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| Curriculum Focus | Autumn 1 | | Autumn 2 | | | Spring 1 | Spring 2 | | Summer 1 | | | Summer 2 |
| Themes | **This is Me**  **Bookworms** | | **Woods, Worms and Wandering Wellies**  Autumn Explorers  Broomsticks, Pumpkins and Potions  **It’s Beginning to Look a Lot Like Christmas**  Winter Explorers | | | **Dear Zoo**  African Adventures | **Old McDonald Had a Farm**  Food Glorious Food  **Spring into Action**  Spring Explorers  Growing | | **Legs, Wings and Leaves**  Minibeasts, Plants and their Lifecycles  Summer Explorers | | | **Sun, Sea and Sand in Our Toes**  Commotion in the Ocean  **Moving on Up**  Hopes and Dreams for Year 1 |
| Remembrance, Celebrations and Festivals Around the World | Roald Dahl Story Day  (13th Sept)  Jeans for Genes  World Mental Health  (13th-19th Sept)  Grandparents Day UK  (3rd Oct)  World Dyslexia Awareness Day (4th Oct)  World Poetry Day  (7th Oct)  World Space Week  (4th – 10th Oct)  World Singing Day  (21st Oct) | | Harvest Moon  Halloween (31st Oct)  Diwali (4th Nov)  Bonfire Night (5th Nov)  Remembrance Day  (11th Nov)  Children in Need  (15th Nov)  Anti-Bullying & Road Safety Week  (15th – 19th Nov)  Hanukah  (28th Nov– 6th Dec)  St Andrew’s Day (30th Nov)  Elf Day – Alzheimer’s Awareness (3rd Dec)  Christmas Jumper Day  (10th Dec)  Advent  (27th Nov-24th Dec)  Christmas Story | | | Winnie the Pooh Day –  Author A. A. Milne  (18th Jan)  National Storytelling Week  (29th Jan-5th Feb)  International Zebra Day (31st Jan)  Chinese New Year  (1st Feb Year of the Tiger)  Winter Olympics  (4th Feb – 20th Feb)  Safer Internet Day  (8th Feb)  St Valentines Day  (14th Feb) | Fairtrade Fortnight  (27th Feb-13th March)  Pancake Day & St David’s Day  (1st March)  World Book Day  (3rd March)  St Patrick’s Day  (17th March)  Holi  (17th – 18th March)  Red Nose Day  (18th March)  Mother’s Day (27th March)  World Autism Awareness Day  (2nd April)  Easter | | Earth Day – Save our planet  (22nd April)  St Georges Day  (23rd April)  Screen-Free Week  (2nd – 8th May)  Walk to School Week (16th – 20th May)  World Bee Day (20th May) | | | The Queen's Platinum Jubilee  (2nd – 5th June)  World Oceans Day  (8th June)  Father’s Day (19th June)  Make Music Day  (21st June) |
| **English** | | | | | | | | | | | | |
| **Communication and Language**  Progression of Skills Roadmap  **Schemes**  Book Talk  Talk for Writing | To start and continue a conversation with children and adults.  Use sentences of up to 6 words.  Understand a two-part instruction.  Understand why questions.  Enjoys stories and can remember most of what happens. | | Understand how to listen carefully and know why listening is important.  Engage in story time.  To have a repertoire of songs and stories that they can re-enact.  Describe events in some detail.  Learn new vocabulary.  Develop social phrases. | | | Listen carefully to rhymes and songs, paying attention to how they sound.  Listen to and talk about stories to build familiarity and understanding. | Use new vocabulary through the day.  Connect one idea or action to another using a range of connectives. | | Learn rhymes, poems and song.  Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen.  Ask questions to find out more and to check they understand what has been said to them.  Use new vocabulary in different contexts. | | | Articulate their ideas and thoughts in well-formed sentences.  Retell a story, once they have development a deep familiarity with the text; some as exact repetition and some in their own words.  To engage and talk about non-fiction books to deepen knowledge and vocabulary. |
| **Reading**  Progression of Skills Roadmap  **Schemes**  Rocket Phonics  Book Talk  Talk for Writing | Can hear words that rhyme e.g. in a story or song.  Understand print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the name of the different parts of a book.  Recognise words with the same initial sound.  Counts or claps syllables in a word.  Beginning to orally blend CVC words. | | Recognise all Set 1 sounds introduced.  Blend to read words using Set 1 sounds introduced. | | | Read simple phrases and sentences made up of Set 1 sounds. | Start to re-read books to build their confidence and fluency.  Demonstrate understanding of what has been read to them by retelling stories and narratives. | | Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.  Anticipate – where appropriate – key events in stories.  Recognise Set 2 sounds (at least 10 digraphs) | | | Read words consistent with their phonic knowledge by sound-blending.  To read 45 Reception words by sight.  To read with a good level of fluency, books that contain Set 1 and 2 sounds and words (HF words being read by sight on most occasions). |
| **Rocket Phonics Knowledge Progression** | **Rocket Phonics Sounds**  s, a, t, i, p, n, m, d, g, o, c, k | | **Rocket Phonics Sounds**  ck, e, u, r, h, b, f, ff, l, ll, ss | | | **Rocket Phonics Sounds**  j, v, w, k, x, y, z, zz, z as in bugs, qu | **Rocket Phonics Sounds**  ch, sh, th as in thumb and th as in feather, ng, ai, ee, igh, oa oo as in book and oo as in moon | | **Rocket Phonics Sounds**  ar, or, ur, ou, ow as in owl, oi, ear, air, ure, er | | | **Rocket Phonics Sounds**  wh as in wheel, ph as in dolphin, ay as in crayon, a-e as in cake, a as in acorn, e-e as in scene, i-e as in shield, ea as in peach |
