



Early Years Unit: Curriculum Overview 2025-26

Curriculum Overview 2025-2026

Cycle: 2

Cohort: Early Years Unit

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Overview:	Curriculum Overview:	Curriculum Overview:	Curriculum Overview:	Curriculum Overview:	Curriculum Overview:
In my Community People who help us	Once upon a time Traditional tales	Transport and Vehicles	Space Exploration	On the farm Animals and growing	Animals around the world
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

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

CLD:	CLD:	CLD:	CLD:	CLD:	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>Recalling and 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>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>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 they disagree with an adult or a friend, using words as well as actions.</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>	<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>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>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or 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>Understand how to listen carefully and why listening is important.</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>Use talk to help work out problems and organise thinking and activities, and</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p>	<p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Use talk to help work out problems and organise</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p>	<p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action</p>

<p>to explain how things work and why they might happen.</p> <p>Develop social phrases.</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>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p>	<p>Use new vocabulary in different contexts.</p> <p>Engage in story times.</p> <p>Learn rhymes, poems and songs.</p>	<p>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>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>Learn rhymes, poems and songs.</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 story times.</p> <p>Learn rhymes, poems and songs.</p>	<p>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 to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Learn rhymes, poems and songs.</p>
<p>LA&U Respond to what they hear with comments when being read to.</p>	<p>LA&U Make comments about what they have heard.</p> <p>S Participate in small group and one-to-one discussions.</p>	<p>LA&U Listen attentively and respond to what they hear with relevant questions during small group interactions.</p> <p>S Offer ideas using recently introduced vocabulary.</p>	<p>LA&U Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>S Offer explanations why things might happen, using recently introduced vocabulary.</p> <p>Express ideas using full sentences and conjunctions, with modelling and support.</p>	<p>LA&U Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back and forth exchanges with their teachers and peers.</p> <p>S Participate in small group and class discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses.</p>	<p>LA&U 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 interventions.</p> <p>Hold conversation when engaged in back and forth exchanges with their teachers and peers.</p> <p>S 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</p>

					sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support.
PD:	PD:	PD:	PD:	PD:	PD:
Using Equipment Balancing & Yoga Continue to develop their movement and balancing skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. 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. Show a preference for a dominant hand.	Using Tools Ball skills Continue to develop their movement, balancing and ball skills. Use large-muscle movements to wave flags and streamers, paint and make marks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Show a preference for a dominant hand.	Self-care & awareness Gymnastics Continue to develop their movement and balancing skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Match their developing physical skills to tasks and activities. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Use a comfortable grip with good control when holding pens and pencils.	Fine Motor Skills Team Games Start taking part in some group activities which they make up for themselves, or in teams. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use a comfortable grip with good control when holding pens and pencils. Use one-handed tools and equipment, for example, making snips in paper with scissors.	Physical Skills Ball skills Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. 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. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use a comfortable grip with good control when holding pens and pencils.	Writing skills Dance Continue to develop their movement skills. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Use a comfortable grip with good control when holding pens and pencils. Use one-handed tools and equipment, for example, making snips in paper with scissors.
Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines.	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	Revise and refine the fundamental movement skills they have already acquired: rolling, walking, running, skipping, crawling, jumping, hopping, climbing. Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body	Revise and refine the fundamental movement skills they have already acquired: rolling, walking, running, skipping, crawling, jumping, hopping, climbing. Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing,	Progress towards a more fluent style of moving, with developing control and grace. Combine different movements with ease and fluency. Develop overall body-strength, balance, co-ordination and agility.

Develop overall body-strength, balance, co-ordination and agility. 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.	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.	strength, co-ordination, balance and agility needed to engage successfully. Use their core muscle strength to achieve a good posture when sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, Further develop the skills they need to manage the school day successfully	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. Develop the foundations of a handwriting style which is fast, accurate and efficient.	catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient.	Develop the foundations of a handwriting style which is fast, accurate and efficient.
GM Demonstrate balance and coordination.	FM Use a range of small tools, including paintbrushes and cutlery.	GM Demonstrate balance and coordination. FM Use a range of small tools, including paintbrushes and cutlery.	GM Move energetically such as running, skipping and jumping. Negotiate space safely. FM Using the tripod grip.	GM Demonstrate strength, balance and coordination when playing. FM Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.	GM Negotiate space and obstacles safely, with consideration for themselves and others. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. FM Hold a pencil effectively in preparation for fluent writing – tripod grip. Begin to show accuracy and care when drawing.
PSED:	PSED:	PSED:	PSED:	PSED:	PSED:
Keeping and Staying Healthy and Safe Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands	Following Rules 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.	Relationships Develop their sense of responsibility and membership of a community. Become more outgoing	Feelings and Emotions Develop appropriate ways of being assertive. Talk with others to solve conflicts.	Computer Safety Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind	Change and Transitions Develop their sense of responsibility and membership of a community. Become more outgoing

