



## Seabrook CoE Primary School - Rainbow Fish Curriculum Overview 2024-2025

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>General Themes</b> NB: These may be adapted at various points to allow for children's interests.	Starting school / my new class / new friends PSED focus Elmer day Harvest Autumn Diwali	Remembrance Day Bonfire Night Christmas The Nativity	Journeys Chinese New Year RSPB Birdwatch NSPCC Number Day	Growing – Plants and Animals Easter Shrove Tuesday/Lent Monet and Van Gogh World Book Day/Book Week	Dinosaurs Minibeasts  People Who Help Us	Seaside Pollution/Beach – ECO focus Transition to Yr1
<b>Class Texts</b>	Peace At Last Goldilocks and the Three Bears  Elmer (Elmer Day) Oliver's Vegetables & The Little Red Hen (Harvest Festival)  Lily's Garden of India	The Three Little Pigs The Three Little Wolves and the Big Bad Pig  Sparks in the Sky Stickman Nativity story The Jolly Christmas Postman	Let's All Creep Through Crocodile Creek The Robot & The Bluebird All Aboard For The Bobo Road  The story of Chinese New Year Dragons in the City	Jack and the Beanstalk The Extraordinary Gardener Katie and the Sunflowers  The Tiny Seed (Growing)  The story of Easter	Gigantosaurus! Dinosaur Roar!  The Very Hungry Caterpillar Superworm  Emergency!	The See Saw The Lighthouse Keeper's Lunch Commotion in the Ocean Flotsam  Town is by the Sea
<b>Poetry</b>	A Bundle of Rhymes!  (Traditional rhymes and poems)	Creepy Crawly  Busy Bugs	Into the Pond  I promise I'll be careful!	The Farmyard  I am the seed that grew the tree	Behold  Look!	Eat Your Peas, Louise!  Snow and Dinner Time Rhyme
<b>'WOW' Moments</b>	Transition to school Autumn Walk Elmer Day Harvest Festival	Christmas play Marlowe trip to Pantomime  Church visit Winter Walk	Chinese New Year celebration  RSPB Birdwatch  Library visit	Local environment walk Mothering Sunday Easter Hunt  Science Week Spring Walk Farm Visit Forest School	We are palaeontologists! Clues from the past.  Dinosaur artefacts - museum visit  Life Cycle - Caterpillars  People who help us (visits from police, firefighters, dentist etc)	Beach School Transition to Starfish Class Father's Day Supermarket visit Whole school theatre show
<b>Educational Programme</b> <b>Communication and Language</b>	<i>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</i>					
<b>Communication and Language</b>	Engage in storytimes Understand how to listen carefully and why listening is important Learn new vocabulary Develop social phrases Engage in non-fiction books Listen carefully to rhymes paying attention to how they sound  Begin to understand how to listen carefully and why listening is important Engage in story times Learn new vocabulary Articulate their ideas and thoughts Begin to use talk to help work out problems and organise thinking and activities Describe events in some detail Learn rhymes poems and songs	Listen to and talk about stories to build familiarity and understanding Understand how to listen carefully and why listening is important Learn new vocabulary Engage in storytimes Engage in non-fiction books.  Begin to understand how to listen carefully and why listening is important Engage in story times Engage in non-fiction books Learn new vocabulary Articulate their ideas and thoughts Describe events in some detail Learn rhymes poems and songs  Christmas role play	Use new vocabulary through the day Articulate their ideas and thoughts Describe events in some detail Listen to and talk about stories to build familiarity and understanding Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary  Understand how to listen carefully and why listening is important Begin to use vocabulary throughout the day Describe events in some detail Begin to use talk to help work out problems and organise thinking and activities Begin to articulate their ideas and thoughts in well-formed sentences Learn rhymes poems and songs Listen carefully to rhyme and songs paying attention to how they sound  Non fiction books on Journeys/different countries/birds/Chinese NY	Use new vocabulary through the day Articulate their ideas and thoughts Describe events in some detail Listen to and talk about stories to build familiarity and understanding Connect one idea or action to another using a range of connectives Learn rhymes, poems and songs  Understand how to listen carefully and why listening is important Use new vocabulary throughout the day Describe events in some detail Begin to use talk to help work out problems and organize thinking and activities Begin to articulate their ideas and thoughts in well-formed sentences Learn rhymes poems and songs Listen carefully to rhyme and songs paying attention to how they sound  Non fiction books on growing  Book Week & World Book Day	Articulate their ideas and thoughts in well-formed sentences Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them Use talk to help work out problems and organise thinking and activities Explain how things work and why they might happen Connect one idea or action to another using a range of connectives Retell the story, once they have developed a deep familiarity with the text; some as exact repetition  Use new vocabulary in different contexts Articulate their ideas and thoughts in well-formed sentences Use talk to help work out problems and organize thinking and activities Articulate their ideas and thoughts in well-formed sentences  Non fiction books on minibeasts/dinosaurs	Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them Connect one idea or action to another using a range of connectives Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words  Use new vocabulary in different contexts Articulate their ideas and thoughts in well-formed sentences Use talk to help work out problems and organize thinking and activities  Role play – Lighthouse Keeper's lunch/At the supermarket
	During continuous provision (and adult led learning), ongoing daily opportunities for developing and using language and new vocabulary, developing social phrases, asking questions to find out more and check understanding, articulating ideas in sentences, using talk to work out problems and organise thinking and activities and to explain how things work and why they might happen.					
