

Reepham CofE School
EYFS Curriculum Journey

Our EYFS curriculum has been designed to enable pupils to….

Be Known	***Be Loved***	***Belong***
• We support every child as an individual. • Promote positive partnership with parents/carers through our open-door policy, family feel and parent workshops. • Transition from preschool to 'Big' school is important and we work closely with the preschool to run a smooth transition. • Our pupils will have a year 6 *Buddy* who will read with them, care for them, we are family • Clear guidelines and boundaries promote positive behaviour • Early intervention is offered swiftly, so that children get the additional, specialist help that they need • Work with other agencies • Have allocated circle time and additional pastoral support when needed • Positive relationship with parents (parent workshops, stay and play sessions)	• 'Live it, learn it' experiences. • Exciting school visits/visitors which complement the curriculum we provide in school by enabling them to have first-hand experience of places and activities. They will introduce children to aspects of the world around them that they have not yet experienced. They will contribute to the development of their confidence and independence. They will contribute to their social development through sharing an experience with peers. They will be of great benefit to their language development through discussion during and after the visit. They will enrich children's enjoyment of school. • Muddy Mondays (Forest School) • Learning is play-based and takes place indoors and outside • Rich, interesting and stimulating learning and teaching environment, an environment that allows children to fully develop their skills and abilities. • Track each child's learning and development closely to quickly identify any children falling behind and adapt the programme and our teaching as appropriate. • Core texts; Reading as a priority to open up the curriculum.	• Fell a sense of belonging to our 'Reepham Family'. • Best prepared for the next step in their educational journey (Year 1). • Our data consistently shows that a high proportion of children leaves Reception with a Good Level of Development (GLD). We are determined that our GLDs are, and will always be, above national expectations. • Environment/classrooms. Activities and experiences are arranged to promote independence.

Main Topic Overview

	Ourselves		Our Community		Our World	
Reception Curriculum	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Value Focus	Respect	Friendship	Love	Forgiveness	Responsibility	Hope
General Themes	**Marvelous Me!**  1. Our Bodies 2. Our Senses 3. Our Families 4. Our Homes 5. Our Village	**Let's Celebrate**  1. Remembrance 2. Diwali 3. Bonfire Night 4. Wedding/Christening 5. Birthdays 6. Christmas/ Nativity	**Helpful Heroes!**  1. Superheroes/Supertato 2. People who help us – Police, Fire, Doctors, Vets, Dentist. 3. Crossing Patrol – Road Safety	**Happily Ever After**  Fairytales linked with: 1. Plants/ Flowers 2. Floating and Sinking 3. Different houses 4. Easter	**Amazing Animals!**  1. Mini-Beasts (Caterpillar to Butterfly) 2. Farm Animals 3. Animals around the world- Jungle, Polar	**Terrific Travel!**  1. Space 2. Transport: Cars Bikes and Scooters Trains Old and New vehicles 3. Travel to another Country!
Important Events	Harvest Festival Meet our Buddies	Children In Need Nativity in Church	Chinese New Year	World Book Day (Create a class book) Mother's Day British Science Week	School Trip	Father's Day Sports Day Transition Days (Year 1)
WOW Events & Enrichment **Core Experiences**	Stories from different members of staff Walk around the Local Area Grandparents Morning *(looking at family History, children to look at similarities and differences)*	Sparklers Diwali Day – Visitor Christening at Church	Professional Visitors to School Road Safety – Road Crossing visit Big Bird Watch Tasting Chinese Food Visit from the Dentist -oral hygiene Superheroes Day	Plant and grow Sunflowers seeds and beans Fairytale Ball	Watch a living creature grow - Caterpillars in class Animals to school Bug Ball	School Trip – Hall Farm Park
High Quality Texts	Colour Monster/ Goes to School Each Peach Pear Plum Our Class is a Family We're Going on a Bear Hunt From My Window Funny Bones Leaf Man The Leaf Thief <u>Non-Fiction</u> Autumn Animals (Nocturnal)	Smeds and Smoos Story of Rama and Sita The Scarecrows Wedding Cake Stick Man <u>Non-Fiction</u> Guy Fawkes	Winnie and Wilbur at Chinese New Year Superhero Like You Supertato Superworm Clever Sticks (CNY) Non-Fiction Little People Big Dreams ***<u>Florence Nightingale</u>***	Goldilocks Jack and the Beanstalk The Three Little Pigs The Gingerbread Man A Little Seed Non-Fiction Little People Big Dreams	Dinosaurs Love Underpants The Very Hungry Caterpillar Giraffes Can't Dance Dear Zoo Non-Fiction Little People Big Dreams ***<u>David Attenburgh</u>***	Whatever Next! Non-Fiction Little People Big Dreams ***<u>Neil Armstrong</u>***
Poetry	Harvest and Autumn Poems	Christmas Poems			Spring Songs and rhymes (Twinkl)	

. **Nursery Rhyme & Action Songs poetry** Research tells us that nursery rhymes can support children to develop their language, their awareness of sounds within words and even their later reading (Bryant et al. 1989). .	**Term 1** **Nursery Rhymes:** * 1,2,3,4,5 once I caught a fish * 1, 2, Buckle my Shoe * Humpty Dumpty 5 Little Ducks **Action Songs:** * Head, Shoulders, Knees and Toes.	**Term 2** **Nursery Rhymes:** * The Grand of Duke of York * Ring O' Roses * Hickory Dickory Dock * Pat a Cake **Action Songs:** * If you're happy and you know it. * Christmas Songs	**Term 3** **Nursery Rhymes:** * Wind the Bobbin up * Rock-a-bye Baby * London Bridge **Action Songs:** *	**Term 4** **Nursery Rhymes:** * Jack and Jill * Round and Round the Garden * 10 Green Bottles **Action Songs:** * When I was one …	**Term 5** **Nursery Rhymes:** * Old Macdonald * Incy Wincy Spider * Baa Baa Black Sheep * The Farmer's in his Den. * Three Blind Mice * The animals went in two by two. **Action Songs:** * The Penguin Song	**Term 6** **Nursery Rhymes:** * Down at the Station * The Wheels on the Bus * Twinkle Twinkle * Row, Row, Row your boat **Action Songs:** * A sailor went to Sea

We will use the Rhyme time resources from **Little Wandle** in Reception to prepare for, complement and reinforce our Phase 2 teaching.
We will use the nursery rhymes across the school year and aim for the children in the class to leave Reception knowing a bank of rhymes by heart.