| **Rocket Phonics Sight Words**  I, the, go, to, no, into | | | | | **Rocket Phonics Sight Words**  He, she, we, me, be, was, my, you, her, they, all, are | | | **Rocket Phonics Sight Words**  Some, one, said, come, do, so, were, when, have, there, out, like, little, what | | | |
| **Writing**  Progression of Skills Roadmap  **Schemes**  Rocket Phonics  Talk for Writing | Holds a pencil correctly.  Has a dominant hand.  Draws pre-writing shapes.  Writes some or all of their name. | | Traces letters with good control.  Hears and writes the initial sounds in words.  Beginning to segment the sounds in words to write CVC words. | | | Independently segments the sounds in words to write CVC words.  Forms lower-case letters correctly. | Forms capital letters correctly.  Orally rehearses and writes a simple caption. | | Spells all phase Set 1 and some Set 2 sight words correctly in their writing.  Writes sentences that can be read by themselves and others. | | | Writes short sentences using capital letters, finger spaces and full stops.  Begins to make suggestions as to how their work could be improved. |
| **Key Vocabulary**  Vocabulary Ninja? |  | |  | | |  |  | |  | | |  |
| **Key Authors** | Julia Donaldson | | Nick Butterworth | | |  |  | |  | | |  |
| **Key Quality Texts** | Goldilocks and the Three Bears  The Little Red Hen  Zog | | The Gruffalo  Room on the Broom  The Jolly Christmas Post-man  The Snowman | | | Dear Zoo  The Tiger Who Came to Tea  Oi Frog | Supertato | | The Very Hungry Caterpillar  Jack and the Beanstalk | | | Commotion in the Ocean  The Lighthouse Keepers Lunch |
| **ELG Communication and Language** | **Listening, Attention and Understanding** | | | | | | **Speaking** | | | | | |
| • 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. | | | | | | • Participate in small group, class and one-to-one discussions, offering their own  ideas, using recently introduced vocabulary.  • Offer explanations for why things might happen, making use of recently introduced  vocabulary from stories, non-fiction, rhymes and poems when appropriate.  • Express their ideas and feelings about their experiences using full sentences,  including use of past, present and future tenses and making use of conjunctions,  with modelling and support from their teacher. | | | | | |
| **ELG Physical Development** | **Fine Motor** | | | | | | | | | | | |
| Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. | | | | | | | | | | | |
| **ELG Literacy** | **Comprehension** | | | | | **Word Reading** | | | **Writing** | | | |
| • 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, nonfiction, rhymes and poems and during role play. | | | | | • 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. | | | • Write recognisable letters, most of which are  correctly formed.  • Spell words by identifying sounds in them and  representing the sounds with a letter or letters.  • Write simple phrases and sentences that can be read by others. | | | |
| **ELG Expressive Arts and Design** | **Creating with Materials** | | | | | | **Being Imaginative and Expressive** | | | | | |
| • Make use of props and materials when role playing characters in narratives and stories. | | | | | | • Invent, adapt and recount narratives and stories with peers and their teacher. | | | | | |
| **Maths** | | | | | | | | | | | | |
| **Maths**  Progression of Skills  **Schemes**  Number Sense  White Rose | Fast recognition of up to 3 objects (subitising).  Carefully count objects to 5.  Show finger numbers up to 5.  Link numerals and amounts up to 5.  Recite numbers to 5.  Know that the last number reached when counting a small set of objects tell you how many there are in total.  Understand position (through words).  **White Rose**  **Getting to know you**  Routines  Key times of day  Exploring maths in continuous provision  **Just Like Me**  Match, sort and compare amounts  Compare size, mass and capacity  Exploring pattern | | Solve real world mathematical problems with numbers up to 5.  Carefully count objects to 10 (1:1 correspondence).  Compare amounts using the language ‘more’ and ‘fewer’.  Create ABAB patterns + correct an error in a repeating pattern.  Know one more/one less than numbers to 5.  Talk about and explore 2D and 3D shapes using informal and mathematical language.  **White Rose**  **It’s Me 1,2,3**  Representing 1,2 & 3  Comparing 1,2 & 3  Composition of 1,2 & 3  Circles and Triangles  Positional Language  **Light and Dark**  Representing numbers to 5  One more and one less  Shapes with 4 sides  Time | | | Recognise different representations of numbers to 10 (including numerals).  Subitise amounts up to 5. Begin to recognise larger numbers as ‘5 and …. more’.  Explore the composition of numbers to 10 using manipulatives.  **White Rose**  **Alive in 5**  Introducing zero  Comparing numbers to 5  Composition of 4 & 5  Comparing mass  Comparing capacity  **Growing 6, 7, 8**  Numbers 6, 7 & 8  Combining two amounts  Making pairs  Length and height  Time | Know one more/one less than numbers to 10 and understand the relationship between consecutive numbers.  Automatically recall some number bonds to 5.  Compare length, weight and capacity.  Compose and decompose shapes so that children recognise a shape can have other shapes within it.  **White Rose**  **Building 9 & 10**  Counting to 10  Comparing numbers to 10  Number bonds to 10  3D shapes  Spatial awareness  Patterns | | Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.  Verbally count beyond 20, recognising the pattern of the counting system.  Automatically recall some doubles.  **White Rose**  **To 20 and Beyond**  Building numbers beyond 10  Counting patterns beyond 10  Spatial reasoning  Match, rotate, manipulate  **First Then Now**  Adding more  Taking away  Spatial reasoning  Compose and decompose | | | Represent patterns within numbers up to 10, including evens and odds and how quantities can be distributed equally.  Automatically recall some number bonds within 10.  **White Rose**  **Find my Pattern**  Doubling, sharing & grouping  Odd and even  Spatial reasoning  Visualise and build  **On the Move**  Deepening understanding  Patterns and relationships  Spatial reasoning  Mapping |