<b>Educational Programme</b> <b>Personal, Social &amp; Emotional Development</b>	<i>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</i>					

<b>Personal, Emotional and Social Development (Jigsaw)</b>	<b>Jigsaw- Being me in my World</b>  Transition Build confidence in a new environment.  Healthy eating – links with Harvest	<b>Jigsaw- Celebrating Difference</b>  Book: 'Tusk trouble' - Link to oral care.	<b>Jigsaw- Dreams and Goals</b>  Book: Open Wide...What's Inside? Link to oral care.	<b>Jigsaw- Healthy Me</b>  Healthy foods and healthy eating. Make healthy food using fruits and vegetables.	<b>Jigsaw- Relationships</b>  Dentist visit – Oral care	<b>Jigsaw- Changing Me</b>  Book: Alan's Big Scary Teeth – Link to oral care
<b>Educational Programme</b>  <b>Physical Development</b>	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>					
<b>Physical Development (Gross Motor Skills)</b>	<p><b>FUNDAMENTALS MOVEMENT SKILLS 1</b></p> <p><i>I can...</i>            Run skilfully            Negotiate space successfully            Pick up, carry and put down with care            Use tools to help manipulate objects            Show increasing control over and object            Balance on one leg            Move through an obstacle course skilfully            Encourage my team mates while I wait my turn            Thread objects            Play games fairly</p> <p><i>I know...</i>            What a good space to stand in is            How to share equipment and take turns            To run around with my head up            To be aware of other children            Which parts of my body help me to balance            Some effects of exercise on my body</p> <p><b>LOCOMOTION 1</b></p> <p><i>I can...</i>            Find a space            Walk forwards backwards, stopping when instructed            Negotiate space successfully            Run skilfully and negotiate space            Work as part of a team            Hop on either leg            Jump on different ways            Move freely in a range of ways            Dodge            Slide to left and right            Gallop            Gallop confidently with either leg as the lead leg</p> <p><i>I know...</i>            Shows understanding of the need for safety when tackling new challenges            How to travel backwards safely            How to share equipment and take turns            How to play by the rules            What a jump is            How to dodge            What sliding is            How to gallop</p>	<p><b>GYMNASTICS FLIGHT – BOUNCING, JUMPING &amp; LANDING</b></p> <p><i>I can...</i>            Jump in a variety of ways            Construct a simple jumping sequence with a partner            Jump showing good technique (take off and landing)            Control a star jump and pencil jump            Jump through turns with control            Jump and show tucked body shape in the air            Change leg positions whilst I am in the air            Execute a variety of jumps and leaps with control            Include leaps and jumps in sequence            work on the floor and apparatus</p> <p><i>I know...</i>            To bend my legs when landing to cushion the impact            That a good sequence involves using the floor imaginatively as well as the apparatus            What a half turn and quarter turn are            To be aware of others when jumping            Some different jumping shapes            How to jump onto and off apparatus safely            To land by bending my legs            The difference between a leap and a jump            How to gain extra elevation            To start my work with and interesting shape and finish it with style</p> <p><b>LOCOMOTION 2</b></p> <p><i>I can...</i>            Jump in a variety of ways            Jump for distance            Jump from a standing position            Jump for height            Jump with a run up            Jump with a scissor kick            Jump with a small run            Skip with a rope            Skip with more consistency            Jump in a variety of ways</p> <p><i>I know...</i>            To bend my legs when landing            To bend my legs and drive my arms upwards            That there are lots of different ways of jumping            Which foot feels better to jump off            That I have to jump as I bring the rope forward in front of me            That there are a variety of skipping techniques</p>	<p><b>OBJECT MANIPULATION 1</b></p> <p><i>I can...</i>            Show increasing control over an object in pushing it around parts of my body            Twist and turn            Reach and bend            Move a ball with control and in different directions            Apply the right amount of force to a ball            Roll a ball            Stop a ball when it is rolled to me            Catch an object            Throw underarm accurately            Bounce and catch a ball            Travel around bouncing safely</p> <p><i>I know...</i>            How to travel around safely            How to mirror a partner            How to follow            What good positions are for rolling a ball and for stopping a ball            How to receive a throw            How to stand when throwing underarm            That I need to keep my head up when bouncing            How much force I need to bounce with</p> <p><b>GYMNASTICS ROCKING AND ROLLING</b></p> <p><i>I can...</i>            Rock on different body parts            Perform a sequence of moves transferring the weight from one part of my body to another            Travel from a rock into a roll            Perform a log and egg roll with control as part of a sequence            Roll sideways and forwards with control            Leap, perform scissor kick and varieties of pencil rolls            Jump from low apparatus in different ways            Rock &amp; roll            Perform in canon with a partner            Move from one roll to another by rocking</p> <p><i>I know...</i>            That rocking involves moving forward or back or side to side on the same body part            To alternate legs when climbing            How to perform rolls safely            The importance of preparing my body before a roll            To forward roll on the back of my shoulders            What canon is and how to time its use effectively            How to roll safely            How to link movements more effectively</p>	<p><b>TARGET GAMES 1</b></p> <p><i>I can...</i>            Throw a ball underarm with accuracy at a target            Strike a ball with my foot for power            Kick a ball with some accuracy with both feet            Roll a ball with some accuracy (both hands)            Link movements together</p> <p><i>I know...</i>            Which my dominant hand is            How to stand when throwing accurately            Which part of my foot to use when striking for power            How to lean back if I want my strike to go higher            Why it's important to kick with both feet            That I need to bend and adopt a sideways stance when rolling            Why it is important to be able to roll well with both hands</p> <p><b>YOGA</b></p> <p><i>I can...