



Temple Learning Academy – EYFS Long Term Plan



Our Curriculum Vision

Our long-term curriculum plan supports our vision and overarching aim to provide our children with a broad and balanced curriculum, accessible to all. We prioritise developing positive relationships, nurturing the personal and social development of the children and ensuring that communication and language is at the heart of what we do.

Our provision both indoors and outdoors and our curriculum design promotes a love of exploring and learning and will equip our learners with the skills, knowledge, and desire to become the best version of themselves.

Our curriculum is delivered through a balance of adult-led and child led experiences and high – quality interactions and play are fundamental to the children’s development.

<p>We are guided by the overarching principles of the EYFS Statutory Framework and we prioritise.</p> <p><i>The Unique Child</i></p> <p><i>Building Positive Relationships</i></p> <p><i>Creating Enabling Environments</i></p> <p><i>Supporting and facilitating Learning and Development for all</i></p>	<p>Our TLA CORE Values underpin our approach;</p>  <p>Each term/half term has an overarching theme ensuring key curriculum coverage is planned. This is enhanced by following the children’s interests and adapting provision and interactions to support this.</p> <p>Enrichment activities such as visits and visitors are carefully planned to further enhance learning experiences by the children acquiring skills and knowledge first hand. Parental/Carer engagement events are woven into the Reception Year and reinforce the important relationship between home and school at the beginning of the children’s learning journeys.</p>	<p>We promote the development of the characteristics of effective learning in our wholistic approach to teaching and learning in Reception.</p> <p><i>Playing and exploring</i> - children investigate and experience things, and ‘have a go.’</p> <p><i>Active learning</i> - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.</p> <p><i>Creating and thinking critically</i> - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</p>
--	---	--



TLA – EYFS Long Term Plan - Themes



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Over-Arching Theme	Me, myself and I!	How do we celebrate?	Helpful Heroes!	Once Upon a Time	How we grow	Transport and Travel!
Vocabulary	kind, safe, family, community, feelings	Celebrations, festivals, Autumn Past, Present, Winter, nativity, healthy	Emergency, visitor, address, safety, Spring	Once Upon A Time, Happily Ever After, Character, Setting, predict	Nocturnal, diurnal, habitat, life cycle, hibernation, migration, environment, recycle	Summer, Transport, travel, journey, destination, navigate, vehicles, location
Celebrations and Enrichment Experiences	Autumn Walk – school grounds Birthdays Diwali Halloween	Remembrance Day Christmas Local Area Walk – Post Box	Chinese New Year Police Officer Visit Firefighter visit Winter Walk – Local Area	Minibeast Hunt Visit to Halton Library	Visit to Temple Newsam Farm Spring Walk – School Grounds	Sport's Day Summer Walk – Local Area
Coverage	I am special My body 5 Senses Houses and homes Celebrations Toys		Doctors & Nurses Teachers Dentists Lifeguards Firefighters Police Vets Helping myself		Farm Animals Habitats Hibernation Nocturnal/Diurnal Mini Beasts Life Cycles Planting and Growing	Cars Buses Boats Planes Bikes Walking Around the world Journeys Transition to Year 1
Parental/Carer Engagement Event(s)	RWI Intro and Funky Fingers Disco	Christmas Nativity	Pancake Pandemonium	Junk Modelling Workshop	RWI Session	Maths Session



Communication & Language



Educational Programme: The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme →						
Aspect of Learning ↓	Me, myself and I!	How do we celebrate?	Helpful Heroes!	Once upon a time	How we grow	Transport and Travel!

