

Ruby Class Curriculum Map (Cycle 1)

		Autumn MARVELLOUS CREATURES	Spring I SPY BEARS	Summer ONCE UPON A TIME
Reason why this topic has been chosen		Learning can start from ourselves as the new reception children become familiar with their new routines and friends. There is flexibility for children to develop their own interests within the many marvellous creatures we may meet.	Bears opens up a wealth of learning opportunities from children's own bears to real bears - room for imaginations to grow whether they like scary bears or friendly bears. Opportunities for other interests such as transport through journey and paper aeroplanes!	A chance for lots of quality storytelling - building on the speaking and listening skills this year in joining in, re-telling and telling our own stories. Lots of opportunities for being authors! The wealth of cross curricular opportunities that the different traditional tales offer.
Texts		Funnybones - Janet and Allan Ahlberg The Gruffalo - Julia Donaldson Woodland Animal information texts The Christmas Story Other books: From Head to Toe by Eric Carle Where the Wild Things Are by Maurice Sendak	We're Going on a Bear Hunt - Michael Rosen Our Own Bear Senses Poems The Little Polar Bear - Hans de Beer The Great Paper Caper - Oliver Jeffers The Three Bears (link to Traditional tales) Other books: Whatever Next by Jill Murphy, Teddy Bears Picnic -story/song	The Three Billy Goats Gruff The Gingerbread Man The Three Pigs Jack and The Beanstalk The Bean Diary Other books: Other traditional stories
Possible trips/ visits		Batsford Arboretum - Gruffalo story, autumn, outdoor forest learning. Health visits - Nurse. Parent and new baby. Past staff/pupils.	Bear hunt in local area. Police visit. Y1 PE visit. Health visits - Orthodontist, keeping teeth and gums healthy. Teddy Bear's Picnic on the village green.	Story teller. Trip to a castle.
Celebrations & Festivals		Harvest Bonfire Night Diwali Remembrance Day Christmas	New Year, Chinese New Year St Davids Day (Church), St George's Day Shrove Tuesday - pancakes, Easter Mother's Day. World Book Day	Eid (check date for this year) Father's Day
		Birthdays Other celebrations that our children may experience.		

	<p>Role Play Opportunities</p>	<p>House - Funnybones retelling, scaring each other, using ! Speech bubbles. Read - recipe books, Funnybones stories, Kitchen/ house information books. Write - shopping lists, messages. Gruffalo forest - retelling, position and directions, animals. Read: Woodland animal story books, story Write - animal templates, story maps. The Christmas Story - reading, retelling, story writing, dressing up for celebrations, giving gifts. Read - our play script, different versions of the Nativity Write - cards, story maps, pictures of characters.</p>	<p>House - Go on a bear hunt. bags, hats, binoculars, food, etc. Read: story, lists, sequencing, maps Write: lists, draw maps to take.</p> <p>Travel agent - where could Lars go? Where do you want to go? Read and share travel brochures, postcards. Atlas's, globe. Write - passports, maps, postcards, lists, booking forms, messages. Buying tickets to travel, telling the time - next bus, etc. Teddy Bear's Picnic - invitations, menu, how many plates? How much food? Sharing food.</p>	<p>Bakery (Gingerbread Man) - make cakes, etc using salt dough to sell, play dough, mud kitchen cafe outside. Read: recipe books, menus, story Write: orders, menus, recipes Money, time, measures. Add more continuers for measuring and more scales.</p> <p>Castle - making own stories - dressing up, use creative area to make resources, treasure, treasure hunts (outside - sand), measures - bags of gold.</p>
	<p>Enhanced Provision Opportunities</p>	<p>Discovery & Creative Area: mirrors, labelling, play dough, drawing faces, parts of body, feelings. Woodland animals: sorting, small world tray using autumn walk collections - leaf identification. Woodland animal puppets. Leaf rubbings, colour mixing/matching. Play dough marvellous creatures. Skeletons - comparing/measuring Dark tent: torches, glow toys, night lights, light/dark books, light/lantern templates for writing/mark making. Reading: tell our stories use torch to see. Construciton Area: make Gruffalo/animal shelters. Name and label. Maths area: Coutning in 2's 10's 5's using our bodies Gruffalo soup counting, addition/subtraction Small World:Make/paint map to use with small world play - position and directions play and games. Sand: Gruffalo/animal prints and patterns Autumn discovery tray - leaf identification, pictures/sculptures Mud Kitchen: Gruffalo soup, Autumn recipes</p>	<p>Discovery Areas: Weather stations, dressing for winter, dolls/clothes/jigsaws. Different bears - books, pictures. Where do they live? maps, globe, atlases Teddy bears - use senses to explore different bears (poems) Explore old/new bears - different bears/ photos Creative Area: bear painting/pictures play dough - exploring texture. Boxes and other resources to make vehicles for our teddy bears. Maths Area: Bear patterns, counting - number matching. Polar bear size. Sand, Water, Constuction: bear shelters/ bear hunts, making and role playing using travelling (link to inside travel agent) Small World; Bear stories, arctic small world stories. Bear stories cd player/books to read. Writing Area: story maps and post it notes Reading Area: Bear story chair to share our stories.</p>	<p>Discovery/Water Areas: Materials to identify, match to items, sort. Floating/sinking Creative Area: variety of boxes, materials for boats/other means to cross the river/structures, photos/images of bridges, castles Mirror materials in the discovery areas to use. Construciton Area:Obstacle courses for the gingerbread man, bridges fir the billy goats Maths Area: Pay to cross the bridge outside. Money in the bakery/cafe. Gingerbread man button maths - number recognition, addition subtraction, number bonds Measures - billy goats height, capacity, weight - bakery, mud kitchen, sand, water. Small World:Create own settings/imaginary worlds for stories Writing: Area variety of book shapes/papers to write own, key lines/phrases Reading Area:Story tent - sharing trad. tales Sand: Add resources to support creating settings/imaginary worlds. Treasure hunting - maps, positional/directional language.</p>