</i>            Perform a butterfly pose            Perform a lion pose            Think imaginatively            Stretch high and retain balance            Perform a tree pose            Perform a downward dog pose            Hold poses</p> <p><i>I know...</i>            The importance of good breathing whilst exercising            To use my arms to help me balance            What a v shape pose is</p>	<p><b>ATHLETICS 1</b></p> <p><i>I can...</i>            Share space and run with my head up            React quickly            Jump 1 foot to 2 feet and 2 feet to 2 feet            Co-ordinate a run with a jump            Throw accurately            Run efficiently within a lane            Sustain my form during a race            Jump for height            Time my take off to clear an obstacle            Throw a variety of equipment well            Throw for distance            Throw with good technique</p> <p><i>I know...</i>            What a good position of readiness looks like            To land with soft knees            To use arms to power up when jumping            How to stand to throw overarm            The importance of my non-throwing arm            Which parts of my body are important when jumping high            How to co-ordinate a scissor kick            How to grip a Frisbee            That I need to throw from a side-on position            To draw my body back by lifting my front leg to generate more power</p> <p><b>STRIKING &amp; FIELDING 1</b></p> <p><i>I can...</i>            Strike a ball off a tee            Get in line with the ball and field it            Stop a ball with 2 hands, creating a barrier behind it with my feet or body            Bowl a ball overarm at a target            Pick up a ball with one hand and throw it underarm            Chase and retrieve a ball            Bowl with some accuracy</p> <p><i>I know...</i>            That I need to run after striking the ball            To try to bowl keeping my arms straight            That I need to communicate with my partner</p>	<p><b>INVASION GAMES 1</b></p> <p><i>I can...</i>            Get into a good ready position to receive a chest and bounce pass            Pass the ball from my chest using a bounce pass            Change direction confidently and competently            Move a round safely in a limited space            Bounce a ball and travel at the same time            Keep my head up and travel with control whilst dribbling a ball            Bounce/dribble a ball with my hands with good control            Move around safely whilst bouncing/dribbling            Push pass a hockey ball            Receive a hockey ball            Dribble a ball with my feet with good control            Stop a ball on the run by trapping it</p> <p><i>I know...</i>            How far to bounce a pass between myself and my partner            How to receive a bounce pass differently to a chest pass            How to move around and be aware of others            To use my fingers to push the ball down when dribbling            That a bounce in a push down with 2 hands and dribbling is with 1 hand            To use my fingers to push the ball down            That my hands need to 'give' and be 'soft' when receiving a hockey pass            To move into a space after passing the ball            To use 'big toe, little toe' when dribbling to keep the ball close to me.</p> <p><b>PERSONAL CHALLENGES</b></p>



Physical Development (Fine Motor Skills)	To use a dominant hand To mark make using different shapes To begin to use a tripod grip when using mark making tools To use tweezers to transfer objects To thread large beads To use large pegs To begin to copy letters To hold scissors correctly and use these for more than just snipping	To begin to use anticlockwise movement and retrace vertical lines To hold scissors correctly and cut along straight and zigzagged lines To use a tripod grip when using mark making tools To accurately draw lines, circles and shapes to draw pictures To write taught letters using correct formation Be increasingly independent as they get dressed/undressed	To confidently use a tripod grip when using mark making Tools To hold scissors correctly and cut along a curved line To thread small beads To use small pegs To write taught letters using correct formation To use a growing range of tools with increasing independence and control.	To hold scissors correctly and cut out large shapes To write letters using the correct letter formation and control the size of letters To independently use a knife, fork and spoon to eat a range of meals	To hold scissors correctly and cut out small shapes To continue to form letters correctly and of a similar size. To paint using thinner paintbrushes Develops threading and stitching skills	To hold scissors correctly and cut various materials To create drawings with increasing level of detail To have developed a handwriting style that is faster, more accurate and efficient. Most letters are correctly formed and beginning to sit on the line.
	Ongoing fine/gross motor skills activities throughout the year, including Squiggle Whilst You Wiggle and Dough Disco Ongoing daily opportunities to develop fine motor skills (in line with the child's rate of development) of holding a pencil correctly and developing a fluent handwriting style, as well as continuous access to a range of small tools including scissors and paintbrushes. We use Supersonic Phonic Friends handwriting programme.					
Educational Programms Literacy	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
Literacy	Demonstrate understanding of what they are being read. Explore new vocabulary Anticipate key events. Retell and change stories and narratives.  Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly  The teaching and learning of Phonics follows the Supersonic Phonic Friends progression  Phonics Basics 2: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter sound correspondences. Read some common exception words – the, to, I, no, go. Spell words by identifying the sounds and then writing the sound with letter/s. VC & CVC words.  s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l, ll, ff, ss.	Demonstrate understanding of what they are being read. Explore new vocabulary Anticipate key events. Retell and change stories and narratives.  Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly Re-read what they have written to check that it makes sense  The teaching and learning of Phonics follows the Supersonic Phonic Friends progression  Phonics Basics 2 Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter sound correspondences. Read some common exception words – the, to, I, no, go. Spell words by identifying the sounds and then writing the sound with letter/s.  s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l, ll, ff, ss.	