



EYFS Curriculum Map

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>					
<b>Julia Donaldson</b>	<b>Festivals and Seasons</b>	<b>Jonty Gentoo (1 week) Dinosaurs</b>	<b>Farm</b>	<b>Minibeasts</b>	<b>Pirates</b>
<b>Golden Thread</b>					
The children explore different Julia Donaldson texts, exploring, Rhyme characters, and number problems.  Children explore the Savannah environment through the story of The Ugly Five.	Percy the Park Keeper helps the children understand and discover about different festivals and seasonal changes. Role play to become Percy's Park which changes with the seasons Autumn and Winter. Percy experiences different festivals in his park including Guy Fawkes, Remembrance, Diwali and Christmas.	Read the story of Jonty Gentoo by Julia Donaldson. Children learn about the location of the Polar regions and the different animals that live in them.  Children find a mysterious egg what is it? Where has it come from? Children to help a palaeontologist with his lost egg.  A new breed of dinosaur has been discovered. But what did it look like...	Farmer duck needs our help. He works for the mean, old, lazy farmer on the farm. Poor Farmer Duck is left to do all the jobs by himself and he can't do it. Can we help him look after some eggs?	The children are entered into 'The Great British Bug Hunt' set up by The King.  Each week they receive a riddle that they must solve to work out which minibeast they are looking for that week.	Teachers arrive back after the break dressed as pirates and surprise the children on the playground.  Children to then be enlisted on 'the good ship Crocodiles' and 'the good ship Elephants'. Once children have joined the crews a treasure map is found and a race is on to find the treasure through a range of challenges. But who will get there first?
<b>Visitors and/or Visits</b>					
	Visit to see Santa		Visit to a farm	Lower Smite Farm - WWT Stay, play, and learn	Theatre trip
<b>Prime Areas</b>					
<b>PSED</b>					
<ul style="list-style-type: none"> <li>Explain the reasons for rules, knowing right from wrong and try to behave accordingly (introduce children to classroom rules, zone board, and school behaviour reward system)</li> <li>Showing an understanding of their own feelings and those of others</li> <li>Begin to regulate their behaviour</li> <li>Set and work towards simple goals (introducing Golden Sunshine)</li> <li>Wait for what they want and control their immediate impulses when appropriate</li> <li>Give focused attention to what the teacher says</li> <li>Show an ability to follow instructions involving several ideas and actions (beginning with simple one or two-step instructions; learning classroom routines)</li> </ul>	<ul style="list-style-type: none"> <li>Explain the reasons for rules, knowing right from wrong and try to behave accordingly</li> <li>Showing an understanding of their own feelings and those of others</li> <li>Begin to regulate their behaviour</li> <li>Set and work towards simple goals (working towards current 'Gold' target and next steps)</li> <li>Wait for what they want and control their immediate impulses when appropriate</li> <li>Give focused attention to what the teacher says</li> <li>Show an ability to follow instructions involving several ideas and actions (beginning with simple one or two-step instructions)</li> <li>Be confident to try new activities</li> <li>Show independence,</li> </ul>	<ul style="list-style-type: none"> <li>Explain the reasons for rules, knowing right from wrong and try to behave accordingly</li> <li>Showing an understanding of their own feelings and those of others</li> <li>Begin to regulate their behaviour</li> <li>Set and work towards simple goals (working towards current 'Gold' target and next steps)</li> <li>Wait for what they want and control their immediate impulses when appropriate</li> <li>Give focused attention to what the teacher says</li> <li>Show an ability to follow instructions involving several ideas and actions (beginning with simple one or two-step instructions)</li> <li>Be confident to try new activities</li> <li>Show independence,</li> </ul>	<ul style="list-style-type: none"> <li>Explain the reasons for rules, knowing right from wrong and try to behave accordingly</li> <li>Showing an understanding of their own feelings and those of others</li> <li>Begin to regulate their behaviour</li> <li>Set and work towards simple goals (working towards current 'Gold' target and next steps)</li> <li>Wait for what they want and control their immediate impulses when appropriate</li> <li>Give focused attention to what the teacher says</li> <li>Show an ability to follow instructions involving several ideas and actions (following multi-step instructions)</li> <li>Be confident to try new activities</li> <li>Show independence, perseverance and resilience in the face of challenge</li> <li>Manage basic hygiene needs</li> </ul>	<ul style="list-style-type: none"> <li>Explain the reasons for rules, knowing right from wrong and try to behave accordingly</li> <li>Showing an understanding of their own feelings and those of others</li> <li>Begin to regulate their behaviour</li> <li>Set and work towards simple goals (working towards current 'Gold' target and next steps)</li> <li>Wait for what they want and control their immediate impulses when appropriate</li> <li>Give focused attention to what the teacher says</li> <li>Show an ability to follow instructions involving several ideas and actions (following multi-step instructions)</li> </ul>	<ul style="list-style-type: none"> <li>Explain the reasons for rules, knowing right from wrong and try to behave accordingly</li> <li>Showing an understanding of their own feelings and those of others</li> <li>Begin to regulate their behaviour</li> <li>Set and work towards simple goals (working towards current 'Gold' target and next steps)</li> <li>Wait for what they want and control their immediate impulses when appropriate</li> <li>Give focused attention to what the teacher says</li> <li>Show an ability to follow instructions involving several ideas and actions (following multi-step instructions)</li> </ul>