Characteristics of Effective Learning	**Playing and Exploring**	**Finding out and exploring** • Showing curiosity about objects, events and people • Using senses to explore the world around them • Engaging in open-ended activity • Showing particular interests	**Playing with what they know** • Pretending objects are things from their experience • Representing their experiences in play • Taking on a role in their play • Acting out experiences with other people	**Being willing to 'have a go' (Empowerment)** • Initiating activities • Seeking challenge • Showing a 'can do' attitude • Taking a risk, engaging in new experiences, and learning by trial and error
	Active Learning	**Being involved and concentrating** • Maintaining focus on their activity for a period of time • Showing high levels of energy, fascination • Not easily distracted • Paying attention to details	**Keeping on trying (Resilience)** • Persisting with activity when challenges occur • Showing a belief that more effort or a different approach will pay off • Bouncing back after difficulties	**Enjoying achieving what they set out to do** • Showing satisfaction in meeting their own goals • Being proud of how they accomplished something – not just the end result • Enjoying meeting challenges for their own sake rather than external rewards or praise
	Creativity and Critical Thinking	**Having their own ideas (Taking initiative)** • Thinking of ideas • Finding ways to solve problems • Finding new ways to do things • Shows imagination, spontaneity and innovation	**Making links** • Making links and noticing patterns in their experience • Making predictions • Testing their ideas • Developing ideas of grouping, sequences, cause and effect.	**Choosing ways to do things (Independence)** • Planning, making decisions about how to approach a task, solve a problem and reach a goal • Checking and reflecting how well their activities are going • Changing strategy as needed • Reviewing how well the approach worked

Communication and Language

Communication and Language

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.

Talking points Sharing 'All About Me' Bridger books which include family, baby photos and things which are special to each child. Harvest and Autumn Changes Visits from extended Family – Grandparents. Daily stories	**Talking points** Role play festivals and celebrations Winter changes Develop social phrases – 'Good Morning' 'How are you?' Daily Stories	**Talking points** Visits from people in the community. Asking questions Past, present and future tense Daily Stories	**Talking points** Making predictions of what we think will happen. Spring changes Daily Stories	**Talking points** Making predictions of what we think will happen. Visitors in with animals Daily Stories	**Talking points** What have children enjoyed most about reception / what they are good at "I am good at..." Year 1 detectives Summer changes Daily Stories
Listening, Attention & Understanding Children will be able to understand how to listen carefully and know why it is important. Children will listen carefully to rhymes, poems and songs, paying attention to how they sound. This will continue throughout the year. Children will respond to a series of one-step instructions. Children will ask ' what' questions Children will use please and thank you independently.	**Listening, Attention & Understanding** Children will begin to understand how and why questions. Children will engage in Non- Fiction Book. Children will understand a question or an instruction that has 2 parts. Children will ask who questions Children will be able to switch attention from one task to another.	**Listening, Attention & Understanding** Children will learn to ask questions to find out more and to check they understand what has been said to them. Children listen to and talk about stories to build familiarity and understanding. Children will follow complex instructions, using a visual reminder as a prompt. Children will understand 'why' questions. Children will ask when questions	**Listening, Attention & Understanding** Children will retell a story and follow a story prompt with pictures or props to build familiarity and understanding. Children are able to listen in a large group or whole class activity such as assembly, recalling some of the themes and comments at a later stage. Children will engage in non-fiction books and understand key features. Children will ask where questions	**Listening, Attention & Understanding** Children will continue to retell a story and follow a story prompt without pictures or props to build familiarity and understanding, using some exact repetition and some in their own words. Children will ask why questions	**Listening, Attention & Understanding** Children will be able to have conversations with adults and peers with back-and-forth exchanges. Children will be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. Children will follow complex instructions. Children will be able to use and understand a question such as who, what, where, when, why and how
Speaking Children will talk in front of small groups and their teacher offering their own ideas and join in with social phrases. Children use talk to communicate needs, news, feelings and ideas. Children will use plurals and some tenses correctly. They will ask questions to support their learning or understanding. Children use talk to support their imaginative play. This continues throughout the year.	**Speaking** Children will use new vocabulary throughout the day and describe events in more detail. Children will talk in sentences using conjunctions e.g. and, because Children use talk to support their imaginative play. This continues throughout the year.	**Speaking** Children to continue to use new vocabulary in different contexts. Children will respond to discussions with comments and questions. Children use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen.	**Speaking** Children will engage in non-fiction books and use new vocabulary in different contexts. Children will describe events in detail.	**Speaking** Children will use talk to organise, sequence, and clarify thinking, ideas, feelings and events with detail. Children will continue to use new vocabulary in different contexts.	**Speaking** Children will use talk in sentences using a range of tenses. Children will use talk to work out problems and organise thinking and activities, and explain how things work and why they might happen.

Listening, Attention & Understanding ELG

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Children will listen carefully to rhymes and stories to build familiarity and understanding. They will retell a story, once they have developed a deep familiarity with text.

Speaking ELG

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Links to KS1 readiness	**Listening Skills** To listen to others in a range of situations and usually respond appropriately. **Following Instruction** To understand instructions with more than one point in many situations. **Asking and Answering Questions** To begin to ask questions that are linked to the topic being discussed. To answer questions on a wider range of topics (sometimes may only be one-word answers). **Drama, performance and confidence** To speak clearly in a way that is easy to understand. To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session. To know when it is their turn to speak in a small group presentation or play performance. To take part in a simple role play of a known story.	**Vocabulary building and standard English** To use appropriate vocabulary to describe their immediate world and feelings. To think of alternatives for simple vocabulary choices. **Speaking for a range of purposes** To organise their thoughts into sentences before expressing them. To be able to describe their immediate world and environment. To retell simple stories and recounts aloud. **Participation in a range of discussion** To recognise when it is their turn to speak in a discussion. To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.

Mathematics

	Ourselves		Our Community		Our World	
General Themes	**Marvelous Me!**  **Autumn 1**	**Let's Celebrate**  **Autumn 2**	**Helpful Heroes**  **Spring 1**	**Happily Ever After**  **Spring 2**	**Amazing Animals**  **Summer 1**	**Terrific Transport!**  **Summer 2**

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. In EYFS, White Rose informs the basis of our planning. Throughout the year we will teach the key skills of counting, subitising, linking the numeral symbol with its cardinal number value and comparing numbers,

Pupils will build on previous experiences of number, and further develop their subitising and counting skills. They will explore the composition of numbers within 5, and connect the concept of 'parts' and 'whole' to objects and number. They will develop skills in noticing and visualising and begin to compare sets of objects and use the language of comparison.
As they move themselves through space, they will develop their understanding of relevant spatial language.

Pupils will:

- identify when a set can be subitised and when counting is needed
- subitise different arrangements, both unstructured and structured, including using the Hungarian number frame
- make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills
- spot smaller numbers 'hiding' inside larger numbers
- connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers
- hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number
- develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds
- compare sets of objects by matching
- begin to develop the language of 'whole' and 'parts' when talking about objects and numbers
- use gestures to develop their understanding and use of a range of spatial language, including the prepositions: in, on, under, next to, between, in front of, and behind, and language related to movement, including: turn, flip.

Pupils will continue to develop skills in noticing and visualising; sorting shapes according to their attributes. They will develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to explore and identify when objects or sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.

Pupils will:

- continue to notice similarities and differences
- identify and describe some 2d and 3d shapes
- continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals
- begin to identify missing parts for numbers within 5
- explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame
- focus on equal and unequal, initially with blocks and then when comparing numbers up to 10.
- understand that two equal groups can be called a 'double' and connect this to finger patterns
- sort odd and even numbers according to their 'shape'
- continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern
- order numbers and play track games

join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers.

