




## SPEEDWELL INFANT SCHOOL EYFS Curriculum and Progression Document

For each Area of Learning below, the lighter coloured row is Nursery and the darker coloured row is Reception, with the Early Learning Goal at the end of each Area of Learning.

<b>EVEN YEARS</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	<b>Marvellous Me</b>	<b>Celebrations</b>	<b>Perfect Pirates</b>	<b>Amazing Animals</b>	<b>Out of this world</b>	<b>Let's go</b>
<b>Possible Enrichment</b>	DCC Road safety workshop Autumn walks around environment Harvest	Open Centre workshop - Asian Marriage Diwali Bonfire night Christmas Pantomime/Professor Pop Up Winter walks	Pirate day Part take theatre Chinese New Year Shrove Tuesday Winter walks	Dog to visit Visit to the farm /wildlife park Animal workshop visit World Book Day Easter Mother's day Spring walks	Planetarium Growing seeds	Forest visit Visit to a transport museum Cars in car park Father's day Summer walks
<b>Core books / rhymes to support theme</b>	Jack and Jill  Goldilocks and the three bears	Twinkle twinkle Christmas star  Dear Santa	Big ship sails  Pirates love underpants	Baa baa black sheep  Walking through the jungle	Twinkle twinkle  Whatever Next	Row row row your boat  Naughty bus
<b>ODD YEARS</b>						
<b>Theme</b>	<b>Happy and Healthy</b>	<b>Super heroes</b>	<b>Castles</b>	<b>All creatures great and small</b>	<b>Once up on a time</b>	<b>Summer</b>
<b>Possible Enrichment</b>	Baby visit Autumn walks around environment Harvest	Fire service visit Diwali Bonfire night Christmas Pantomime/Professor Pop Up Winter walks	Visit from a Royal visitor Chinese New Year Shrove Tuesday Winter walks	Visit from insect company Children grow caterpillars World Book Day Easter Mother's day Spring walks	Drama group story telling Growing seeds	Picnic with familiar adults Summer visit Father's day Summer walks
<b>Core books / rhymes to support theme</b>	Miss Polly had a dolly  The Colour monster	Humpty Dumpty  Supertato	Grand Old Duke of York  There's a dragon in my book	Incy wincy spider  The Very Hungry Caterpillar	I'm a little tea pot  Jack and the beanstalk	1,2,3,4,5 once I caught  Billy's bucket


Communication and Language	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Listening</b> - Children will listen and enjoy stories through daily story time and sharing books.</p> <p><b>Speaking</b> - Children take part in planned activities around core books and nursery rhymes, practising language from these</p>	<p><b>Listening</b> - Encourage children to stop and listen to give prompts</p> <p><b>Speaking</b> - Extend children's vocabulary, making links with topic words, understanding their meaning.</p>	<p><b>Listening</b> - Encourage children to listen, understand a two part instruction</p> <p><b>Speaking</b> - Encourage children to speak in sentences using relevant vocabulary</p>	<p><b>Listening</b> - Children listen to books and activities and talk about what is happening</p> <p><b>Speaking</b> - Opportunities for children to use sentences with four to six words</p>	<p><b>Listening</b> - Children investigate different activities, encouraging them to ask questions</p> <p><b>Speaking</b> - Children respond to open ended questions like I wonder to encourage longer responses</p>	<p><b>Listening</b> - Children understand why questions and can answer</p> <p><b>Speaking</b> - Children use sentences joined up with words like 'because'</p>
<p>Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions, core nursery rhymes, core books and Word Aware activities</p>	<p><b>Listening</b> - Children will be encouraged to listen and engage in daily story time and sharing books</p> <p><b>Speaking</b> - Children will be encouraged to talk routines through the day, speak in sentences, using conjunctions</p>	<p><b>Listening</b> - Develop vocabulary through these books. Identify new vocabulary</p> <p><b>Speaking</b> - Children tell and sequencing their own stories (before, then) / events</p>	<p><b>Listening</b> - Select poems and rhymes, stories, have fun with words, beat, structure</p> <p><b>Speaking</b> - Children explain and use new vocabulary in the context of a story</p>	<p><b>Listening</b> - Encourage children to join in and learn some verses by heart</p> <p><b>Speaking</b> - Children will engage in non-fiction books and to use new vocabulary in different contexts</p>	<p><b>Listening</b> - Encourage children to talk about the main events, characters, feelings, actions</p> <p><b>Speaking</b> - Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events</p>	<p><b>Listening</b> - Children will listen attentively and respond with relevant comments</p> <p><b>Speaking</b> - Children will use talk in sentences using a range of tenses and relevant vocabulary</p>
<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</li> </ul>						