<ul style="list-style-type: none"> <li>• Be confident to try new activities</li> <li>• Show independence, perseverance and resilience in the face of challenge</li> <li>• Manage basic hygiene needs including dressing and going to the toilet (e.g. PE, Forest School)</li> <li>• Understanding the importance of healthy food choices</li> <li>• Work and play cooperatively and take turns with others (opportunities to practice sharing and turn taking in continuous provision and Jigsaw lessons)</li> <li>• Form positive attachment to adults and friendships with peers (transition sessions, home visits, circle 'getting to know you' games)</li> <li>• Show sensitivity to their own and others needs (learning about feelings and emotions through songs and stories)</li> </ul> <p>Jigsaw PSHE scheme to support teaching of PSED - Piece 1: Being Me in my World</p>	<ul style="list-style-type: none"> <li>• perseverance and resilience in the face of challenge</li> <li>• Manage basic hygiene needs including dressing and going to the toilet (e.g. PE, Forest School, Nativity costumes)</li> <li>• Understanding the importance of healthy food choices</li> <li>• Work and play cooperatively and take turns with others (opportunities to practice sharing and turn taking in continuous provision and Jigsaw lessons)</li> <li>• Form positive attachment to adults and friendships with peers (opportunities to develop friendships and quality interactions through continuous provision)</li> <li>• Show sensitivity to their own and others needs (learning about feelings and emotions through songs and stories)</li> </ul> <p>Jigsaw PSHE scheme to support teaching of PSED - Piece 2: Celebrating difference</p>	<ul style="list-style-type: none"> <li>• perseverance and resilience in the face of challenge</li> <li>• Manage basic hygiene needs including dressing and going to the toilet (e.g. PE, Forest School)</li> <li>• Understanding the importance of healthy food choices</li> <li>• Work and play cooperatively and take turns with others (opportunities to practice sharing and turn taking in continuous provision and Jigsaw lessons)</li> <li>• Form positive attachment to adults and friendships with peers (opportunities to develop friendships and quality interactions through continuous provision)</li> <li>• Show sensitivity to their own and others needs (learning about feelings and emotions through songs and stories)</li> </ul> <p>Jigsaw PSHE scheme to support teaching of PSED - Piece 3: Dreams and goals</p>	<ul style="list-style-type: none"> <li>• including dressing and going to the toilet (e.g. PE, Forest School, outdoor PE kit)</li> <li>• Understanding the importance of healthy food choices</li> <li>• Work and play cooperatively and take turns with others (opportunities to practice sharing and turn taking in continuous provision and Jigsaw lessons)</li> <li>• Form positive attachment to adults and friendships with peers (opportunities to develop friendships and quality interactions through continuous provision)</li> <li>• Show sensitivity to their own and others needs (learning about feelings and emotions through songs and stories)</li> </ul> <p>Jigsaw PSHE scheme to support teaching of PSED - Piece 4: Healthy Me</p>	<ul style="list-style-type: none"> <li>• Be confident to try new activities</li> <li>• Show independence, perseverance and resilience in the face of challenge</li> <li>• Manage basic hygiene needs including dressing and going to the toilet (e.g. PE, Forest School, outdoor PE kit)</li> <li>• Understanding the importance of healthy food choices</li> <li>• Work and play cooperatively and take turns with others (opportunities to practice sharing and turn taking in continuous provision and Jigsaw lessons)</li> <li>• Form positive attachment to adults and friendships with peers (opportunities to develop friendships and quality interactions through continuous provision)</li> <li>• Show sensitivity to their own and others needs (learning about feelings and emotions through songs and stories)</li> </ul> <p>Jigsaw PSHE scheme to support teaching of PSED. Piece 5: relationships</p>	<ul style="list-style-type: none"> <li>• Be confident to try new activities</li> <li>• Show independence, perseverance and resilience in the face of challenge</li> <li>• Manage basic hygiene needs including dressing and going to the toilet (e.g. PE, Forest School, outdoor PE kit)</li> <li>• Understanding the importance of healthy food choices</li> <li>• Work and play cooperatively and take turns with others (opportunities to practice sharing and turn taking in continuous provision and Jigsaw lessons)</li> <li>• Form positive attachment to adults and friendships with peers (opportunities to develop friendships and quality interactions through continuous provision; transition sessions to Year 1)</li> <li>• Show sensitivity to their own and others needs (learning about feelings and emotions through songs and stories)</li> </ul> <p>Jigsaw PSHE scheme to support teaching of PSED. Piece 6: Changing Me</p>
---	---	--	---	---	--

## Communication and Language

<ul style="list-style-type: none"> <li>• Use manners – please, thank you, good morning, excuse me</li> <li>• Make their needs known to others</li> <li>• Sit and listen to a story (daily well-planned story times, listening centre)</li> <li>• Listen attentively for a given period of time (10-15 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>• Use manners – please, thank you, good morning, excuse me</li> <li>• Make their needs known to others</li> <li>• Sit and listen to a story (daily well-planned story times, listening centre)</li> <li>• Listen attentively for a given period of time (15-20 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>• Use manners – please, thank you, good morning, excuse me</li> <li>• Make their needs known to others</li> <li>• Sit and listen to a story (daily well-planned story times, listening centre)</li> <li>• Listen attentively for a given period of time (20-25 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>• Use manners – please, thank you, good morning, excuse me</li> <li>• Make their needs known to others</li> <li>• Sit and listen to a story (daily well-planned story times, listening centre)</li> <li>• Listen attentively for a given period of time (25-30 minutes)</li> <li>• Answer a simple question (e.g. whole class discussions, group</li> </ul>	<ul style="list-style-type: none"> <li>• Use manners – please, thank you, good morning, excuse me</li> <li>• Make their needs known to others</li> <li>• Sit and listen to a story (daily well-planned story times, listening centre)</li> <li>• Listen attentively for a given period of time</li> </ul>	<ul style="list-style-type: none"> <li>• Use manners – please, thank you, good morning, excuse me</li> <li>• Make their needs known to others</li> <li>• Sit and listen to a story (daily well-planned story times, listening centre)</li> <li>• Listen attentively for a given period of time</li> </ul>
---	---	---	--	---	---



<p>poems (through commenting on stories and answering how and why questions, including stories from other cultures)</p> <ul style="list-style-type: none"> <li>• Hold a 2-way conversation with a teacher or peer (e.g. whole class discussions, group discussions, quality interactions with adults and peers through continuous provision)</li> <li>• Contribute during small group and whole class discussions</li> </ul>	<p>different types of texts – fiction, non-fiction and poems (through commenting on stories and answering how and why questions, including stories from other cultures)</p> <ul style="list-style-type: none"> <li>• Hold a 2-way conversation with a teacher or peer (e.g. whole class discussions, group discussions, quality interactions with adults and peers through continuous provision)</li> <li>• Contribute during small group and whole class discussions</li> </ul>	<p>different types of texts – fiction, non-fiction and poems (through commenting on stories and answering how and why questions, including stories from other cultures)</p> <ul style="list-style-type: none"> <li>• Hold a 2-way conversation with a teacher or peer (e.g. whole class discussions, group discussions, quality interactions with adults and peers through continuous provision)</li> <li>• Contribute during small group and whole class discussions</li> </ul>	<p>class discussions, group discussions, quality interactions with adults and peers through continuous provision)</p> <ul style="list-style-type: none"> <li>• Contribute during small group and whole class discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Learn and use new vocabulary (e.g. whole class discussions, group discussions, quality interactions with adults and peers through continuous provision)</li> <li>• Listen to and talk about different types of texts – fiction, non-fiction and poems (through commenting on stories and answering how and why questions, including stories from other cultures)</li> <li>• Hold a 2-way conversation with a teacher or peer (e.g. whole class discussions, group discussions, quality interactions with adults and peers through continuous provision)</li> <li>• Contribute during small group and whole class discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Learn and use new vocabulary (e.g. whole class discussions, group discussions, quality interactions with adults and peers through continuous provision)</li> <li>• Listen to and talk about different types of texts – fiction, non-fiction and poems (through commenting on stories and answering how and why questions, including stories from other cultures)</li> <li>• Hold a 2-way conversation with a teacher or peer (e.g. whole class discussions, group discussions, quality interactions with adults and peers through continuous provision)</li> <li>• Contribute during small group and whole class discussions</li> </ul>
--	--	--	---	--	--