Pupils will continue to develop their skills in noticing and visualising, when engaging with pattern work. They will apply their understanding of equal/not equal and prepositional language when working with a range of measures. They will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. Pupils will secure knowledge of number facts through varied practice.

Pupils will:

- explore a range of pattern making skills, copying, continuing and creating their own patterns
- continue to develop their counting skills, counting larger sets as well as counting actions and sounds
- explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame
- compare lengths, heights and mass, noticing similarities and differences and using prepositional language to describe these
- compare quantities and numbers, including sets of objects which have different attributes
- continue to develop a sense of magnitude, e.g., knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2
- begin to generalise about 'one more than' and 'one less than' numbers within 10
- continue to identify when sets can be subitised and when counting is necessary

develop conceptual subitising skills including when using a rekenrek.

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Number ELG: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns ELG: Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Links to KS1 readiness	**Number** ● To count confidently ● To show a deep understanding of numbers up to 10 ● To match numerals with a group of objects to show how many there are (up to 10) ● To be able to identify relationships and patterns between numbers up to 10 ● To show an awareness that numbers are made up of smaller numbers, exploring partitioning in different ways ● To add and subtract one in practical activities	**Measurement** ● To measure themselves and everyday objects using a mixture of non-standard and standard measurements ● To develop spatial reasoning using measures ● To begin to order and sequence events using everyday language related to time ● To begin to measure time with timers (e.g. digital stopwatches and sand timers) and calendars ● To explore the use of different measuring tools in everyday experiences and play	**Geometry** ● To use informal language (e.g. heart-shaped, hand-shaped) and some mathematical language to describe shapes around them ● To use spatial language, including following and giving directions, using relative terms ● To develop spatial reasoning with shape and space ● To compose and decompose shapes, and understanding which shapes can combine together to make another shape.

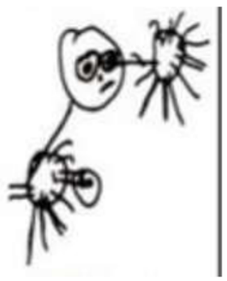
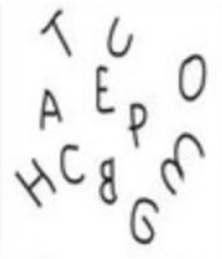
Literacy

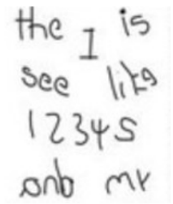
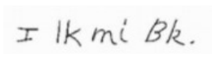
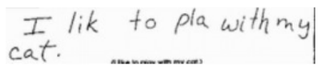
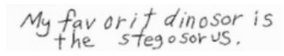
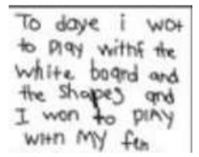
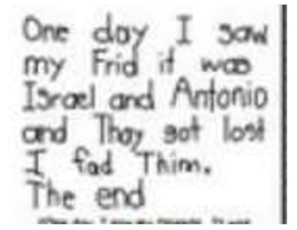
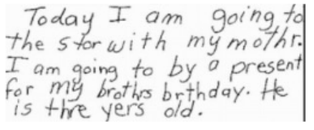
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Literacy Children to develop their phonological awareness so that they can spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound and orally blend simple words.	**It is crucial for children to develop 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).** **In line with the rest of the school, Phonics is taught following the Little Wandle Letters and Sounds programme.** **Children to understand the five key concepts of print – print has meaning, print can have different purposes, we read English from left to right top to bottom, the names of different parts of a book and page sequencing.**					
	Comprehension Children to talk about the stories they have heard, recalling some characters and events that happened. Children to join in with familiar rhymes and songs. Children to develop a love of stories and encouraged to listen attentively during daily story time opportunities. Children to repeat words and phrases from familiar stories.	**Comprehension** Children to retell the key events in stories and start to recall facts from non-fiction. Children to talk about what has happened in the story so far. Children will be encouraged to share their favourite books with an adult and children in the class. Children can retell a story using role-play or small world resources using some story language.	**Comprehension** Children to describe the key events in stories or rhymes in some detail, to recall facts from non-fictions texts and predict what might happen next in a story. Children to use the language they have heard in stories in their play and discussions Children to repeat and use new vocabulary in content of a story.	**Comprehension** Children to seek familiar texts or stories to re-read in the book area. Children to request favourite stories and poems for example during Vote for a story.	**Comprehension** Children to explain what they have read or has been read to them. Children to retell simple stories using their own words and recently introduced vocabulary. Children to share a favourite book with a friend, retelling the story in their own way repeating known phrases from the text.	**Comprehension** Children to anticipate – where appropriate – key events in stories. Children to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Word Reading **<u>Little Wandle Phase 2</u>** Children to hear and say the Phase 2 sounds in cvc words and start to blend the sounds together to read some cvc words. Children will begin to recognise on sight taught tricky words. This will continue throughout the year.	**Word Reading** **<u>Little Wandle Phase 2</u>** Children to continue to hear and say the Phase 2 sounds in cvc words and develop their blending skills to read cvc words. Children to begin to recognise HFW. Children to begin to read some simple captions, e.g. the cat and the dog	**Word Reading** **<u>Little Wandle Phase 3</u>** Children to recognise and say all Phase 2 single sounds and start to identify some digraphs. Children to read words with double letters and longer words. Children to read captions and sentences. Children will begin to develop their confidence in reading with fluency and develop their understanding of the story.	**Word Reading** **<u>Little Wandle Phase 3</u>** Children to read words which contain two or more digraphs, compound words and plurals.	**Word Reading** **<u>Little Wandle Phase 4</u>** Children to read short vowel cvcc, ccvc, ccvcc and cccvc words. Children also to read root words with ing, ed,	**Word Reading** **<u>Little Wandle Phase 4</u>** Children to read long vowel cvcc, ccvc, cccvc and ccvcc words. Children to read root words ending in ing, ed, er, est.