<p>thoroughly. Make healthy choices about food, drink, activity and toothbrushing.</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>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>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p>	<p>them.</p>	<p>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>Manage their own needs. - Personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing: -regular physical activity -healthy eating -toothbrushing -sensible amounts of 'screen time' -having a good sleep routine -being a safe pedestrian.</p>	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: -being a safe pedestrian.</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>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>Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of 'screen time'</p>	<p>See themselves as a valuable individual.</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>MS 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 Explain the reasons for rules.</p>	<p>BR Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and others' needs.</p>	<p>SR Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>MS Explain the reasons for rules, know right from wrong and try to behave accordingly. Confident to try new activities.</p>	<p>SR Set and work towards simple goals.</p> <p>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.</p> <p>MS Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p>BR Form positive attachments to adults and friendships with peers.</p> <p>MS Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>SR Set and work towards simple goals, being able to wait for what they want and control their immediate impulses</p>

					<p>when appropriate.</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p>
Literacy:	Literacy:	Literacy:	Literacy:	Literacy:	Literacy:
<p>Story telling Narratives & Roleplay Labels and captions Description Non-Fiction Sentences Letter Poster</p>	<p>Story maps Story sequence Story structure Retelling stories Character description Poster Invitation Letter Questions</p>	<p>Lists Labels Sentences Rhyme Advert Questions Adjectives Diary Story maps</p>	<p>Lists Story Building Postcard Rhyme and poetry Non-Fiction facts Vocabulary Newspaper Article Adjectives & Description</p>	<p>Story sequence Story map and labels Posters Riddles Poems Talk4writing -innovate Instructions Recount of a visit Recipe</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 key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - page sequencing <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Write some of their name.</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - 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. <p>Write all of their name.</p> <p>Use some of their print and letter knowledge in their early writing.</p>	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing.</p>	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word. <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing.</p> <p>Write some letters accurately.</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - 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 <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - <p>Write some letters accurately.</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - 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 <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound. <p>Write some letters accurately.</p>

<p>Read individual letters by saying the sounds for them.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Form lower-case and capital letters correctly.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p>	<p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Read common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Form lower-case and capital letters correctly.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>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.</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>C Use recently introduced vocabulary.</p>	<p>C Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>WR Read words consistent with their phonic knowledge by sound-blending.</p> <p>W Write recognisable</p>	<p>C Anticipate key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction and during role play.</p> <p>WR Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>C Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems.</p> <p>WR Say a sound for each</p>

			letters.	W Spell words by identifying sounds in them and representing the sounds with a letter or letters.	letter in the alphabet and at least 10 digraphs. Read aloud simple sentences and books that are consistent with their phonic 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.
Mathematics:	Mathematics:	Mathematics:	Mathematics:	Mathematics:	Mathematics:
One-to-one counting Count and match sets of objects Number recognition Number order Addition 2D & 3D shapes Size and Weight Capacity	Accurate counting Numicon & number Number bonds Addition Length 3D shapes – spatial reasoning Shape and Pattern	Comparing quantities Estimation Count and match Subtraction Addition Positional and Directional language Routes and Locations Explore shapes	Number bonds Addition Subtraction Comparing number One more / one less Sequence events Weight	Estimation Compare Quantities Sharing & halving Subtraction Doubling Number doubles Shapes Capacity Routes and Locations	Counting sequence Number order Number bonds Subtraction Composition; Number Length & Weight Patterns & Shapes Odd & Even
Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Experiment with their own symbols and marks as well	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Link numerals and amounts.	Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Link numerals and amounts. Compare quantities using language: 'more than', 'fewer than'.	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5.	Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the