| **Key Vocabulary** |  | |  | | |  |  | |  | | |  |
| **Key Quality Texts** |  | |  | | |  |  | |  | | |  |
| **ELG Maths** | **Number** | | | | | | **Numerical Patterns** | | | | | |
| • 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. | | | | | | • 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. | | | | | |
| **PSHE/RSE** | | | | | | | | | | | | |
| **Personal, Social and Emotional Development**  **Understanding the World**  Progression of Skills  **Schemes**  PSHE Association  Purple Mash | **Health and Well-Being** | | | | | **Relationships** | | | **Living in the Wider World** | | | |
| **Healthy Lifestyles** | **Growing and Changing** | | **Keeping Safe** | | **Feelings and Emotions** | **Healthy Relationships and Valuing Difference** | | **Rights and Responsibilities** | | | **Money** |
| Know and talk about the different factors that support their overall health and wellbeing: personal hygiene; regular physical activity; healthy eating; toothbrushing; sensible amounts of ‘screen time’; having a good sleep routine.  Know how to manage their own basic hygiene and personal needs, including dressing and going to the toilet independently.  Understand and talk about the importance of healthy food choices and how they can make better choices for themselves. | Begin to make sense of their own life-story and family’s history.  Talk about members of their immediate family and community.  Name and describe people who are familiar to them.  To talk about their bodies and understand the similarities and differences in the bodies of others.  Know that every single body is unique and special. | | Explain the reasons for rules, know right from wrong and try to behave accordingly.  Know and understand how to negotiate space and obstacles safely, with consideration for themselves and others.  Know and talk about how to be a safe pedestrian.  Know and talk about internet safety. Know how to seek help when engaging with different types of technology. | | Know how to express their feelings and consider the feelings of others.  Know and talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.  To know and talk about positive and negative feelings.  To know how to tell others when they like/dislike something.  Identify and moderate their own feelings socially and emotionally.  Know and understand the differences between people and think about the perspectives of others.  Know how to express their ideas and feelings about their experiences.  Know how to set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. | Know how to work and play cooperatively and take turns with others.  Know how to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.  Know how to use talk to work out problems and organise thinking and activities, explain how things work and why they might happen.  Know and talk about the meaning and importance of friendship.  Know how to build constructive and respectful relationships with people who are different.  To show sensitivity to their own and others’ needs.  To understand and respect differences in family situations.  To know and talk about people who have different beliefs and celebrate special times in different ways.  To form positive attachments to adults and friendships with peers.  To talk about and identify bullying.  To understand the impacts of bullying and how to seek help. | | To develop their sense of responsibility and membership of a community.  To show interest in different occupations.  To talk about the lives of people around them and their roles in society.  To see themselves as a valuable individual.  To know and talk about their individuality and respect the differences of others.  To know and respect that different rules and habits apply when it comes to nudity and privacy. To understand that rules and habits can differ per situation. | | | To recognise what money looks like.  To begin to understand what money is used for.  To begin to understand that not all people have money and privileges we have.  To develop an awareness of charities and how these help others.  **Spring Fever Lesson Focus**   1. **Who am I?** 2. **What do I feel?** 3. **Being naked** 4. **At home** 5. **We are friends** |
| **Key Vocabulary** |  |  | |  | |  |  | |  | | |  |
| **Key Quality Texts** |  |  | |  | | Guess How Much I Love You  Not Now Bernard | Aliens Love Underpants | |  | | |  |
| **ELG Personal, Social and Emotional Development** | **Self-Regulation** | | | | | **Managing Self** | | | **Building Relationships** | | | |
