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| **Area of Learning** | **Autumn 1**  **All About Me** | | **Autumn 2**  **Celebrations** | | | | **Spring 1**  **The World** | | | **Spring 2**  **Community/People who help us** | | **Summer 1**  **Nature** | | | **Summer 2**  **Growing** | |
| **Literacy & CL Focus Texts** | Peace at last by Jill Murphy  In Every House on Every Street by Jess Hitchman  Home by Carson Ellis  My Map Book by Sara Fanelli  A Place Called Home by Kate Baker  All Are Welcome by Alexandra Penfold  We Are Family by Ryan Wheatcroft | | We’re Going on a Pumpkin Hunt by Goldie Hawk  The Leaf Thief by Alice Hemming  Kippers Birthday by Mick Inkpen  Diwali (non-fiction)  Winter Sleep by Alex Morrs  Nativity Story  Squirrels who squabbled by Rachel Bright  Stickman by ‘Julia Donaldson’ | | | | The World Came to Our Place Today by Jo Readman  Dr Seuss | | | Non-fiction texts about different jobs  ‘A Day with the Animal…’ book series by Sharon Rentta  When You’re Fast Asleep – Who Works at Night Time by Peter Arrhenius | | Bog Baby by Jean Willis  Jack and the Beanstalk  Oliver’s Vegetables  Tiny Seed by Eric Carle  Caterpillar to Butterfly by Camilla De La Bedoyere  Monkey Puzzle by Julia Donaldson | | | When I Grow Up  The Growing Story by Ruth Krauss  My Wobbly Tooth Must Not Ever Never Fall Out by Lauren Child | |
| **HH Key Theme** |  | |  | | | |  | | |  | |  | | |  | |
| **Possible Themes/Interests/Lines of Enquiry**  Led by children’s interests within the setting | * Families * Bears (link to Teddy Bears Relationship transition project) * Day and night – bedtime routines * Houses/homes * Amazing me | | * Diwali * Harvest * Birthdays * Halloween * Bonfire Night * Autumn/Winter * Christmas | | | | * Journeys * Habitats * Animals * Transport (past and present) * Maps * Food around the world | | | * Fire * Police * Ambulance * Nurse/Dr * Library * Church * Vet * Post Office * Dentist | | * Planting/Gardening * Spring | | | * How I’ve grown * How I will grow * Transition to Year 1 Life cycles – frog/butterfly/plant/sunflower | |
| **Seasons & cultural festivals** | Autumn  Harvest Festival  Diwali | | Changes from Autumn to Winter  Halloween  Diwali  Bonfire Night  Remembrance Day  World Kindness Day  The Christmas story  Christmas around the world | | | | Winter – link to clothing  Lunar New Year  Valentine’s Day  Pancake Day | | | Spring  Pancake Day  Easter  Ramadan  Mother’s Day | | Summer | | | Summer  Father’s Day  Eid al-Adha (28-30 June) | |
| **Seasonal & cultural sticky knowledge** | To know that leaves change colour and fall off trees in Autumn. | | To know that the Christian celebration of Christmas celebrates the birth of Jesus. | | | | To know that there are 4 seasons in a year and to recognise the signs of these. | | | To know that the Christian celebration of Easter celebrates the death and rebirth of Jesus. | | To know the lifecycle of one plant and one animal. | | | To know that Eid al–Adha is a Muslim festival. | |
| **Cultural Capital**  **Trips / Visitors**  **Family Involvement** | A walk to St Andrew’s Church (Rev Don) Harvest.  Settling in event for families  Pyjama Day  Teeth brushing. | | Bonfire Night – Fire Safety/Fire Fighter visit  Walk around local community to look at different houses.  Perform our EYFS Christmas Nativity Play | | | | Bedtime stories  Explorer’s Day  A walk to St Andrew’s Church (Rev Don) Easter talk  Invite families in who have experience of living in other countries to bring in photographs and objects from their home culture. | | | Science Day – oral health visitor / experiment  Spring Festival –learning showcase for families  Walk to local Residential Home | | Create a time capsule to bury.  Dinosaur Museum / exhibit | | | Grandparents or friends of school to talk about when they were little.  Sports Festival  Thanks a brunch event – Father’s Day | |
| **Vocabulary** | Different  Special  Likes  Family  Home  Town/village/city  Bedtime  Tired | Similarities  Interests  Siblings  Community  Journey  Routine  Peace | chimney  straw  bricks  sticks  house  wolf  pig | chuckled / giggled  galloped  shivered  beady eyes  warning / beware  bellowed / roared | | | pointy  slimy  scary  crocodile  cave  adventure | journey  creep  creek  gloomy  fearsome / frightful | | boat  ship  pirate  parrot  flag | captain  crew  ashore  harbour  villagers  false alarm | dinosaur  egg  bones  explore  fear  jaws | | herbivore  carnivore  omnivore  palaeontologist  enormous  beast  survived | beach  sand  sea  teddy  past & present  grandparents | beloved  tatty  shimmering  dock  returned  concerned  tumble |
| **Sticky Knowledge** | To know what makes a healthy bedtime routine – brushing teeth, story, sleep.  To know and describe the people in my family. | | To know and name some traditional stories.  To be able to describe some features of a traditional story. | | | | To be able to follow a simple map, recognising familiar local features.  To be able to recognise some environments that are different to the one in which they live. | | | To know a letter/card/invitation starts with ‘To’ and ends with ‘from’.  To know that they live in Chesterfield, England (map). | | To be able to compare and contrast characters from stories (Andy) including figures from the past (Mary Anning).  To know that new life comes from an egg/seed. | | | To know ways in which things have changed from the past – seaside and toys.  To be able to comment on images of familiar situations in the past | |