Speaking and Listening

Communication and Language in the EYFS underpins all of our curriculum

- Blue - 3-4 Years
- Green - Reception Year
- Black - National Curriculum

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- May have problems saying:
 - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Can start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
- Understand how to listen carefully and why listening is important.
 - Learn new vocabulary. • Use new vocabulary through the day.
 - Ask questions to find out more and to check they understand what has been said to them.
 - Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives.
 - Describe events in some detail.
 - Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.
 - Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding.
 - Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
 - Use new vocabulary in different contexts.
 - Listen carefully to rhymes and songs, paying attention to how they sound.
 - Learn rhymes, poems and songs. • Engage in non-fiction books.
 - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- 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.

Communication and Language in the EYFS underpin all of our curriculum. Elements of this area are part of everything we do, whether they are explicitly planned for, or supporting other area of the curriculum.

<p>Reception Developing Reading and Writing</p> <ul style="list-style-type: none"> •Blue - 3-4 Years •Green - Reception Year •Black - National Curriculum 	<p style="text-align: center;">Communication & Language</p> <ul style="list-style-type: none"> •Enjoy listening to longer stories and can remember much of what happens.- Use a wider range of vocab.. •Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". •Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" •Sing a large repertoire of songs. •Know many rhymes, be able to talk about familiar books, and be able to tell a long story. •Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. •May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' <ul style="list-style-type: none"> • Use longer sentences of four to six words. •Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. •Use talk to organise themselves and their play: <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. - Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<p style="text-align: center;">Literacy</p> <ul style="list-style-type: none"> •Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and •from top to bottom •Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. •Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. •Write some or all of their name. •Write some letters accurately. 	<p style="text-align: center;">Physical Development</p> <ul style="list-style-type: none"> •Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. •Skip, hop, stand on one leg and hold a pose for a game like musical statues. •Use large-muscle movements to wave flags and streamers, paint and make marks. •Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. •Use one-handed tools and equipment, for example, making snips in paper with scissors. •Use a comfortable grip with good control when holding pens and pencils. •Show a preference for a dominant hand. <ul style="list-style-type: none"> • Progress towards a more fluent style of moving, with developing control and grace. •Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. •Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. •Develop overall body-strength, balance, co-ordination and agility •Develop the foundations of a handwriting style which is fast, accurate and efficient.
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R E A D I N G	Word reading	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read 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. <p>Phonics programme: Jolly Phonics, Letters and Sounds</p> <p>Individual reading books matched to phonics knowledge, word boxes when needed</p>
	Comprehension	<ul style="list-style-type: none"> • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <p>Texts to include:- poetry, key stories, traditional stories, fairy stories and non-fiction.</p> <p>Questions that allow children to access all of the content domains for their Key Stage. (KS1 Vipers to support)</p>
W R I T I N G	Transcription	Phonics/Spelling Programme - Jolly Phonics, Letters and Sounds
	Composition	<p>Role play and small world play</p> <ul style="list-style-type: none"> - Take part in simple pretend play, using an object to represent something else even though they are not similar. - Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. - Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. - Develop storylines in their pretend play. <p>A wide range of writing opportunities in role play</p> <p>Names</p> <p>Labels</p> <p>Lists</p> <p>Captions</p> <p>Story maps, maps</p> <p>Short Narratives</p> <p>Recounts</p> <p>Reports</p> <p>Instructions</p> <p>Poetry</p>

N G	VGP	Word	<ul style="list-style-type: none"> • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. <p>Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p>
		Sentence	<ul style="list-style-type: none"> • 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. <p>How words can combine to make sentences Joining words and joining clauses using and</p>
		Text	<ul style="list-style-type: none"> • 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. <p>Sequencing sentences to form short narratives</p>
		Punctuation	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>
		Terminology for pupils	<p>letter, capital letter</p> <p>word, singular, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p>