Demonstrate understanding of what they are being read. Explore new vocabulary Anticipate key events. Retell and change stories and narratives.  Form lower-case letters correctly Write short sentences with words with known sound-letter correspondences Spell words by identifying the sounds and then writing the sound with letter/s Re-read what they have written to check that it makes sense  The teaching and learning of Phonics follows the Supersonic Phonic Friends progression  Consolidation of Basics 2. Phonics Basics 3: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter sound correspondences. Read some common exception words – we, be, me, he, she, my, they, was, her, all. Spell words by identifying the sounds and then writing the sound with letter/s. Read simple phrase and sentences made up of words and known letter-sound correspondences. Re-read what they have written to check it makes sense.  j, v, w, x, y, z, zz, qu. Consonant digraphs: ch, sh, th, ng.	Demonstrate understanding of what they are being read. Explore new vocabulary Anticipate key events. Retell and change stories and narratives.  Form lower-case and some capital letters correctly Write short sentences with words with known sound-letter correspondences Re-read what they have written to check that it makes sense  The teaching and learning of Phonics follows the Supersonic Phonic Friends progression  Consolidation of Basics 2. Phonics Basics 3: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter sound correspondences. Read some common exception words – we, be, me, he, she, my, they, was, her, all. Spell words by identifying the sounds and then writing the sound with letter/s. Read simple phrase and sentences made up of words and known letter-sound correspondences. Re-read what they have written to check it makes sense.  j, v, w, x, y, z, zz, qu. Consonant digraphs: ch, sh, th, ng. Vowel digraphs and trigraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er.	Demonstrate understanding of what they are being read. Explore new vocabulary Anticipate key events. Retell and change stories and narratives.  Form lower-case and capital letters correctly Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense  The teaching and learning of Phonics follows the Supersonic Phonic Friends progression  Phonics Basics 3: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter sound correspondences. Read some common exception words – we, be, me, he, she, my, they, was, her, all. Spell words by identifying the sounds and then writing the sound with letter/s. Read simple phrase and sentences made up of words and known letter-sound correspondences. Re-read what they have written to check it makes sense.  j, v, w, x, y, z, zz, qu. Consonant digraphs: ch, sh, th, ng. Vowel digraphs and trigraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er.	Demonstrate understanding of what they are being read. Explore new vocabulary Anticipate key events. Retell and change stories and narratives.  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 sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense  The teaching and learning of Phonics follows the Supersonic Phonic Friends progression  Phonics Basics 3: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter sound correspondences. Read some common exception words – we, be, me, he, she, my, they, was, her, all. Spell words by identifying the sounds and then writing the sound with letter/s. Read simple phrase and sentences made up of words and known letter-sound correspondences. Re-read what they have written to check it makes sense.  j, v, w, x, y, z, zz, qu. Consonant digraphs: ch, sh, th, ng. Vowel digraphs and trigraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er.
Children read fully decodable books that are consistent with their phonics knowledge; they are given opportunities to re-read these books to build up their confidence in word reading, fluency, understanding and enjoyment. These books include a range of fiction and non-fiction texts. Throughout the year, children are given daily opportunities to develop their writing through adult led activities and continuous provision. This is carefully planned for each child, incorporating individual next steps built into planning.						
Educational Programme Mathematics	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
Mathematics	NCETM Mastering Number  Subitising  Perceptually subitise within 3  Identify sub-groups in larger arrangements	NCETM Mastering Number  Subitising  Continue from first half-term subitise within 5, perceptually and conceptually, depending on the arrangements.	NCETM Mastering Number  Subitising  Increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements	NCETM Mastering Number  Subitising  Explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.  Cardinality, ordinality & counting	NCETM Mastering Number  Subitising  Continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns	NCETM Mastering Number  In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.  White Rose

	<p>Create their own patterns for numbers within 4</p> <p>Practise using their fingers to represent quantities which they can subitise</p> <p>Experience subitising in a range of contexts, including temporal patterns made by sounds.</p> <p><u>Cardinality, ordinality &amp; counting</u></p> <p>Relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set</p> <p>Have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song</p> <p>Have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting</p> <p>Have opportunities to develop an understanding that anything can be counted, including actions and sounds</p> <p>Explore a range of strategies which support accurate counting.</p> <p><u>Composition</u></p> <p>See that all numbers can be made of 1s</p> <p>Compose their own collections within 4.</p> <p><u>Comparison</u></p> <p>Understand that sets can be compared according to a range of attributes, including by their numerosity</p> <p>Use the language of comparison, including 'more than' and 'fewer than' compare sets 'just by looking'.</p> <p><u>White Rose</u></p> <p><u>Comparing size, mass and capacity</u></p> <p>Compare and order objects according to size</p> <p>Use language such as big and little, large and small to describe a range of objects</p> <p>Compare and order objects by size</p> <p><u>Exploring pattern</u></p> <p>Copy, continue and create simple repeating patterns</p> <p>Explore AB patterns in a range of contexts such as shapes, colours, sizes, actions and sounds</p> <p>Build patterns horizontally and vertically</p>	<p><u>Cardinality, ordinality &amp; counting</u></p> <p>Continue to develop their counting skills</p> <p>Explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand</p> <p>Begin to count beyond 5, begin to recognise numerals, relating these to quantities they can subitise and count.</p> <p><u>Composition</u></p> <p>Explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot</p> <p>Explore the composition of numbers within 5.