| **Communication and Language** | Engage in story times.  Understand how to listen carefully and why listening is important.  Learn new vocabulary.  Develop social phrases.  Engage in non-fiction books.  Listen carefully to rhymes paying attention to how they sound. | | Listen to and talk about stories to build familiarity and understanding.  Understand how to listen carefully and why listening is important.  Learn new vocabulary.  Engage in story times.  Engage in non-fiction books. | | | | Use new vocabulary through the day.  Articulate their ideas and thoughts.  Describe events in some detail.  Listen to and talk about stories to build familiarity and understanding.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | | | Use new vocabulary through the day.  Articulate their ideas and thoughts.  Describe events in some detail.  Listen to and talk about stories to build familiarity and understanding.  Connect one idea or action to another using a range of connective.  Learn rhymes, poems and songs. | | Articulate their ideas and thoughts in well-formed sentences.  Use new vocabulary in different contexts.  Ask questions to find out more and to check they understand what has been said to them.  Use talk to help work out problems and organise thinking and activities.  Explain how things work and why they might happen.  Connect one idea or action to another using a range of connectives.  Retell the story, once they have developed a deep familiarity with the text; some as exact repetition.  **Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;** | | | Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  **Listening and Attention**  **Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;**  **Make comments about what they have heard and ask questions to clarify their understanding;**  **Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.**  **Speaking**  **Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;**  **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.** | |
| Learn new vocabulary Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts. Engage in story times & non-fiction books.  Use new vocabulary through the day Learn rhymes, poems, and songs. Listen to and talk about stories to build familiarity and understanding. | | | | | | | | | | | | | | | | | |
| **Personal, Social and Emotional Development**  **Self-regulation** | **Self-Regulation**  **- 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 to follow instructions involving several ideas or actions.**  **Managing Self**  **- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.**  **Building Relationships**  **- 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.** | | | | | | | | | | | | | | | | | |
|  | **SCARF: ME AND MY RELATIONSHIPS**  Talk about similarities and differences.  Name special people in their lives.  Describe different feelings.  Identify who can help if they are sad, worried or scared.  Identify ways to help others or themselves if they are sad or worried. | | **SCARF: VALUING DIFFERENCE**  Be sensitive towards others and celebrate what makes each person unique.  Recognise that we can have things in common with others.  Use speaking and listening skills to learn about the lives of their peers.  Know the importance of showing care and kindness towards others.  Demonstrate skills in building friendships and cooperation. | | | | **SCARF: KEEPING MYSELF SAFE**  Talk about how to keep their bodies healthy and safe.  Name ways to stay safe around medicines.  Know how to stay safe in their home, classroom and outside.  Know age-appropriate ways to stay safe online.  Name adults in their lives and those in their community who keep them safe. | | | **SCARF: RIGHTS & RESPONSIBILITES**  Understand that they can make a difference.  Identify how they can care for their home, school and special people.  Talk about how they can make an impact on the natural world.  Talk about similarities and differences between themselves.  Demonstrate building relationships with friends. | | **SCARF: BEING MY BEST**  Feel resilient and confident in their learning.  Name and discuss different types of feelings and emotions.  Learn and use strategies or skills in approaching challenges.  Understand that they can make healthy choices.  Name and recognise how healthy choices can keep us well. | | | **SCARF: GROWING & CHANGING**  Understand that there are changes in nature and humans.  Name the different stages in childhood and growing up.  Use the correct vocabulary when naming the different parts of the body.  Know how to keep themselves safe. | |
|  | Meet your brain   * Understanding my emotions * Understanding others emotions | | Celebrate   * Celebrating who I am * Building self-esteem in others | | | Appreciate   * Appreciating me * Appreciating others | | | | Relate | | | Engage | | myHappmind consolidation | | |
