

## St Mary Curriculum Map 2021-2022

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
National/ Whole School Events	4 <sup>th</sup> October National Poetry day October – Black History Month	31 <sup>st</sup> October Halloween 4 <sup>th</sup> November Diwali 5 <sup>th</sup> November Guy Fawkes 11 <sup>th</sup> November Remembrance Sunday 15 <sup>th</sup> -19 <sup>th</sup> November – Anti Bullying Week 19 <sup>th</sup> November – Children in Need 15 <sup>th</sup> -21 <sup>st</sup> November – Road Safety Week	30 <sup>th</sup> Jan – 6 <sup>th</sup> February – National story telling week 12 <sup>th</sup> February Chinese New Year 16 <sup>th</sup> February – Shrove Tuesday 17 <sup>th</sup> February – Ash Wednesday and start of Lent	3 <sup>rd</sup> March World Wildlife Day 4 <sup>th</sup> March World book day 12 <sup>th</sup> March British Science Week 14 <sup>th</sup> March Mother’s Day 17 <sup>th</sup> March St Patrick’s Day 21 <sup>st</sup> March World Poetry Day 2 <sup>nd</sup> April Autism Awareness Day	23 <sup>rd</sup> April – St George’s Day 8 <sup>th</sup> May migratory bird day 12 <sup>th</sup> May – Eid Al-Fitr 5 <sup>th</sup> June – World Environment Day 20 <sup>th</sup> June – Father’s Day	30 Days wild- June 22 <sup>nd</sup> June Windrush day
Assemblies	<b>Celebration Assembly on Fridays</b>					
Theme	This is us	In The Night Sky	Once Upon a Time – Fairy Tales	Down on the Farm	At the Seaside	
Inspirational Female/ BAME individuals	Ada Lovelace - Mathematician	Amelia Earhart - Aviator	Jane Austen - Author	Audrey Hepburn –Actress	Ella Fitzgerald - Singer	El Anatsui Artist Ghana

<b>Learning Adventure</b>	<b>Main focus / Learning Context:</b>  Who am I? Why am I special? Who lives with me? Who is special to me? Who is in my family? Where do I live? What jobs do people do in my community? What do I like? What do I know about my body?	<b>Main Focus/Learning Context:</b>  What can I see in the night sky? What sounds do fireworks make? What is beyond the sky? What is in space? How can rockets fly? What are planets, stars, moons?	<b>Main Focus/Learning Context:</b>  What is the setting of the story? Who are the characters in the story? What is the problem in the story? How is the problem solved in the story? What happens at the beginning, in the middle and at the end of the story? What was your favourite part of the story? What did you like or dislike about the story?	<b>Main Focus/Learning Context:</b>  What can I see on the farm? What farm animals do I know? What machines do I see on the farm? What do these do? What jobs does a farmer do? What are life cycles? What grows on the farm?	<b>Main Focus/Learning Context:</b>  What can I see at the beach? What lives in the sea? How can I keep the beach clean? What were pirates like? What facts do I know about pirates?