## Physical Development

<ul style="list-style-type: none"> <li>• Use one handed tools (e.g. pencils, crayons, chalks, scissors, glue sticks, paintbrushes, tweezers, rolling pins, tap-tap hammers)</li> <li>• Use a comfortable pencil grip with good control progressing to a tripod grip (opportunities for fine motor development through our continuous provision work to support children to achieve this. E.g. large paper and crayons, pattern work in line with Penpals handwriting scheme, rice trays, interactive board activities from Penpals, puzzles, large bead threading, peg boards, playdough)</li> <li>• Use a knife and fork</li> <li>• Put on and zip up own coat</li> <li>• Dress and undress</li> <li>• Wash and dry own hands</li> <li>• Independent toileting</li> </ul>	<ul style="list-style-type: none"> <li>• Use one handed tools (e.g. pencils, crayons, chalks, scissors, glue sticks, paintbrushes, tweezers, rolling pins, tap-tap hammers, chalk pastels, glue spreaders, clay tools)</li> <li>• Use a comfortable pencil grip with good control progressing to a tripod grip (opportunities for fine motor development through our continuous provision work to support children to achieve this. E.g. large paper and crayons, pattern work in line with Penpals handwriting scheme, rice trays, interactive board activities from Penpals, puzzles, large bead threading, peg boards, playdough)</li> <li>• Use a knife and fork</li> <li>• Put on and zip up own coat</li> <li>• Dress and undress</li> </ul>	<ul style="list-style-type: none"> <li>• Use one handed tools (e.g. pencils, crayons, chalks, scissors, glue sticks, paintbrushes, tweezers, rolling pins, tap-tap hammers, chalk pastels, glue spreaders, clay tools)</li> <li>• Use a comfortable pencil grip with good control progressing to a tripod grip (opportunities for fine motor development through our continuous provision work to support children to achieve this. E.g. letter formation practise in line with Penpals scheme, writing on lined paper, whiteboards and pens, interactive board activities from Penpals, puzzles, small bead threading, Hama beads – simple patterns, peg boards, playdough)</li> <li>• Use a knife and fork</li> <li>• Put on and zip up own coat</li> <li>• Dress and undress</li> </ul>	<ul style="list-style-type: none"> <li>• Use one handed tools (e.g. pencils, crayons, chalks, scissors, glue sticks, paintbrushes, tweezers, rolling pins, tap-tap hammers, chalk pastels, glue spreaders, clay tools)</li> <li>• Use a comfortable pencil grip with good control progressing to a tripod grip (opportunities for fine motor development through our continuous provision work to support children to achieve this. E.g. letter formation practise in line with Penpals scheme, writing on lined paper, whiteboards and pens, interactive board activities from Penpals, puzzles, small bead threading, Hama beads – simple patterns and pictures, peg boards, playdough)</li> <li>• Use a knife and fork</li> <li>• Put on and zip up own coat</li> </ul>	<ul style="list-style-type: none"> <li>• Use one handed tools (e.g. pencils, crayons, chalks, scissors, glue sticks, paintbrushes, tweezers, rolling pins, tap-tap hammers, chalk pastels, glue spreaders, clay tools)</li> <li>• Use a comfortable pencil grip with good control progressing to a tripod grip (opportunities for fine motor development through our continuous provision work to support children to achieve this. E.g. letter formation practise in line with Penpals scheme, writing on lined paper, whiteboards and pens, interactive board activities from Penpals, smaller puzzles, small</li> </ul>	<ul style="list-style-type: none"> <li>• Use one handed tools (e.g. pencils, crayons, chalks, scissors, glue sticks, paintbrushes, tweezers, rolling pins, tap-tap hammers, chalk pastels, glue spreaders, clay tools)</li> <li>• Use a comfortable pencil grip with good control progressing to a tripod grip (opportunities for fine motor development through our continuous provision work to support children to achieve this. E.g. letter formation practise in line with Penpals scheme, writing on lined paper, whiteboards and pens, interactive board activities from Penpals, smaller puzzles, small</li> </ul>
--	--	--	--	--	--

<ul style="list-style-type: none"> <li>• Blow own nose</li> <li>• Develop overall body strength, coordination, balance and spatial awareness (opportunities provided through continuous provision, playtimes and taught PE sessions using Get Set PE scheme – see below)</li> <li>• Use core strength to show good posture when sitting on the floor or at a table</li> <li>• Develop a range of ball skills - throwing, catching, kicking, passing, aiming (opportunities provided through continuous provision, playtimes and taught PE sessions using Get Set PE scheme – see below)</li> <li>• Move with control in a variety of ways – running, skipping, crawling, hopping and climbing (opportunities provided through continuous provision, playtimes, and taught PE sessions using Get Set PE scheme – see below)</li> <li>• Develop an accurate an efficient handwriting style (supported by Penpals handwriting scheme)</li> <li>• Begin to show accuracy and care when drawing – simple pictures of objects, people and animals</li> </ul> <p>Get Set PE scheme to support teaching of Physical Development: Introduction to PE unit 1</p>	<ul style="list-style-type: none"> <li>• Wash and dry own hands</li> <li>• Independent toileting</li> <li>• Blow own nose</li> <li>• Develop overall body strength, coordination, balance and spatial awareness (opportunities provided through continuous provision, playtimes and taught PE sessions using Get Set PE scheme – see below)</li> <li>• Use core strength to show good posture when sitting on the floor or at a table</li> <li>• Develop a range of ball skills - throwing, catching, kicking, passing, aiming (opportunities provided through continuous provision, playtimes and taught PE sessions using Get Set PE scheme – see below)</li> <li>• Move with control in a variety of ways – running, skipping, crawling, hopping and climbing (opportunities provided through continuous provision, playtimes, and taught PE sessions using Get Set PE scheme – see below)</li> <li>• Develop an accurate an efficient handwriting style (supported by Penpals handwriting scheme)</li> <li>• Begin to show accuracy and care when drawing – simple pictures of objects, people and animals</li> </ul> <p>Get Set PE scheme to support teaching of Physical</p>	<ul style="list-style-type: none"> <li>• Wash and dry own hands</li> <li>• Independent toileting</li> <li>• Blow own nose</li> <li>• Develop overall body strength, coordination, balance and spatial awareness (opportunities provided through continuous provision, playtimes and taught PE sessions using Get Set PE scheme – see below)</li> <li>• Use core strength to show good posture when sitting on the floor or at a table</li> <li>• Develop a range of ball skills - throwing, catching, kicking, passing, aiming (opportunities provided through continuous provision, playtimes and taught PE sessions using Get Set PE scheme – see below)</li> <li>• Move with control in a variety of ways – running, skipping, crawling, hopping and climbing (opportunities provided through continuous provision, playtimes, and taught PE sessions using Get Set PE scheme – see below)</li> <li>• Develop an accurate an efficient handwriting style (supported by Penpals handwriting scheme)</li> <li>• Begin to show accuracy and care when drawing – simple pictures and adding backgrounds</li> </ul> <p>Get Set PE scheme to support teaching of Physical Development: Gymnastics Unit 1</p>	<ul style="list-style-type: none"> <li>• Dress and undress</li> <li>• Wash and dry own hands</li> <li>• Independent toileting</li> <li>• Blow own nose</li> <li>• Develop overall body strength, coordination, balance and spatial awareness (opportunities provided through continuous provision, playtimes and taught PE sessions using Get Set PE scheme – see below)</li> <li>• Use core strength to show good posture when sitting on the floor or at a table</li> <li>• Develop a range of ball skills - throwing, catching, kicking, passing, aiming (opportunities provided through continuous provision, playtimes and taught PE sessions using Get Set PE scheme – see below)</li> <li>• Move with control in a variety of ways – running, skipping, crawling, hopping and climbing (opportunities provided through continuous provision, playtimes, and taught PE sessions using Get Set PE scheme – see below)</li> <li>• Develop an accurate an efficient handwriting style (supported by Penpals handwriting scheme)</li> <li>• Understand how to keep healthy – diet, sleep, exercise, well-being, oral hygiene (taught through Jigsaw PSHE scheme, Healthy Me)</li> <li>• Begin to show accuracy and care when drawing – simple pictures and adding backgrounds</li> </ul> <p>Get Set PE scheme to support teaching of Physical Development:</p>	<p>bead threading, Hama beads - pictures, peg boards, playdough)</p> <ul style="list-style-type: none"> <li>• Use a knife and fork</li> <li>• Put on and zip up own coat</li> <li>• Dress and undress</li> <li>• Wash and dry own hands</li> <li>• Independent toileting</li> <li>• Blow own nose</li> <li>• Develop overall body strength, coordination, balance and spatial awareness (opportunities provided through continuous provision, playtimes and taught PE sessions using Get Set PE scheme – see below)</li> <li>• Use core strength to show good posture when sitting on the floor or at a table</li> <li>• Develop a range of ball skills - throwing, catching, kicking, passing, aiming (opportunities provided through continuous provision, playtimes and taught PE sessions using Get Set PE scheme – see below)</li> <li>• Move with control in a variety of ways – running, skipping, crawling, hopping and climbing (opportunities provided through continuous provision, playtimes, and taught PE sessions using Get Set PE scheme – see below)</li> <li>• Develop an accurate an efficient handwriting style (supported by Penpals handwriting scheme)</li> <li>• Begin to show accuracy and care when drawing – more complex pictures and adding backgrounds</li> </ul>	<p>bead threading, Hama beads – complex pictures, peg boards, playdough)</p> <ul style="list-style-type: none"> <li>• Use a knife and fork</li> <li>• Put on and zip up own coat</li> <li>• Dress and undress</li> <li>• Wash and dry own hands</li> <li>• Independent toileting</li> <li>• Blow own nose</li> <li>• Develop overall body strength, coordination, balance and spatial awareness (opportunities provided through continuous provision, playtimes and taught PE sessions using Get Set PE scheme – see below)</li> <li>• Use core strength to show good posture when sitting on the floor or at a table</li> <li>• Develop a range of ball skills - throwing, catching, kicking, passing, aiming (opportunities provided through continuous provision, playtimes and taught PE sessions using Get Set PE scheme – see below)</li> <li>• Move with control in a variety of ways – running, skipping, crawling, hopping and climbing (opportunities provided through continuous provision, playtimes, and taught PE sessions using Get Set PE scheme – see below)</li> <li>• Develop an accurate an efficient handwriting style (supported by Penpals handwriting scheme)</li> <li>• Begin to show accuracy and care when drawing – more complex pictures and adding</li> </ul>
--	--	---	--	---	---