| **Physical Development**  Real PE Focus | **REAL PE Personal Cog Focus –** following instructions, practise safely, independent work  **Coordination skill:** Footwork  **Static Balance skill:** One leg | | **REAL PE Social Cog Focus –** taking turns and sharing.  **Dynamic balance to Agility skill:** Jumping and Landing  **Static Balance skill:** Seated balance | | | | **REAL PE Creative Cog Focus –** Exploring and describing different movements  **Coordination skill:** Ball skills  **Counterbalance skill:** With a partner | | | **REAL PE Cognitive Cog Focus –** understand and follow simple rules, name some things I am good at.  **Dynamic balance:** On a line  **Static Balance skill:** Stance | | **REAL PE Applying Physical Cog Focus –** Performing a single skill or movement with some control, performing a range of skills and link two movements together.  **Coordination skill:** Sending and Receiving  **Agility skill:** Reaction/Response | | | **REAL PE Health and Fitness Cog Focus –** Aware of why exercise is important for good health.  **Agility skill:** Ball chasing  **Static balance skill:** Floor work | |
| Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. **ELG – Hold a pencil effectively using a tripod grip.** Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Know and talk about different factors that support their overall health and well-being; physical activity, healthy eating, tooth brushing, sensible screen time, good sleep, safe pedestrian. | | | | | | | | | | | | | | | | | |
| **Literacy: Pathways to Write Outcome** | **To orally retell the story.**  **To draw images and write labels to represent the story.** | | **To label a plan and attempt to write a simple caption.** | | | | **To create a story map of the journey and write labels/captions/ sentences describing the crocodiles.** | | | **To write a letter from the point of view of Tom to his mother, describing what he has learned about pirate ships.** | | **To rewrite the story.** | | | **To rewrite the story.** | |
| **Literacy** | **Comprehension:**  **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.** | | | | | | | | | | | | | | | | | |
| **Literacy** | **Word Reading:** Hear general sound discrimination and be able to orally blend and segment.  Read individual letters by saying the sounds for them.  Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. | | **Word Reading:** Read individual letters by saying the sounds for them.  Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.  Read a few common exception words matched to the school’s phonic programme. | | | | **Word Reading:** Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.  Read some letter groups that each represent one sound and say sounds for them.  Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.  Read a few common exception words matched to the school’s phonic programme. | | | **Word Reading:** Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.  Read some letter groups that each represent one sound and say sounds for them.  Read a few common exception words matched to the school’s phonic programme. | | **Word Reading:** Read some letter groups that each represent one sound and say sounds for them.  Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.  Read a few common exception words matched to the school’s phonic programme. | | | **Word Reading:** Read some tricky words from Phase 4 e.g. said, like, have, so.  Re-read what they have written to check that it makes sense.  Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.  Read a few common exception words matched to the school’s phonic programme. | |
| **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.** | | | | |
|  | Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge. | | | | | | | | | | | | | | | | | |
| **Monster Phonics** | **Phase 1/2** | | **Phase 2** | | | | **Phase 2/3** | | | **Phase 3** | | **Phase 3/4** | | | **Phase 4** | |
| **Literacy** | **Emergent writing:** Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.  *Spell words by identifying the sounds and then writing the sound with letter/s.*  **Composition:** Use talk to organise describe events and experiences.  **Spelling:** Orally segment sounds in simple words.  Write their name copying it from a name card or try to write it from memory.  *Form lower-case letters correctly.*  **Handwriting:** Know that print carries meaning and in English, is read from left to right and top to bottom.  Draws lines and circles.  **PENPALS - Patterns**  *Handwriting N.B. The letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly)* | | **Emergent writing:** Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.  *Spell words by identifying the sounds and then writing the sound with letter/s.*  *Re-read what they have written to check that it makes sense.*  **Composition:** Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.  **Spelling:** Orally spell VC and CVC words by identifying the sounds.  Write own name.  *Form lower-case letters correctly.*  **Handwriting:** Form letters from their name correctly. Recognise that after a word there is a space.  **PENPALS - long legged giraffe letters l, i, t, u, j, y** | | | | **Emergent writing:** Use appropriate letters for initial sounds.  *Write short sentences with words with known sound-letter correspondences.*  *Spell words by identifying the sounds and then writing the sound with letter/s.