	<b>R.E (come and See)</b>	<b>Family – Myself</b> Developing an understanding of first and family names. Knowing that God knows and loves each person  <b>Belonging</b> - Baptism: How we welcome people into our and God’s family  <b>Loving - Birthdays</b> – Knowing what a birthday is. Advent: a time to look forward to Jesus’ birthday/Christmas  <b>Judaism Week</b>	<b>Community – Celebrating</b> – Discovering what a celebration is, the elements of celebration and how people celebrate  <b>Communion - Gathering</b> – To know about things we do together, and how people come together in church  <b>Giving - Growing</b> – Recognising growth in nature and discovering ways in which things grow. Lent : A time to grow more like Jesus. Celebrating Easter.  <b>Spirituality week</b>	<b>Serving – Good News</b> – Knowing that everyone has good news to tell. Pentecost: The Celebration of the Good News of Jesus.  <b>Forgiveness - Friends</b> – Making friends and being a friend. Knowing that Jesus had friends and that we can be friends of Jesus.  <b>Our World</b> – What we love and wonder about our world. Praising God for our wonderful world.  <b>ISLAM</b>	
<b>Literacy</b>	<i>-Introducing Set 1 sounds in Read, Write Inc Phonics</i>  <i>-Practising letter formation using Read, Write Inc handwriting phrases</i>	<i>-Introducing set 1 sounds in Read, Write Inc Phonics</i>  <i>-Practising letter formation using Read, Write Inc handwriting phrases</i>  <i>-Practising reading letters by saying the sounds for them</i>	<i>-Consolidating set 1 sounds in Read, Write Inc phonics</i>  <i>-Introducing set 2 sounds in Read, Write Inc phonics</i> <i>-Practising letter formation using Read, Write Inc handwriting phrases</i>  <i>-Demonstrating understanding of what has been read to them by retelling stories and narratives using our own words and recently introduced vocabulary.</i> <i>-Anticipating (where appropriate) key events in stories.</i>	<i>-Consolidating set 1 and set 2 sounds in Read, Write, Inc phonics</i> <i>-Practising letter formation using Read, Write Inc handwriting phrases</i>  <i>-Saying a sound for each letter in the alphabet and at least 10 digraphs.</i> <i>- Reading words consistent with phonic</i>	<i>-Consolidating set 2 sounds in Read, Write Inc phonics.</i> <i>-Introducing some set 3 sounds.</i> <i>-Practising letter formation using Read, Write Inc handwriting phrases</i>  <i>- Anticipating (where appropriate) key events in stories.</i>

	<p><i>-Practising reading letters by saying the sounds for them</i></p> <p><i>-Practising name writing skills</i></p> <p><i>-Practising writing family members' names</i></p> <p><i>-Using some print and letter knowledge in our early writing (hearing initial sounds in words)when writing things such as letters, shopping lists, cards, invitations</i></p> <p><i>-writing tasks/ outcomes may include themes such as: my family, my likes, my body, my aspirations, my treasures.</i></p> <p><i>-Read, Write Inc book bag books to take home</i></p>	<p><i>-Blending sounds into words</i></p> <p><i>-Consolidating name writing skills</i></p> <p><i>-Using some print and letter knowledge in our early writing (hearing initial and end sound in words when writing things such as letters, postcards, recounts, story maps, fact files etc...)</i></p> <p><i>-Writing tasks/outcomes may include: Letters to aliens, missing posters, postcards from the moon,, recounts, story maps of books read, fact files about space, labelling rockets, list writing about what would be taken to space etc...)</i></p> <p><i>-Read, Write Inc book bag books to take home</i></p>	<p><i>-Blending sounds into words</i></p> <p><i>-Being able to spot and suggest rhymes.</i></p> <p><i>-Beginning to read selected common exception words.</i></p> <p><i>-Using print and letter knowledge in our writing (hearing a few sounds in words when writing things (such as letters, postcards, recounts, story maps, fact files etc...)</i></p> <p><i>-Beginning to write simple phrases and sentences that can be read by others.