	Development: Introduction to PE unit 2 Dance Unit 1	Dance Unit 2	Fundamentals Unit 1 and 2	Get Set PE scheme to support teaching of Physical Development: Gymnastics Uni 2 Games Unit 1 Sports day activities	backgrounds  Get Set PE scheme to support teaching of Physical Development: Games Unit 2 Ball Skills
--	---	--------------	---------------------------	---	--

**Specific Areas**

**Literacy**

**Phonics**  
See Phonics Progression Document

**Reading**

<ul style="list-style-type: none"> <li>Recognise rhymes and continue a rhyming string</li> <li>Clap syllables in a word</li> <li>Recognise single letter phonemes and digraphs in line with phonics progression document (through daily phonics sessions, weekly 1:1 reading with an adult, and through continuous provision activities provided)</li> <li>Read Bee words (Common Exception Words) in line with phonics progression document (through daily phonics sessions, weekly 1:1 reading with an adult, and through continuous provision activities provided)</li> <li>Read simple sentences containing words in line with phonics progression document (through daily phonics sessions, weekly 1:1 reading with an adult, and</li> </ul>	<ul style="list-style-type: none"> <li>Recognise rhymes and continue a rhyming string</li> <li>Clap syllables in a word</li> <li>Recognise single letter phonemes and digraphs in line with phonics progression document (through daily phonics sessions, weekly 1:1 reading with an adult, and through continuous provision activities provided)</li> <li>Read Bee words (Common Exception Words) in line with phonics progression document (through daily phonics sessions, weekly 1:1 reading with an adult, and through continuous provision activities provided)</li> <li>Read simple sentences containing words in line with phonics progression</li> </ul>	<ul style="list-style-type: none"> <li>Recognise single letter phonemes and digraphs in line with phonics progression document (through daily phonics sessions, weekly 1:1 reading with an adult, and through continuous provision activities provided)</li> <li>Read Bee words (Common Exception Words) in line with phonics progression document (through daily phonics sessions, weekly 1:1 reading with an adult, and through continuous provision activities provided)</li> <li>Read simple sentences containing words in line with phonics progression document (through daily phonics</li> </ul>	<ul style="list-style-type: none"> <li>Recognise single letter phonemes and digraphs in line with phonics progression document (through daily phonics sessions, weekly 1:1 reading with an adult, and through continuous provision activities provided)</li> <li>Read Bee words (Common Exception Words) in line with phonics progression document (through daily phonics sessions, weekly 1:1 reading with an adult, and through continuous provision activities provided)</li> <li>Read simple sentences containing words in line with phonics progression document (through daily phonics sessions, weekly 1:1 reading with an adult, and through continuous provision activities provided)</li> <li>To re-read sentences, simple books to build confidence and fluency (weekly 1:1 reading with an adult, reading at home, and continuous</li> </ul>	<ul style="list-style-type: none"> <li>Recognise single letter phonemes and digraphs in line with phonics progression document (through daily phonics sessions, weekly 1:1 reading with an adult, and through continuous provision activities provided)</li> <li>Read Bee words (Common Exception Words) in line with phonics progression document (through daily phonics sessions, weekly 1:1 reading with an adult, and through continuous provision activities provided)</li> <li>Read simple sentences containing words in line with phonics progression document (through daily phonics</li> </ul>	<ul style="list-style-type: none"> <li>Recognise single letter phonemes and digraphs in line with phonics progression document (through daily phonics sessions, weekly 1:1 reading with an adult, and through continuous provision activities provided)</li> <li>Read Bee words (Common Exception Words) in line with phonics progression document (through daily phonics sessions, weekly 1:1 reading with an adult, and through continuous provision activities provided)</li> <li>Read simple sentences containing words in line with phonics progression document (through daily phonics</li> </ul>
---	---	---	--	---	---