M A T H S	<p>Number and place value</p> <ul style="list-style-type: none"> •Blue - 3-4 Years •Green - Reception Year •Black - National Curriculum 	<ul style="list-style-type: none"> •Fast recognition of up to 3 objects, without having to count them individually ('subitising'). •Recite numbers past 5. •Say one number for each item in order: 1,2,3,4,5. •Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). •Show 'finger numbers' up to 5. •Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. •Experiment with their own symbols and marks as well as numerals. •Solve real world mathematical problems with numbers up to 5. •Compare quantities using language: 'more than', 'fewer than', 'the same' Count objects, actions and sounds. <ul style="list-style-type: none"> • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Making pairs - how many pairs 	<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>Addition and subtraction</p> <ul style="list-style-type: none"> •Blue - 3-4 Years •Green - Reception Year •Black - National Curriculum 	<ul style="list-style-type: none"> •Solve real world mathematical problems with numbers up to 5. •Compare quantities using language: 'more than', 'fewer than'. • Explore the composition of numbers to 10. •Automatically recall number bonds for numbers 0-5 and some to 10. 	<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 $7 = ? - 9$

M A T H S	Multiplication and division	<ul style="list-style-type: none"> • Solve real world mathematical problems with numbers up to 5. • Explore the composition of numbers to 10. (doubles) 	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.
	Fractions	<ul style="list-style-type: none"> • Explore how objects can be shared equally, odd and even 	<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
	Measurement • Blue - 3-4 Years • Green - Reception Year • Black - National Curriculum	<ul style="list-style-type: none"> • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' • Compare length, weight and capacity. 	<ul style="list-style-type: none"> • compare, describe and solve practical problems for: • 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] • measure and begin to record the following: • lengths and heights • mass/weight • capacity and volume • time (hours, minutes, seconds) • 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>Money : PSHE Association POS Wider World: Economic wellbeing: money SCARF UNIT: Rights and Responsibilities</p>

<p>Shape</p> <ul style="list-style-type: none"> •Blue - 3-4 Years •Green - Reception Year •Black - National Curriculum 	<ul style="list-style-type: none"> •Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. •Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. <ul style="list-style-type: none"> - Combine shapes to make new ones - an arch, a bigger triangle etc. - Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. - Extend and create ABAB patterns - stick, leaf, stick, leaf. - Notice and correct an error in a repeating pattern. •Select, rotate and manipulate shapes in order to develop spatial reasoning skills. •Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. •Continue, copy and create repeating patterns. 	<p>Recognise and name common 2-D and 3-D shapes, including:</p> <ul style="list-style-type: none"> • 2-D shapes [for example, rectangles (including squares), circles and triangles] • 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]
<p>Position and direction</p>	<ul style="list-style-type: none"> • Understand position through words alone - for example, "The bag is under the table," - with no pointing. •Describe a familiar route. •Discuss routes and locations, using words like 'in front of' and 'behind'. - Describe position: e.g. behind, next to, underneath. - Describe movement: e.g.:straight on, turn, up, down, over, across, under, through 	<p>Describe position, direction and movement, including whole, half, quarter and three-quarter turns</p>

<p>Science and Understanding the World</p> <ul style="list-style-type: none"> •Blue - 3-4 Years •Green - Reception Year •Black - National Curriculum 	<p><u>Understanding the World</u></p> <ul style="list-style-type: none"> •Use all their senses in hands-on exploration of natural materials. •Explore collections of materials with similar and/or different properties. •Talk about what they see, using a wide vocabulary. •Explore how things work. •Plant seeds and care for growing plants. •Understand the key features of the life cycle of a plant and an animal. •Begin to understand the need to respect and care for the natural environment and all living things. •Explore and talk about different forces they can feel. •Talk about the differences between materials and changes they notice. • Explore the natural world around them. •Describe what they see, hear and feel whilst outside. •Understand the effect of changing seasons on the natural world around them.
	<ul style="list-style-type: none"> • ask simple questions and recognise that they can be answers in different ways <p>Skill Progression:1.1</p> <ul style="list-style-type: none"> • observe closely, using simple equipment <p>Skill Progression:1.2</p> <ul style="list-style-type: none"> • perform simple tests - identify and classify <p>Skill Progression:1.3</p> <ul style="list-style-type: none"> • use their observations and ideas to suggest answers to questions <p>Skill Progression:1.4</p> <ul style="list-style-type: none"> • gather and record data to help in answering questions <p>Skill Progression:1.5</p> <p>Seasonal changes</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • observe changes across the 4 seasons • observe and describe weather associated with the seasons and how day length varies <p>Skill Progression:5.1, 5.2, 5.3</p>