</p> <p><u>Comparison</u></p> <p>Compare sets using a variety of strategies, including 'just by looking', by subitising and by matching</p> <p>Compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.</p> <p><u>White Rose</u></p> <p><u>2D shape- circles and triangles</u> Learn that circles have one curved side and triangles have 3 straight sides</p> <p>Recognise these shapes on everyday items</p> <p>Build their own circles and triangles</p> <p><u>Spatial awareness - Positional language</u></p> <p>Use positional language to describe how objects are positioned in relation to other items</p> <p>Build life sized journeys outdoors and travel through them exploring different perspectives</p> <p>Begin to represent real places they have visited or in stories using maps, drawings or models</p> <p><u>2D shape- shapes with 4 sides</u></p> <p>Learn that squares and rectangles have 4 straight sides and 4 corners</p> <p>Recognise these shapes on everyday items in the classroom and outside</p> <p>Build their own squares and rectangles</p> <p><u>Time</u></p> <p>Talk about night and day and order key events in their daily routine</p> <p>Use language to describe when events happen</p>	<p>Explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part</p> <p>Experience patterns which show a small group and '1 more' continue to match arrangements to finger patterns.</p> <p><u>Cardinality, ordinality &amp; counting</u></p> <p>Continue to develop verbal counting to 20 and beyond</p> <p>Continue to develop object counting skills, using a range of strategies to develop accuracy</p> <p>Continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 order numbers, linking cardinal and ordinal representations of number.</p> <p><u>Composition</u></p> <p>Continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5</p> <p>Explore the composition of 6, linking this to familiar patterns, including symmetrical patterns</p> <p>Begin to see that numbers within 10 can be composed of '5 and a bit'.</p> <p><u>Comparison</u></p> <p>Continue to compare sets using the language of comparison, and play games which involve comparing sets</p> <p>Continue to compare sets by matching, identifying when sets are equal</p> <p>Explore ways of making unequal sets equal.</p> <p><u>White Rose</u></p> <p><u>Compare mass and capacity</u> Make direct comparisons for the weight of objects by holding them</p> <p>Use language of heavy, heavier, heaviest, light, lighter, lightest</p> <p>Compare items</p> <p>Build on understanding of full and empty to show half full, nearly full and nearly empty</p> <p>Explore capacity using different materials such as water, sand, rice and beans</p> <p>Use the language of tall, thin, narrow, shallow and wide</p> <p><u>Length and height</u></p> <p>Use language to describe length and height use specific mathematical vocabulary when</p>	<p>Continue to consolidate their understanding of cardinality, working with larger numbers within 10 Become more familiar with the counting pattern beyond 20.</p> <p><u>Composition</u></p> <p>Explore the composition of odd and even numbers, looking at the 'shape' of these numbers Begin to link even numbers to doubles Begin to explore the composition of numbers within 10.</p> <p><u>Comparison</u></p> <p>Compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.</p> <p><u>White Rose</u></p> <p><u>3D shapes</u> Explore and manipulate 3D shapes through block play and modelling</p> <p>Consider which shapes stack and which shapes roll and why that is</p> <p>Build using a variety of shapes and construct own 3D shapes in different ways</p> <p>Name some 3D shapes and explore similarities and differences between them as they play and sort them</p> <p><u>Patterns</u> Build on earlier AB pattern work and complete more complex patterns</p> <p>Explore patterns which use items more than once ABB, AAB, AABB, AABBB</p> <p>Create patterns around the edge of shapes as well as straight lines</p>	<p>Use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number</p> <p>Subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10</p> <p>Be encouraged to identify when it is appropriate to count and when groups can be subitised.</p> <p><u>Cardinality, ordinality &amp; counting</u></p> <p>Continue to develop verbal counting to 20 and beyond, including counting from different starting numbers Continue to develop confidence and accuracy in both verbal and object counting.</p> <p><u>Composition</u></p> <p>Explore the composition of 10.</p> <p><u>Comparison</u></p> <p>Order sets of objects, linking this to their understanding of the ordinal number system..</p> <p><u>White Rose</u></p> <p><u>Spatial reasoning - Match, rotate, manipulate</u> Provide opportunities to complete jigsaws and shape puzzles</p> <p>Select and rotate shapes to fill a given space</p> <p>Match arrangements of shapes and use positional language to describe where the shapes are in relation to one another</p> <p>Select shapes to compete tangrams</p> <p><u>Spatial reasoning - compose and decompose</u></p> <p>Understand that shapes can be combined and separated to make new shapes</p> <p>Investigate different ways shapes can be built using smaller shapes</p>	<p><u>Spatial reasoning - visualise and build</u> Look at places and models from different positions</p> <p>Replicate constructions, models, real places and places from stories</p> <p>Use positional language to describe where places are in relation to each other</p> <p>Use gestures to accompany positional language</p> <p>Visualise simple models by playing barrier games</p> <p><u>Spatial reasoning - mapping</u></p> <p>Make maps and plans to represent places and use these to see where things are in relation to other things</p> <p>Look at a range of maps and plans</p> <p>Create their own maps and represent models they build, familiar places and places in stories</p>
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		<p>Measure time in simple ways</p>	<p>making comparisons - longer, shorter, taller, wider, narrower</p> <p>Make indirect comparisons using objects such as blocks or cubes to measure items</p> <p><u>Time</u></p> <p>Continue to order and sequence important times in their day</p> <p>Use language such as now, before, later, soon, after, then, next to describe when events happen</p> <p>Use vocabulary yesterday, today, tomorrow</p> <p>To describe when events happen</p> <p>Describe significant events in their lives and talk about events they are looking forward to</p> <p>Learn through their own experiences and through stories they read that some processes such as growing take a longer time</p>			
<p>Educational Programme</p> <p>Understanding The World</p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