## Writing

<ul style="list-style-type: none"> <li>Orally compose phrases and sentences (through quality interactions in: continuous provision, focus tasks, whole class and group discussions)</li> <li>Recognise letters, most of which are correctly formed (daily handwriting sessions in line with Penpals scheme, opportunities to practise in continuous provision)</li> <li>Write their own name with letters correctly formed</li> <li>Use robot arms to segment and spell words (daily phonics sessions, 1:1 focus tasks, quality interactions in continuous provision)</li> </ul>	<ul style="list-style-type: none"> <li>Orally compose phrases and sentences (through quality interactions in: continuous provision, focus tasks, whole class and group discussions)</li> <li>Recognise letters, most of which are correctly formed (daily handwriting sessions in line with Penpals scheme, opportunities to practise in continuous provision)</li> <li>Write their own name with letters correctly formed</li> <li>Use robot arms to segment and spell words (daily phonics sessions, small group focus tasks, quality interactions in continuous provision), e.g. Autumn and Winter CVC word writing</li> </ul>	<ul style="list-style-type: none"> <li>Orally compose phrases and sentences (through quality interactions in: continuous provision, focus tasks, whole class and group discussions)</li> <li>Recognise letters, most of which are correctly formed (daily handwriting sessions in line with Penpals scheme, opportunities to practise in continuous provision)</li> <li>Write their own name with letters correctly formed</li> <li>Use robot arms to segment and spell words when writing simple sentences (small group focus tasks, quality interactions in continuous provision)</li> <li>Write simple sentences that can be read by others (in small group focus tasks) e.g. messages to others, sentences to describe dinosaurs, sentences to explain - through text mapping, oral retelling and writing)</li> <li>Begin to use capital letters, full stops and finger spaces in independent writing (modelled in whole class teaching, applied in small group focus tasks, and in continuous provision)</li> <li>Re-read what they have written to check that it makes sense (modelled in whole class teaching, applied in small group focus tasks, and in continuous provision)</li> <li>Spell some bee words (CEWs) correctly (modelled in whole class teaching, applied</li> </ul>	<ul style="list-style-type: none"> <li>Orally compose phrases and sentences (through quality interactions in: continuous provision, focus tasks, whole class and group discussions)</li> <li>Recognise letters, most of which are correctly formed (daily handwriting sessions in line with Penpals scheme, opportunities to practise in continuous provision)</li> <li>Use robot arms to segment and spell words when writing simple sentences (small group focus tasks, quality interactions in continuous provision)</li> <li>Write simple sentences that can be read by others (in small group focus tasks) e.g. messages to others including questions, sentences to describe farm animals, sentences to entertain including riddles - through text mapping, oral retelling and writing)</li> <li>Begin to use capital letters, full stops and finger spaces in independent writing (modelled in whole class teaching, applied in small group focus tasks, and in continuous provision)</li> <li>Re-read what they have written to check that it makes sense (modelled in whole class teaching, applied in small group focus tasks, and in continuous provision)</li> <li>Spell some bee words (CEWs) correctly (modelled in whole class teaching, applied in small group focus tasks, and in continuous provision)</li> </ul>	<ul style="list-style-type: none"> <li>Orally compose phrases and sentences (through quality interactions in: continuous provision, focus tasks, whole class and group discussions)</li> <li>Recognise letters, most of which are correctly formed (daily handwriting sessions in line with Penpals scheme, opportunities to practise in continuous provision)</li> <li>Use robot arms to segment and spell words when writing simple sentences (small group focus tasks, quality interactions in continuous provision)</li> <li>Write simple sentences that can be read by others (in small group focus tasks) e.g. sentences to describe a minibeast, sentences to explain the lifecycle of a butterfly - through text mapping, oral retelling and writing)</li> <li>Begin to use capital letters, full stops and finger spaces in independent writing (modelled in whole class teaching, applied in small group focus tasks, and in continuous provision)</li> <li>Re-read what they have written to check that it makes sense (modelled in whole class teaching, applied in small group focus tasks, and in continuous provision)</li> <li>Spell some bee words (CEWs) correctly (modelled in whole class teaching, applied in small group focus tasks, and in continuous provision)</li> <li>Spell more complex</li> </ul>	<ul style="list-style-type: none"> <li>Orally compose phrases and sentences (through quality interactions in: continuous provision, focus tasks, whole class and group discussions)</li> <li>Recognise letters, most of which are correctly formed (daily handwriting sessions in line with Penpals scheme, opportunities to practise in continuous provision)</li> <li>Use robot arms to segment and spell words when writing simple sentences (small group focus tasks, quality interactions in continuous provision)</li> <li>Write simple sentences that can be read by others (in small group focus tasks) e.g. sentences to describe a pirate, sentences to explain what pirates need and why - through text mapping, oral retelling and writing)</li> <li>Begin to use capital letters, full stops and finger spaces in independent writing (modelled in whole class teaching, applied in small group focus tasks, and in continuous provision)</li> <li>Re-read what they have written to check that it makes sense (modelled in whole class teaching, applied in small group focus tasks, and in continuous provision)</li> <li>Spell some bee words (CEWs) correctly (modelled in whole class teaching, applied in small group focus tasks, and in continuous provision)</li> <li>Spell more complex</li> </ul>
--	---	---	---	---	---

		in small group focus tasks, and in continuous provision)		words phonetically (e.g. caterpillar)	words phonetically (e.g. caterpillar)
--	--	--	--	---------------------------------------	---------------------------------------

## Mathematics

### Number and Numerical Patterns (Mastery Maths)

<p><b>Subitising</b></p> <ul style="list-style-type: none"> <li>- Within 3</li> <li>- Objects and sounds</li> </ul> <p><b>Counting, ordinality and cardinality</b></p> <ul style="list-style-type: none"> <li>- Counting skills and problems</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>- Explore how all numbers are made of ones</li> <li>- Composition of 3 and 4</li> </ul> <p><b>Comparison</b></p> <ul style="list-style-type: none"> <li>- Comparison of sets 'by looking'</li> <li>- More than/fewer than</li> </ul> <p><b>All Mastery Maths concepts taught through whole class teaching and small group focus tasks with opportunities provided to apply concepts in continuous provision.</b></p> <ul style="list-style-type: none"> <li>• Verbal counting beyond 20 (daily morning routine)</li> <li>• One more/one less to 5 (number of the day in morning routine)</li> <li>• Composition of numbers up to 5 (number of the day in morning routine)</li> <li>• Recognise and continue a repeating pattern</li> </ul>	<p><b>Counting, ordinality and cardinality</b></p> <ul style="list-style-type: none"> <li>- counting skills</li> <li>- focus on 5</li> <li>- object counting</li> <li>- matching numerals to quantities</li> </ul> <p><b>Comparison</b></p> <ul style="list-style-type: none"> <li>- matching sets more than/fewer than/equal</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>- exploring the concept of 'whole' and 'part'</li> </ul> <p><b>Subitising</b></p> <p><b>All Mastery Maths concepts taught through whole class teaching and small group focus tasks with opportunities provided to apply concepts in continuous provision.</b></p> <ul style="list-style-type: none"> <li>• Verbal counting beyond 20 (daily morning routine)</li> <li>• One more/one less to 5 (number of the day in morning routine)</li> <li>• Composition of numbers up to 5 (number of the day in morning routine)</li> <li>• Recognise and continue a repeating pattern</li> </ul>	<p><b>Subitising</b></p> <ul style="list-style-type: none"> <li>- within 5</li> <li>- match numerals with quantities</li> </ul> <p><b>Counting, ordinality and cardinality</b></p> <ul style="list-style-type: none"> <li>- staircase pattern</li> <li>- see that each number is one more than the previous</li> <li>- addition</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>- focus on 5 and 6</li> <li>- exploring the concept of 'whole' and 'part' and how many altogether</li> </ul> <p><b>All Mastery Maths concepts taught through whole class teaching and small group focus tasks with opportunities provided to apply concepts in continuous provision.</b></p> <ul style="list-style-type: none"> <li>• Verbal counting beyond 20 (daily morning routine)</li> <li>• One more/one less to 7 (number of the day in morning routine)</li> <li>• Composition of numbers up to 7 (number of the day in morning routine)</li> <li>• Recognise and continue</li> </ul>	<p><b>Counting, ordinality and cardinality</b></p> <ul style="list-style-type: none"> <li>- staircase pattern</li> <li>- ordering numbers</li> </ul> <p><b>Comparison</b></p> <ul style="list-style-type: none"> <li>- less than</li> <li>- subtraction ('how many left?')</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>- odd and evens</li> <li>- focus on 7, 8</li> </ul> <p><b>All Mastery Maths concepts taught through whole class teaching and small group focus tasks with opportunities provided to apply concepts in continuous provision.</b></p> <ul style="list-style-type: none"> <li>• Verbal counting beyond 20 (daily morning routine)</li> <li>• One more/one less to 7 (number of the day in morning routine)</li> <li>• Composition of numbers up to 7 (number of the day in morning routine)</li> <li>• Recognise and continue a repeating pattern</li> </ul>	<p><b>Counting, ordinality and cardinality</b></p> <ul style="list-style-type: none"> <li>- counting larger sets and things that cannot be seen</li> </ul> <p><b>Subitising</b></p> <ul style="list-style-type: none"> <li>- subitising to 6 including structured arrangements</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>- doubles</li> <li>- focus on 9, 10</li> </ul> <p><b>Comparison</b></p> <ul style="list-style-type: none"> <li>- linked to ordinality</li> </ul> <p><b>All Mastery Maths concepts taught through whole class teaching and small group focus tasks with opportunities provided to apply concepts in continuous provision.</b></p> <ul style="list-style-type: none"> <li>• Verbal counting beyond 20 (daily morning routine)</li> <li>• One more/one less to 10 (number of the day in morning routine)</li> <li>• Composition of numbers up to 10 (number of the day in morning routine)</li> <li>• Recognise and continue a repeating pattern</li> </ul>	<p><b>Comparison</b></p> <ul style="list-style-type: none"> <li>- Calculations including sharing</li> </ul> <p><b>Review and assess</b></p> <ul style="list-style-type: none"> <li>- Doubling</li> <li>- Odds and evens</li> <li>- Composition of numbers</li> <li>- Automatic recall of bonds</li> <li>- Subitise to 5</li> <li>- Comparison 'more/less/equal to'</li> </ul> <p><b>All Mastery Maths concepts taught through whole class teaching and small group focus tasks with opportunities provided to apply concepts in continuous provision.</b></p> <ul style="list-style-type: none"> <li>• Verbal counting beyond 20 (daily morning routine)</li> <li>• One more/one less to 10 (number of the day in morning routine)</li> <li>• Composition of numbers up to 10 (number of the day in morning routine)</li> <li>• Recognise and continue a repeating pattern</li> </ul>
---	---	--	--	---	---