	<ul style="list-style-type: none"> • Animals, including humans (Human, birds, mammals linked to story and autumn.) • Pupils should be taught to: • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals <p>Skill Progression:3.1</p> <ul style="list-style-type: none"> • identify and name a variety of common animals that are carnivores, herbivores and omnivores. <p>Skill Progression:3.3</p> <ul style="list-style-type: none"> • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) <p>Skill Progression:3.2</p> <ul style="list-style-type: none"> • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>Skill Progression: 3.4, 3.5</p>	<p>Everyday materials</p> <ul style="list-style-type: none"> • Pupils should be taught to: • distinguish between an object and the material from which it is made <p>Skill Progression:4.1</p> <ul style="list-style-type: none"> • describe the simple physical properties of a variety of everyday materials. <p>Skill Progression:4.3</p>	<ul style="list-style-type: none"> • Everyday materials (exploring the materials used by the 3 pigs. Other materials used in our homes) • Pupils should be taught to: • distinguish between an object and the material from which it is made <p>Skill Progression:4.1</p> <ul style="list-style-type: none"> • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock <p>Skill Progression: 4.2</p> <ul style="list-style-type: none"> • describe the simple physical properties of a variety of everyday materials <p>Skill Progression:4.3</p> <ul style="list-style-type: none"> • compare and group together a variety of everyday materials on the basis of their simple physical properties <p>Skill Progression:4.4</p>
	<p>Plants Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees <p>Skill Progression:2.1 (trees), 2.2</p> <ul style="list-style-type: none"> • identify and describe the basic structure of a variety of common flowering plants, including trees. (TREES - link to Autumn) <p>Skill Progression: 2.3 (trees)</p>	<p>Animals, including humans</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals <p>Skill Progression:3.1</p> <ul style="list-style-type: none"> • identify and name a variety of common animals that are carnivores, herbivores and omnivores. <p>Skill Progression:3.3</p> <ul style="list-style-type: none"> • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) <p>Skill Progression:3.2</p>	<p>Plants Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees <p>Skill Progression:2.1, 2.2</p> <ul style="list-style-type: none"> • identify and describe the basic structure of a variety of common flowering plants, including trees <p>Skill Progression: 2.3 (Plants through Jack and the Beanstalk)</p>

Activities	Investigations linked to dark/light - using torches during work on Funny Bones - dark den. Investigations linked to senses. Human, birds, mammals linked to story and autumn. Trees - visit to Batsford Arboretum, leaf collecting, sorting, patterns and identifying (Y1).	Investigating the weather and seasons - weather station. Investigating which materials keep us warm and how polar bears stay warm. Materials bears are made of (link to past/history Y1).	Investigating structures - using construction, other materials through The 3 Pigs story (Year 1 - materials in our homes), The 3 Billy Goats Gruff, Jack and The Beanstalk - castles/bridges, The Gingerbread Man - cooking ingredients - why doesn't he want to go in the water?
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PSHE and PSED

•Blue - 3-4 Years

•Green - Reception Year

•Black - National Curriculum

PSED

- Select and use activities and resources, with help when needed.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations. - Play with one or more other children, extending and elaborating play ideas.
- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive. - Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. - Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.
- See themselves as a valuable individual. - Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge. - Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others. - Manage their own needs.
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time' - having a good sleep routine, being a safe pedestrian

Physical Development

- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
 - Continue to learn how to use a knife and fork and spoon.
 - Further develop the skills they need to manage the school day successfully: - lining up and queuing, mealtimes, personal hygiene
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently: knives, forks and spoons.

Understanding the World

- Begin to make sense of their own life-story and family's history.
 - Show interest in different occupations.
- Continue to develop positive attitudes about the differences between people.
- Begin to understand the need to respect and care for the natural environment and all living things.
 - Talk about members of their immediate family and community.
 - Name and describe people who are familiar to them.
 - Understand that some places are special to members of their community.