<p>of objects to match the numeral, up to 5.</p> <p>Talk about and explore 2D and 3D shapes using informal and mathematical language.</p> <p>Make comparisons between objects relating to size, weight and capacity.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc.</p>	<p>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 explore 3D shapes using informal and mathematical language.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc.</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>Compare quantities using language: 'more than', 'fewer than'.</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, using words like 'in front of' and 'behind'.</p> <p>Talk about and explore 2D shapes.</p> <p>Combine shapes to make new ones.</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>Make comparisons between objects relating to weight.</p>	<p>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>Talk about and explore 2D and 3D shapes using informal and mathematical language.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc.</p> <p>Make comparisons between objects relating to capacity.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p>	<p>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 and weight.</p> <p>Talk about and identifies the patterns around them.</p> <p>Extend and create ABAB patterns .</p> <p>Notice and correct an error in a repeating pattern.</p>
<p>Count objects, actions and sounds.</p> <p>Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count beyond ten.</p> <p>Explore the composition of numbers to 10.</p>	<p>Count objects, actions and sounds..</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count beyond ten.</p> <p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds for numbers 0–5 and some to 10.</p>	<p>Count objects, actions and sounds.</p> <p>Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count beyond ten.</p> <p>Compare numbers.</p> <p>Select, rotate and manipulate shapes in order</p>	<p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds for numbers 0–5 and some to 10.</p> <p>Compare numbers.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Compare weight.</p>	<p>Subitise.</p> <p>Compare numbers.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>	<p>Count objects, actions and sounds.</p> <p>Count beyond ten.</p> <p>Compare numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Continue, copy and create patterns.</p> <p>Compare length and weight.</p>

<p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compare capacity.</p>	<p>Compare length.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Continue, copy and create repeating patterns.</p>	<p>to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can.</p>		<p>Compare capacity.</p>	<p>Automatically recall number bonds for numbers 0–5 and some to 10.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p>
<p>N Subitise (Recognise quantities without counting) up to 5.</p>	<p>N Recall number bonds up to 5.</p> <p>Subitise (Recognise quantities without counting) up to 5.</p>	<p>N Have an understanding of number to 10.</p>	<p>N Subitise (Recognise quantities without counting) up to 5.</p> <p>Recall number bonds up to 5.</p> <p>NP Verbally count beyond 20.</p> <p>Compare quantities up to 10.</p>	<p>N Have an understanding of number to 10.</p> <p>NP Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including double facts and how quantities can be distributed equally.</p>	<p>N Have a deep understanding of number to 10, including the composition of each number.</p> <p>Automatically recall number bonds up to 5 (Including subtraction facts) and some number bonds to 10, including double facts.</p> <p>NP Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds and how quantities can be distributed equally.</p>
UW: Science	UW: Science	UW: Science	UW: Science	UW: Science	UW: Science
<p>Human Body</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Use all their senses in hands-on exploration of natural materials.</p>	<p>Exploring Materials</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p>	<p>Forces: Moving</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Explore collections of materials with similar and/or different properties</p>	<p>Forces and Magnets</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Explore collections of materials with similar and/or different properties</p>	<p>Growing Food</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant.</p>	<p>Habitats & Environments</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Use all their senses in hands-on exploration of natural materials.</p>

Continue developing positive attitudes about the differences between people.	<p>Talk about what they see, using a wide vocabulary.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Explore how things work.</p>	<p>Explore and talk about different forces they can feel.</p> <p>Explore how things work.</p> <p>Show interest in different occupations.</p> <p>Talk about the differences between materials and changes they notice.</p>	<p>Explore and talk about different forces they can feel.</p> <p>Explore how things work.</p> <p>Show interest in different occupations.</p> <p>Talk about the differences between materials and changes they notice.</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Show interest in different occupations.</p>	<p>Explore collections of materials with similar and/or different properties.</p> <p>Understand the key features of the life cycle of an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>
<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>
<p>NW Know some similarities and differences between the natural world around them.</p>	<p>NW Explore the natural world around them.</p> <p>NW Know some similarities and differences between the natural world around them.</p> <p>NW Understand some important processes and changes in states of matter.</p>	<p>NW Explore the natural world around them.</p>	<p>NW Understand some important processes and changes in the natural world around them.</p> <p>NW Know some similarities and differences between the natural world around them and contrasting environments.</p>	<p>NW Explore the natural world around them, making observations and drawing pictures of plants.</p> <p>NW Understand some important processes and changes in the natural world around them, including seasons.</p>	<p>NW Explore the natural world around them, making observations and drawing pictures of animals.</p> <p>NW 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>NW Understand some important processes and</p>