		a repeating pattern		<ul style="list-style-type: none"> <li>Recognise and continue a repeating pattern</li> </ul>	
<b>Shape, space and measure (Educational Programme)</b>					
<p><b>Shape, space and measure concepts, including pattern, are taught through a combination of whole class teaching and small group focus tasks with opportunities provided to apply concepts in continuous provision.</b></p> <ul style="list-style-type: none"> <li>Time vocabulary (taught within daily morning routine)</li> <li>Use and follow positional language</li> <li>Name and describe 2D shapes</li> <li>Compare size and length of objects</li> </ul>	<p><b>Shape, space and measure concepts, including pattern, are taught through a combination of whole class teaching and small group focus tasks with opportunities provided to apply concepts in continuous provision.</b></p> <ul style="list-style-type: none"> <li>Time vocabulary (taught within daily morning routine)</li> <li>Name and describe 2D and 3D shapes</li> <li>Sorting and classifying</li> <li>Compare size and length of objects</li> <li>Compare the weight of objects</li> </ul>	<p><b>Shape, space and measure concepts, including pattern, are taught through a combination of whole class teaching and small group focus tasks with opportunities provided to apply concepts in continuous provision.</b></p> <ul style="list-style-type: none"> <li>Time vocabulary (taught within daily morning routine)</li> <li>Name and describe 2D shapes</li> <li>Sorting and classifying</li> <li>Compare size and length of objects</li> </ul>	<p><b>Shape, space and measure concepts, including pattern, are taught through a combination of whole class teaching and small group focus tasks with opportunities provided to apply concepts in continuous provision.</b></p> <ul style="list-style-type: none"> <li>Time vocabulary (taught within daily morning routine)</li> <li>Name and describe 2D shapes</li> <li>Sorting and classifying</li> <li>Compare the weight of objects</li> </ul>	<p><b>Shape, space and measure concepts, including pattern, are taught through a combination of whole class teaching and small group focus tasks with opportunities provided to apply concepts in continuous provision.</b></p> <ul style="list-style-type: none"> <li>Time vocabulary (taught within daily morning routine)</li> <li>Name and describe 2D shapes</li> </ul>	<p><b>Shape, space and measure concepts, including pattern, are taught through a combination of whole class teaching and small group focus tasks with opportunities provided to apply concepts in continuous provision.</b></p> <ul style="list-style-type: none"> <li>Time vocabulary (taught within daily morning routine)</li> <li>Name and describe 2D shapes</li> <li>Compare different capacities</li> <li>Use and follow positional language</li> </ul>
<b>Understanding the World</b>					
<b>People, Culture and Communities</b>					
<ul style="list-style-type: none"> <li>Settling in and establishing our classroom community</li> <li>Learning to respect each other's different backgrounds</li> <li>Learning classroom rules and why they are important</li> <li>Begin to identify other adults and children in the wider school community</li> <li>Observations and discussion of immediate environment (Forest School)</li> <li>What places are special and why?</li> </ul>	<ul style="list-style-type: none"> <li>Settling in and establishing our classroom community</li> <li>Learning to respect each other's different backgrounds</li> <li>Learning classroom rules and why they are important</li> <li>Begin to identify other adults and children in the wider school community</li> <li>Observations and discussion of immediate environment (Forest School)</li> <li>Name and describe special festivals that happen in different cultures, e.g. Bonfire night, Remembrance, Diwali, Christmas</li> <li>Understand why Christmas is special for Christians and how they celebrate it.</li> <li>Take part in a whole-school Carol Service with the local community</li> </ul>	<ul style="list-style-type: none"> <li>Similarities and differences of life in this country and another country (Argentina)</li> </ul>	<ul style="list-style-type: none"> <li>Understand why Easter is special to Christians and learn about the Easter Story.</li> </ul>	<ul style="list-style-type: none"> <li>Why is the word 'God' so important to Christians?</li> </ul>	<ul style="list-style-type: none"> <li>Mapwork of immediate environment</li> <li>Cultural experience - visit to a theatre</li> <li>Transition to KS1 forging a new community</li> </ul>