<p>Activities</p>	<p>New routines - school and class rules/roles within this. Induction. New friends/staff. Visits from health care professionals - Nurse hygiene, washing hands. Keeping Healthy - see D&T Sleep linked to dark/light, Funnybones story, Dark den. Pyjama afternoon. (PSHE Association POS Health and Wellbeing:Healthy lifestyles, Mental health, Ourselves growing and change, Keeping safe. Relationships:Families and close positive relationships, Friendships, Respecting self and others. Living in the Wider World:Shared responsibility, Communities, Economic wellbeing: Aspirations, work and career)</p> <p>SCARF UNITS: Me and My Relationships Growing and Changing</p>	<p>Visits from health care professionals - Orthodontist - teeth care. Police visit - stranger danger, crossing the road. Circle Time - friends, looking after each other, kind and unkind words. Taking Care Project. (PSHE Association POS Health and Wellbeing:Healthy lifestyles, Mental health, Keeping safe. Relationships:Families and close positive relationships, Friendships, Managing hurtful behaviour and bullying, Safe relationships, Respecting self and others. Wider World:Shared responsibility, Economic wellbeing: Aspirations, work and career))</p> <p>SCARF UNITS: Valuing Difference Keeping Myself Safe</p>	<p>Moving to Tredington and new year group. New year group - roles Staying safe in the sun. (PSHE Association POS Health and Wellbeing:Ourselves, growing and change, Mental Health, Keeping Safe, Drugs, alcohol and tobacco.Relationships:Families and close positive relationships, Friendships, Respecting self and others. Living in the Wider World:Shared responsibility, Communities,))</p> <p>SCARF UNITS: Rights and Responsibilities Being my Best</p>
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<p>History and Understanding the World</p> <ul style="list-style-type: none"> •Blue - 3-4 Years •Green - Reception Year •Black - National Curriculum 	<p><u>PSED</u></p> <ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. • See themselves as a valuable individual. • Think about the perspectives of others. <p><u>Understanding the World</u></p> <ul style="list-style-type: none"> •Begin to make sense of their own life-story and family's history. •Show interest in different occupations. •Use all their senses in hands-on exploration of natural materials. •Talk about what they see, using a wide vocabulary. • Explore how things work. • Explore and talk about different forces they can feel. •Talk about the differences between materials and changes they notice. •Talk about members of their immediate family and community. - Name and describe people who are familiar to them. •Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past. • Recognise some environments that are different to the one in which they live. <p><u>EA&D</u></p> <ul style="list-style-type: none"> - Take part in simple pretend play, using an object to represent something else even though they are not similar. - Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. - Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. - Develop storylines in their pretend play. 		
<p>History and Understanding the World</p>	<p>Children should be taught about:</p> <ul style="list-style-type: none"> • changes within living memory - where appropriate, these should be used to reveal aspects of change in national life <p>Skill Progression: 1.1, 1.2, 1.3, 3.1, 3.2</p> <ul style="list-style-type: none"> • significant historical events, people and places in their own locality <p>Skill Progression: 1.1, 4.1, 4.2</p> <ul style="list-style-type: none"> • events beyond living memory that are significant nationally or globally • the lives of significant individuals in the past who have contributed to national and international achievements <p>Skill Progression: 1.1,1.2, 1.3, 2.1,2.2, 2.3, 3.1, 4.1</p>	<p>Children should be taught about:</p> <ul style="list-style-type: none"> • events beyond living memory that are significant nationally or globally • the lives of significant individuals in the past who have contributed to national and international achievements (The first teddy bear) <p>Skill Progression: 1.1, 1.2, 1.3, 2.1,2.2, 2.3, 3.1,4.1</p>	<p>Children should be taught about:</p> <ul style="list-style-type: none"> • 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, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell <p>Skill Progression: 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2</p>

Activities	<p>Our history - family photos, Y1 simple family trees.</p> <p>Everyday items, e.g. cameras, computers, household equipment, writing tools - physical timeline.</p> <p>Our school history - using photos, artefacts. Invite past staff/pupils into school to share experiences.</p> <p>Remembrance Day- visit Memorial, Colletive Worship, Poppy craft (EA&D)</p> <p>How we can help those who aren't able to use all of their senses - Louis Braille.</p>	<p>The introduction of teddy bears - how have they changed - explore various bears, make timeline.</p> <p>Our soft toys - what do we play with?</p> <p>Siblings? Parents when they were young?</p>	<p>Castles through Jack and the Beanstalk - our Queen, past Kings/Queens - link to a castle visit. How are castles the same/different to our homes? Living in a castle the same/ different to the things we do? Role play.</p>
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Geography and
Understanding the
World

- Blue - 3-4 Years
- Green - Reception Year
- Black - National Curriculum

PSED

- Develop their sense of responsibility and membership of a community.
- See themselves as a valuable individual.
- Think about the perspectives of others.

Understanding the World

- Show interest in different occupations.
- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- 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.

EA&D

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Develop storylines in their pretend play.

Geography and Understanding the World

Locational knowledge

- name, locate and identify the 4 countries of the United Kingdom and their capital cities (Scotland -St Andrew's Day - 30th Nov)

Skill Progression: 1.2

Human and physical geography

- 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, shop

Skill Progression: 2.1, 3.1

- 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

Skill Progression: 2.5, 2.3

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom.

Skill Progression: 1.3

- use locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map

Skill Progression: 3.3

- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map

Skill Progression: 3.4, 3.6

- 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.

Skill Progression: 3.5

Locational knowledge

- name, locate and identify the 4 countries of the United Kingdom and their capital cities (Wales - St David's Day 1st March - Ireland - St Patrick's Day - 17th March, England - St George's Day - 23rd April)

Skill Progression: 1.2, 1.3

- name and locate the five oceans

Skill Progression: 1.1

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

Skill Progression: 2.2, 3.1

Human and physical geography

- identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the Poles

Skill Progression: 2.5, 2.3

- use basic geographical vocabulary to refer to: key physical features and key human feature.