					changes in the natural world around them, including changing states of matter.
UW: History	UW: History	UW: History	UW: History	UW: History	UW: History
My Family My past: Birth to 4 Begin to make sense of their own life-story and family's history. Continue developing positive attitudes about the differences between people.	Fairytales and Folktales Begin to make sense of their own life-story and family's history.	Old and New vehicles Local Bridges Show interest in different occupations. Talk about what they see, using a wide vocabulary. Explore how things work. Begin to make sense of their own life-story and family's history.	Landing on the Moon Begin to make sense of their own life-story and family's history. Talk about what they see, using a wide vocabulary. Show interest in different occupations. Explore how things work.	How farming has changed Begin to make sense of their own life-story and family's history. Talk about what they see, using a wide vocabulary. Show interest in different occupations.	History of flight Begin to make sense of their own life-story and family's history. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Explore how things work.
Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past.	Talk about members of their immediate family and community. Compare and contrast characters from stories. Comment on images of familiar situations in the past.	Talk about members of their immediate family and community. Comment on images of familiar situations in the past. Draw information from a simple map.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.
PP Talk about the lives of people around them and their roles in society.	PP Talk about the lives of people around them.	PP Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	PP Understand the past through settings, characters and events encountered in books read in class and storytelling.	PP Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. PP Talk about the lives of people around them and their roles in society.	PP Understand the past through settings, characters and events encountered in books read in class and storytelling. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Courageous Advocates: Rosa Parks, Emmiline Pankhurst, Nelson Madela.



UW: Geography	UW: Geography	UW: Geography	UW: Geography	UW: Geography	UW: Geography
<p>Where I live My Journey to School</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>Mapwork – Journey of Story Characters</p> <p>Talk about what they see, using a wide vocabulary.</p>	<p>Our Local Area Pollution</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Our Solar System</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Show interest in different occupations.</p> <p>Explore how things work.</p>	<p>Local farming</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Travel the World</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>Draw information from a simple map.</p> <p>Understand that some places are special to members of their community.</p>	<p>Draw information from a simple map.(Story settings)</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>Draw information from a simple map. (Stars)</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>Draw information from a simple map.</p> <p>Talk about their community.</p> <p>Understand that some places are special to members of their community.</p>	<p>Recognise some environments that are different to the one in which they live.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>
<p>PCC</p> <p>Describe their immediate environment using knowledge from observations and maps.</p>	<p>PCC</p> <p>Describe their immediate environment using knowledge from stories, discussion and maps.</p>	<p>PCC</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories and maps.</p> <p>Know some similarities</p>	<p>PCC</p> <p>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</p>	<p>PCC</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>PCC</p> <p>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</p>