## The Natural World

<ul style="list-style-type: none"> <li>• Forest School               <ul style="list-style-type: none"> <li>○ Local landscape</li> <li>○ Observations and drawings of animals and plants</li> <li>○ Important changes and processes in the natural world</li> <li>○ Understand the need to respect and care for the natural environment and all living things</li> </ul> </li> <li>• Describe the weather daily and discuss the changing of the seasons</li> <li>• Similarities and differences between the natural world around them and contrasting environments (through the story of The Ugly Five; African Savannah, Uganda)</li> </ul>	<ul style="list-style-type: none"> <li>• Forest School               <ul style="list-style-type: none"> <li>○ Local landscape</li> <li>○ Observations and drawings of animals and plants</li> <li>○ Important changes and processes in the natural world</li> <li>○ Understand the need to respect and care for the natural environment and all living things</li> </ul> </li> <li>• Describe the weather daily and discuss the changing of the seasons</li> <li>• Changing states of matter using water/ice (seasonal changes in winter)</li> </ul>	<ul style="list-style-type: none"> <li>• Forest School               <ul style="list-style-type: none"> <li>○ Local landscape</li> <li>○ Observations and drawings of animals and plants</li> <li>○ Important changes and processes in the natural world</li> <li>○ Understand the need to respect and care for the natural environment and all living things</li> </ul> </li> <li>• Describe the weather daily and discuss the changing of the seasons</li> <li>• Similarities and differences between the natural world around them and contrasting environments (through the story of Jonty Gentoo; Polar Regions)</li> </ul>	<ul style="list-style-type: none"> <li>• Forest School               <ul style="list-style-type: none"> <li>○ Local landscape</li> <li>○ Observations and drawings of animals and plants</li> <li>○ Important changes and processes in the natural world</li> <li>○ Understand the need to respect and care for the natural environment and all living things</li> </ul> </li> <li>• Describe the weather daily and discuss the changing of the seasons</li> <li>• Similarities and differences between the natural world around them and contrasting environments - comparison of life in the city to life in the countryside</li> <li>• Changing states of matter (melting chocolate when making Easter cakes)</li> </ul>	<ul style="list-style-type: none"> <li>• Forest School               <ul style="list-style-type: none"> <li>○ Local landscape</li> <li>○ Observations and drawings of animals and plants</li> <li>○ Important changes and processes in the natural world</li> <li>○ Understand the need to respect and care for the natural environment and all living things</li> </ul> </li> <li>• Describe the weather daily and discuss the changing of the seasons</li> <li>• Important processes and change in the natural world (Lifecycles / habitats)</li> </ul>	<ul style="list-style-type: none"> <li>• Forest School               <ul style="list-style-type: none"> <li>○ Local landscape</li> <li>○ Observations and drawings of animals and plants</li> <li>○ Important changes and processes in the natural world</li> <li>○ Understand the need to respect and care for the natural environment and all living things</li> </ul> </li> <li>• Describe the weather daily and discuss the changing of the seasons</li> <li>• Properties of materials, Floating and sinking</li> </ul>
--	--	--	---	---	---

## Past and Present

<ul style="list-style-type: none"> <li>• Marvellous Me - Children to talk about the people in their lives and their role in society; Draw on experiences of something from their past, e.g. baby clothes/toys</li> <li>• Classroom King and Queen – recognising that kings and queens are powerful people and have special roles and responsibilities.</li> <li>• Talk about now, then and next, later on (daily timetable)</li> </ul>	<ul style="list-style-type: none"> <li>• Marvellous Me - Children to talk about the people in their lives and their role in society; Draw on experiences of something from their past, e.g. baby clothes/toys</li> <li>• Classroom King and Queen – recognising that kings and queens are powerful people and have special roles and responsibilities.</li> <li>• Talk about now, then and next, later on (daily timetable)</li> </ul>	<ul style="list-style-type: none"> <li>• Marvellous Me - Children to talk about the people in their lives and their role in society; Draw on experiences of something from their past, e.g. baby clothes/toys</li> <li>• Classroom King and Queen – recognising that kings and queens are powerful people and have special roles and responsibilities.</li> <li>• Talk about now, then and next, later on (daily timetable)</li> <li>• Look at key historical figures linked to theme, e.g. Guy Fawkes and the Gunpowder Plot, King</li> </ul>	<ul style="list-style-type: none"> <li>• Marvellous Me - Children to talk about the people in their lives and their role in society; Draw on experiences of something from their past, e.g. baby clothes/toys</li> <li>• Classroom King and Queen – recognising that kings and queens are powerful people and have special roles and responsibilities.</li> <li>• Talk about now, then and next, later on (daily timetable)</li> <li>• Can compare now and then, e.g. Farms now and farms then.</li> <li>• Talk about changes, e.g. babies to now in animals and humans.</li> </ul>	<ul style="list-style-type: none"> <li>• Marvellous Me - Children to talk about the people in their lives and their role in society; Draw on experiences of something from their past, e.g. baby clothes/toys</li> <li>• Classroom King and Queen – recognising that kings and queens are powerful people and have special roles and responsibilities.</li> <li>• Talk about now, then and next, later on (daily timetable)</li> </ul>	<ul style="list-style-type: none"> <li>• Marvellous Me - Children to talk about the people in their lives and their role in society; Draw on experiences of something from their past, e.g. baby clothes/toys</li> <li>• Classroom King and Queen – recognising that kings and queens are powerful people and have special roles and responsibilities.</li> <li>• Talk about now, then and next, later on (daily timetable)</li> <li>• Can compare now and then, e.g. ships now and ships then.</li> </ul>
--	--	--	---	--	--