<p>Progression Milestones</p> <p>History links</p>	<p>Four key strands drive our EYFS curriculum provision linked to <b>history</b>.</p> <p><b>Investigating and interpreting the past:</b> things that happen in the past are represented in a number of ways</p> <p><b>Building an overview of the past</b> (of world history): in Early Years, children make sense of their own and their family's history</p> <p><b>Understanding chronology:</b> children begin to explore the passage of time in familiar scenarios: seasons, birthdays, local festivals, familiar routines and stories</p> <p><b>Communicating historically:</b> certain words and phrases can be used to express historical understanding.</p> <p>(Key vocabulary will include: after, before, first, I think...because, last week, new, old, second, today, tomorrow, yesterday)</p>					
	<p>Organises images from a story into a plausible chronological order.</p> <p>Knows that children grow and change with the passage of time.</p> <p>Joins in and talks about family customs and routines.</p> <p>Talks about significant events from their own experience.</p>			<p>Sequences and retells stories.</p> <p>Talks about past and present events in their own life and that of family members. Identifies some similarities and differences between things now and in the past.</p> <p>Explores artefacts and uses them in play.</p> <p>Uses vocabulary to express the passing of time.</p> <p>Knows that they and the world around them changes with the passage of time.</p>		
<p>Geography links</p>	<p>Four key strands drive our EYFS curriculum provision linked to <b>geography</b>.</p> <p><b>Locational knowledge, Place knowledge, Human and physical geography and Geographical skills and fieldwork</b></p>					
	<p><b><i>HUMAN AND PHYSICAL GEOGRAPHY (Addressed throughout the year)</i></b></p> <p>-Observing weather across the seasons. -Observing and discussing the effect the changing seasons have on the world around them.</p> <p>-Beginning to use the names of the seasons in the correct context.</p> <p>-Making observations about the features of places (in stories, photographs or in the school grounds/local area).</p> <p>-Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).</p> <p>-To know that the terms Spring, Summer, Autumn and Winter are used to describe the season.</p> <p>-To know some of the key characteristics of each season.</p> <p>-To know that there are four seasons in a year which are marked by the weather conditions.</p> <p>-To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond)</p> <p>-To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).</p>					
	<p><b><i>PLACE KNOWLEDGE</i></b></p> <p>-Discussing how environments in stories and images are different to the environment they live in.</p> <p>-To know that places within this country can differ from each other.</p> <p>-To know that there are differences between places in this country and places in other countries</p>			<p><b><i>LOCATIONAL KNOWLEDGE</i></b></p> <p>-Identifying land and water on a map or globe</p> <p>-Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area)</p> <p>-To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond)</p> <p>-To know that usually water is represented in blue on a map or globe.</p> <p>-To know the name of their school and the place where they live.</p> <p>-To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).</p> <p><b><i>GEOGRAPHICAL SKILLS AND FIELDWORK</i></b></p> <p>-Ask questions about the world around them.</p>		

						<ul style="list-style-type: none"> <li>-Commenting on the features they see in their school and school grounds.</li> <li>-Answering simple questions, guided by the teacher.</li> <li>-Drawing some of the features they notice in their school and school grounds.</li> <li>-Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.</li> <li>-Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes.</li> <li>-Beginning to use modelled directional vocabulary when describing features in the surrounding environment.</li> <li>-Recognising features on maps (real or imaginary).</li> <li>-Draw real or imaginary maps even if features are indistinguishable.</li> </ul> <p>-To know that a map is a picture of a place.</p> <p>-To know some vocabulary to describe directions, even if used inaccurately (e.g near, far, next to, close, behind).</p>
Science links	<p>Two key strands drive our EYFS provision linked to <b>science</b>.</p> <p><b>Scientific Knowledge and Understanding:</b> Developing scientific knowledge and conceptual understanding through specific disciplines of biology (plants, humans and animals), physics (features of the world including seasons and factors that affect how things move) and chemistry (materials and their properties)</p> <p><b>Working Scientifically:</b> Answering scientific questions about the world around them through scientific enquiry</p>					
	<p>Explores the natural world, using their five senses.</p> <p>Describes the impact of weather and seasons on their daily life.</p> <p>Names and describes familiar plants and animals.</p> <p>Investigates forces, light and sound.</p> <p>Is beginning to talk about why things happen.</p> <p>Predicts what might happen and explains why.</p> <p>Records findings in a simple way.</p>				<p>Looks closely at similarities and differences in nature.</p> <p>Participates in guided investigations and makes observations.</p> <p>Asks and responds to questions about familiar objects.</p> <p>Talks about observable changes.</p> <p>Understands that objects move in different ways depending on size and weight.</p> <p>Asks questions such as 'What would happen if ...?'. Records ideas and observations.</p>	
Design & Technology links	<p>Four key strands drive our EYFS curriculum provision linked to <b>Design &amp; Technology</b>;</p> <p><b>Design, Make, Evaluate &amp; Technical Knowledge</b></p>					
	<p><b>COOKING AND NUTRITION</b> <b>SOUP</b></p> <p><b>DESIGN</b></p> <ul style="list-style-type: none"> <li>-Designing a soup recipe as a class</li> <li>-Designing soup packaging</li> </ul> <p><b>MAKE</b></p> <ul style="list-style-type: none"> <li>-Chopping plasticene safely</li> <li>-Chopping vegetables with support</li> </ul> <p><b>EVALUATE</b></p> <ul style="list-style-type: none"> <li>-Tasting the soup and giving opinions</li> <li>-Describing some of the following when tasting food; look, feel, smell and taste</li> <li>-Choosing their favourite packaging design and explaining why</li> </ul> <p><b>TECHNICAL</b></p> <ul style="list-style-type: none"> <li>-To know that soup is ingredients blended together</li> <li>-To know that vegetables are grown</li> <li>-To recognise and name some common vegetables</li> <li>-To know that different vegetables taste different</li> <li>-To know that eating vegetables is good for us</li> <li>-To discuss why different packages might be used for different foods</li> </ul>		<p><b>STRUCTURES</b> <b>JUNK MODELLING</b></p> <p><b>DESIGN</b></p> <ul style="list-style-type: none"> <li>-Making verbal plans and materials choices</li> <li>-Developing a junk model</li> </ul> <p><b>MAKE</b></p> <ul style="list-style-type: none"> <li>-Improving fine motor/scissor skills with a variety of materials</li> <li>-Joining different materials together</li> <li>-Describing their junk model and how they intend to put it together</li> </ul> <p><b>EVALUATE</b></p> <ul style="list-style-type: none"> <li>-Giving a verbal evaluation of their own and