		and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	appropriate) maps.		appropriate) maps. 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.
Technology	Technology	Technology	Technology	Technology	Technology
E- Safety and ICT programmes <ul style="list-style-type: none"> Online safety Health and safety Picture programme IB/chrome books Login school 360 / Lexia / Numbots Google maps Pedometers <i>Healthy eating – kitchen equipment</i> 	Sounds and digital tools <ul style="list-style-type: none"> CD player - lotto games/ stories Tonie Box - listen to stories and songs Video recording – nursery rhymes Digital microscope - explore materials Radio Photocopier - pictures 	Programming and Equipment <ul style="list-style-type: none"> Bee-bots - coding Cameras/I-Pads Remote control toys / cars / robot E-safety VR Talking boxes / recording buttons – museum Light up toys Metal detector 	Recording and Photography <ul style="list-style-type: none"> Green screen - Discovery report Photography Microphones & walkie talkies Create a photo album Video recording – Non-fiction / message Torches - explore light & shadows Robots 	Software programmes and Websites <ul style="list-style-type: none"> Programmes - animate objects Keyboard and mouse skills Algorithms Build a farm Online safety Explore websites Google maps <i>Healthy eating – kitchen equipment</i> 	Search engine and websites <ul style="list-style-type: none"> Online Safety Google research Use word - type Emails Explore websites - BBC learning zone Google Earth
<p><i>Turning on and operating some ICT equipment.</i></p> <p><i>Apply learning to age-appropriate computer software.</i></p> <p><i>To know how to turn on I pads, CD players.</i></p> <p><i>To know how to complete simple programmes used to support their learning.</i></p> <p><i>Complete a simple program on a computer.</i></p> <p><i>To know that an adult needs to support their</i></p>	<p><i>Repeat sounds, sights and actions.</i></p> <p><i>To know how to make toys work through engaging correctly with the equipment - pressing, pulling, lifting flaps.</i></p> <p><i>Turning on and operating some ICT equipment.</i></p> <p><i>To know that they can turn devices on and off, including TV, IPads, remote controls toys.</i></p> <p><i>To know how to turn on I pads, CD players.</i></p>	<p><i>To know that toys can be operated in different ways -winding up, pulling backwards, turning on and off.</i></p> <p><i>To know how to make toys work through engaging correctly with the equipment - pressing, pulling, lifting flaps.</i></p> <p><i>Turning on and operating some ICT equipment.</i></p> <p><i>Repeat sounds, sights and actions.</i></p> <p><i>Operates mechanical</i></p>	<p><i>Repeat sounds, sights and actions.</i></p> <p><i>To know how to make toys work through engaging correctly with the equipment - pressing, pulling, lifting flaps.</i></p> <p><i>Turning on and operating some ICT equipment.</i></p> <p><i>Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</i></p> <p><i>Apply learning to age-appropriate computer</i></p>	<p><i>To know that toys can be operated in different ways -winding up, pulling backwards, turning on and off.</i></p> <p><i>Turning on and operating some ICT equipment.</i></p> <p><i>Repeat sounds, sights and actions.</i></p> <p><i>Apply learning to age-appropriate computer software.</i></p> <p><i>Draw a picture on screen.</i></p> <p><i>To know how to complete</i></p>	<p><i>Turning on and operating some ICT equipment.</i></p> <p><i>Apply learning to age-appropriate computer software.</i></p> <p><i>Draw a picture on screen.</i></p> <p><i>To know how to turn on I pads, CD players.</i></p> <p><i>To know how to complete simple programmes used to support their learning.</i></p> <p><i>Complete a simple program on a computer.</i></p>

<p>on-line access to keep them safe.</p> <p>To know how to navigate using a touchscreen display.</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>toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</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 Ipads, CD players.</p> <p>Uses a remote control Navigate touchable technology with support.</p> <p>Making toys work by pressing parts.</p> <p>To know how to use Ipads, and equipment for every day such as cameras and mobile phones.</p>	<p>software.</p> <p>Draw a picture on screen.</p> <p>To know that they can turn devices on and off, including TV, iPads, remote controls toys.</p> <p>Operate simple equipment.</p> <p>Uses a remote control Navigate touchable technology with support.</p> <p>Create a video recording.</p> <p>Making toys work by pressing parts.</p>	<p>simple programmes used to support their learning.</p> <p>Operate simple equipment.</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>To know that an adult needs to support their on-line access to keep them safe.</p> <p>Retrieve information from the internet.</p> <p>Retrieve 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>To know that the internet can be used to find out information with an adult.</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> <p>Retrieve 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>To know how to complete 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 program on a computer.</p> <p>To know how to turn on Ipads, CD players.</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</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>To know how to complete 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>Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</p> <p>Apply learning to age-appropriate computer software.</p>	<p>To know how to complete 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>Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</p> <p>Apply learning to age-appropriate computer software.</p>	<p>To know how to complete 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 Explore different technologies.</p> <p>To know how to turn on Ipads, CD players.</p> <p>Operate simple equipment.</p> <p>Complete a simple program on a computer.</p>	<p>To know how to complete 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 Explore different technologies.</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>To know that an adult needs to support their</p>