	Writing **Composition:** Children to use talk to link ideas, clarify thinking and feelings. They will write their name by copying it from a name card or try to write it from memory. Some children may begin to write some initial sounds such as 'm' for mum. **Spelling:** Children to orally segment sounds in simple words, e.g. c-a-t. and say the initial sounds in most words. **Handwriting:** Children to draw lines and circles and write some recognisable letters from their name. Children to show a preference for a dominant hand (Physical) Children to use large muscle movements to wave flags and streamers, paint and make marks. (physical)	**Writing** **Composition:** Children to segment cvc words and attempt to write them using phonic sounds that have been taught. They may begin to write short phrases with support and know there is a sound/symbol relationship. Children will write letters and strings, sometimes in clusters like words. **Spelling:** Children to write their own name and identify known letters to match initial sounds (phase 2). They will also match some phase 2 letters and sounds (GPC). The children will also write VC and some CVC words and labels e.g. c-a-t. **Handwriting:** Children will form letters from their name correctly, focusing on modelling comfortable pen grip. They will begin to form other recognisable letters from Phase 2 phonics using the Little Wandle letter formation phrases. Children will use a comfortable grip with good control when holding pens and pencils.	**Writing** **Composition:** Children to orally compose a caption and hold it in their memory before attempting to write it (with support). **Spelling:** Children to write VC and CVC words independently using taught Phase 2 graphemes. **Handwriting:** Children to show a dominant hand and write from left to right and top to bottom, forming recognisable letters. Following modelling, children to use the tripod finger grasp when writing, painting, chalking etc. Children to retrace vertical lines and working on improving anticlockwise movements. When writing words, children to learn to control their letter size. Children to be given regular reminders about posture when working at tables: forearms on the table and feet flat on the floor.	**Writing** **Composition:** Children to write short captions independently. They will also begin to write a simple sentence with **Spelling:** Children to segment to spell words independently using Phase 2 and some taught Phase 3 digraphs. Children to also spell some HFW independently, e.g the, to etc. **Handwriting:** Children to hold a pencil effectively to form recognisable letters (all lowercase letters). Children to start using some capital letters (uppercase) when writing and know how to form clear ascenders and descenders. Focus on developing a comfortable way of writing – tripod pencil grip, position on paper, writing from left to write when writing. Anticlockwise movements focused; children should be able to retrace vertical lines.	**Writing** **Composition:** Children to continue developing the ability to write captions and short sentences independently. They can also read their writing back to themselves. **Spelling:** Children to spell words by drawing on knowledge of known grapheme correspondences. Children to make phonetically plausible attempts when writing more complex unknown words. **Handwriting:** Children to form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Children to include spaces between words with support.	**Writing** **Composition:** Children to write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Children to also write different text forms for different purposes (e.g., lists, simple stories, instructions). They can read their own sentences and so can teachers. Children to re-read what they have written to make sure it makes sense. **Spelling:** Children to spell words by drawing on knowledge of known grapheme correspondences. Children to make phonetically plausible attempts when writing more complex unknown words. Children to also spell more HFW independently, e.g. he, she, we, be, me **Handwriting:** Children to use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly. Children to independently use finger spaces between their words.
DRAWING CLUB			Superhero Like You Supertato Superworm Winnie and Wilbur at Chinese New Year	Goldilocks Jack and the Beanstalk The Three Little Pigs Billy Goats Gruff The Tiny Seed	The Very Hungry Caterpillar Dear Zoo Giraffes Can't Dance Bad Tempered Ladybird	Whatever Next 100 Decker Bus Oi, Get off the Train Wacky Races (Clip) Cycle City
	Comprehension ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. **Word Reading ELG:** Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. **Writing ELG:** Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.					
Links to KS1 Readiness	**Learning to Read** Developing phonemic knowledge through phonics and other phonic opportunities. Developing a knowledge of stories including rhyme and identify the rhyming words within them. Developing their skills and abilities to comprehend within familiar stories, and from pictures in illustrated stories. **Reading to Learn** Developing their skills and abilities in retelling familiar stories. Recognising that books have information that helps them to learn. **Reading for Enjoyment** Routinely accessing picture books and stories Listening to others expressively tell stories. Learning that stories and books can put them in imaginary worlds full of adventure and excitement.			**Learning to Write** Holds pencils, pens and other marking making tools appropriately so that they can make marks in an increasingly controlled way. To explore language and vocabulary in stories and the environment, and begin to use them accurately when talking. **Writing to Learn** Write independently to communicate their thoughts and ideas about their lived experiences. Write words and sentences to help them to remember what they have done. **Writing for Enjoyment** Have opportunities to make marks, and then to write about things in the world around them that they are inspired to write about.		

Writing Stages

Pre Phonemic Stage

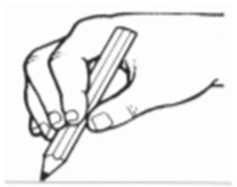
Pictures	Random Scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter Strings	Letter groups
						
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols		Letter strings move from L to R and move down the page	Separated by spaces to resemble different words

Early Phonemic Stage	Letter name stage		Transitional Stage			
Environmental print	Beginning sounds Random and initial consonants	Initial and final sounds appear	Vowel sounds appear Evidence of common exception words	All syllables represented	Inventive spelling	Multiple related sentences with many words spelled correctly
		 	 			 
Awareness of print, copied from surroundings.	Beginning and ending letters are used to represent words.		Medial sound may initially be written as a consonant. Vowels begin to appear.	A child hears beginning, middle and end sounds.	Whole sentence writing develops.	

Images / research from Heidi Butkus 2014 ©

Pencil Control Development - Development of a tripod grasp

Even when a child has good fine motor skills and well-developed grasp patterns, holding a pencil is a new and complex task. You may need to check the child's grip on the pencil while they are colouring or drawing. The pictures below show the developmental stages that a child may go through when learning to hold a pen.

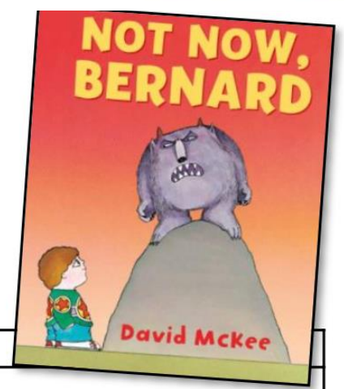
			
1-1½ years Palmar Supinate Grasp	2-3 years Digital Pronate Grasp	3½-4 years Static Tripod Grasp	4½-6 years Dynamic Tripod Grasp

(Erhardt, 1994)

Taken from: Children, Young People and Families Occupational Therapy Team HANDWRITING DEVELOPMENT: NHS

Erhardt, R.P. (1994). Developmental hand dysfunction: Theory, assessment and treatment (2nd Ed.). Tucson, Arizona: Therapy Skills Builders

The Drawing Club



Why Drawing Club?

To excite children with the magic world of tales and story, whilst enriching their language skills, developing their fine motor skills and into a love of writing. It immerses children into a world full of imagination where anything can happen and it often does. It develops a wide range of skills across the whole curriculum, particularly focusing on making conversations, mark making and mathematics. Children's creative streaks are enhanced as well as their ability to share ideas and skills. It provides an age-appropriate approach that is highly engaging.

How do we deliver Drawing Club?

Mini moment 1	10 minutes altogether on Carpet kingdom	Vocabulary – 'Get Up, Stand Up' sharing rich vocabulary everyday introduced in a contextual way
Mini moment 2		Story Sharing – a blend of books, tales and animation
Mini moment 3		Modelling drawing of the character, setting and adventure time ideas through the 3M's. Modelling writing through a 'password'. See progression below. Reading developed by adding keywords. A 'passcode' is added linked to Maths. *What number will you do?* Show examples – Write 8 and draw two windows with a total of eight - *'Ohhh look, double four'*.
Mini moment 4	Groups rotation	Drawing Club groups of up to six children exploring story through drawing and writing using the 3M's and taking stories on an adventure. The role of the teacher is building confidence in pace with each child so that they are emotionally connected to what they're doing.