others' junk models with adult support</li> <li>-Checking to see if their model matches their plan</li> <li>-Considering what they would do differently next time</li> </ul> <p>Describing their favourite and least favourite part of their model</p> <p><b>TECHNICAL</b></p> <ul style="list-style-type: none"> <li>-To know there are a range of different materials that can be used to make a model and that they are all slightly different</li> <li>-Making simple suggestions to fix their junk model</li> </ul>	<p><b>TEXTILES</b> <b>BOOKMARKS</b></p> <p><b>DESIGN</b></p> <ul style="list-style-type: none"> <li>-Discussing what a good design needs</li> <li>-Designing a simple pattern with paper</li> <li>-Designing a bookmark</li> <li>-Choosing from available materials</li> </ul> <p><b>MAKE</b></p> <ul style="list-style-type: none"> <li>-Developing fine motor/cutting skills with scissors</li> <li>-Exploring fine motor/threading and weaving (under, over technique) with a variety of materials</li> <li>-Using a prepared needle and wool to practise threading</li> </ul> <p><b>EVALUATE</b></p> <ul style="list-style-type: none"> <li>-Reflecting on finished product and comparing to their design</li> </ul> <p><b>TECHNICAL</b></p> <ul style="list-style-type: none"> <li>-To know that a design is a way of planning our idea before we start</li> <li>-To know that threading is putting one material through an object</li> </ul>		<p><b>STRUCTURES</b> <b>BOATS</b></p> <p><b>DESIGN</b></p> <ul style="list-style-type: none"> <li>-Designing a junk model boat</li> <li>-Using knowledge from exploration to inform design</li> </ul> <p><b>MAKE</b></p> <ul style="list-style-type: none"> <li>-Making a boat that floats and is waterproof, considering natural material choices</li> </ul> <p><b>EVALUATE</b></p> <ul style="list-style-type: none"> <li>-Making predictions about, and evaluating different materials, to see if they are waterproof</li> <li>-Making predictions about and evaluating existing boats to see which floats best</li> <li>-Testing their design and reflecting on what could have been done differently</li> </ul> <p><b>TECHNICAL</b></p> <ul style="list-style-type: none"> <li>-To know that waterproof materials are those which do not absorb water</li> <li>-To know that some objects float and others sink</li> </ul>
Understanding The World: Past and Present	<p>Getting to know each other: Identifies and talks about events in their own life. Looking back at ourselves as babies. Talks about immediate family and community. Name and describe people who are familiar to them. Identify similarities and differences between themselves and others. Comment on images of familiar situations in the past.</p>	<p>Learn about Bonfire Night traditions &amp; Guy Fawkes</p> <p>Learn about Remembrance Day – why do we wear poppies?</p> <p>Compare and contrast characters from stories, including figures from the past</p> <p>Enriching their vocabulary and understanding through a range of stories.</p>	<p>Journeys – Explore children's own experiences of journeys.</p> <p>Enriching their vocabulary and understanding through a range of stories.</p>	<p>Paintings from the past – Camille and the Sunflowers – the story of Van Gogh</p> <p>Compare and contrast characters from stories, including figures from the past</p>	<p>Enriching their vocabulary and understanding through a range of stories.</p> <p>Learn about Dinosaurs and when they lived. How we find out about them? We are palaeontologists! Going on a dinosaur dig</p> <p>Comment on images of situations in the past.</p>	<p>Text: Town is By the Sea Explore differences in life between 1950 and now. Know some similarities and differences between things in the past and now. Compare and contrast characters from stories, including figures from the past</p> <p>Y1 transition – tell others about themselves.</p>



Understanding The World: People, Culture and Communities.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  Explore Harvest 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.	Text: Lily's Garden of India. Learn about Diwali and celebrations for Diwali around the world. Recognise that people have different beliefs and celebrate special times in different ways Recognise some similarities and differences between life in this country and life in other countries. Learn about Christmas and celebrations for Christmas and explore similarities and difference to other celebrations. Understand that some places are special to members of their community (church, temple)	Learn about Chinese New Year and how it is celebrated around the world.  Recognise some similarities and differences between life in this country and life in other countries. Recognise that people have different beliefs and celebrate special times in different ways  Recognise that people have different beliefs and celebrate special times in different ways	Text: Mama Panya's Pancakes by Mary and Rich Chamberlin Learn about Shrove Tuesday- Pancake Day.  Recognise some similarities and differences between life in this country and life in other countries.	People who help us in our community – police, firefighters, nurse/doctors, paramedics, librarians, dentists etc.  Visits to school - police, dentist, firefighter, architect	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
	Throughout the year, cultural links from our families are to be explored and celebrated.					
Understanding The World: The Natural World	Autumn Walk  Understand the effect of changing season on the natural world around them. Explore seasonal changes-- autumn	Introduce globe and map of the world – where do we come from/have we visited, UK. Where is India? Recognise some environments that are different to the one in which they live. Make a map to help stickman find his way back to the family tree.	Explore seasonal changes- winter Understand some important processes and changes in the natural world around them. Children make simple observations about cause and effect - Ice investigations – freezing and melting  RSPB Birdwatch – identifying birds and learning how to care for them in our environment.  Use globe and map of the world – Recap UK and India. Where is China? Add this to the map and globe. Also explore Burkina Faso	Explore seasonal changes- spring Understand some important processes and changes in the natural world around them.  Growing cress Plant and grow beans and observe the changes in plants and vegetables.	Recognise some environments that are different to the one in which they live.  Where do we find minibeasts?  What was it like when dinosaurs lived?	Explore seasonal changes- summer Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.  Beach trip, locate beach on the map.  To explore the natural world around them.  Boat making  Floating and sinking
	Throughout the year, there are ongoing opportunities to explore and understand the effect of changing seasons on the natural world around them, describing what they see, hear and feel whilst outside. Also to explore the natural world around them.					