| • 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. | | | | | • 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. | | | • 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. | | | |
| **ELG Understanding the World** | **Past and Present** | | | | | | **People, Culture and Communities** | | | | | |
| • Talk about the lives of the people around them and their roles in society. | | | | | | • Describe their immediate environment using knowledge from observation,  discussion, stories, non-fiction texts and maps.  • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. | | | | | |
| **Personal Growth** | | | | | | | | | | | | |
| **Personal, Social and Emotional Development**  **Understanding the World**  Progression of Skills | **Garden to Plate**  **Sustainability**  Cooking and growing food.  Understanding where  different foods come from.  Understanding what  processes food will have gone through before arriving on their plate.  • Understand the life cycle of plants and animals?  • Understand that all food comes from plants or  animals?  • Describe how food makes the journey from farm to fork?  • Understand  what plants need to  grow?  • Know that ingredients are available from a range  of sources (shops, markets, grown at  home)?  • Select and use appropriate tools needed for a recipe?  • Use tools effectively and safely?  • Identify and use the  Appropriate ingredients for a recipe?  • Complete basic hygiene tasks? (e.g. wash hands) | | **Peace and Conflict**  **Social Responsibility**  Understanding what conflict is.  Solutions for resolving  conflict.  • Know how own actions  have consequences.  • Know some basic ways to  avoid, manage and resolve conflict.  • Participate in group  activities.  • Take turns and share.  • Manage disputes  peacefully. | | | **Investors**  **Financial Capability**  Using money effectively.  Understanding making  and losing money.  Understanding the  importance of saving.  Understanding good  value for money.  • Beginning to recognise that they will need to use money in different ways?  • Can they name different ways money can be used? E.g. saving, spending, giving.  • Beginning to understand why money is used? | **Planet Heroes**  **Environmental Sustainability**  Understanding the things that affect their immediate, local and  global environment.  Work on something  that could improve  their immediate, local  or global environment.  • Develop appreciation of and care for, living things and own  environment.  • Develop sense of wonder and curiosity about the world.  • Beginning to value  Resources.  • Develop a belief that  everyone can do things  to improve surroundings and support others. | | **Escape Rooms**  **Resilience and Cooperation**  Develop resilience skills with different practical activities linked to the idea of escape rooms.  Develop the skills  in relation to decision  making, problem solving and emotional regulation. This will include looking at  breaking problems down into smaller steps – linking this to problems in everyday life.  • Identify emotions we  might feel when we find something challenging?  • Identify some good ways  to deal with problems – e.g.  instead of becoming  annoyed, talk to an adult or ask for help.  • Know that sometimes things go wrong and that’s ok?  • Opportunities to  make choices based on a  problem. | | | **Failing Greats**  **Dreams and Aspirations**  **Dr Seuss**  **Walt Disney**  Understand how making mistakes, help your brain grow.  Understand what makes a growth mindset.  Understand how they can learn from failure.  Understand how people in society may of failed before succeeding.  Understand mindset is how you see the world.  Learn that effort, hard work, taking risks, practice, perseverance,  determination all lead to success.  Opportunities to try a variety of challenges each week where they will fail and need to try and try  again.  Develop understanding of growth mindset.  Look at famous people  that have had success  and failure.  • Understand taking risks and trying new things is  part of learning and  growing.  • Understand how their efforts have contributed to achievements.  • Look at babies and  how they learn to walk  etc. Why don’t babies  give up?  Challenges:  Tallest Lego tower in 1  minute.  Balancing scales with  water. |
| **Key Vocabulary** |  | |  | | |  |  | |  | | |  |
| **Key Quality Texts** |  | |  | | |  |  | |  | | |  |
| **ELG Personal, Social and Emotional Development** | **Self-Regulation** | | | | | **Managing Self** | | | **Building Relationships** | | | |
| • 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. | | | | | • 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. | | | • 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. | | | |
| **ELG Understanding the World** | **Past and Present** | | | | | **People, Culture and Communities** | | | **The Natural World** | | | |
| • 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. | | | | | • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what  has been read in class.  • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts  and (when appropriate) maps. | | | • Explore the natural world around them, making observations and drawing pictures of animals and plants.  • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.  • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | | | |
| **PE** | | | | | | | | | | | | |