THE 3MS...

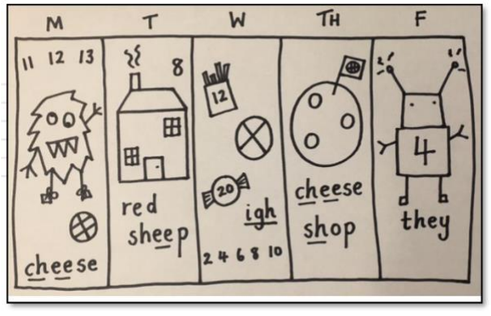
MAKING CONVERSATION:
TALKING CONFIDENTLY, USING NEW VOCABULARY, LISTENING, SHARING IDEAS, HAVING CONVERSATION BACK AND FORTH, COLLABORATING, RESPECTING AND HELPING ONE ANOTHER

MARK MAKING:
WRITING AT THE CUSP OF CONFIDENCE, READING WITH INTEREST, DEVELOPING PHONIC KNOWLEDGE, DISCOVERING THE ART OF MESSAGING, INCREASING FINE MOTOR CONTROL WITH PURPOSE

MATHEMATICS:
DRAWING IS FULL OF MATHEMATICAL OPPORTUNITIES - COUNTING, COMPARING, ADDING, TAKING AWAY, DIVIDING, NUMERAL WRITING AND RECOGNITION - ALL THE TIME BUILDING CONFIDENCE THROUGH PURPOSE

Writing passwords are modelled and across the year build on progressive steps toward the end outcome of writing sentences.

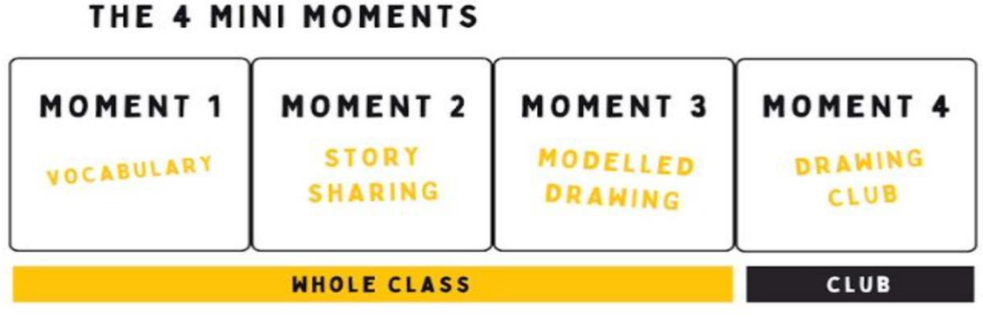
Autumn	Mark making symbols
	Identified letters from phonics
	Cvc words
Spring	CEW's / Captions
Summer	Sentences



Mini Moment 1: Vocabulary	**Day 1**	**Day 2**	**Day 3**
Everyday: Rescue Vanished Crime Escaped Distress Leapt Kerpow!	Adult input and Drawing Club		
	Mini Moment 2- Share Story		
	Mini Moment 3: Modelled drawing **Character**	Mini Moment 3: Modelled drawing **Setting**	Mini Moment 3: Modelled drawing **Adventure Time – I wonder…?**
	Evil Pea 	Map of Supermarket	A new vegetable arrives – who are they? I wonder what they look like?
	Mini Moment 4: Children's Turn	Mini Moment 4: Children's Turn	Mini Moment 4: Children's Turn



Example of planning



Personal, Social and Emotional Development

	Ourselves		Our Community		Our World	
General Themes	**Marvelous Me!**  **Autumn 1**	**Let's Celebrate**  **Autumn 2**	**Helpful Heroes**  **Spring 1**	**Happily Ever After**  **Spring 2**	**Amazing Animals**  **Summer 1**	**Terrific Transport!**  **Summer 2**

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 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.

As a prime area of the Early Years Curriculum, PSED (Personal, Social and Emotional Development) is known to be a vital part of Early Learning.
All key areas of the Early Years PSED curriculum are covered in creative and innovative ways within the Early Years 3D PSHE programme.
We have used four simple headings to organise the PSED statements, in order to help children understand their relevance and importance. These are referenced, as appropriate, on each lesson plan.

It's All About... Taking Part!
Encouraging young children to participate and be actively involved in home, school and community life at an individual, group and class level, understanding how to behave appropriately in different situations.

It's All About... Being Smart!
Encouraging young children to think carefully, to develop positive attitudes towards themselves and others, to recognise and have confidence in their own abilities and talents and to know how to manage personal hygiene, as well as keeping healthy and safe, linked to behaviour and potential consequences.

It's All About... Where to Start!
Encouraging young children to be confident, to show initiative in a range of different situations and settings and to develop strategies for how to solve problems and resolve conflicts.

It's All About... Having Heart!
Encouraging young children to show sensitivity and compassion towards others, to manage their feelings, to develop positive, caring and respectful relationships with both children and adults and to cooperate and share willingly.

Modern British values are embedded, both implicitly and explicitly within the teaching resources, so that, from a very early age, children are being taught the importance of tolerance, democracy, respect and rules and responsibilities.

Personal, Social and Emotional Development

Self-Regulation Children will recognise different emotions, including scared, excited, angry, frustrated, nervous, worried and joyful. Children will focus during short whole class activities. Children will learn to play and share with others, learning how to resolve conflicts.	**Self-Regulation** Children will talk about how they are feeling and to consider others feelings. Children will learn to become more resilient whilst working alongside their friends and developing the skill of perseverance. Children will talk about their feelings and consider feelings of others.	**Self-Regulation** Children will be able to focus during longer whole class lessons. Children will be able to talk about ways that skills can be improved and be encouraged to demonstrate pride in their achievements. Children to show resilience and perseverance in the face of challenge.	**Self-Regulation** Children will identify and moderate their own feelings socially and emotionally and think about the feelings of others.	**Self-Regulation** Children will be able to control their emotions using a range of techniques.	**Self-Regulation** Children will be able to follow instructions of three steps or more.

Managing Self Children will learn to wash their hands independently. Children will persevere with fastenings on coats and follow instructions to dress and undress. Children will know some ways to keep healthy.	**Managing Self** Children will understand the need to have rules and talk about why they are important. Children will manage their own needs. Children will remember rules without needing an adult to remind them.	**Managing Self** Children will begin to show resilience and perseverance in the face of a challenge. Children will understand the importance of healthy food choices. Children will wait their turn in games independently.	**Managing Self** Children will develop independence when dressing and undressing. Children will manage their own needs; personal hygiene.	**Managing Self** Children will manage their own basic needs independently. Children will learn to dress themselves independently.	**Managing Self** Children will show a 'can do' attitude. Children can know and talk about different factors that support their overall health and wellbeing – physical activity, sleep patterns, screen time, oral hygiene, being a safe pedestrian.
Building Relationships Children will see themselves as a valuable individual. Children will begin to develop friendships. Children will seek support from adults and gain confidence to speak to peers and adults.	**Building Relationships** Children will continue to interact with others and continue to build good relationships with adults and other children. Children will identify when another child is upset and respond appropriately.	**Building Relationships** Children will be able to use taught strategies to support in turn taking. Children can play with one or more other children, extending and elaborating play ideas.	**Building Relationships** Children will listen to the ideas of other children and agree on a solution and compromise.	**Building Relationships** Children will learn to work as a group. Children to talk and find solutions to disagreements with others.	**Building Relationships** Children will have the confidence to communicate with adults around the school. Children to show more confidence in new social situations.
Self-Regulation ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability. **Managing Self ELG:** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. **Building Relationships ELG:** Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.					