</i></p> <p><i>-Writing tasks/outcomes may include themes such as: Sorry letters from Goldilocks, Wanted posters for the Big Bad Wolf, recounts of stories, story maps, facts about animals, character speech bubbles</i>  <i>story writing (creating own fairy tales), shape poems</i></p>	<p><i>knowledge by sound-blending.</i></p> <p><i>- Reading aloud simple sentences and books that are consistent with our phonic knowledge, including some common exception words.</i></p> <p><i>-Demonstrating understanding of what has been read to them by retelling stories and narratives using our own words and recently introduced vocabulary.</i></p> <p><i>- Anticipating (where appropriate) key events in stories.</i></p> <p><i>-Using and understanding recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</i></p> <p><i>-Writing simple phrases and sentences that can be read by others.</i></p> <p><i>-Writing tasks/outcomes may include themes such as: character speech bubbles, life cycles of farm animals, recounts of holding baby farm animals, questions to farmer, tractor facts, bean diaries, instruction writing,</i></p>	<p><i>-Using and understanding recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</i>  <i>Word Reading</i></p> <p><i>-Saying a sound for each letter in the alphabet and at least 10 digraphs.</i></p> <p><i>- Reading words consistent with our phonic knowledge by sound-blending.</i></p> <p><i>- Reading aloud simple sentences and books that are consistent with our phonic knowledge, including some common exception words.</i></p> <p><i>- Writing recognisable letters, most of which are correctly formed.</i></p> <p><i>-Spelling words by identifying sounds in them and representing the sounds with a letter or letters.</i></p> <p><i>-Writing simple phrases and sentences that can be read by others.</i></p> <p><i>-Writing tasks may include: Wanted posters for pirates, messages in bottles, facts about sea life, ocean posters, lists of things to take to the beach, story writing, instruction writing, maps etc...</i></p>
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				farm booklets, fact files, story writing	
Key Quality Texts	<p><i>Some Key Texts:</i></p> <p><i>What Do I Look Like? By Nick Sharratt</i>  <i>My Mum/My Dad by Anthony Browne</i>  <i>My brother/My sister by Anthony Browne.</i>  <i>Owl babies by Martin Waddell</i>  <i>Jolly Postman by Allan Ahlberg</i>  <i>Cops &amp; Robbers Allan Ahlberg</i>  <i>People who help us information texts.</i>  <i>Oliver's Vegetables</i>  <i>Oliver's fruit Salad</i>  <i>Oliver's Milkshake by Vivien French</i>  <i>Funny Bones by Allan Ahlberg</i>  <i>Harry and the Dinosaurs</i>  <i>Go to School by Ian Whybrow</i></p>	<p><i>Some Key Texts:</i></p> <p><i>Room on the Broom by Julia Donaldson</i>  <i>Whatever Next! By Jill Murphy</i>  <i>Beegu by Alexis Deacon</i>  <i>Aliens Love Underpants</i>  <i>Q Pootle 5 by Nick Butterworth</i>  <i>The Man on the Moon by Simon Bartram</i>  <i>Here we Are by Oliver Jeffers</i>  <i>How to Catch a Star by Oliver Jeffers</i></p> <p><i>Non-Fiction texts about space</i></p> <p><i>Christmas/Nativity Stories</i></p>	<p><i>Some Key Texts:</i></p> <p><i>The Three Little Pigs</i>  <i>Goldilocks and the Three Bears</i>  <i>Jack and the Beanstalk</i>  <i>Little Red Riding Hood</i>  <i>The Three Billy Goats Gruff</i>  <i>The Gingerbread Man</i>  <i>The Elves and the Shoemaker</i>  <i>Once Upon a Time by John Prater</i></p> <p><i>Various alternative versions of traditional tales (e.g. the True Story of the 3 Little pigs by Jon Scieszka)</i></p>	<p><i>Some Key Texts:</i></p> <p><i>Egg Drop by Mini Grey</i>  <i>Hungry Henby Richard Waring</i>  <i>Farmer Duck by Martin Waddell</i>  <i>I spy on the farm by Edward Gibbs</i>  <i>First facts Farm</i>  <i>On the Farm; Anna Milbourne &amp; Alessandra Roberti</i>  <i>Look inside a Farm: Usborne</i>  <i>Farm animals; Alison Jay</i>  <i>People who help us: Farmer Duck</i>  <i>Rosie's Walk by Pat Hutchins</i>  <i>The Little Red Hen by Vera Southgate</i>  <i>Tremendous Tractors by Tony Mitton</i>  <i>What the Ladybird Heard by Julia Donaldson</i></p>	<p><b>Key Text:</b></p> <p><i>On a pirate ship by Sarah Coulter</i></p> <p><i>The pirates Next Doorby Jonny Duddle</i></p> <p><i>Night Pirates by Peter Harris</i></p> <p><i>Rainbow fish by Marcus Pfister</i>  <i>Sharing a Shell by Julia Donaldson</i>  <i>The snail and the Whale by Julia Donaldson</i>  <i>Come away from the water Shirley – John Burningham</i>  <i>Tiddler by Julia Donaldson</i>  <i>Commotion in the Ocean By Giles Andreae</i></p>