Listening, attention and understanding	<p>Listen to other people's talk with interest</p> <p>Develop pretend play:</p> <p>Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>Identify familiar objects and properties for practitioners when they are described.</p> <p>Understand and act on longer sentences</p> <p>Understand simple questions about 'who', 'what' and 'where'</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Listen carefully to rhymes and songs.</p>	<p>Listen to other people's talk with interest</p> <p>Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</p> <p>Understand simple questions about 'who', 'what' and 'where'</p> <p>Understand 'why' questions</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Use a wider range of vocabulary.</p> <p>Listen carefully to rhymes and songs.</p> <p>Engage in story times.</p>	<p>Listen to and talk about stories to build familiarity and understanding</p> <p>Learn different rhymes, poems and songs</p> <p>Engage in non-fiction books</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and language</p>	<p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>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.</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>
Speaking	<p>Make themselves understood.</p> <p>Start to say how they are feeling, using words as well as actions. Start to develop conversation, often jumping from topic to topic.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play.</p>	<p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Use longer sentences of 4-6 words</p> <p>Be able to express a point of view</p> <p>Describe events in detail</p>	<p>Use new vocabulary throughout the day and in different contexts</p> <p>Ask questions to find out more and check they understand what has been said to them</p> <p>Articulate their ideas and feelings in well-formed sentences</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Use talk to help work our problems and organise thinking and activities and to explain how things work and why they happen</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>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</p>	<p>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</p>

Early Learning Goals for Communication and Language

Children at the expected level of development will:

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.

Readiness For Year 1 and beyond

- To listen to others in a range of situations
- To understand and follow instructions
- To recognise when it is their turn to speak in a discussion.
- To be competent in Speaking and Listening
- To organise their thoughts into sentences before expressing them.
- To speak for a range of purposes and in front of an audience
- To use appropriate vocabulary to describe their immediate world, environment and feelings.
- To use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.

Communication and Language links to English Primary Curriculum – Speaking

Pupils should be taught to (Y1-6):

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication.



Personal, Social & Emotional Development



Educational Programme: Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme →						
Aspect of Learning ↓	Me, myself and I!	How do we celebrate?	Helpful Heroes!	Once upon a time	How we grow	Transport and Travel!
Self Regulation	Find ways to calm themselves. Find ways of managing transitions, for example from their parent to their key person. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.	Find solutions to conflict and rivalries.	See themselves as a valuable individual Identify and moderate their own feelings socially and emotionally.	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	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.	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	Express preferences and decisions. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Learn to use the toilet with help, and then independently. Make healthy choices about food, drink, activity and toothbrushing.	Select and use activities and resources with help when needed. Be more outgoing with unfamiliar people in the safety of their setting. Be increasingly independent meeting their own care needs. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Make healthy choices about food, drink, activity and toothbrushing.	Make healthy choices about food, drink, activity and toothbrushing. Being a safe pedestrian. Show resilience and perseverance in the face of a challenge	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	Know and talk about the different factors that support their overall health and wellbeing: being a safe pedestrian	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.
Building Relationships	Engage with others through gestures, gaze and talk and use that engagement to achieve a goal. Develop their sense of membership of a community. Play with one or more other children, extending and elaborating play ideas.	Play with one or more other children, extending and elaborating play ideas. Understand gradually how others might be feeling.	Build constructed and respected relationships. Express their feelings and consider feeling of others. Think about the perspectives of others.	Show sensitivity to their own and to others' needs	Become more outgoing with unfamiliar people, in the safe context of their setting	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.

Early Learning Goals for Personal, Social and Emotional Development

Children at the expected level of development will:

Self Regulation	Managing Self	Building Relationships
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

Readiness For Year 1 and beyond

Relationships

- Knows right from wrong and can explain why it is important to have boundaries and routines
- Working and play co-operatively and taking turns with others
- Recognise and show sensitivity to their own and others needs
- Recognise similarities and differences between themselves and others

Health and Wellbeing

- Managing their own personal hygiene and basic needs
- Shows an understanding of their own feelings; and those of others
- Being to regulate their behaviour
- Shows an understanding of how to stay safe in a range of common situations.

Living in the wider world

- Shows care and concern for living things.
- Name and describe people who might help us in the local community (police, fire service, doctors and teachers).

Believing

- To know that different people have different faiths
- To know that some stories come from different holy books, and to express ideas in response to those stories

Living

- To know that different people have different times of celebration
- To understand that different people have different ways of celebrating major events
- To know that people of all faiths can and do live well alongside each other
- To enjoy joining in with family customs and routines
- To be able to express some of their own families' customs and traditions

Expressing

- To know that different people have a range of different ways of showing their beliefs, including prayers and worship
- To know about the similarities and differences between themselves and others, and among families, communities, cultures and traditions

Personal, Social and Emotional Development links to Primary Curriculum - Personal Development