<p><i>display.</i></p> <p><i>To know how to use age appropriate computer software.</i></p> <p><i>Type my name on the computer.</i></p> <p><i>Use programmable toys such as a whisk, torch, household implements.</i></p>	<p><i>Create a video recording.</i></p> <p><i>Will interact with a range of technologies.</i></p> <p><i>Use a photocopier to copy pictures.</i></p>	<p><i>Use safe equipment to play with such as torches and walkie talkies.</i></p> <p><i>Take photographs.</i></p> <p><i>To know how to turn on Ipads, CD players.</i></p> <p><i>To know how to interact with technology to programme an age appropriate toy.</i></p> <p><i>Uses a remote control Navigate touchable technology with support.</i></p> <p><i>To know how to use Ipads, and equipment for every day such as cameras and mobile phones.</i></p>	<p><i>Draw a picture on screen</i></p> <p><i>Explore different technologies.</i></p> <p><i>Use safe equipment to play with such as torches and walkie talkies.</i></p> <p><i>Take photographs.</i></p> <p><i>To know how to interact with technology to programme an age appropriate toy.</i></p> <p><i>Uses a remote control Navigate touchable technology with support.</i></p> <p><i>Create a video recording.</i></p> <p><i>Move a programmable toy.</i></p>	<p><i>Use programmable toys such as a whisk, torch, household implements.</i></p> <p><i>To know that the internet can be used to find out information with an adult.</i></p> <p><i>To know that an adult needs to support their on-line access to keep them safe.</i></p> <p><i>Retrieve information from the internet.</i></p> <p><i>Use a mouse to draw on the computer.</i></p>	<p><i>on-line access to keep them safe.</i></p> <p><i>Retrieve information from the internet.</i></p> <p><i>To know how to use age appropriate computer software.</i></p>
EAD:	EAD:	EAD:	EAD:	EAD:	EAD:
<p>My Family</p> <p>Drawing and Painting</p> <p><i>Eva Armisen – Family portraits</i></p>	<p>Fairytales</p> <p>Materials and Design</p> <p>Puppets – story telling</p>	<p>Transport - vehicles</p> <p>Junk Modelling and Construction</p>	<p>Journey in Space</p> <p>Design & Technology</p> <p>Robot design and construction</p>	<p>On the Farm</p> <p>Textiles and Sculpture</p>	<p>Animals</p> <p>Pattern, Printing and Collage</p> <p><i>Henri Rousseau – Jungle paintings</i></p>
<p>Begin to develop complex stories using small world equipment like dolls and dolls houses.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with</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</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</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.</p> <p>Explore different materials freely, to develop their ideas about how to use</p>	<p>Begin to develop complex stories using small world equipment.</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</p>	<p>Begin to develop complex stories using small world equipment like animal sets.</p> <p>Explore different textures.</p> <p>Draw with increasing complexity and detail.</p> <p>Use drawing to represent ideas like movement or loud noises.</p>

<p>a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour-mixing.</p>	<p>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>Join different materials and explore different textures.</p>	<p>and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p>	<p>them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p>	<p>ideas about how to use them and what to make.</p> <p>Draw with increasing complexity and detail.</p>	<p>Explore colour and colour-mixing.</p>
<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</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, use and refine a variety of artistic effects to express their ideas.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</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>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>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>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Develop storylines in their pretend play.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, 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 Safely use and explore a variety of colour.</p>	<p>CWM Safely use and explore a variety of materials, experimenting with materials and design.</p>	<p>CWM Explore a variety of tools and techniques, experimenting with design and function.</p>	<p>CWM Safely use and explore a variety of tools and techniques, experimenting with</p>	<p>CWM Safely use and explore a variety of materials, tools and techniques, experimenting with form</p>	<p>CWM Safely use and explore a variety of materials, tools and techniques, experimenting with</p>