Links to KS1 readiness	**Relationships** Knows right from wrong and can explain why it is important to have boundaries and routines Working and play co-operatively and taking turns with others Recognise and show sensitivity to their own and others needs Recognise similarities and differences between themselves and others **Health and Wellbeing** Managing their own personal hygiene and basic needs Shows an understanding of their own feelings; and those of others Being to regulate their behaviour Shows an understanding of how to stay safe in a range of common **Living in the winder world** Shows care and concern for living things. Name and describe people who might help us in the local community (police, fire service, doctors and

Physical Development

	Ourselves		Our Community		Our World	
General Themes	**Marvelous Me!**  **Autumn 1**	**Let's Celebrate**  **Autumn 2**	**Helpful Heroes**  **Spring 1**	**Happily Ever After**  **Spring 2**	**Amazing Animals**  **Summer 1**	**Terrific Transport!**  **Summer 2**

Physical Development
Fine Motor – Fast Finger

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, coordination 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, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Throughout the year, children will confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. They will develop overall body-strength, balance, co-ordination and agility. Fine motor control and precision helps with hand-eye coordination 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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. Forest school provides space for rolling, crawling, walking, jumping, running, skipping and climbing.

Gross Motor Children will learn to move safely in a space in different ways, including running, jumping and skipping. Children will develop strength, flexibility and focus. Children will follow instructions. Children to be increasingly independent as they get dressed.	**Gross Motor** Children will move safely with confidence and imagination, communicating ideas through movement with ease and fluency. Children will begin to use dynamics and expression.	**Gross Motor** Children will create shapes and actions using different parts of their bodies and copy actions, linking simple actions together.	**Gross Motor** Children will move safely with confidence and imagination, communicating ideas through movement with ease and fluency. Children will being to use dynamics and expression.	**Gross Motor** Children will develop throwing at a target. Children will develop and refine a range of ball skills- - Throwing a ball to a partner - Catching a large ball - Kick a ball from a standing position.	**Gross Motor** Children will be able to confidently and competently control a ball in different ways, including rolling, bouncing and dribbling of a ball. **Sports Day Skills** Children will be able to play by the rules and develop co-ordination.
Introduction to PE Move around safely in space Follow instructions and stop safely Stop safely and develop control when using equipment Follow instructions and play safely as a group Follow a path and take turns Work cooperatively with a partner Get Set 4 Education	**Fundamentals (Unit 2)** Develop balancing Develop running and stopping Develop changing direction Develop jumping Develop hopping Explore different ways to travel using equipment	**Gymnastics** Participate and enjoy a variety of travelling activities – safely negotiating space Log and egg roll – individually and together showing good control Standing shapes – stretch, star, tuck Stork stand and arabesque Sitting shapes – pike, straddle, tick 2 foot to 2 foot jump Jump, land and roll safely from a low platform Children are taught how to move the mats and benches safely and cooperatively	**Dance: Unit 2** AT THE SEASIDE Copy, repeat and explore actions in response to a theme Explore and remember actions considering level, shape and direction AT THE FIREWORKS DISPLAY Explore movement using a prop with control and coordination Move with control and coordination, expressing ideas through movement AT THE FARM Remember and repeat actions moving in time with the music Explore actions in response to a theme and begin to use counts	**Games: Unit 2** Aim when throwing and practice keeping score Follow instructions and move safely when playing tagging games Learn to play against a partner Develop coordination and play by the rules Explore striking a ball and keeping score Work cooperatively as a team	**Ball Skills: Unit 2** Develop rolling and tracking a ball Develop accuracy when throwing to a target Develop dribbling with hands Develop throwing and catching with a partner Develop dribbling a ball with feet Develop kicking a ball to a target
Fine Motor Children will begin to use a tripod grip when using mark making tools. Children will develop their small motor skills so that they can use a range of tools competently, safely and confidently.	**Fine Motor** Children will accurately draw lines, circles and shapes to draw pictures. Children will use scissors to cut along curved lines, holding scissors in the correct position.	**Fine Motor** Children will handle scissors, pencil and glue effectively. Children to consistently use a tripod grip.	**Fine Motor** Children will hold and use cutlery appropriately and be able to cut their own food. Children will develop dexterity for threading small items and manipulating small objects.	**Fine Motor** Children will hold scissors correctly and cut out small shapes. Children will mould and shape clay with fingers and tools.	**Fine Motor** Children will form letters correctly using a tripod grip to develop the foundations of a handwriting style which is fast, accurate and efficient.

Gross Motor ELG: Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Children to use their core muscle strength to achieve a good posture when sitting at a table or on the floor.

Fine Motor ELG: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. Children will develop their fine motor skills so they can use a range of tools competently, safety and confidently.

Links to KS1 readiness	**Fundamentals** To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education. To use their core muscle strength to achieve a good posture. To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group **Ball Skills** To combine different movements with ease and fluency. To develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	**Games** To negotiate space and obstacles safely, with consideration for themselves and others. To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. **Gymnastics** To revise and refine a range of fundamental movement skills e.g. rolling, crawling, walking, jumping, running, hopping, skipping and climbing. To combine different movements with ease and fluency. **Dance** To use a more fluent style of moving, developing control and grace. To combine different movements with ease and fluency.

Knowledge and Understanding of the World

	Ourselves		Our Community		Our World	
General Themes	**Marvelous Me!**  **Autumn 1**	**Let's Celebrate**  **Autumn 2**	**Helpful Heroes**  **Spring 1**	**Happily Ever After**  **Spring 2**	**Amazing Animals**  **Summer 1**	**Terrific Transport!**  **Summer 2**

Knowledge and Understanding of the World

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. In line with the rest of the school, we follow the Lincolnshire agreed syllabus for RE.