- Pupils should be taught: a. to recognise what they like and dislike, what is fair and unfair, and what is right and wrong; b. to share their opinions on things that matter to them and explain their views; c. to recognise, name and deal with their feelings in a positive way; d. to think about themselves, learn from their experiences and recognise what they are good at; e. how to set simple goals.
- to take part in discussions with one other person and the whole class; b. to take part in a simple debate about topical issues; c. to recognise choices they can make, and recognise the difference between right and wrong; d. to agree and follow rules for their group and classroom, and understand how rules help them; e. to realise that people and other living things have needs, and that they have responsibilities to meet them; f. that they belong to various groups and communities, such as family and school; 2 g. what improves and harms their local, natural and built environments and about some of the ways people look after them; h. to contribute to the life of the class and school; i. to realise that money comes from different sources and can be used for different purposes.
- a. how to make simple choices that improve their health and wellbeing; b. to maintain personal hygiene; c. how some diseases spread and can be controlled; d. about the process of growing from young to old and how people's needs change; e. the names of the main parts of the body; f. that all household products, including medicines, can be harmful if not used properly; g. rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

- to recognise how their behaviour affects other people; b. to listen to other people, and play and work cooperatively; c. to identify and respect the differences and similarities between people; d. that family and friends should care for each other; e. that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.
- a. take and share responsibility (for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well); b. feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves); c. take part in discussions (for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from'); d. make real choices (for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly); e. meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse); f. develop relationships through work and play (for example, by sharing equipment with other pupils or their friends in a group task); g. consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues); h. ask for help (for example, from family and friends, midday supervisors, older pupils, the police.)



Physical Development



Educational Programme: Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives⁶. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme →						
Aspect of Learning ↓	Me, myself and I!	How do we celebrate?	Helpful Heroes!	Once upon a time	How we grow	Transport and Travel!
Gross Motor Skills	<p>Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources. Walk, run, jump and climb – and start to use the stairs independently. Use a scooter or ride a balance bike. Explore different materials and tools. Use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>Enjoy starting to kick, throw and catch balls. Walk, run, jump and climb – and start to use the stairs independently. Use a scooter or ride a balance bike. Use large-muscle movements to wave flags and streamers, paint and make marks. Go up steps using alternate feet Skip, hop, stand on one leg and hold a pose. Match their developing physical skills to task activities e.g., they decide whether to crawl, walk or run across a plank depending on its length and width</p>	<p>Further develop and refine a range of ball skills including; throwing, catching, kicking, passing, batting and aiming.</p>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination, and agility.</p>	<p>Progress towards a more fluent style of moving, with developing control and grace Combine different movements with ease and fluency. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>

Fine Motor Skills	Manage buttons and zips, and pour drinks. Start eating independently and learning how to use a knife and fork. Develop manipulation and control. Explore different materials and tools. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on.	Choose the right resources to carry out own plan Use one handed tools and equipment for example making snips in paper with scissors Use a comfortable grip when using pens/pencils Manage buttons and zips and pour drinks. Develop manipulation and control. Explore different materials and tools. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently – pencils, paintbrushes, scissors, cutlery Develop the foundations of a handwriting style Use core muscle strength to achieve a good posture when sitting at a table or on the floor.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.	Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
-------------------	---	--	--	--	---	--

Early Learning Goals for Physical Development
Children at the expected level of development will:

Gross Motor Skills	Fine Motor Skills
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.

Readiness For Year 1 and beyond

Fundamentals

- To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education.
- To use their core muscle strength to achieve a good posture.
- To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group

Ball Skills

- To combine different movements with ease and fluency.
- To develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.
- To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

Games

- To negotiate space and obstacles safely, with consideration for themselves and others.
- To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Gymnastics

- To revise and refine a range of fundamental movement skills e.g. rolling, crawling, walking, jumping, running, hopping, skipping and climbing.
- To combine different movements with ease and fluency.

Dance

- To use a more fluent style of moving, developing control and grace.
- To combine different movements with ease and fluency.

Physical Development links to Primary Curriculum - Physical Education

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.