| **Physical Development**  Progression of Skills  **Schemes**  Primary PE | **Ball Skills**  To develop a range of ball skills:  • Throw to self, catching a soft ball/balloon.  • Experiment with rolling the ball, throw and catch to self and to a partner (hand eye co-ordination).  • To control a ball whilst moving and changing direction.  • Explore throwing and catching of different types of balls.  • To pass with a partner in sequence (counting to 5 and 10).  • To stop a ball with different parts of the body.  • To kick the ball with feet to a partner. | | **Multi Skills**  To move in a variety of ways:  • Experiment with different ways of moving (agility).  • Experiment with different ways of balancing.  • Experiment with different ways of throwing a moving a ball with different body parts (co-ordination).  • Pass and manipulate a variety of PE resources.  • Move with different objects in their hands.  • Follow a partner.  • Work collaboratively with friends in a team – taking turns. | | | **Gymnastics**  • To develop overall body strength, balance, coordination and agility.  • Confidently and safely use a range of large and small apparatus.  • Experiment with different space shapes.  • Experiment with different jumps.  • Experiment with different ways of rolling.  • Experiment with balancing on different body parts.  • Experiment moving along the floor in different ways. | | **Dance**  • Experiment with different ways of moving.  • To move in time to music.  • Experiment with actions at different levels  • To develop a more fluent style of moving, with developing control and grace.  Combine different movements with ease and fluency.  • Explore movement that expresses different  characters or animals to the music.  • Explore and engage in music making and dance, performing solo or in groups. | | | **Athletics**  • To develop overall body strength, balance, coordination and agility.  • Experiment and manipulate a variety of PE resources.  • Experiment with different ways of throwing.  • Experiment with different ways of jumping.  • Work collaboratively with friends in a team – taking turns. | |
| **Outdoor Learning**  • Demonstrate strength, balance and coordination when playing.  • Match their developing physical skills to tasks and activities in the setting. E.g., they decide whether to crawl, walk or run across a plank, depending on its length and width.  Choose the right resources to carry out their own plan. E.g., choosing a spade to enlarge a small hole they dug with a trowel.  • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. | | | | | | | | | | | |
| **Skills Acquired Across the Year** | Manage their own basic hygiene and personal needs, including dressing.  Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.  To move energetically, demonstrating fundamental movement skills they have already acquired: rolling; running; crawling; hopping; walking; skipping; jumping; climbing.  Negotiate space and obstacles safely, with consideration for themselves and others.  Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.  Create and work collaboratively, sharing ideas, resources and skills.  Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Know and talk about the different factors that support overall health and wellbeing: - regular physical activity. | | | | | | | | | | | |
| **Key Vocabulary** |  | |  | | |  |  | |  | | |  |
| **ELG Physical Development** | **Gross Motor Skills** | | | | | | | | | | | |
| • Negotiate space and obstacles safely, with consideration for themselves and others.  • Demonstrate strength, balance and coordination when playing.  • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. | | | | | | | | | | | |
| **RE** | | | | | | | | | | | | |
| **Understanding the World**  Progression of Skills  **Schemes**  Leicestershire Agreed Syllabus  Understanding Christianity? | **Making Sense** | | | | | **Understanding Impact** | | | **Making Connections** | | | |
| **Modules?**  **Key Questions?**  Develop their sense of responsibility and membership of a community.  Continue to develop positive attitudes about the differences between people.  Understand that some places are special to members of their community.  Recognise that people have different beliefs and celebrate special times in different ways.  Understand the past through settings, characters and events encountered in books read in class and storytelling.  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.  Retell stories, talking about what they say about the world, God, human  beings.  Begin to recognise the word ‘incarnation’ as describing the belief that God came to Earth as Jesus.  Retell and talk about religious stories.  Recognise and retell stories connected with celebration of Easter.  Say why Easter is a special time for Christians.  Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God.  Recognise some religious words, e.g. about God.  Identify a sacred text e.g. Bible, Torah. | | | | | **Modules?**  **Key Questions?**  See themselves as a valuable individual.  Think about the perspectives of others.  Show sensitivity to their own and others’ needs.  Say how and when Christians like to thank their Creator.  Recall simply what happens at a traditional Christian festival (Christmas).  Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc.  Talk about some ways Christians remember these stories at Easter.  Recall simply what happens at a traditional Christian infant baptism and dedication.  