Past and Present (History): Children will know how they have changed and talk about their immediate family. *Human life cycle* Children will compare and contrast characters from stories, including figures from the past. Children will look at images of toys from the past and compare to present day. History Figure: Grandparent	**Past and Present (History):** Children will talk about and compare the lives of people around them using stories, artefacts and accounts from the past. Children will talk about how the past affects the present (Bonfire Night, Remembrance Day). Children will talk about past and present events in their lives and before they were born. History figure: Guy Fawkes	**Past and Present (History):** Children will talk about different jobs and people who help us in society. Children will know about the past through settings and characters History Figure: Florence Nightingale	**Past and Present (History):** Children will talk about what they can see in pictures of the past. Children will know some similarities and differences between things in the past and now. History Figure:	**Past and Present (History):** Children will talk about past and present events in their lives and before they were born. (prehistoric animals) History figure: Mary Anning	**Past and Present (History):** Children will learn about travel in the past and compare it to present day. Children will look at images of different modes of transport from the past and compare to present day. History figure: Neil Armstrong
People, Culture and Communities (Geography): Children will name, talk about and describe people who are familiar to them. Children will begin to make sense of their own life-story and family history. Children will know sometimes families live in different parts of the country or world. Children will compare living in a village to living in a city, comparing how the children get to school, how different their local environments are. Children to draw simple maps of the school.	**People, Culture and Communities (Geography):** Children will know that people celebrate in different ways around the world. Diwali	**People, Culture and Communities (Geography):** Children will know about people who help us within the community. Children will show interest in different occupations.	**People, Culture and Communities (Geography):** Children will know about features of the immediate environment, and draw information from a simple map. Children will explore the natural world around them. Children will describe what they see, hear and feel whilst outside. Children will discuss how the local area has changed over time, using photos and books.	**People, Culture and Communities (Geography):** Children will recognise some similarities and differences between life in this country and life in a contrasting country (South Africa). Children to recall where they live (City- Lincoln, Country – England and our capital city- London).	**People, Culture and Communities (Geography):** Children will show an awareness of the similarities and differences between people in different communities and groups from around the world. Children will recognise some environments that are different to the one in which they live. Children will recognise some similarities and differences between life in this country and life in other countries.

The Natural World (Science): Children will understand the terms ‘same’ and ‘different’ Children will understand the terms ‘same’ and ‘different’ when talking about their immediate family and the natural world around them. Through stories and discussion, children will learn about nocturnal animals and animals that hibernate in the winter.	**The Natural World (Science):** Children will explore and ask questions about the natural world around when talking about seasonal changes. Children will understand the effect of changing seasons on the natural world around them (Autumn) Use all their senses in hands-on exploration of natural materials.	**The Natural World (Science):** Children will begin to understand the need to respect and care for the environment and all living things. Children will name familiar British birds when taking part in the Great British Bird Watch.	**The Natural World (Science):** Children will talk about features of the environment and describe what they see, hear and feel whilst outside using wide vocabulary. Children will make observations about plants and will understand the key features of the life cycle of a plant. Children will plant seeds and care for plants. Children will know how to sort and group materials and resources and talk about how they are similar or different. Children will investigate floating and sinking, making observations and making their own boats.	**The Natural World (Science):** Children will make observations about animals discussing similarities and differences. Children will understand and use some language related to animals e.g. camouflage, predator, nocturnal, diurnal Children will understand the key features of the life cycle of an animal. (Caterpillar to butterfly) Children will understand the effects of changing seasons on the natural world around them (Spring)	**The Natural World (Science):** Children will know some important processes and changes in the natural world, including states of matter and the weather. Children will recognise some environments that are different from the one in which they live. Children will investigate objects casting a shadow. Children will explore how things work. Children will explore and talk about different forces they can feel.

Religious Education

Which people, stories and events are special to me?	What do I know about Easter and Holi?	Why are some places and objects special or sacred?

Strand A: Belonging, Identity & community	Strand B: Beliefs, Influences and Value	Strand C: Expression, Experience and the Sacred	Strand D: Truth, Interpretation and Meaning
What it means and how it feels to belong to different groups. What some people and groups are special. How people come together to celebrate special events, e.g. birth. How schools celebrate special events.	Why Christmas and Easter are special for Christians. Why Diwali and Holi are special for Hindus. Why people might not belong to a religion.	How people celebrate festivals. How stories are expressed through festivals. Why places of worship matter to people. What makes some places, and the things inside them, sacred or holy. How being inside special and sacred places makes people feel.	Why stories are important to Christians and Hindus. What meaning is given to these stories. How symbols and artefacts in places of worship have special meaning for believers.

In RE we use the Lincolnshire Locally Agreed Syllabus for Religious Education.

LAS Unit Myself [*Introduce people who belong to a religious group*] *At the start of the year, pupils will be learning more about each other. This is a chance for them to learn that, for some people, occupying a religious worldview is part of who they are.* **Myself** Introduce people who belong to a religious group **Key Vocab** Christian Muslim Jew Hindu God	**LAS Units** Special people to me [*Introduce people who are important to members of a religious group, e.g. Jesus, Prophet Muhammad, vicar, imam, etc.*] *Having introduced the idea of religious worldviews, this is an opportunity to introduce some people who are important within a range of religious worldviews.* **Special people to me** Introduce people who are important to members of a religious group, e.g. Jesus, Prophet Muhammad, vicar, imam, etc. **Key Vocab** Vicar. Imam. Rabbi Jesus Muhammad God	**LAS Unit** Our special books [*Introduce stories from religions and important books for members of a religious group*] *At this point, pupils should feel more secure in phonics. This is a good opportunity to explore more about religious worldviews through story.* **Our special books** Introduce stories from religions and important books for members of a religious group. **Key Vocab** Bible Qur’an Torah	**LAS Unit** Our special things [*Introduce objects that are important to members of a religious group, e.g. cross, subha beads, prayer mat, etc.*] *Having learned about how religious people treat their special books, this is an opportunity to explore other objects that are special to religious people.* **Our special things** Introduce objects that are important to members of a religious group, e.g. cross, subha beads, prayer mat, etc. **Key Vocab** Cross Prayer beads Prayer mat	**LAS Unit** Our special places [*Introduce places of worship, e.g. church, mosque*] *This builds on pupils’ learning about special books and special things by exploring some of the special places in which you may find these books and objects.* **Our special places** Introduce places of worship, e.g. church, mosque] **Key Vocab** Church Mosque Synagogue	**LAS Unit** Our beautiful world [*Introduce stories about creation and some beliefs about the natural world, e.g. the duty to care for the environment*] *This broadens the pupils’ understanding of special places by looking beyond places of worship into the wider natural world.* **Our beautiful world** Introduce stories about creation and some beliefs about the natural world, e.g. the duty to care for the environment. **Key Vocab** Muslim. Jew Hindu God Creation Care Responsibility Beautiful

	Big Question Draw someone you respect. **Core Theme 2** PSHE Friends and Family	**Big Question** Jesus was special – what makes you special? RE: Personal Reflection	**Big Question** Draw yourself and what makes you great. **Core Theme 1** - PSHE Resilience	**Big Question** Have you ever had to say sorry? RE: Empathy	**Big Question** What are you responsible for at home? **Core Theme 3**- PSHE Feelings of others, including animals.	**Big Question** Christians believed God created the world. What would you create to make the world better? RE: critical thinking
	Understanding the World (Technology): **Algorithms and Programming** Children will know how to input simple instructions to technological toys, including floor robots and onscreen sprites. Children will play games on the IWB and Ipads. Children will learn what is digital in home and at school.		**Understanding the World (Technology):** **What is a computer?** Children will talk about things that people do on digital devices, such as playing games, communicating with others and watching online videos.	**Understanding the World (Technology):** **What is a computer?** Children will know that digital technology is used in the home and at school for communication. Children will learn about keeping safe – internet safety (Smarty the Penguin).	**Understanding the World (Technology):** **Exploring and presenting Information, Multimedia and Data** Children will know how to Use age-appropriate software to create images and record sounds and videos. Children will know how to create simple programmes.	**Understanding the World (Technology): Exploring and presenting Information, Multimedia and Data** Children will know how to use technology to share work and ideas. Children will learn to use a QR code
	Past and Present ELG: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. **People, Culture and Communities ELG:** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. **The Natural World ELG:** Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.					