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

Skill Progression: 1.3, 2.4

- use simple compass directions

Skill Progression: 3.2

- devise a simple map

Skill Progression: 3.6

Human and physical 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

Skill Progression: 2.5, 2.3

- 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

Skill Progression: 3.1

Geographical skills and fieldwork

- use locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map

Skill Progression: 3.3

- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map

Skill Progression: 3.4, 3.6

Activities	Exploring where we are. Group map of school. Walk in local environment, where our school is, where we live, Google Maps. Take photos use to make own maps. St Andrew's Day - 30th November	We're Going on a Bear Hunt story - our own bear hunt using vocabulary, simple maps The little Polar Bear - locating the Arctic - similarities and differences St David's Day 1st March - visit to Church, St Patrick's Day - 17th March, St George's Day - 23rd April Winter - Spring. Weather station.	Traditional Tales maps - imaginary world maps and settings. Spring - Summer
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D & T and Expressive Art and Design and Physical Development and Understanding the World

•Blue - 3-4 Years

•Green - Reception Year

•Black - National Curriculum

Physical Development

- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

• Expressive Art & Design

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. - Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects. - Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- 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.

Understanding the World Explore how things work. - Explore and talk about different forces they can feel.

- Explore collections of materials with similar and/or different properties. - Talk about what they see, using a wide vocabulary.

<p>DT and Expressive Art and Design and Physical Development and Understanding the World</p> <ul style="list-style-type: none"> •Blue - 3-4 Years •Green - Reception Year •Black - National Curriculum 	<p><u>PSED</u></p> <ul style="list-style-type: none"> •-Be increasingly independent in meeting their own care needs -Make healthy choices about food and drink. •Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - healthy eating <p><u>Physical Development</u></p> <ul style="list-style-type: none"> •Continue to learn how to use a knife and fork. - Further develop the skills needed to manage the school day successfully: -mealtimes <p><u>Understanding the World</u></p> <p>Recognise some similarities and differences between life in this country and life in other countries. - Explore the natural world around them - Describe what they see, hear and feel whilst outside. - Recognise some environments that are different to the one in which they live.</p> <p>Design</p> <ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria <p>Skill Progression: 1.1, 7.1</p> <ul style="list-style-type: none"> • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Skill Progression: 7.2</p> <p>Make - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Skill Progression: 7.3,7.4</p> <ul style="list-style-type: none"> • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Skill Progression: 1.1, 1.3, 7.1, 7.3</p>	<p>Design</p> <ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria <p>Skill Progression: 7.1</p> <ul style="list-style-type: none"> • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Skill Progression: 7.2</p> <p>Make - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Skill Progression: 2.1, 2.2, 2.3, 2.4 7.3,7.4</p> <ul style="list-style-type: none"> • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Skill Progression: 2.3, 7.1, 7.3</p> <p>Evaluate - explore and evaluate a range of existing products</p> <ul style="list-style-type: none"> • evaluate their ideas and products against design criteria <p>Skill Progression: 8.1</p> <p>Technical knowledge</p> <ul style="list-style-type: none"> • explore and use mechanisms in their products <p>Skill Progression: 6.1</p>	<p>Design</p> <ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria <p>Skill Progression: 7.1</p> <ul style="list-style-type: none"> • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Skill Progression: 7.2</p> <p>Make - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Skill Progression: 2.1, 2.2, 2.3, 2.4 7.3,7.4</p> <ul style="list-style-type: none"> • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Skill Progression: 2.3, 7.1, 7.3</p> <p>Evaluate - explore and evaluate a range of existing products</p> <ul style="list-style-type: none"> • evaluate their ideas and products against design criteria <p>Skill Progression: 8.1</p> <p>Technical knowledge</p> <ul style="list-style-type: none"> • build structures, exploring how can be made stronger, stiffer & more stable <p>Skill Progression: 5.1</p>
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<p>Activities</p>	<p>Evaluate - explore and evaluate a range of existing products</p> <ul style="list-style-type: none"> • evaluate their ideas and products against design criteria <p>Skill Progression: 8.1 Cooking and Nutrition</p> <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from <p>Skill Progression: 1.1, 1.2, 1.3, 7.3, 7.4</p> <p>Food - using our senses to explore the fruit we have at snack time - other fruit. Other foods we like. Healthy Food Plate - make meal using food from each part using play dough/ cut and stick/draw.YR using cutlery. Y1 design&make fruit salad for snack.</p>	<p>Creating Bear Hunt journey around setting. Joining bears.Designing and making a vehicle for our bears to travel in. Using different tools and equipment. Investigating different ways of joining/moving Investigate the best spoons to eat with (3 bears story) - make own using tin foil so can adapt shape.</p>	<p>Exploring structures - bridges/houses/castles. Make waterways in the water trays - how can he cross? make boats/rafts, etc test. Creating real and imaginary settings.</p>
<p>Art and Design and Expressive Art and Design</p> <ul style="list-style-type: none"> •Blue - 3-4 Years •Green - Reception Year •Black - National Curriculum 	<p><u>Expressive Art & Design</u> <u>Expressive Art & Design</u></p> <ul style="list-style-type: none"> • 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. - Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • 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. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing. • 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. <p><u>Physical Development</u></p> <ul style="list-style-type: none"> • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 		