Personal, Social and Emotional Dev



Children develop their personal, social and emotional skills throughout the year through PSHE Matters sessions, circle times, social stories, diversity stories and persona doll sessions

PSHE Matters - Being me	PSHE Matters - Difference and diversity	PSHE Matters - Bullying matters	PSHE Matters - Being responsible	PSHE Matters - Role of doctor	PSHE Matters - Being safe
<p><b>Self-Regulation</b> Support children to select and use activities and resources, with help when needed</p> <p><b>Managing Self</b> Encourage children to be independent washing their hands</p> <p><b>Building Relationships</b> Encourage children to enjoy the company of others and want to play with them</p>	<p><b>Self-Regulation</b> Give children appropriate tasks developing sense of responsibility</p> <p><b>Managing Self</b> Support children to use the toilet</p> <p><b>Building Relationships</b> Invite people to come into class and talk with children</p>	<p><b>Self-Regulation</b> Explain why we have rules, encourage children to follow</p> <p><b>Managing Self</b> Encourage children to help by putting coat on and off</p> <p><b>Building Relationships</b> Support children to play with others and extend their play ideas</p>	<p><b>Self-Regulation</b> Encourage children to talk about how they feel, like happy and sad</p> <p><b>Managing Self</b> Children are independent putting coats on and fastening</p> <p><b>Building Relationships</b> Involve children in making decisions about role play / small world areas</p>	<p><b>Self-Regulation</b> Take part in mindful activities to help find ways to calm themselves</p> <p><b>Managing Self</b> Children use the toilet independently</p> <p><b>Building Relationships</b> Support children to explore situations from different points of view</p>	<p><b>Self-Regulation</b> Encourage children to interact calmly with others</p> <p><b>Managing Self</b> Become increasingly independent meeting their own needs</p> <p><b>Building Relationships</b> Encourage children to talk together about how others might feel, develop through play</p>
<p><b>Self-Regulation</b> Encourage children to express their feelings if they are hurt / upset</p> <p><b>Managing Self</b> Children will understand the need to have rules.</p> <p><b>Building Relationships</b> Children will seek support from adults and gain confidence to speak to peers and adults</p>	<p><b>Self-Regulation</b> Children take part in activities that encourage using descriptive vocabulary to express feelings</p> <p><b>Managing Self</b> Children will develop independence when dressing and undressing.</p> <p><b>Building Relationships</b> Children will begin to develop friendships</p>	<p><b>Self-Regulation</b> Encourage children to use strategies to stay calm, take turns, wait politely and tidy up</p> <p><b>Managing Self</b> Children will manage their own basic needs independently.</p> <p><b>Building Relationships</b> Children will be able to use taught strategies to support in turn taking</p>	<p><b>Self-Regulation</b> Support children to recognise respect rules and behave correctly towards others</p> <p><b>Managing Self</b> Children will understand the importance of healthy food choices.</p> <p><b>Building Relationships</b> Children will listen to the ideas of other children and agree on a solution and compromise</p>	<p><b>Self-Regulation</b> Children will be able to control their emotions using a range of techniques</p> <p><b>Managing Self</b> Children will begin to show resilience and perseverance in a challenge.</p> <p><b>Building Relationships</b> Children will learn to work as a group, playing cooperatively and taking turns</p>	<p><b>Self-Regulation</b> Children will be able to focus during longer whole class lessons ready for KS1</p> <p><b>Managing Self</b> Children will manage their own basic hygiene and personal needs, understanding the importance of healthy food</p> <p><b>Building Relationships</b> Children will have the confidence to communicate with adults around the school</p>
<p><b>Self-Regulation:</b> 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.</p> <p><b>Managing Self:</b> 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.</p> <p><b>Building Relationships:</b> 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.</p>					