<p>BI&E Invent stories with peers and their teacher.</p>	<p>Share their creations.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>BI&E Sing a range of well-known nursery rhymes and songs.</p>	<p>Share their creations.</p> <p>BI&E Perform songs with others, and try to move in time with music.</p>	<p>design 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>and texture.</p> <p>BI&E Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>BI&E Sing a range of well-known nursery rhymes and songs.</p>	<p>colour, design texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>BI&E Perform songs, rhymes, poems and stories with others, and try to move in time with music.</p>
Music:	Music:	Music:	Music:	Music:	Music:
<p>Charanga - Chant to the Animals</p> <p><i>Explore and learn chants that tell a story.</i></p> <p><i>Know that a chant uses speaking voices musically.</i></p>	<p>Charanga – Creative Moves</p> <p><i>Find and move to the beat.</i></p> <p><i>Move creatively, expressively and with control.</i></p>	<p>Charanga - Liltng Lullaby</p> <p><i>Pitch match with accuracy when singing.</i></p> <p><i>Feel the lilt of a 2–3 pattern of beats in music with five beats.</i></p>	<p>Charanga – Number Time</p> <p><i>Sing with expression.</i></p> <p><i>Hear, draw and sing melody shapes.</i></p>	<p>Charanga – Well-Being matters</p> <p><i>Learn to explore and share emotions.</i></p> <p><i>Follow a leader to play loudly and quietly.</i></p>	<p>Charanga – Rhythm Adventure</p> <p><i>Sing songs rhythmically.</i></p> <p><i>Combine words to compose rhythms.</i></p>
<p>Listen with increased attention to sounds.</p> <p>Remember and sing entire songs.</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 pitch of a tone sung by another person ('pitch match').</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>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Play instruments with increasing control to express their feelings and ideas.</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>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>Create their own songs, or improvise a song around one they know.</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 increasing control to express their feelings and ideas.</p>

<p>Listen attentively, move to and talk about music.</p> <p>Sing in a group.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings.</p> <p>Watch and talk about performance art.</p> <p>Sing in a group or on their own, increasingly matching the pitch.</p>	<p>Watch and talk about performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>
<p>BIE</p> <p>Sing a known nursery rhyme.</p>	<p>BIE</p> <p>Sing a known song.</p>	<p>BIE</p> <p>Sing a range of well-known nursery rhymes.</p>	<p>BIE</p> <p>Sing a range of well-known songs.</p> <p>Perform songs and rhymes with others.</p>	<p>BIE</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others.</p>	<p>BIE</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>
RE:	RE:	RE:	RE:	RE:	RE:
<p>Being special</p> <p>Where do we belong?</p> <p>Harvest</p>	<p>Incarnation (Christianity)</p> <p>Christmas</p>	<p>God (Christianity)</p>	<p>Salvation (Christianity)</p> <p>Easter</p>	<p>What times and stories are special and why?</p>	<p>What places are special and why?</p>
<p>Begin to make sense of their own life-story.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Develop their sense of responsibility and membership of a community. (PSED)</p>	<p>Continue developing positive attitudes about the differences between people.</p>	<p>Begin to make sense of their own life-story.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Develop their sense of responsibility and membership of a community. (PSED)</p>	<p>Continue developing positive attitudes about the differences between people.</p>	<p>Continue developing positive attitudes about the differences between people.</p>	<p>Continue developing positive attitudes about the differences between people.</p>