James I / King Charles III

- Remembrance Day

## Expressive Arts and Design

### Creating with Materials

<p><b>Sculpture and 3D</b></p> <ul style="list-style-type: none"> <li>- use a wide range of construction toys and modelling materials. Experiment with basic ways of joining.</li> </ul> <p><b>Painting and mixed media</b></p> <ul style="list-style-type: none"> <li>- Explore different ways of applying paint – fingers, brushes, combs, spatulas, sponges, rollers...</li> <li>- Colour Mixing - name the primary colours (R,Y,B) and secondary colours (O,P,G) and explore colour mixing in a range of media.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>- Look at, discuss and draw natural and man-made objects from different angles using a wide range of drawing tools. Draw from memory and imagination.</li> </ul> <p><b>Creating with Materials</b> - Make use of props and materials when role playing characters in narratives and stories. Share their creations, explaining the process they have used.</p> <p><b>Craft and Design</b> – Create tactile pictures (Collaborative Collage)</p>	<p><b>Sculpture and 3D</b></p> <ul style="list-style-type: none"> <li>- use a wide range of construction toys and modelling materials. Experiment with basic ways of joining.</li> </ul> <p><b>Painting and mixed media</b></p> <ul style="list-style-type: none"> <li>- Explore different ways of applying paint – fingers, brushes, combs, spatulas, sponges, rollers...</li> <li>- Colour Mixing - name the primary colours (R,Y,B) and secondary colours (O,P,G) and explore colour mixing in a range of media.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>- Look at, discuss and draw natural and man-made objects from different angles using a wide range of drawing tools. Draw from memory and imagination.</li> </ul> <p><b>Creating with Materials</b> - Make use of props and materials when role playing characters in narratives and stories. Share their creations, explaining the process they have used.</p> <p><b>Ceramics</b></p> <ul style="list-style-type: none"> <li>- Clay exploration - Explore the qualities of clay by squeezing, pressing, rolling, pinching, pulling etc with hands and found objects.</li> <li>- Clay leaves. Use tools to draw into, press into and cut shapes</li> </ul>	<p><b>Sculpture and 3D</b></p> <ul style="list-style-type: none"> <li>- use a wide range of construction toys and modelling materials. Experiment with basic ways of joining.</li> </ul> <p><b>Painting and mixed media</b></p> <ul style="list-style-type: none"> <li>- Explore different ways of applying paint – fingers, brushes, combs, spatulas, sponges, rollers...</li> <li>- Colour Mixing - name the primary colours (R,Y,B) and secondary colours (O,P,G) and explore colour mixing in a range of media.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>- Look at, discuss and draw natural and man-made objects from different angles using a wide range of drawing tools. Draw from memory and imagination.</li> </ul> <p><b>Creating with Materials</b> - Make use of props and materials when role playing characters in narratives and stories. Share their creations, explaining the</p>	<p><b>Sculpture and 3D</b></p> <ul style="list-style-type: none"> <li>- use a wide range of construction toys and modelling materials. Experiment with basic ways of joining.</li> </ul> <p><b>Painting and mixed media</b></p> <ul style="list-style-type: none"> <li>- Explore different ways of applying paint – fingers, brushes, combs, spatulas, sponges, rollers...</li> <li>- Colour Mixing - name the primary colours (R,Y,B) and secondary colours (O,P,G) and explore colour mixing in a range of media.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>- Look at, discuss and draw natural and made objects from different angles using a wide range of drawing tools. Draw from memory and imagination.</li> </ul> <p><b>Creating with Materials</b> - Make use of props and materials when role playing characters in narratives and stories. Share their creations, explaining the process they have used.</p> <p><b>Painting and Mixed Media</b></p> <ul style="list-style-type: none"> <li>- Giant collaborative paintings - Find and talk about patterns and textures in the environment.</li> <li>- Discuss textures and use to create images.</li> <li>- Add texture to paint. Mix paint with other things to change the consistency – sand, glue, sawdust... Paint upright and flat.</li> </ul> <p><b>DT</b> - Design and make food (Easter nests)</p> <p><b>Sculpture and 3D</b> – use a wide range of modelling materials and experiment with basic ways of joining. Junk model focus (DT) - Fireworks</p>	<p><b>Sculpture and 3D</b></p> <ul style="list-style-type: none"> <li>- use a wide range of construction toys and modelling materials. Experiment with basic ways of joining.</li> </ul> <p><b>Painting and mixed media</b></p> <ul style="list-style-type: none"> <li>- Explore different ways of applying paint – fingers, brushes, combs, spatulas, sponges, rollers...</li> <li>- Colour Mixing - name the primary colours (R,Y,B) and secondary colours (O,P,G) and explore colour mixing in a range of media.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>- Look at, discuss and draw natural and made objects from different angles using a wide range of drawing tools. Draw from memory and imagination.</li> </ul> <p><b>Creating with Materials</b> - Make use of props and materials when role playing characters in narratives</p>	<p><b>Sculpture and 3D</b></p> <ul style="list-style-type: none"> <li>- use a wide range of construction toys and modelling materials. Experiment with basic ways of joining.</li> </ul> <p><b>Painting and mixed media</b></p> <ul style="list-style-type: none"> <li>- Explore different ways of applying paint – fingers, brushes, combs, spatulas, sponges, rollers...</li> <li>- Colour Mixing - name the primary colours (R,Y,B) and secondary colours (O,P,G) and explore colour mixing in a range of media.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>- Look at, discuss and draw natural and made objects from different angles using a wide range of drawing tools. Draw from memory and imagination.</li> </ul> <p><b>Creating with Materials</b> - Make use of props and materials when role playing characters in narratives and stories. Share their creations, explaining the process they have used.</p> <p><b>Craft and Design</b> – Create tactile pictures (Self-</p>
---	---	--	--	---	--

	<p>from a clay tile.</p> <p><b>Craft and Design</b> – Press printing</p> <ul style="list-style-type: none"> <li>- Create a single colour monoprint and press print (Christmas cards)</li> </ul> <p><b>Sculpture and 3D</b> – use a wide range of modelling materials and experiment with basic ways of joining. Junk model focus (DT) - Fireworks</p>	<p>process they have used.</p> <p><b>Ceramics</b> -Use tools to draw into, press into and cut shapes from a clay tile. Learn how to join two pieces of clay together</p> <p><b>Sculpture and 3D</b> – use a wide range of modelling materials and experiment with basic ways of joining. Junk model focus (DT) - Fireworks</p>		<p>and stories. Share their creations, explaining the process they have used.</p> <p><b>DT</b> - Joining two pieces of fabric together using a needle and thread.</p> <p><b>Sculpture and 3D</b> – use a wide range of modelling materials and experiment with basic ways of joining. Junk model focus (DT) - Fireworks</p>	<p>portraits using painting and collage.)</p> <p><b>Sculpture and 3D</b> – use a wide range of modelling materials and experiment with basic ways of joining. Junk model focus (DT) - Fireworks</p>
--	---	--	--	---	---

### Being Imaginative and Expressive

<ul style="list-style-type: none"> <li>• Role play/small world/stage/pirate ship/story telling station - invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sings a range of well known songs and nursery rhymes, including the home time song.</li> <li>• Joins in with singing in a familiar group</li> <li>• Experiments with a range of percussion instruments</li> <li>• Listening to the beat using a variety of percussion instruments</li> <li>• Perform songs with others – Harvest Festival</li> </ul>	<ul style="list-style-type: none"> <li>• Role play/small world/stage/pirate ship/story telling station - invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sings a range of well known songs and nursery rhymes, including the home time song.</li> <li>• Joins in with singing in a familiar group</li> <li>• Experiments with a range of percussion instruments</li> <li>• Celebration Music - Explore music linked to Festivals (Diwali, Christmas)</li> <li>• Moving in time to music (Nativity performance; Get Set PE Dance Unit 1)</li> <li>• Perform songs with others – Nativity performance and whole school carol service</li> </ul>	<ul style="list-style-type: none"> <li>• Role play/small world/stage/pirate ship/story telling station - invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sings a range of well known songs and nursery rhymes, including the home time song.</li> <li>• Joins in with singing in a familiar group</li> <li>• Experiments with a range of percussion instruments</li> <li>• Moving in time to music (Get Set PE Dance Unit 2)</li> <li>• Exploring different types of sound</li> </ul>	<ul style="list-style-type: none"> <li>• Role play/small world/stage/pirate ship/story telling station - invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sings a range of well known songs and nursery rhymes, including the home time song.</li> <li>• Joins in with singing in a familiar group</li> <li>• Experiments with a range of percussion instruments</li> <li>• Listening to and finding beats in songs and music</li> </ul>	<ul style="list-style-type: none"> <li>• Role play/small world/stage/pirate ship/story telling station - invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sings a range of well known songs and nursery rhymes, including the home time song.</li> <li>• Joins in with singing in a familiar group</li> <li>• Experiments with a range of percussion instruments</li> <li>• Exploring tempo</li> <li>• Exploring instruments and sounds (minibeasts)</li> </ul>	<ul style="list-style-type: none"> <li>• Role play/small world/stage/pirate ship/story telling station - invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sings a range of well known songs and nursery rhymes, including the home time song.</li> <li>• Joins in with singing in a familiar group</li> <li>• Experiments with a range of percussion instruments</li> <li>• Performs songs and rhymes (e.g. Pirate song)</li> </ul>
---	---	---	---	--	--

\* Due to the creative nature of our curriculum, this map is subject to change.