<p><b>Physical Dev</b></p>  <p>Children improve their gross and fine motor skills daily by engaging in activities - threading, cutting, playdough, mark making, construction, drawing, writing, Dough Disco, Jungle Journey, Write dance and Real PE</p>	<p><b>Gross Motor Skills</b> Children to take part in physical skills, like Jungle journey movement. Write dance songs and actions</p> <p><b>Fine Motor Skills</b> Support children to use one handed tools</p>	<p><b>Gross Motor Skills</b> Children take part in Write Dance, painting, chalking marks simulating large shoulder and arm movements</p> <p><b>Fine Motor Skills</b> Children use one handed tools independently</p>	<p><b>Gross Motor Skills</b> Children are more confident using physical skills outdoor</p> <p><b>Fine Motor Skills</b> Children pick up small objects, develop pincer grip</p>	<p><b>Gross Motor Skills</b> Children understand they need to be safe taking part in physical activities</p> <p><b>Fine Motor Skills</b> Support children to develop a comfortable pencil grip</p>	<p><b>Gross Motor Skills</b> Children move in a range of ways, following instructions</p> <p><b>Fine Motor Skills</b> Children hold pencil in a comfortable way - tripod grip</p>	<p><b>Gross Motor Skills</b> Challenge children's physical skills using resources</p> <p><b>Fine Motor Skills</b> Children are developing good control when holding pencils</p>
	<p><b>Gross Motor Skills</b> Children will move safely in a space rolling, crawling, jumping, hopping, skipping</p> <p><b>REAL PE Unit 1</b> Coordination</p> <p><b>Fine Motor Skills</b> Children revise core strength and stability to support small motor skills - Write Dance</p>	<p><b>Gross Motor Skills</b> Challenge children to run faster, climb higher, jump further</p> <p><b>REAL PE Unit 2</b> Balance</p> <p><b>Fine Motor Skills</b> Children will use a tripod grip when using mark making tools</p>	<p><b>Gross Motor Skills</b> Children use skills to move in different changes of speed, direction</p> <p><b>REAL PE Unit 3</b> Balance</p> <p><b>Fine Motor Skills</b> Children will draw freely with control and correct grip</p>	<p><b>Gross Motor Skills</b> Children refine ball skills throwing, catching, kicking, passing, aiming</p> <p><b>REAL PE Unit 4</b> Coordination ball skills</p> <p><b>Fine Motor Skills</b> Children will handle mark making tools efficiently</p>	<p><b>Gross Motor Skills</b> Children use equipment with ball play - bats, goal.</p> <p><b>REAL PE Unit 5</b> Coordination sending receiving</p> <p><b>Fine Motor Skills</b> Children will try to form letters correctly</p>	<p><b>Gross Motor Skills</b> Introduce team ball games, playing by rules</p> <p><b>REAL PE Unit 6</b> Agility</p> <p><b>Fine Motor Skills</b> Children's letter formation is becoming efficient and fluent ready for KS1</p>
<p><b>Gross Motor:</b> 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.</p> <p><b>Fine Motor:</b> 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.</p>						

# Literacy



Children will develop their literacy skills by engaging in activities around comprehension, word reading and writing, using Core books, Core Nursery rhymes, Phase 1 letters and sounds and Essential letters and sounds