Literacy



Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme →	Me, myself and I!	How do we celebrate?	Helpful Heroes!	Once upon a time	How we grow	Transport and Travel!
Aspect of Learning ↓						
Comprehension	Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Ask questions about the book. Makes comments and shares their own ideas.	Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Ask questions about the book. Engage in extended conversations around stories learning new vocabulary. Makes comments and shares their own ideas.	Use and understand recently introduced vocab during discussions about non-fiction books and during role play	Anticipate (where appropriate) key events in stories	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading	Repeat words and phrases from familiar stories. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.	Understand the 5 key concepts of print – print has meaning, print has different purposes, we read left to right, top to bottom, names of the different parts of a book and page sequencing. Repeat words and phrases from familiar stories. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.	Develop their phonological awareness so that they can count or clap syllables in a word. Blend sounds into words so that they can read short words made up of known letter/sound correspondences Read a few common exception words (red words) Read simple phrases and sentences made of of words with known sound /word 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. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending.	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words	Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Writing	Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. Make marks on their picture to stand for their name	Use some of their print and letter knowledge in their early writing. Write some or all of their names. Write some letters accurately. Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. Make marks on their picture to stand for their name	Form lower case letters correctly. Spell words by identifying the sounds and then writing the sounds with letters.	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. 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.	Form lower-case and capital letters correctly Write simple phrases and sentences that can be read by others	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.

Early Learning Goals for Literacy Children at the expected level of development will:		
Comprehension	Word Reading	Writing
<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories 14 and narratives using their own words and recently introduced vocabulary. • Anticipate – where appropriate – key events in stories. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

<ul style="list-style-type: none"> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 		
---	--	--

Readiness For Year 1 and beyond

<p><u>Writing</u></p> <ul style="list-style-type: none"> Learning to Write Holds pencils, pens and other marking making tools appropriately so that they can make marks in an increasingly controlled way. To explore language and vocabulary in stories and the environment and begin to use them accurately when talking. <p><u>Writing to Learn</u></p> <ul style="list-style-type: none"> Write independently to communicate their thoughts and ideas about their lived experiences. Write words and sentences to help them to remember what they have done. <p><u>Writing for Enjoyment</u></p> <ul style="list-style-type: none"> Have opportunities to make marks, and then to write about things in the world around them that they are inspired to write about. 	<p><u>Learning to Read</u></p> <ul style="list-style-type: none"> Developing phonemic knowledge through RWI phonics and other phonic opportunities. Developing a knowledge of stories including rhyme and identify the rhyming words within them. Developing their skills and abilities to <i>comprehend</i> within familiar stories, and from pictures in illustrated stories. <p><u>Reading to Learn</u></p> <ul style="list-style-type: none"> Developing their skills and abilities in retelling familiar stories. Recognising that books have information that helps them to learn. <p><u>Reading for Enjoyment</u></p> <ul style="list-style-type: none"> Routinely accessing picture books and stories Listening to others expressively tell stories.
--	--

Literacy links to Primary Curriculum- English

<p><u>Writing transcription - pupils should be taught to spell:</u></p> <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words the days of the week name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] apply simple spelling rules and guidance, as listed in English appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far <p><u>Writing; vocabulary, grammar and punctuation. Pupils should be taught to:</u></p> <ul style="list-style-type: none"> develop their understanding of the concepts set out in English appendix 2 by: leaving spaces between words joining words and joining clauses using ‘and’ 	<p><u>Word reading- pupils should be taught to:</u></p> <ul style="list-style-type: none"> apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings read other words of more than one syllable that contain taught GPCs read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words reread these books to build up their fluency and confidence in word reading. <p><u>Reading comprehension- pupils should be taught to:</u></p> <ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read, and correcting inaccurate reading discussing the significance of the title and events
---	--

- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them



Mathematics



Educational Programme: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme →	Me, myself and I!	How we celebrate	Helpful heroes!	Once upon a time	How we grow	Transport and Trave;
Aspect of Learning ↓						