*  *Re-read what they have written to check that it makes sense.*  **Composition:** Orally compose a sentence and hold it in memory before attempting to write it.  **Spelling:** Spell to write VC and CVC words independently using Phase 2/3 graphemes.  *Form lower-case letters correctly.*  **Handwriting:** Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.  **PENPALS – one armed robot r, b, n, h, m, k, p** | | | **Emergent writing:** Build words using letter sounds in writing.  *Write short sentences with words with known sound-letter correspondences.*  *Re-read what they have written to check that it makes sense.*  **Composition:**  Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.  **Spelling:** Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes.  Spell some irregular common (tricky) words e.g. the, to, no, go independently.  *Form lower-case and some capital letters correctly.*  **Handwriting:** Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.  **PENPALS – curly caterpillar c, a, d, o, s, g, q, e, f** | | **Emergent writing:** Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.  *Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.*  *Re-read what they have written to check that it makes sense.*  **Composition:** Write a simple sentence with a full stop.  **Spelling:** Spell words by drawing on knowledge of known grapheme correspondences.  Make phonetically plausible attempts when writing more complex unknown words.  *Form lower-case and capital letters correctly.*  **Handwriting:** Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.  **PENPALS – monster zig zag z, v, w, x** | | | **Emergent writing:** Show awareness of the different audience for writing.  Write short sentences with words with known letter-sound correspondences using a capital letter and full stop  *Spell words by identifying the sounds and then writing the sound with letters.*  *Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.*  *Re-read what they have written to check that it makes sense.*  **Write simple phrases and sentences that can be read by others.**  **Composition:** Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop.  Write different text forms for different purposes (e.g. lists, stories, instructions.  Begin to discuss features of their own writing e.g. what kind of story have they written.  **Spelling:**   **Spell words by identifying sounds in them and representing the sounds with a letter or letters**  Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC  Spell irregular common (tricky) words e.g., he, she, we, be, me independently.  *Form lower-case and capital letters correctly.*  **Handwriting: Write recognisable letters, most of which are correctly formed.**  **PENPALS – review all** | |
| **Mathematics** | *Count objects, actions, and sounds*.  *Subitise*  Matching. Sorting & Comparing  Comparing amounts  Comparing size, mass & capacity Exploring pattern - making simple. | | *Explore the composition of numbers to 10*  *Subitise*  *Automatic recall number bonds 0-10* | | | | *Explore the composition of numbers to 10*  *Subitise*  *Automatic recall number bonds 0-10* | | | *Explore the composition of numbers to 10*  *Subitise*  *Automatic recall number bonds 0-10*  Numbers 7, 8, 9  Making pairs.  Combining groups  Number bonds  3D shapes  Pattern. | | *Explore the composition of numbers beyond 10.*  *Subitise*  *Automatic recall number bonds 0-10*  Number 10 and beyond– subitising, counting, sorting, matching, comparing, ordering  Composition of numbers to 10 and beyond  Counting patterns to 10 and beyond  Spatial reasoning.  3D shape  Match, rotate, and manipulate  Pattern – AABB, BBA  Sunflower Challenge | | | *Explore the composition of numbers beyond 10.*  *Subitise*  *Automatic recall number bonds 0-10* | |
| Adding more  Taking away  Number bonds  Shape – spatial reasoning | Doubling  Sharing and grouping  Even and odd  Patterns and relationships |
| Representing 1,2,3  Comparing 1,2,3  Composition of 1,2,3  Formation of 1,2,3  Circles and triangles  Positional language | | Representing 4,5  Comparing 4,5  Composition of 4,5  Formation of 4,5  One more and less  Shapes with 4 sides.  Time | | Introducing zero  Comparing numbers to 5  Composition of 5  Comparing Mass  Comparing Capacity | | Number 6, 7, 8  Making pairs, pairs wise, doubles  Combining 2 groups  Length, height.  Time | **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.** | | | | |
| Ongoing throughout the year | *Link the number symbol with its cardinal number value. Select, rotate, and manipulate shapes to develop spatial reasoning skills.*  *Count beyond ten. Compare numbers Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.*  *Understand the ‘one more/one less than’ relationship between consecutive numbers. Continue, copy, and create repeating patterns.*  *Compare length, weight, and capacity.* | | | | | | | | | | | | | | | | | |
| Maths Mastery – Hollie to do training, will add information in Au1 |  | | | | | | | | | | | | | | | | | |