<p><b>Aspect 1 General sound discrimination - environmental</b>  <b>Aspect 2 - Instrumental sounds</b>  <b>Comprehension</b> Children enjoy sharing books with an adult  <b>Word Reading</b> Children handle books carefully, turning pages</p> <p><b>Writing</b> Children take part in mark making activities, painting, chalks, crayons</p>	<p><b>Aspect 3 Sound discrimination - body percussion</b>  <b>Aspect 4 - Rhythm / rhyme</b>  <b>Comprehension</b> Repeats words and phrases from familiar stories  <b>Word Reading</b> Children can point to words and pictures in books</p> <p><b>Writing</b> Scribbles making lines, enclosed shapes</p>	<p><b>Aspect 4 Rhythm / rhyme</b>  <b>Aspect 5 Alliteration</b>  <b>Comprehension</b> Develops play around favourite stories using props</p> <p><b>Word Reading</b> Children explore rhymes and songs, words with same sounds  <b>Writing</b> Makes marks including dots, lines, shapes, circles</p>	<p><b>Aspect 6 Voice sounds</b>  <b>Aspect 7 Oral blending and segmenting</b>  <b>Comprehension</b> Explores books and comments on stories, sharing ideas</p> <p><b>Word Reading</b> Children can describe sounds loud, long  <b>Writing</b> Beginning to give meaning to their marks</p>	<p><b>Aspect 7 Oral blending and segmenting</b>  <b>Comprehension</b> Answers questions about books</p> <p><b>Word Reading</b> Children can copy sound talk, say how many phonemes  <b>Writing</b> Copies letters from their name</p>	<p><b>Aspect 7 Oral blending and segmenting</b>  <b>Introduce ELS Phase 2</b>  <b>Comprehension</b> Engages in conversations about stories, using new vocabulary  <b>Word Reading</b> Children speak sound talk. Children follow print left to right  <b>Writing</b> Write some letters from name. Gives meaning to marks</p>
<p><b>ELS Phase 2</b>  s,a,t,p,i,n,m,d,g,o,c,k,e  u,r,ss, h,b,f,l</p> <p><b>Comprehension</b>  Children will independently look at a book, hold it the correct way and turn pages</p> <p><b>Word Reading</b> Children will say sounds and blend sounds together to read words</p> <p><b>Writing</b>  Children will give meanings to the marks they make</p>	<p><b>ELS Phase 3</b>  j,v,w,x,y,z,qu,ch,sh,  th,ng,nk,ai,ee,igh,oa</p> <p><b>Comprehension</b>  Children will engage and enjoy an increasing range of books</p> <p><b>Word Reading</b>  Children will begin to read captions and simple sentences</p> <p><b>Writing</b>  Children will form letters correctly, will write some or all of their name</p>	<p><b>ELS Phase 3 - 4</b>  oo,ar,ur,oo,or,ow,  oi,ear,air,ure,er,ow</p> <p><b>Comprehension</b>  Children will act out stories using recently introduced vocabulary</p> <p><b>Word Reading</b>  Children will recognise taught digraphs in words</p> <p><b>Writing</b>  Children will write words representing the sounds with a letter/letters</p>	<p><b>ELS Phase 3 - 4</b>  Review week</p> <p><b>Comprehension</b>  Children will be able to talk about the characters in the books they are reading</p> <p><b>Word Reading</b>  Children will recognise digraphs and blend the sounds together to read words</p> <p><b>Writing</b>  Children will write words / phrases representing the sounds with a letter/letters</p>	<p><b>ELS Phase 3 - 4</b>  CVCC, CCVC,  CCVCC, CCCVC</p> <p><b>Comprehension</b>  Children will retell a story using vocabulary influenced by familiar books</p> <p><b>Word Reading</b>  Children will read longer sentences containing phase 4 words and some HRSW</p> <p><b>Writing</b>  Children will write simple phrases which are spelt phonetically</p>	<p><b>ELS Phase 4 - 5</b>  Revist and re-teach priorities from assessments</p> <p><b>Comprehension</b>  Children will be able to answer questions about what they have read</p> <p><b>Word Reading</b>  Children will independently read books matched to their phonic ability</p> <p><b>Writing</b>  Children will write short sentences they can be read, using recognisable letters, sounds and an awareness of full stops</p>
<p><b>Comprehension:</b> 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.</p> <p><b>Word Reading:</b> 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.</p> <p><b>Writing:</b> 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.</p>					



# Mathematics



Children will develop a deep understanding of numbers and the counting system by engaging in mastering number activities. Our curriculum provides opportunities to develop special reasoning, shape, space and measures