<p>Discover an Artist Day Improve their mastery of art and design techniques including drawing, painting and sculpture Great artists, architects and designers in history</p>	<ul style="list-style-type: none"> • use a range of materials creatively to design and make products <p>Skill Progression: 8.2 (see other skill progressions covered in techniques)</p> <ul style="list-style-type: none"> • use drawing, painting and sculpture to develop and share their ideas, experiences and imagination <p>Skill Progression: 1.1 (see other skill progressions covered in techniques)</p> <ul style="list-style-type: none"> • develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>Skill Progression: 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3</p> <ul style="list-style-type: none"> • Find out 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 <p>Skill Progression: 8.1, 8.2</p>	<ul style="list-style-type: none"> • use a range of materials creatively to design and make products <p>Skill Progression: 8.2 (see other skill progressions covered in techniques)</p> <ul style="list-style-type: none"> • use drawing, painting and sculpture to develop and share their ideas, experiences and imagination <p>Skill Progression: 1.1 (see other skill progressions covered in techniques)</p> <ul style="list-style-type: none"> • develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>Skill Progression: 2.3, 4.1, 4.2, 4.3, 5.1, 5.4</p> <ul style="list-style-type: none"> • Find out 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 <p>Skill Progression: 8.1, 8.2</p>	<ul style="list-style-type: none"> • use a range of materials creatively to design and make products <p>Skill Progression: 8.2 (see other skill progressions covered in techniques)</p> <ul style="list-style-type: none"> • use drawing, painting and sculpture to develop and share their ideas, experiences and imagination <p>Skill Progression: 1.1 (see other skill progressions covered in techniques)</p> <ul style="list-style-type: none"> • develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>Skill Progression: 3.1, 3.2, 5.1, 5.2, 5.3, 5.4, 7.1</p> <ul style="list-style-type: none"> • Find out 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 <p>Skill Progression: 8.1, 8.2</p>
<p>Activities</p>	<p>Discover an Artist Day Andy Goldsworthy Natural art - shape, texture, colour. (x UW, Science, Geog) - drawing, sculpture natural materials, collage. Painting our houses/our school in the past mixing black/white paint. (xHistory)</p>	<p>Discover an Artist Day Naomi Haworth - Night Dragons Play dough/clay bears - exploring texture through mark making. Using variety of tools. Drawing our bears - using pastels, drawing App on iPad. Creating Bear Hunt journey around setting.</p>	<p>Discover an Artist Day Creating real and imaginary settings Seed collage (Health&Safety - we don't eat seeds - don't use poisonous seeds/beans - kidney beans, lima beans. Be aware of any allergies. Textiles - linked to science materials</p>

<p>Computing and PSED</p>	<p>•• Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time' - having a good sleep routine, being a safe pedestrian (Learning from all areas of EYFS curriculum through technology)</p>		
	<ul style="list-style-type: none"> • understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions • create and debug simple programs <p>Skill Progression: 1.1, 1.9</p> <ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content <p>Skill Progression: 2.10</p> <ul style="list-style-type: none"> • recognise common uses of information technology beyond school • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. <p>Skill Progression: 3.12</p>	<ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content <p>Skill Progression: 1.3, 1.5, 1.7, 1.8, 2.10</p> <ul style="list-style-type: none"> • recognise common uses of information technology beyond school • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. <p>Skill Progression: 3.12 (PSHE Association POS Health and Wellbeing:Healthy lifestyles, Keeping safe. Relationships: Managing hurtful behaviour and bullying, Living in the Wider World:Media, literacy & digital resilience.)</p>	<ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content <p>Skill Progression: 2.10</p> <ul style="list-style-type: none"> • recognise common uses of information technology beyond school • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. <p>Skill Progression: 3.12</p>
<p>Activities</p>	<p>Using Beebots to travel in the Gruffalo's wood. Google Maps - where are we?</p>	<p>Use Scratch Jar to animate bears - Lars the Polar Bear Internet Safety Day</p>	<p>Using technology to listen to, record stories. Use microscopes linked to iPad to view seeds.</p>