Number	<p>Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Compare amounts, saying 'lots', 'more' or 'same'.</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p>	<p>Say a number for each item in order 12345 Show finger numbers up to five Knows the last number reached when counting, tells you how many are in total Compare amounts, saying, 'more than' or 'fewer than'. Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p>	<p>Count beyond 10 Show finger numbers up to 8 Knows the last number reached when counting, tells you how many are in total Compare amounts/numbers, saying, 'more than' or 'fewer than'. Develop fast recognition of up to 6 objects, without having to count them individually ('subitising'). Solve real word mathematical problems with numbers up to 5</p>	<p>Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some to 10. Understand the 'one more than/one less than' relationship between consecutive numbers 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</p>	<p>Have a deep understanding of number to 10, including the composition of each number. 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.</p>	<p>Subitise (recognise quantities without counting) up to 5. Have a deep understanding of number to 10, including the composition of each number. 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.</p>
Numerical Patterns	<p>Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</p>	<p>Counts objects, actions and sounds Link the number symbol (numeral) with its cardinal number value Begin to understand one more and one less relationship</p>	<p>Counts objects, actions and sounds Link the number symbol (numeral) with its cardinal number value Begin to understand one more and one less relationship Explore composition of numbers up to 8</p>	<p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts</p>	<p>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</p>	<p>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</p>

Shape. Space and Measures (in addition to statutory curriculum)	Climb and squeeze themselves into different types of spaces. Build with a range of resources. Complete inset puzzles. Compare sizes, weights etc. using gesture and language – 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'. Notice patterns and arrange things in patterns.	Talk about and explore 2D shapes (circles, triangles, rectangles, squares) using informal and mathematical language	Make comparisons between objects relating to capacity and mass. Compare capacity.	Length, Height & Time: Exploring and comparing. Talking about time. Ordering and sequencing time. Shape: Exploring 3D shape Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	Rotates and manipulate shapes	Rotates and manipulate shapes
---	--	---	---	--	-------------------------------	-------------------------------

Early Learning Goals for Mathematics Children at the expected level of development will:	
Number	Numerical Patterns
<ul style="list-style-type: none"> Have a deep understanding of numbers 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. 	<ul style="list-style-type: none"> 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.

Readiness For Year 1 and beyond	
<p>Number</p> <ul style="list-style-type: none"> To count confidently To show a deep understanding of numbers up to 10 To match numerals with a group of objects to show how many there are (up to 10) To be able to identify relationships and patterns between numbers up to 10 To show an awareness that numbers are made up of smaller numbers, exploring partitioning in different ways To add and subtract one in practical activities 	<p>Measurement</p> <ul style="list-style-type: none"> To measure themselves and everyday objects using a mixture of non-standard and standard measurements To develop spatial reasoning using measures To begin to order and sequence events using everyday language related to time To begin to measure time with timers (e.g. digital stopwatches and sand timers) and calendars To explore the use of different measuring tools in everyday experiences and play <p>Geometry</p> <ul style="list-style-type: none"> To use informal language (e.g. heart-shaped, hand-shaped) and some mathematical language to describe shapes around them To use spatial language, including following and giving directions, using relative terms To develop spatial reasoning with shape and space To compose and decompose shapes, and understanding which shapes can combine together to make another shape.

Mathematics links to Primary Curriculum- Maths

<p><u>Number- number and place value. Pupils should be taught to:</u></p> <ul style="list-style-type: none"> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s given a number, identify 1 more and 1 less identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least read and write numbers from 1 to 20 in numerals and words. <p><u>Number - addition and subtraction. Pupils should be taught to:</u></p> <ul style="list-style-type: none"> read, write, and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs represent and use number bonds and related subtraction facts within 20 add and subtract one-digit and two-digit numbers to 20, including 0 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ <p><u>Number – multiplication. Pupils should be taught to:</u></p> <ul style="list-style-type: none"> solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher <p><u>Number- fractions. Pupils should be taught to:</u></p> <ul style="list-style-type: none"> recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity 	<p><u>Measurement - pupils should be taught to:</u></p> <p><u>compare, describe and solve practical problems for:</u></p> <ul style="list-style-type: none"> lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] time [for example, quicker, slower, earlier, later] <p>and begin to record the following:</p> <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) <ul style="list-style-type: none"> recognise and know the value of different denominations of coins and notes sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] recognise and use language relating to dates, including days of the week, weeks, months, and years tell the time to the hour and half past the hour and draw the hands on a clock face to show these times 	<p><u>Geometry- properties of shape. Pupils should be taught to:</u></p> <ul style="list-style-type: none"> recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] <p><u>Geometry- position and direction. Pupils should be taught to:</u></p> <ul style="list-style-type: none"> describe position, direction, and movement, including whole, half, quarter, and three-quarter turns.
---	--	--