| **Understanding the World** | **P&P**: Talk about members of their immediate family and the relationship to them.  Name and describe people who are familiar to them.  **PC&C Enquiry:** Understand that some places are special to members of their community. | | **P&P:** use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.  Compare and contrast characters from stories, including figures from the past.  **PC&C Enquiry:** Find out about key historical events and why and how we celebrate today, including how Christmas is celebrated around the world? Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books.  Comment on images of familiar situations in the past.  Recognise that people have different beliefs and celebrate special times in different ways.  **Mapping:** Talk about the features of their immediate environment with visual representations e.g., classroom maps, Three Little Pigs story  Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc. | | | | **P&P:** Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)  **NW Enquiry:** Recognise similarities and differences between life in this country and life in other countries (use IT to research)  Recognise some environments are different to the one in which they live.  **Mapping:** Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side.  Identify on a map ***- Recognise some environments that are different to the one in which they live e.g., Jungle/Antarctica.***  **PC&C: 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.** | | | **PC&C Enquiry: 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.**  **NW Enquiry:** Recognise similarities and differences between life in this country and life in other countries.  Recognise some environments are different to the one in which they live.  Draw information from a simple map.  **Mapping:** Complete a simple BeeBot program using a grid map or carpet squares.  Create own maps using grid paper and symbols (x marks the spot treasure maps) | | **P&P:** 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.  **NW Enquiry:**  **Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.** | | | **P&P:** Comment on images of familiar situations in the past.  **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.**  **NW Enquiry:** Recognise similarities and differences between life in this country and life in other countries.  **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;**  Draw information from a simple map.  **Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.** | |
| **The Natural World**  **Communication:** Comment on what they notice about the environment where they live and *understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.*  **Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.**  **Observation: *Explore the natural world around them*** by taking part in weekly forest school inspired ‘Forest Thursday Nature School’ sessions and **making observations and drawing pictures of animals and plants**. Understand the need to respect and care for the natural environment and all living things. | | | | | | | | | | | | | | | | | |
| **Religious Education** | Key Question F5:  Where do we belong? | | Key question F4:  Which times are special and why? | | | Key Question F6:  What is special about our world? | | | | Key Question F2:  Which people are special and why? | | | Key question F3:  Which places are special and why? | | Key Question F1:  Which stories are special and why? | | |
| **Expressive Arts and Design** | Portrait skills – drawing themselves, observational work,  Develop storylines in their pretend play. | | Return to and build on their previous learning, refining ideas and developing their ability to represent them. (3 pigs houses)  Watch and talk about dance and performance art, expressing their feelings and responses. | | | | Return to and build on their previous learning, refining ideas and developing their ability to represent them. | | | **Make use of props and materials when role playing characters in narratives and stories.** | | **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.** | | | **Invent, adapt and recount narratives and stories with peers and their teacher.**  **Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.** | |
| Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively sharing ideas, resources and skills.  Explore and engage in music making and dance, performing solo or in groups. **Sing a range of well-known nursery rhymes and song** | | | | | | | | | | | | | | | | | |
| Charanga | Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody.  **Sing a range of well-known nursery rhymes and songs.** | | | | | | | | | | | | | | | | | |
|  | Charanga Songs:  Pat-a-cake  1, 2, 3, 4, 5, Once I Caught a Fish Alive  This Old Man  Five Little Ducks  Name Song  Things for Fingers | | Charanga Songs:  I’m A Little Teapot  The Grand Old Duke of York  Ring O’ Roses  Hickory Dickory Dock  Not Too Difficult  The ABC Song | | | Charanga Songs:  Wind the Bobbin Up  Rock-a-bye Baby  Five Little Monkeys Jumping on The Bed  Twinkle, Twinkle  If You're Happy and You Know It  Head, Shoulders, Knees and Toes | | | | Charanga Songs:  Old Macdonald  Incy Wincy Spider  Baa, Baa Black Sheep  Row, Row, Row Your Boat  The Wheels on The Bus  The Hokey Cokey | | | *Charanga Songs:*  Big Bear Funk | | *Charanga Songs Reflect, Rewind & Replay:*  Big Bear Funk  Baa, Baa Black Sheep  Twinkle, Twinkle  Incy Wincy Spider  Rock-a-bye Baby  Row, Row, Row Your Boat | | |