Links to KS1 readiness	**Science** **Working Scientifically** To feel confident to answer simple questions about observable properties of objects and people, animals and plants around them To compare objects in their environment and talk about similarities and differences To ask questions about the world around them, and seek to find their own answers **Plants** To know what a plant is To know a flower To know where you see plants To describe different plants and flowers **Animals including Humans** To know what an animal is To recognise and name a variety of different animals To know the names of different body parts of humans and animals they have experience of **Everyday Materials** To recognise that different everyday objects are made from different materials To describe how different objects look and feel **Seasonal Change** To know about different types of weather To observe changes in trees and plants as the seasons progress	**History** **Using Language associated with the past** Use words associated with the past including yesterday, last week, last year Use past tense when speaking about things that happened in the past **Remembering and discussing their own lives** Share their memories of significant events in their own lives. Talk about things that have changed. Begin to put these events in order **Talking about things they have done with people special to them** Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers. Begin to put events in order. **Recognising Chronology within stories** Talk about the order of events in a range of familiar stories. Recognise language in stories that shows the story happened in the past.

	Geography **Locational Knowledge** Know where they live Know how they travel to school **Knowledge of Places** Talk about some of the differences they notice when they are in different places Talk about places when looking at books and watching tv/videos Talking about places they have been to Talk about places in stories Using language that relates to place **Human and Physical Geographical Knowledge** Recognise elements of their environment that are manmade and natural **Using Maps** Make maps from stories Follow simple maps in play	**RE** **Believing** To know that different people have different faiths To know that some stories come from different holy books, and to express ideas in response to those stories **Living** To know that different people have different times of celebration To understand that different people have different ways of celebrating major events To know that people of all faiths can and do live well alongside each other To enjoy joining in with family customs and routines To be able to express some of their own families' customs and traditions **Expressing** To know that different people have a range of different ways of showing their beliefs, including prayers and worship To know about the similarities and differences between themselves and others, and among families, communities, cultures and traditions

Expressive Arts and Design

	Ourselves		Our Community		Our World	
General Themes	**Marvelous Me!**  **Autumn 1**	**Let's Celebrate**  **Autumn 2**	**Helpful Heroes**  **Spring 1**	**Happily Ever After**  **Spring 2**	**Amazing Animals**  **Summer 1**	**Terrific Transport!**  **Summer 2**
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.**					
	Creating with materials (Art & Design): Children will experiment mixing with colours. Children will explore, use and refine a variety of artistic effects to express their ideas and feelings. Children to begin to develop their observational skills by drawing self- portraits.	**Creating with materials (Art & Design):** Children will experiment with different textures e.g. creating firework and poppy pictures. Children will know how to mould clay, e.g. making a Diva lamp. Children make some independent choices about the resources needed and talk about their creations. Children to develop their observational drawing skills.	**Creating with materials (Art & Design):** Children will safely explore different techniques for joining materials. Children will using wax and wash to create winter scenes.	**Creating with materials (Art & Design):** Children will further develop their colour mixing skills to produce different shades. Children will learn to design for a purpose, e.g. a farm before starting to create. Children to develop their observational skills by drawing pictures of spring flowers.	**Creating with materials (Art & Design):** Children will explore and use a variety of artistic effects to express their ideas and feelings. Children to use natural resources to create images in the environment.	**Creating with materials (Art & Design):** Children will create collaboratively and share creations, talk about process and evaluate their work. Children will return to and build on their previous learning, refining ideas and developing their ability to represent them. Children will create under water colour pictures using water colour paint.
	Being Imaginative (Music): Children will sing and perform nursery rhymes. They will start to learn to sing in unison and explore finding the beat and clapping it or showing it in their other actions, e.g. marching. Listen attentively, move to and talk about music, expressing their feelings and responses. **Music of the term - POP**	**Being Imaginative (Music):** Children continue to learn to sing in unison with a focus on Nativity songs. Rehearse and perform in the Nativity Children will develop their role- play skills when playing alongside their friends. **Music of the term – Classical/ Christmas**	**Being Imaginative (Music):** Children sing in unison, find the pulse/beat and show it through movement, clap back simple rhythms and names. Children will create narratives based around stories. Children are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. **Music of the term - RnB**	**Being Imaginative (Music):** Children make suggestions about song actions and play rhythms on instruments. Children will move in time to music. Children will watch and talk about dance and performance art, expressing their feelings and responses. **Music of the term - Musicals**	**Being Imaginative (Music):** Children practise songs and improvise using 1 – 3 notes and untuned percussion. Children will explore and engage in music making and dance, performing solo or in groups. **Music of the term - Rock**	**Being Imaginative (Music):** Children find a beat and try to keep it noticing when the beat changes. Children will invent their own narratives, stories and poems. Children will share a large repertoire of songs. **Music of the term - Jazz**
	Creating with Materials ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. **Being Imaginative ELG:** Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.					

Links to KS1 readiness	**ART** **Using Materials** Hold tools like pencils, paint brushes, scissors with increasing precision Experiment with using different everyday and art materials to explore colour, texture and form **Drawing, painting and sculpture** To explore their ideas and imagination by creating drawings, paintings and sculptures. To explore creating designs and art work on a range of scales. **Exploring techniques** To explore a range of techniques to draw, paint, print and sculpt to help them create art work. **Comparing and evaluating work** Recognising and exploring the colour, patterns and shapes in other artist's work. Expressing opinions and feelings in response to their own art work and other artist's work. Sharing their work with other people, talking about what they have created it.	**MUSIC** **Vocalising and Singing** To join in with singing familiar songs and rhymes. To make up songs and rhymes of their own. To match the pitch of their voice to the pitch of the song they are singing. **Hearing and Listening** To listen to live and recorded music, hearing lyrics, rhymes and instruments. To listen to live and recorded music, hearing changes in tempo, rhythm and dynamics. To respond to live and recorded music, expressing how it makes them feel, and what it makes them imagine. **Moving and Dancing** To respond to music, including individual instruments with movement and dance To match movements to the rhythm and pulse of a piece of music **Exploring and Playing** To explore the range of sounds made by different instruments. To use a range of percussive instruments to enhance songs and rhymes. To know the names of instruments that they have explored and used.