Understanding the World




Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
--	----------	----------	----------	----------	----------	----------

Theme →						
Aspect of Learning ↓	Me, myself and I!	How do we celebrate?	Helpful Heroes!	Once upon a time	How we grow	Transport and Travel!
Past and Present	Begin to make sense of their own life-story and family's history.	Begin to make sense of their own life-story and family's history. Comment on images of familiar situations in the past.	Comment on images of familiar situations in the past. Talk the lives of the people around them and their roles in society.	Compare and contrast characters from stories, including figures from the past.	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Talk about the differences between materials and changes they notice.	Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
People, Cultures and Communities	Make connections between the features of their family and other families. Notice differences between people. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Make connections between the features of their family and other families. Notice differences between people. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Talk about members of their immediate family and community. Recognise that people have different beliefs and celebrate in different ways.	Make connections between the features of their family and other families. Notice differences between people. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Talk about members of their immediate family and community. Recognise that people have different beliefs and celebrate in different ways.	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.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

<p style="text-align: center;">The Natural World</p>	<p>Explore natural materials, indoors and outside. Explore and respond to different natural phenomena on an Autumn walk around the setting.</p>	<p>Explore natural materials, indoors and outside. Explore and respond to different natural phenomena on a Winter walk around the setting. Draw information from a simple map.</p>	<p>Explore and respond to different natural phenomena on a Winter walk around the setting. Draw information from a simple map.</p>	<p>Recognise some environments that are different to the one in which they live. 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</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
--	---	--	--	---	---	---

Early Learning Goals for Understanding the World

Children at the expected level of development will:

Past & Present	People, Cultures & Communities	The Natural World
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

Readiness For Year 1 and beyond

Science

Working Scientifically

- To feel confident to answer simple questions about observable properties of objects and people, animals and plants around them
- To compare objects in their environment and talk about similarities and differences
- To ask questions about the world around them, and seek to find their own answers

Plants

- To know what a plant is
- To know what a flower is
- To know where you see plants
- To describe different plants and flowers

Animals including Humans

- To know what an animal is
- To recognise and name a variety of different animals
- To know the names of different body parts of humans and animals they have experience of

Everyday Materials

- To recognise that different everyday objects are made from different materials

- To describe how different objects look and feel

Seasonal Change

- To know about different types of weather
- To observe changes in trees and plants as the seasons progress

Geography

Locational Knowledge

- Know where they live
 - Know how they travel to school
 - Knowledge of Places
 - Talk about some of the differences they notice when they are in different places
 - Talk about places when looking at books and watching tv/videos
 - Talking about places they have been to
 - Talk about places in stories
 - Using language that relates to place
- #### Human and Physical Geographical Knowledge
- Recognise elements of their environment that are manmade and natural
 - Using Maps
 - Make maps from stories
 - Follow simple maps in play

History

- Using Language associated with the past
- Use words associated with the past including yesterday, last week, last year
- Use past tense when speaking about things that happened in the past
- Remembering and discussing their own lives
- Share their memories of significant events in their own lives.
- Talk about things that have changed.
- Begin to put these events in order
- Talking about things they have done with people special to them
- Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers.
- Begin to put events in order.
- Recognising Chronology within stories
- Talk about the order of events in a range of familiar stories.
- Recognise language in stories that shows the story happened in the past.

Understanding the World links to Primary Curriculum

Science

Plants - Pupils should be taught to:

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- Identify and describe the basic structure of a variety of common flowering plants, including trees

Animals, including humans - Pupils should be taught to:

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Everyday Materials - Pupils should be taught to:

- Distinguish between an object and the material from which it is made
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- Describe the simple physical properties of a variety of everyday materials

compare and group together a variety of everyday materials on the basis
○ of their simple physical properties.

Seasonal Changes - Pupils should be taught to:

- Observe changes across the four seasons
- Observe and describe weather associated with the seasons and how day length varies.

Geography

Locational knowledge

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

Place Knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

Human and Physical and Geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Use basic geographical vocabulary to refer to:

- key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
- key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

History

- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.
- They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- They should use a wide vocabulary of everyday historical terms.
- They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London].
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Queen Victoria].
- Significant historical events, people and places in their own locality.