Recall simply what happens when a baby is welcomed into a religion other than Christianity.  Recognise that some religious people have places which have special meaning for them.  Talk about the things that are special and valued in a place of worship.  Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus’ story about the ten lepers teaches about saying ‘thank you’, and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc. | | | **Modules?**  **Key Questions?**  Talk about the lives of the people around them and their roles in society.  Talk about members of their immediate family and community.  Talk about and describe people who are special  to them.  Say what makes their family and  friends special to them.  Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world.  Think about the wonders of the natural world, expressing ideas and feelings.  Talk about what people do to mess up the world and what they do to look after it.  Making connections with personal experiences.  Talk about ideas of new life in nature.  Make connections with signs of new life in  nature.  Retell religious stories making connections with personal experiences.  Share and record occasions when things have happened in their lives that made them feel special.  Talk about somewhere that is special to themselves, saying why.  Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.  Express a personal response to the  natural world.  Identify some of their own feelings in the stories they hear. | | | |
| **Key Vocabulary** |  | |  | | |  |  | |  | | |  |
| **Key Quality Texts** |  | |  | | |  |  | |  | | |  |
| **ELG Understanding the World** | **People, Culture and Communities** | | | | | | | | | | | |
| • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.  • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts  and (when appropriate) maps. | | | | | | | | | | | |
| **History** | | | | | | | | | | | | |
| **Understanding the World**  Progression of Skills | **Chronological Understanding** | | | | | **Understanding British History** | | | **Historical Enquiry** | | | |
| Begin to make sense of their own life-story and family’s history.  Know some similarities and differences between things in the past and now, | | | | | Understand the past through settings, characters and events encountered in books read in class and storytelling. | | | Draw upon own experiences.  Talk about the lives of people around them and their roles in society.  Compare and contrast characters from stories, including figures from the past.  Comment on images of familiar situations in the past. | | | |
| **Skills Acquired Across the Year** | Distinguish between fact and fiction.  Find answers to simple questions about the past from sources of information.  Understand an event significant to the local area.  Sequence events in their lives. | | | | | | | | | | | |
| **Key Vocabulary** |  | |  | | |  |  | |  | | |  |
| **Key Quality Texts** |  | |  | | |  |  | |  | | |  |
| **ELG Understanding the World** | **Past and Present** | | | | | | | | | | | |
| • 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. | | | | | | | | | | | |
| **Geography** | | | | | | | | | | | | |
| **Understanding the World**  Progression of Skills | **Human and Physical Geography** | | | | | **Location** | | | **Geographical Vocabulary** | | | |
| Explore the natural world around them.  Use all their senses in hands-on exploration of natural  materials.  Begin to understand the need to respect and care for the natural environment and all living things.  Recognise some similarities and differences between life in this country and life in other countries.  Recognise some environments that are different to the one in which they live.  Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.  Understand some important processes and changes in the natural world around them, including the seasons. | | | | | Begin to make sense of and locate where they live in the world.  Know that there are different countries in the world and talk about the differences they have experienced or seen  in photos. | | | Describe and discuss familiar routes and locations using positional and directional language.  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. | | | |
| **Skills Acquired Across the Year** | Understand and use positional language to describe.  Draw information from a simple map.  Make observations about where things are e.g. within school or local area and use sources of information to guide study.  Observe and talk about local geography.  Use relative vocabulary to describe. | | | | | | | | | | | |
| **Key Vocabulary** |  | |  | | |  |  | |  | | |  |
| **Key Quality Texts** |  | |  | | |  |  | |  | | |  |
| **ELG Understanding the World** | **The Natural World** | | | | | | | | | | | |
| • Explore the natural world around them, making observations and drawing pictures of animals and plants.  • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.  • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | | | | | | | | | | | |
| **Science** | | | | | | | | | | | | |
| **Understanding the World**  Progression of Skills | **Everyday Materials** | | | | | **Animals, including Humans** | | | **Everyday Materials** | | | |