<p>Children will recites numbers 123. Show finger numbers up to 3 Say one number for each item in order 123</p> <p>Children will explore and talk about shapes</p> <p>Children will explore size - big, medium, small</p>	<p>Children will practise recognition of up to 3 objects (subitising) Links numerals and amounts - match numeral up to 3</p> <p>Children will talk about patterns</p> <p>Children will explore position</p>	<p>Children will say one number for each item in order 12345 Show finger numbers up to 5 Recite numbers past 5</p> <p>Children will select shapes for purpose.</p> <p>Children will explore capacity - full, half full, empty</p>	<p>Children will practise recognition of up to 5 objects Link numerals and amounts - match numerals up to 5.</p> <p>Children will create ABAB patterns</p> <p>Children will explore weight - heavy, light</p>	<p>Children will know that the last number reached when counting tells you how many. Experiment with symbols and marks as well as numerals</p> <p>Children will combine shapes to make new shapes</p> <p>Children will use positional language</p>	<p>Children will solve real world mathematical problems with numbers up to 5, comparing quantities using language more than, fewer than</p> <p>Children will notice and correct errors in repeating patterns</p> <p>Children will compare lengths and height- long short tall</p>
<p>Children will subitise to 3. Show fingers to represent quantities. See numbers can be made of 1's. Compare sets using more than, fewer than. Spot numbers hiding inside larger numbers</p> <p>Children will explore, use and talk about 2D and 3D shapes</p>	<p>Children will subitise to 5. Begin to count beyond 5. Begin to recognise numerals. Explore ways of making 5. Compare numbers and amounts</p> <p>Children will continue repeating patterns Children will use positional language to describe an object</p>	<p>Children will explore arrangements subitising within 5. Use fingers to represent quantities between 5 and 10. Develop verbal counting to 20 and beyond</p> <p>Children will select shapes to create complex 2D pictures Children will describe and compare the capacity using taught vocabulary</p>	<p>Children will explore symmetrical patterns, linking to doubles. Explore large numbers within 10. Explore composition of odd and even numbers. Explore composition of numbers within 10</p> <p>Children will create own repeating patterns Children will describe and compare weight using taught vocabulary</p>	<p>Children will subitise with different arrangements. Develop verbal counting beyond 20, starting from different numbers. Order sets of objects</p> <p>Children will recognise shapes can have other shapes within it, predict and explore. Children will use directional and positional language to describe a route</p>	<p>Children will consolidate their counting skills, exploring numbers to 10, comparing quantities and numbers, using number facts, doubles, one more and one less</p> <p>Children will explore patterns ABB and ABC Children will describe and compare height and length using taught vocabulary</p>

**Number:** 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:** 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.

## Understanding the World



Children will learn about the world through exploring the natural world around them, find out about the lives of people around them, and the differences between religious communities through books, first hand experiences and investigations

