technology to programme an age appropriate toy.</p> <p>Uses a remote control technology with support.</p> <p>Navigate touchable ipads, and equipment for every day such as cameras and mobile phones.</p>	<p>simple programmes used to support their learning.</p> <p>To know how to use talk buttons to support learning across a range of areas.</p> <p>To know how to use the iPad to create a video.</p> <p>Turning on and operating some ICT equipment.</p> <p>Apply learning to age-appropriate computer software.</p> <p>Use safe equipment to play with such as torches and walkie talkies.</p> <p>To know how to turn on ipads, CD players.</p> <p>Operate simple equipment.</p> <p>Draw a picture on screen</p> <p>Explore different technologies.</p> <p>Apply learning to age-appropriate computer software.</p> <p>Complete a simple programme on a computer.</p> <p>To know that the internet can be used to find out information with an adult.</p> <p>To know how to use age appropriate computer software.</p> <p>Retrieve information from the internet.</p> <p>Use a mouse to draw on the computer.</p>	<p>simple programmes used to support their learning.</p> <p>Turning on and operating some ICT equipment.</p> <p>Apply learning to age-appropriate computer software.</p> <p>Apply learning to some ICT equipment.</p> <p>Turning on and operating some ICT equipment.</p> <p>Apply learning to age-appropriate computer software.</p> <p>Draw a picture on screen</p> <p>Explore different technologies.</p> <p>To know how to turn on ipads, CD players.</p> <p>Operate simple equipment.</p> <p>To know that the internet can be used to find out information with an adult.</p> <p>To know how to use age appropriate computer software.</p> <p>Retrieve information from the internet.</p> <p>Use a mouse to draw on the computer.</p>	<p>simple programmes used to support their learning.</p> <p>Turning on and operating some ICT equipment.</p> <p>Apply learning to age-appropriate computer software.</p> <p>Apply learning to some ICT equipment.</p> <p>Turning on and operating some ICT equipment.</p> <p>Apply learning to age-appropriate computer software.</p> <p>Draw a picture on screen</p> <p>Explore different technologies.</p> <p>To know how to turn on ipads, CD players.</p> <p>Operate simple equipment.</p> <p>To know that the internet can be used to find out information with an adult.</p> <p>To know how to use age appropriate computer software.</p> <p>Retrieve information from the internet.</p> <p>Use a mouse to draw on the computer.</p>
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					<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore different materials 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>Use drawing to represent ideas like movement or loud noises.</p> <p>Explore colour and colour-mixing.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>
					<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Explore colour and colour-mixing.</p> <p>Remember and sing entire songs.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>
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					<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Explore colour and colour-mixing.</p> <p>Remember and sing entire songs.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>
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	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, dance and performance art, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>CWM</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with</p>
	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Develop storylines in their pretend play.</p>	<p>CWM</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with</p>
<p>one they know.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Listen attentively, move to and talk about music, sharing ideas, resources and skills.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>CWM</p> <p>Safely use and explore a variety of tools and techniques, experimenting with</p>
	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Develop storylines in their pretend play.</p>	<p>CWM</p> <p>Explore a variety of tools and techniques, experimenting with colour and design.</p>
	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Develop storylines in their pretend play.</p>	<p>CWM</p> <p>Safely use and explore a variety of materials, experimenting with colour.</p>
<p>complexity and detail, such as representing a face with a circle and including details.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Remember and sing entire songs.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>CWM</p> <p>Safely use and explore a variety of materials, experimenting with colour.</p>

<p>colour, design texture, form and function.</p> <p>Share their creations, explaining the process, they have used.</p> <p>Share their creations, explaining the process, they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Perform songs, rhymes, poems and stories with others, and try to move in time with music.</p> <p>BigE</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p>	<p>Music:</p>	<p>Charanga - Mei!</p> <p>Respond to music, searching out a steady pulse to move to.</p> <p>Be able to move to the pulse in different ways and clap the rhythm of their name.</p>	<p>Listen with increased attention to sounds.</p> <p>Remember and sing entire songs.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Sing the pitch of a tone sung by another person (pitch match).</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone up and down, down and up) of familiar songs.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>
<p>colour, design texture, form and function.</p> <p>Share their creations, explaining the process, they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Perform songs, rhymes, poems and stories with others, and try to move in time with music.</p> <p>BigE</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p>	<p>Music:</p>	<p>Charanga - My Stories</p> <p>Respond to music in character, searching out a steady pulse to move to.</p> <p>To copy the rhythm of small phrases from the songs.</p>	<p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Sing the pitch of a tone sung by another person (pitch match).</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone up and down, down and up) of familiar songs.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>
<p>texture, form and function.</p> <p>BigE</p> <p>Sing a range of well-known nursery rhymes and songs.</p>	<p>Music:</p>	<p>Charanga - Our World</p> <p>Respond to music, searching out a steady pulse to move to.</p> <p>To create their own actions and patterns.</p>	<p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person (pitch match).</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p>
<p>colour, design texture, form and function.</p> <p>Share their creations, explaining the process, they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Perform songs, rhymes, poems and stories with others, and try to move in time with music.</p> <p>BigE</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p>	<p>Music:</p>	<p>Charanga - Big Bear Funk</p> <p>Respond to music, in the context of Funk music.</p> <p>To share and assess their own performance.</p>	<p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p>
<p>colour, design texture, form and function.</p> <p>Share their creations, explaining the process, they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Perform songs, rhymes, poems and stories with others, and try to move in time with music.</p> <p>BigE</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p>	<p>Music:</p>	<p>Charanga - Reflect, Rewind and Replay</p> <p>Revisit learning that has taken place.</p> <p>Consolidate learning</p>	<p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with</p>

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.	Outdoors:	Story den building Character crime scene – Big Bad wolf Stories in the woods Building bridges How to play and work outdoors safely.	Visits/Visitors:	Community walk Storyteller / Author Fairy Trail Fairy Tale character Parent and baby/grandparents Parent story telling Local Builder
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.	Outdoors:	Woodland walk Tents – camping Create a light reflection area Night vision cameras – wildlife in school / in the country	Visits/Visitors:	Woodland walk Owl/ Falconry visit Christmas: Santa/Panto
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.	Outdoors:	Build a boat or discover a shipwreck! A weather station Treasure hunt Waterways to transport boats	Visits/Visitors:	Visit to the beach Lighthouse Lifeboat station Sealife centre Driftwood boat - River
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.	Outdoors:	Allotments Sensory Garden Humpty Dumpty 'Eggperiment' day Build Nursery rhyme settings	Visits/Visitors:	Garden Centre Kirkley Hall – Zoological Gardens Alnwick Gardens Castle Vale gardens
Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction and texts.	Outdoors:	Create a mini-beast habitat Fossil hunt – mini-beast identification Spider web weaving	Visits/Visitors:	Berwick Castle Berwick Barracks Alnwick Castle Norham Castle Bamburgh Castle Ford Castle
				Paxton House Zoo Lab Northumberland Zoo