Expressive Arts & Design



Educational Programme: The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme →	Me, myself and I!	How do we celebrate?	Helpful Heroes!	Once upon a time	How we grow	Transport and Travel!
Aspect of Learning ↓						
Creating with Materials	Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Make simple models which express their ideas. Create closed shapes with continuous lines, and begin to use these shapes to represent objects	Begin to develop stories using small world equipment Make imaginative small worlds with blocks and construction kits Explore different materials freely and to develop their ideas about how to use them and what to make. Create closed shapes with continuous lines, and begin to use these shapes to represent objects	Begin to develop stories using small world equipment Make imaginative small worlds with blocks and construction kits Make use of props and materials when role playing characters in narratives and stories	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive	<p>Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’.</p> <p>Joins in with songs and rhymes.</p> <p>Start to develop pretend play, pretending that one object represents another.</p> <p>Use their imagination as they consider what they can do with different materials.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>	<p>Remember and sing entire songs</p> <p>Use their imagination as they consider what they can do with different materials.</p> <p>Sing in a group or on their own, increasing the pitch and match the melody</p> <p>Develop story lines in their pretend play</p>	<p>Use their imagination as they consider what they can do with different materials.</p> <p>Develop story lines in their pretend play</p>	<p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Explore and engage in music making and dance, performing solo or in groups</p> <p>Perform [dances] try to move in time with music.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>
---	---	---	---	---	--	--

Early Learning Goals for Expressive Arts & Design

Children at the expected level of development will:

Creating with Materials	Being Imaginative and Expressive
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music

Readiness For Year 1 and beyond

Art

Using Materials

- Hold tools like pencils, paint brushes, scissors with increasing precision
- Experiment with using different everyday and art materials to explore colour, texture and form

Drawing, painting and sculpture

- To explore their ideas and imagination by creating drawings, paintings and sculptures.
- To explore creating designs and art work on a range of scales.

Exploring techniques

- To explore a range techniques to draw, paint, print and sculpt to help them create art work.

Comparing and evaluating work

- Recognising and exploring the colour, patterns and shapes in other artist's work.
- Expressing opinions and feelings in response to their own art work and other artist's work.
- Sharing their work with other people, talking about what they have created it.

Music

Vocalising and Singing

To join in with singing familiar songs and rhymes.

To make up songs and rhymes of their own.

To match the pitch of their voice to the pitch of the song they are singing.

Hearing and Listening

To listen to live and recorded music, hearing lyrics, rhymes and instruments.

To listen to live and recorded music, hearing changes in tempo, rhythm and dynamics.

To respond to live and recorded music, expressing how it makes them feel, and what it makes them imagine.

Moving and Dancing

To respond to music, including individual instruments with movement and dance

To match movements to the rhythm and pulse of a piece of music

Exploring and Playing

To explore the range of sounds made by different instruments.

To use a range of percussive instruments to enhance songs and rhymes.

To know the names of instruments that they have explored and used.

Design and Technology

- To make plans for creations
- To join in with practical activities and practical activities,;
- To use a range of tools and equipment to cut, stick, join, build
- To explore a wide range of materials
- To talk about what they have made, what is successful and how it can be improved.

Performance

- To perform in front of a small group or class
- To take part in a simple role play of a known story.
- To create own stories in role play

Expressive Art and Design links to Primary Curriculum

Art and Design

The national curriculum for art and design aims to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design.
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Pupils should be taught:

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Music

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
 - learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and can progress to the next level of musical excellence
 - understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
 - Key stage 1
- Pupils should be taught to:
- use their voices expressively and creatively by singing songs and speaking chants and rhymes
 - play tuned and untuned instruments musically
 - listen with concentration and understanding to a range of high-quality live and recorded music
 - experiment with, create, select and combine sounds using the inter-related dimensions of music.

Design and Technology

- Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to:
 - Design purposeful, functional, appealing products for themselves and other users based on design criteria
 - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
 - Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
 - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- Evaluate
- Explore and evaluate a range of existing products
 - Evaluate their ideas and products against design criteria
- Technical knowledge
- Build structures, exploring how they can be made stronger, stiffer and more stable
 - Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.