<p><b>Past and Present (History)</b> Children talk about photos and share their own experiences of their families</p> <p><b>People, Culture and Communities (Geography)</b> Children talk about where they live and where they go to school</p> <p><b>The Natural World (Science)</b> Children explore natural environment, investigating and talking about Autumn</p> <p><b>People, Culture and Communities (RE)</b> Children talk about the differences they notice about people</p>	<p><b>Past and Present (History)</b></p> <p>→</p> <p><b>People, Culture and Communities (Geography)</b> Children explore the natural world - Autumn time</p> <p><b>The Natural World (Science)</b> Children explore different forces and how things work</p> <p><b>People, Culture and Communities (RE)</b> Children talk about different celebrations - Diwali / Christmas</p>	<p><b>Past and Present (History)</b> Children will begin to look at and talk about objects, images from long ago</p> <p><b>People, Culture and Communities (Geography)</b> Children explore props, pictures, books about different countries in the world and talk about</p> <p><b>The Natural World (Science)</b> Children explore natural environment, investigating and talking about Spring</p> <p><b>People, Culture and Communities (RE)</b> Children talk about different celebrations Chinese New Year</p>	<p><b>Past and Present (History)</b></p> <p>→</p> <p><b>People, Culture and Communities (Geography)</b> Children explore the natural world - Spring time</p> <p><b>The Natural World (Science)</b> Children explore growth such as life cycles</p> <p><b>People, Culture and Communities (RE)</b> Children talk about celebration of Easter</p>	<p><b>Past and Present (History)</b> Children will sort and identify pictures, stories, artefacts into groups of then and now / old and new</p> <p><b>People, Culture and Communities (Geography)</b> Children talk about different countries in the world and begin to talk about similarities and differences</p> <p><b>The Natural World (Science)</b> Children explore growth such as plants. Children talk about Summer time</p> <p><b>People, Culture and Communities (RE)</b> Children share special stories</p>	<p><b>Past and Present (History)</b></p> <p>→</p> <p><b>People, Culture and Communities (Geography)</b> Children explore the natural world - Summer time</p> <p><b>The Natural World (Science)</b> Children explore materials like floating and sinking</p> <p><b>People, Culture and Communities (RE)</b> Children talk about similarities / differences between people from other countries</p>
<p><b>Past and Present (leads into KS1 History)</b> Children will talk about their own life story and how they have changed, by sharing pictures</p> <p><b>People, Culture and Communities (leads into KS1 Geography)</b> Children talk about features of their immediate environment</p>	<p><b>Past and Present (leads into KS1 History)</b></p> <p>→</p> <p><b>People, Culture and Communities (leads into KS1 Geography)</b> Children explore the natural world</p>	<p><b>Past and Present (leads into KS1 History)</b> Children will talk about the past through settings, characters and events</p> <p><b>People, Culture and Communities (leads into KS1 Geography)</b> Children know there are many countries around the world, talk about what</p>	<p><b>Past and Present (leads into KS1 History)</b></p> <p>→</p> <p><b>People, Culture and Communities (leads into KS1 Geography)</b> Children explore natural world - Spring time</p>	<p><b>Past and Present (leads into KS1 History)</b> Children will talk about the similarities and differences from the past, developing an understanding of past and present</p> <p><b>People, Culture and Communities (leads into KS1 Geography)</b> Children explore the natural world Summer</p>	<p><b>Past and Present (leads into KS1 History)</b></p> <p>→</p> <p><b>People, Culture and Communities (leads into KS1 Geography)</b> Children recognise some similarities and differences between</p>

	<p>and draw simple maps <b>The Natural World (leads into KS1 Science)</b> Children will explore and ask questions about the natural world around them - Autumn / Harvest</p> <p><b>People, Culture and Communities (leads into KS1 RE)</b> Children share favourite stories. Discuss special stories from the Bible and why</p>	<p><b>The Natural World (leads into KS1 Science)</b> Children investigate and use vocabulary for different forces and how things work</p> <p><b>People, Culture and Communities (leads into KS1 RE)</b> Children will talk about how people around the world have different religions. Talk about people who are special and why? Share the first Christmas</p>	<p>they see <b>The Natural World (leads into KS1 Science)</b> Children will talk about features of the environment during Winter time</p> <p><b>People, Culture and Communities (leads into KS1 RE)</b> Talk about where children feel safe, discuss the importance of the church and other special places</p>	<p><b>The Natural World (leads into KS1 Science)</b> Children will make observations about animals and their habitats discussing similarities and differences</p> <p><b>People, Culture and Communities (leads into KS1 RE)</b> Children will talk about which times are special and why? Share how Christians are happy at Easter</p>	<p>time <b>The Natural World (leads into KS1 Science)</b> Children will make observations about plants discussing similarities and differences</p> <p><b>People, Culture and Communities (leads into KS1 RE)</b> Children talk about where do we belong? Discuss how we show respect and love for one and other</p>	<p>their life and life in other countries <b>The Natural World (leads into KS1 Science)</b> Children will investigate materials and their properties</p> <p><b>People, Culture and Communities (leads into KS1 RE)</b> Children talk about what is special about our world and why? How do you think we should look after the world</p>
<p><b>Past and Present:</b> 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.</p> <p><b>People, Culture and Communities:</b> 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.</p> <p><b>The Natural World:</b> 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.</p>						