<p>Music and Expressive Art and Design</p> <ul style="list-style-type: none"> •Blue - 3-4 Years •Green - Reception Year •Black - National Curriculum 	<ul style="list-style-type: none"> • Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. - 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. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. 		
	<ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes <p>Skill Progression: 1.1, 1.2, 1.3, 1.4</p> <ul style="list-style-type: none"> • play tuned and untuned instruments musically <p>Skill Progression: 1.2, 1.3, 1.4, 2.1</p> <ul style="list-style-type: none"> • experiment with, create, select and combine sounds using the interrelated dimensions of music <p>Skill Progression: 1.1, 1.2, 1.3, 1.4, 2.1, 2.3, 3.1</p>	<ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes <p>Skill Progression: 1.1, 1.2, 1.3, 1.4, 2.2</p> <ul style="list-style-type: none"> • play tuned and untuned instruments musically <p>Skill Progression: 1.2, 1.3, 1.4</p> <ul style="list-style-type: none"> • experiment with, create, select and combine sounds using the interrelated dimensions of music <p>Skill Progression: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4 3.1</p> <ul style="list-style-type: none"> • listen with concentration and understanding to a range of high-quality live and recorded music <p>Skill Progression: 4.1, 4.2</p>	<ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes <p>Skill Progression: 1.1, 1.2, 1.3, 1.4, 2.3</p> <ul style="list-style-type: none"> • play tuned and untuned instruments musically <p>Skill Progression: 1.2, 1.3, 1.4, 2.3, 2.4</p> <ul style="list-style-type: none"> • experiment with, create, select and combine sounds using the interrelated dimensions of music <p>Skill Progression: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1</p> <ul style="list-style-type: none"> • listen with concentration and understanding to a range of high-quality live and recorded music <p>Skill Progression: 4.1, 4.2</p>
<p>Activities</p>	<p>Funnybones dance, Dog Skeleton song. The Gruffalo songs Our voice sounds - link to Funnybones frightening each other, playing at the park. Instruments - matching sounds to characters. The Gruffalo music - matching sounds to story. Christmas songs</p>	<p>Music Express - seasons exploring pitch. RE - Creation music. PE - Bear Hunt and Winter dance.</p>	<p>Music Express Beat, exploring sound through story.</p>

<p>PE and Physical Development and Expressive Art and Design</p> <p>•Blue - 3-4 Years •Green - Reception Year •Black - National Curriculum</p>	<p><u>PSED</u></p> <ul style="list-style-type: none"> • Make healthy choices about food, drink, activity and toothbrushing. <p>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity</p> <p><u>Physical Development</u></p> <ul style="list-style-type: none"> •Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. •Go up steps and stairs, or climb up apparatus, using alternate feet. •Skip, hop, stand on one leg and hold a pose for a game like musical statues. •Use large-muscle movements to wave flags and streamers, paint and make marks. •Start taking part in some group activities which they make up for themselves, or in teams. •Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, 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. For example, 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. • Revise and refine the fundamental movement skills they have already acquired: - rolling, crawling - walking - jumping - running - hopping - skipping - climbing <p>Progress towards a more fluent style of moving, with developing control and grace.</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 including dance, gymnastics, sport and swimming.</p> <p>Combine different movements with ease and fluency. -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. - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p><u>Expressive Art & Design</u> - Listen with increased attention to sounds. - Respond to what they have heard, expressing their thoughts and feelings.</p> <ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. - Explore and engage in music making and dance, performing solo or in groups. <ul style="list-style-type: none"> • 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 <p>Participate in team games, developing simple tactics for attacking and defending - Perform dances using simple movement patterns.</p> <ul style="list-style-type: none"> • Y1: PSHE Association POS Health and Wellbeing:Healthy lifestyles, Mental health, Keeping safe. SCARF UNITS 		
<p>Activities</p>	<p>EYFS - First Skills. Multi skills FY/Y1. Gymnastics FY/Y1.</p>	<p>Dance - Bear Hunt. Winter Dance Y1 (adapted fro FY) Ball Skills FY/Y1.</p>	<p>Tennis FY. Quick Cricket Y1 Athletics FY/Y1</p>

<p>RE and Understanding the World and PSED</p>	<p>Where do we belong? (F5) Judaism, Christianity Why do Christians perform nativity plays at Christmas? UC Incarnation (F2)</p>	<p>Who made the world? UC God (1.2) What can we learn from sacred books? (1.4) Judaism, Christianity</p>	<p>Why is the word 'God' so important to Christians? UC God/Creation (F1) Who is Jewish? (1.3) Judaism</p>
	<p><u>PSED</u></p> <ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Begin to understand how others might be feeling. • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. <p><u>UW</u></p> <p>Begin to make sense of their own life-story and family's history.</p> <ul style="list-style-type: none"> • Show interest in different occupations. • Continue to develop positive attitudes about the differences between people. • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Compare and contrast characters from stories, including figures from the past. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. <p><u>EA&D</u></p> <ul style="list-style-type: none"> - Take part in simple pretend play, using an object to represent something else even though they are not similar. - Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. - Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. - Use drawing to represent ideas like movement or loud noises. - Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. - Listen with increased attention to sounds. - Respond to what they have heard, expressing their thoughts and feelings. - Develop storylines in their pretend play. - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Create collaboratively sharing ideas, resources and skills. - Listen attentively, move to and talk about music, expressing their feelings and responses. 		