| Use all their senses in hands-on exploration of natural materials.  Explore collections of materials with similar and/or different properties.  Explore how things work.  Explore and talk about different forces they can feel.  Understand some important processes and changes in the natural world around them, including changing states of matter. | | | | | Begin to understand the need to respect and care for the natural environment and all living things.  Understand the key features of the life cycle of an animal.  Explore the natural world around them, making observations and drawing pictures of animals.  Know and talk about the different factors that support their overall health and wellbeing.  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  Begin to make sense of their own life-story and family’s history. | | | Use all their senses in hands-on exploration of natural materials.  Explore collections of materials with similar and/or different properties.  Explore how things work.  Explore and talk about different forces they can feel.  Understand some important processes and changes in the natural world around them, including changing states of matter. | | | |
| **Seasonal Changes** | Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.  Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them.  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. | | | | | | | | | | | |
| **Skills Acquired Across the Year** | Learn new vocabulary.  Explore the natural world around them. Describe what they see, hear and feel while they are outside.  Talk about what they see, using a wide vocabulary in different contexts.  Understand ‘why’ questions,  Ask questions to find out more and clarify their understanding.  Articulate and describe their ideas and thoughts in some detail.  Use talk to work out problems and organise thinking and activities. Explain how things work and why they might happen. | | | | | | | | | | | |
| **Key Vocabulary** |  | |  | | |  |  | |  | | |  |
| **Key Quality Texts** |  | |  | | |  |  | |  | | |  |
| **ELG Understanding the World** | **The Natural World** | | | | | | | | | | | |
| • Explore the natural world around them, making observations and drawing pictures of animals and plants.  • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.  • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | | | | | | | | | | | |
| **ICT and Computing** | | | | | | | | | | | | |
| **Understanding the World**  **Physical Development**  Progression of Skills  **Schemes**  Purple Mash | **To Connect (including online safety)**  To independently log in to secure technology.  Understand that using the Internet needs to be supervised by an adult.  Know and talk about the different factors that support their overall health and wellbeing: sensible amounts of ‘screen time’ and how to use technology safely. | | | | | **To Communicate**  Know that images can be added.  Understand how to use a range of recording tools suitable for age group. | | | **To Code**  Explore directional language and symbols and understand how to give simple instructions. | | | |
| **Skills Acquired Across the Year** | Make an object on screen move around.  Explore remote control toys and devices.  Use in class messaging tools.  Create a story using simple multimedia tools programme.  Add simple clip art and their own images. | | | | | | | | | | | |
| **Key Vocabulary** |  | |  | | |  |  | |  | | |  |
| **ELG Physical Development** | **Fine Motor Skills** | | | | | | | | | | | |
| • Use a range of small tools. | | | | | | | | | | | |
| **Art, Design & Technology** | | | | | | | | | | | | |
| **Expressive Arts and Design**  **Understanding the World**  **Physical Development**  Progression of Skills  **Schemes**  Purple Mash | **Painting/Printing**  Use large-muscle movements to paint and make marks.  Explore different textures using different painting resources and techniques.  Show different emotions in their paintings, like  happiness, sadness, fear, etc.  Explore colour and colour mixing.  Recognise that different colours can be made by combining 2 or more colours.  Know and talk about mixtures and colours created.  Use painting to show different emotions, like  happiness, sadness, fear, etc.  To recognise patterns in the environment.  Explore different printing tools.  Explore and create patterns through printing, including repeating patterns. | | | | | **Sketching and Drawing**  Create closed shapes with continuous lines, and begin to use these shapes to represent objects.  Use a variety of tools to create lines and shapes.  Draw with increasing complexity and detail, such as representing a face with a circle and including details.  Use drawing to represent ideas like movement or loud noises.  Use drawing to show different emotions, like  happiness, sadness, fear, etc.  Begin to show accuracy and care when drawing. | | | **Textiles, Collage and 3D Form**  Experiment, manipulate and combine a variety of media.  Experiment, manipulate and join a range of malleable media. | | | |