## Expressive Arts and Design



Children will explore a variety of materials, tools and techniques in Art and Design and will sing, perform, tell stories, move and make music. Children will take part in musical gems songs and activities that explore singing, instruments and musical themes

<p><b>Being imaginative and expressive</b> Children will develop pretend play Children sing songs</p> <p>Children will explore making sounds</p> <p><b>Creating with materials</b> Children explore different materials (workshop and construction)</p> <p>Children will make marks and begin to give meaning</p> <p>Children explore paint and colours to make marks</p>	<p><b>Being imaginative and expressive</b></p> <p>Children will sing songs and tap out the beat Children will listen to a range of sounds, music and instruments and talk about</p> <p><b>Creating with materials</b></p> <p>Children will draw people</p> <p>Children will describe marks, name colours</p>	<p><b>Being imaginative and expressive</b> Children will develop pretend play using resources to support Children sing songs exploring tempo - fast / slow Children will listen to a range of music and move their bodies to how it makes them feel</p> <p><b>Creating with materials</b> Children develop their own ideas using materials (workshop / construction)</p> <p>Children will draw people with bodies</p> <p>Children will make marks, controlling their paint brush</p>	<p><b>Being imaginative and expressive</b></p> <p>Children will sing songs exploring dynamics - loud / quiet Children will explore making music on musical apps on tablets</p> <p><b>Creating with materials</b></p> <p>Children will draw with detail</p> <p>Children will make choices about what they want to create</p>	<p><b>Being imaginative and expressive</b> Children will make imaginative, complex small worlds and talk about ideas Children will sing familiar songs exploring melody -up and down Children will play instruments to express feelings and ideas</p> <p><b>Creating with materials</b> Children join different materials using imagination (W / C)</p> <p>Children will draw showing different emotions in drawings Children will create simple representations using paint</p>	<p><b>Being imaginative and expressive</b></p> <p>Children will create their own songs or improvise songs they know Children will play, share and perform music, dance and songs for others</p> <p><b>Creating with materials</b> Children build simple models</p> <p>Children will draw people, buildings, landscapes Children will explore mixing colours</p>
<p><b>Being imaginative and expressive</b> Children will create simple stories with characters Children will sing songs Children will listen attentively to music</p> <p><b>Creating materials</b> Children explore a range of materials to construct with Children will draw simple representations</p> <p>Children will explore mixing primary colours</p>	<p><b>Being imaginative and expressive</b></p> <p>Children will clap or tap out the beat in songs Children will respond and talk about music and dance</p> <p><b>Creating materials</b></p> <p>Children will add key features to drawings</p> <p>Children will choose a specific colour</p>	<p><b>Being imaginative and expressive</b> Children talk about their play using story language Children will sing songs following tempo Children will engage in music making and dance, encourage them to respond to changes</p> <p><b>Creating materials</b> Children will use different techniques for joining Children will create simple pictures of familiar objects Children will add more detail to paintings</p>	<p><b>Being imaginative and expressive</b></p> <p>Children will sing songs following dynamics Children will explore making music on musical apps and use to move to</p> <p><b>Creating materials</b></p> <p>Children will create detailed representations of multiple objects Children will talk about their work</p>	<p><b>Being imaginative and expressive</b> Children create stories using story language, characters and settings in play Children will sing songs following melody Children will create their own music and dance</p> <p><b>Creating materials</b> Children will think about what they want to make and talk about it Children will select colours for a purpose when creating observational drawings Children will experiment with painting techniques, brushes, colour and pattern</p>	<p><b>Being imaginative and expressive</b></p> <p>Children will create their own songs Children will create their own music and dance and perform for friends</p> <p><b>Creating materials</b> Children will make models that replicate, reflecting on how they have made Children will create detailed observational drawings with accurate shapes, colours and patterns Children will explain own ideas, add detail and reflect on their work</p>
<p><b>Creating with Materials:</b> 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.</p> <p><b>Being Imaginative:</b> 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.</p>					