<p>Talk about members of their immediate family and community.</p> <p>Understand that some places are special to members of their community.</p> <p>See themselves as a valuable individual. (PSED)</p> <p>Build constructive and respectful relationships. (PSED)</p> <p>Describe religious stories and make connections with personal experiences</p> <p>Identify and record occasions when things have happened in their lives that made them feel special.</p> <p>Observe simply what happens at a traditional Christian infant baptism and dedication.</p> <p>Observe simply what happens when a baby is welcomed into a religion other than Christianity.</p> <p>Identify people who are special to them.</p> <p>Describe what makes their family and friends special to them.</p>	<p>Talk about members of their immediate family and community.</p> <p>Understand that some places are special to members of their community.</p> <p>See themselves as a valuable individual. (PSED)</p> <p>Describe simply what happens at a traditional Christian festival (Christmas).</p> <p>Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus.</p> <p>Describe religious stories (Nativity), making connections with personal experiences</p>	<p>Talk about members of their immediate family and community.</p> <p>Understand that some places are special to members of their community.</p> <p>See themselves as a valuable individual. (PSED)</p> <p>Identify things they find interesting, puzzling or wonderful in the natural world and also about their own experiences.</p> <p>Describe stories, talking about what they say about the world, God and human beings.</p> <p>Observe wonders of the natural world, expressing ideas and feelings.</p> <p>Identify how and when Christians like to thank their Creator</p> <p>Identify what people do to mess up the world and what they do to look after it.</p>	<p>Understand that some places are special to members of their community.</p> <p>Describe religious stories and make connections with personal experiences</p> <p>Recognise and retell stories connected with celebration of Easter</p> <p>Say why Easter is a special time for Christians</p> <p>Talk about ideas of new life in nature</p> <p>Recognise some symbols Christians use during Holy Week e.g. palm leaves, cross, eggs, etc and make connections with signs of new life in nature</p> <p>Talk about some ways Christians remember these stories at Easter</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Describe religious stories and make connections with personal experiences</p> <p>Identify some of their own feelings in the stories they hear. Identify a sacred text e.g. Bible, Torah</p> <p>Describe some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what the Chanukah story teaches Jews about standing up for what is right).</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Understand that some places are special to members of their community.</p> <p>See themselves as a valuable individual. (PSED)</p> <p>Build constructive and respectful relationships. (PSED)</p> <p>Identify somewhere that is special to themselves and say why.</p> <p>Observe that some religious people have places which have special meaning for them.</p> <p>Identify things that are special and valued in a place of worship.</p> <p>Begin to identify that for Christians, Muslims or Jews, these special things link to beliefs about God</p> <p>Develop and use appropriate words to talk about their thoughts and feelings when visiting a church.</p>
<p>PP Talk about the lives of the people around them and their role in society.</p>	<p>PP Talk about the lives of the people around them and their role in society.</p>	<p>PP Talk about the lives of the people around them and their role in society.</p>	<p>PCC Know some similarities and differences between different religious and cultural communities in</p>	<p>PCC Know some similarities and differences between different religious and cultural communities in</p>	<p>PCC Know some similarities and differences between different religious and cultural communities in</p>

			this country, drawing on their experiences and what has been read in class.	this country, drawing on their experiences and what has been read in class.	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 and texts.
Outdoors:	Outdoors:	Outdoors:	Outdoors:	Outdoors:	Outdoors:
<p>Home corner – outdoor classroom</p> <p>Fire Station – climbing equipment/water hose</p> <p>Rescue animals</p> <p>How to play and work outdoors safely.</p>	<p>Story den building</p> <p>Giant footprint found!</p> <p>Fairytale tower</p> <p>Fairytale investigations</p> <p>Singing Disney songs</p>	<p>Constructing vehicles</p> <p>Testing wheels and ramps</p> <p>Bikes and Scooters</p> <p>Waterways to transport boats</p>	<p>Rocket launch</p> <p>A time capsule</p> <p>Fallen star</p>	<p>Sensory garden</p> <p>Plant vegetables</p> <p>Seasons</p> <p>Forest School</p>	<p>Build a hut from natural materials.</p> <p>Safari adventure</p> <p>African music and instruments</p> <p>Paper airplanes</p>
Visits/Visitors:	Visits/Visitors:	Visits/Visitors:	Visits/Visitors:	Visits/Visitors:	Visits/Visitors:
<p>Police & station</p> <p>Fire service</p> <p>Veterinary nurse</p> <p>Paramedic / nurse</p> <p>Lifeboat station</p> <p>Community walk - park</p> <p>Family picnic</p> <p>Parent and baby/ grandparents</p> <p>Parent story telling</p>	<p>Seven stories workshop</p> <p>Fairy Tale character visit</p> <p>World Nursery Rhyme week</p> <p>Library visit</p> <p>Mad Hatters Tea Party</p> <p>Christmas: Santa/ Panto</p> <p>Grandparent story telling</p>	<p>Heatherslaw railway</p> <p>Visit the train station and bridges</p> <p>Bikes – cycling proficiency</p> <p>Community walk – road safety</p>	<p>Longridge – telescope star gazing</p> <p>Centre for Life - Living in Space workshop</p>	<p>The Hirsell – Farm to fork</p> <p>Whitehouse Farm</p> <p>Farmer visiting</p> <p>Tom Fairfax: Mindrum Farm</p>	<p>Zoo Lab</p> <p>Northumberland Zoo</p> <p>Zulu's</p> <p>Bring a pet to school</p> <p>Foods around the world school tasting event</p>