| **Skills Acquired Across the Year** | **Working with tools, equipment and components to make quality products including food.**  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function, e.g., cut, trim, tear, glue, stick, scrunch, attach, press, mix, fold etc.  Develop fine motor skills to use a range of tools competently, safely and confidently.  Use a comfortable grip with good control when holding writing and mark making resources.  Explore, use and refine a variety of artistic effects to express their ideas and feelings. | | | | **Developing, planning and communicating ideas.**  Explore different materials freely, in order to develop their ideas about how to use them and what to make.  Develop their own ideas and then decide which materials to use to express them.  Choose the right resources to carry out their own plan.  Create collaboratively, sharing ideas, resources and skills. | | **Evaluating processes and products.**  Share their creations, explaining the process they have used.  Return to and build on their previous learning, refining ideas and developing their ability to represent them. | | | **History of Art**  Reflect on a repertoire of different artists and their artwork.  Reflect on how different types of art make us feel and appreciate where it came from.  Explore art of the world. | | |
| **Key Vocabulary** |  | |  | | |  |  | |  | | |  |
| **Key Artists** | Wassily Kandinsky  Concentric circle art  Piet Mondrian  Line art using squares and rectangles | | Claude Monet  ‘Poppies’ (Remembrance)  Van Gough  ‘Starry Night’  Andrew Pollock  Drizzle and splay paining inspiration | | | Georges Pierre Seurat: ‘The Eiffel Tower’  Fine art inspiration – pointillism (dot art)  Andy Warhol  ‘Endangered Species’  African Art: textiles, masks, jewellery, sculptures | Photographers that show what Spring looks like around the world  Georgia O’Keefe  Flower art | | Henri Matisse  Collage inspiration  Drawing with scissors  ‘The Snail’  Book: Matisse’s Magical Trail | | | Sudarsan Pattnaik  Sand Sculptor  Gustav Klimt  ‘The Tree of Life’ |
| **ELG Expressive Arts and Design** | **Creating with Materials** | | | | | | | | | | | |
| • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  • Share their creations, explaining the process they have used.  • Make use of props and materials when role playing characters in narratives and stories. | | | | | | | | | | | |
| **ELG Understanding the World** | **Past and Present** | | | | | | **The Natural World** | | | | | |
| • Understand the past through settings, characters and events encountered in books read in class and storytelling. | | | | | | • Explore the natural world around them, making observations and drawing pictures of animals and plants. | | | | | |
| **ELG Physical Development** | **Fine Motor Skills** | | | | | | | | | | | |
| • Use a range of small tools, including scissors, paintbrushes and cutlery.  • Begin to show accuracy and care when drawing. | | | | | | | | | | | |
| **Music** | | | | | | | | | | | | |
| **Expressive Arts and Design**  **Understanding the World**  **Physical Development**  Progression of Skills  **Schemes**  Charanga | **Listening**  Listen carefully to rhymes and songs, paying attention to how they sound.  To know that the words of songs can tell stories and paint pictures.  Listen attentively, move to and talk about music, expressing their feelings and responses. | | **Singing and Performing**  Remember and sing a large repertoire of songs, including well known nursery rhymes.  Sing in a group or on their own, increasingly matching the pitch and following the melody.  Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.  Perform nursery rhymes and songs by singing and adding actions or dance.  Perform a nursery rhyme or song adding a simple instrumental part. | | | **Playing Instruments**  Play instruments with increasing control to express their feelings and ideas. | **Experimenting, Creating and Combining**  Use large-muscle movements to wave flags and streamers, paint and make marks.  Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Combine different movements with ease and fluency.  Create collaboratively sharing ideas, resources and skills. | | **Technical Skills**  To know that we can move with the pulse, rhythm and pitch of the music.  Sing the pitch of a tone sung by another person (‘pitch match’).  Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. | | | **Composing**  To know that songs have sections.  Create their own songs, or improvise a song around one they know.  Explore and engage in music making and dance, performing solo or in groups. |
| **Skills Acquired Across the Year** | **Appreciation and Understanding**  Respond to what they have heard, expressing their thoughts and feelings.  Return to and build on their previous learning, refining ideas and developing their ability to represent them.  To talk about and reflect on my performance. | | | | | | **The History of Music**  Perform, listen to and reflect on a repertoire of different music.  Reflect on how different types of music makes us feel and appreciate where it came from.  Explore music of the world. | | | | | |
| **Key Vocabulary** |  | |  | | |  |  | |  | | |  |
| **Key Musicians** |  | |  | | |  |  | |  | | |  |
| **ELG Expressive Arts and Design** | **Creating with Materials** | | | | | | **Being Imaginative and Expressive** | | | | | |
| • 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. | | | | | | • Sing a range of well-known nursery rhymes and songs.  • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. | | | | | |
| **ELG Understanding the World** | **Past and Present** | | | | | | | | | | | |
| • Understand the past through settings, characters and events encountered in books read in class and storytelling. | | | | | | | | | | | |
| **ELG Physical Development** | **Fine Motor Skills** | | | | | | | | | | | |
|  | • Use a range of small tools. | | | | | | | | | | | |