Educational Programme Expressive Arts and Design	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
Five key strands underpin our curriculum provision linked <b>Art and Design</b> : <b>Generating Ideas, Using Sketchbooks, Making Skills</b> (including formal elements), <b>Knowledge of Artists and Evaluating &amp; analysing</b>						
<p><b>Generating ideas</b> – Talk about their ideas and explore different ways to record them using a range of media</p> <p><b>Sketchbooks</b> – Experiment in an exploratory way</p> <p><b>Making skills (incl formal elements)</b> – Use a range of drawing materials, art application techniques, mixed media scraps and modelling materials to create child-led art with no set outcome</p> <p><b>Knowledge of artists</b> – Enjoy looking at and talking about art. Recognise that artist create varying types of art and use different types of materials. Recognise that artists can be inspired by many things.</p> <p><b>Evaluating &amp; analysing</b> – Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why.</p>						
Seasonal craft activities in each term will incorporate application of a range of skills and knowledge.						
Expressive Arts and Design	<b>DRAWING</b>  Pupils know how to... Explore mark making using a range of drawing materials. Investigate marks and patterns when drawing. Identify similarities and difference between drawing tools. Investigate how to make large and small movements with control when drawing. Practise looking carefully when drawing. Combine materials when drawing.  So that they can... Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces)	<b>PAINTING AND MIXED MEDIA</b>  Pupils know how to... Explore paint, using hands as a tool Describe colours and textures as they paint Explore what happens when paint colours mix Make natural painting tools Investigate natural materials eg paint, water for painting Explore paint textures, for example mixing in other materials or adding water Respond to a range of stimuli when painting Use paint to express ideas and feelings Explore colours, patterns and compositions when combining materials in collage  So that they can... Use a range of drawing materials, art application techniques, mixed media scraps and modelling materials to create child led art with no set outcome	<b>CRAFT &amp; DESIGN</b>  Pupils know how to... Explore differences when cutting a variety of materials Investigate different ways of cutting (straight lines, zigzags, wavy lines) Follow lines when cutting Experiment with threading objects, holding equipment steady to do so Explore techniques for joining paper and card (tape, clips, tie, tape etc) Apply craft skills eg threading, folding, to make their own artworks Design something on paper ready to make in three dimension  So that they can... Use a range of drawing materials, art application techniques, mixed media scraps and modelling materials to create child led art with no set outcome Cut thread, join and manipulate materials safely, focusing on process over outcome	<b>SCULPTURE AND 3D</b>  Pupils know how to... Explore the properties of clay Use modelling tools to cut and shape soft materials eg. playdough, clay Select and arrange natural materials to make 3D artworks Talk about colour, shape and texture and explain their choices Plan ideas for what they would like to make Problem-solve and try out solutions when using modelling materials Develop 3D models by adding colour.  So that they can... Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces.)		
	Ongoing opportunities through both adult led and child led learning to return to and build on their previous learning, refining their ideas and developing their ability to represent them. Children continually have access to a wide range of media and materials to explore and use to represent their ideas & develop their skills. Throughout the year children are exposed to a range of different art, media, stories, poems and songs from different cultures.					

Expressive Arts and Design (Music focus)	<p>Music Charanga music- Me</p> <p>Finding the pulse</p> <p>Copy-clap the rhythm of names</p> <p>Explore high low sounds using voices and glockenspiels</p> <p>Sing a range of well-known nursery rhymes and songs</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p><u>Harvest Performance</u> Sing in a group or on their own, increasingly matching the pitch and following the melody</p>	<p>Music Charanga music- My Stories</p> <p>Finding the pulse</p> <p>Copy-clap the rhythm of small phrases</p> <p>Explore high pitch and low pitch in the context of songs</p> <p>Invent a pattern to go with a song using one note</p> <p><u>Nativity Performance</u> 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>Music Charanga music- Everyone!</p> <p>Invent ways to find the pulse</p> <p>Copy-clap rhythms of phrases from songs</p> <p>Explore high pitch and low pitch in the context of songs</p> <p>Using the starting note to explore melodic patterns using one or two notes</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>Music Charanga music- Our World</p> <p>Find the pulse and show others your ideas</p> <p>Copy-clap rhythms of phrases from songs</p> <p>Explore high pitch and low pitch using the images from songs</p> <p>Using the starting note to explore melodic patterns using one or two notes</p> <p>Explore and engage in music making and dance, performing solo or in groups</p>	<p>Music Charanga music- Big Bear Funk</p> <p>Finding an alternative pulse</p> <p>Copy-clap 3 or 4 word phrases from songs</p> <p>Add pitched notes to the rhythm of the words or phrases in songs</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>Music Charanga music- Reflect, Rewind and Replay</p> <p>Pulse consolidation Rhythm consolidation Pitch consolidation</p> <p>Consolidation opportunities to create your own sounds using instruments</p> <p>Explore and engage in music making and dance, performing solo or in groups</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p><u>Theatre Performance</u> Sing in a group or on their own, increasingly matching the pitch and following the melody</p>
	Ongoing opportunities throughout the year during continuous provision to engage in music making and dance (accessing a range of tuned and untuned instruments) and perform (outdoor stage etc), expressing themselves and communicating through music and dance. The children are also regularly exposed to a range of music genres and performances.					
RE	<p><b>Creation</b> Why is the word 'God' so important to Christians?</p>	<p>Which stories are special and why? (Old Testament)</p> <p>Why do Christians perform nativities at Christmas?</p>	<p>Which stories are special and why? (New Testament)</p>	<p><b>Salvation</b> Why do Christians put a cross in an Easter garden?</p>	<p>Which stories are special and why? (world faiths)</p>	