	Mathematics	<p><i>-Developing fast recognition of up to 3 (and beyond) objects (subitising)</i></p> <p><i>-Reciting numbers past 5 (and beyond).</i>  <i>-Counting objects, actions and sounds</i>  <i>-Saying one number for each item in order: 1,2,3,4,5.</i></p>	<p><i>-Comparing numbers – more and fewer</i></p> <p><i>-Composition of numbers to 5 and beyond.</i></p> <p><i>-Counting beyond 10</i></p> <p><i>-Making comparisons between objects relating to size, length, weight and capacity.</i></p>	<p><i>-Linking numerals with cardinal number value.</i></p> <p><i>-Automatically recalling number bonds for numbers 0-5 and some to 10</i></p> <p><i>- Selecting, rotating and manipulating shapes to develop spatial reasoning skills.</i></p>	<p><i>- Consolidating 'finger numbers' up to 5/10.</i></p> <p><i>-Exploring the composition of numbers to 10.</i></p> <p><i>-Subitising (recognise quantities without counting) up to 5.</i></p> <p><i>-Doubling, halving and sharing</i></p> <p><i>- Automatically recalling some number bonds to 10</i></p> <p><i>- Comparing quantities up to 10 in different contexts,</i></p>

	<ul style="list-style-type: none"> <li>-Knowing cardinality of number.</li> <li>- Showing 'finger numbers' up to 5.</li> <li>-Using positional language.</li> </ul>	<ul style="list-style-type: none"> <li>-Talking about and exploring 2D and 3D shapes (e.g, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>- Consolidating 'finger numbers' up to 5.</li> <li>-Understanding vocabulary such as 'part' and 'whole'</li> </ul>	<ul style="list-style-type: none"> <li>- Consolidating 'finger numbers' up to 5/10.</li> </ul>	<ul style="list-style-type: none"> <li>shape can have other shapes within it, just as numbers can.</li> <li>-Continuing, copying and creating repeating patterns.</li> <li>-Understanding the 'one more than/one less than' relationship between consecutive numbers.</li> </ul>	<ul style="list-style-type: none"> <li>recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>-Exploring and representing patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<ul style="list-style-type: none"> <li>-Verbally counting beyond 20, recognising the pattern of the counting system.</li> <li>- Comparing quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>-Exploring and representing patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>
<p><b>Communication and Language</b></p>	<ul style="list-style-type: none"> <li>-Listening to longer stories</li> <li>-Using a wide range of vocabulary linked to topics we are learning about</li> <li>-Understanding questions and instructions that have two parts.</li> <li>-Developing understanding of 'why' questions.</li> <li>-Singing a large repertoire of songs (e.g. nursery rhymes)</li> <li>-Being able to talk about familiar books.</li> <li>-Starting conversations with adults and peers</li> </ul>	<ul style="list-style-type: none"> <li>-Listening to longer stories</li> <li>-Using a wide range of vocabulary linked to topics we are learning about.</li> <li>-Understanding questions and instructions that have two parts.</li> <li>-Developing understanding of 'why' questions.</li> <li>-Singing a large repertoire of songs (e.g. nursery rhymes)</li> <li>-Being able to talk about familiar books.</li> <li>-Starting conversations with adults and peers</li> </ul>	<ul style="list-style-type: none"> <li>- Learning new vocabulary linked to our learning in class.</li> <li>-Using newly learned vocabulary throughout the day.</li> <li>-Asking questions to find out more and to checking understanding of what has been said to them.</li> <li>-Articulating ideas and thoughts in well-formed sentences.</li> <li>-Connecting one idea or action to another using a range of connectives.</li> <li>-Describing events in increasing levels of detail.</li> <li>- Using talk to help work out problems and to explain how things work and why they might happen.</li> <li>-Developing social phrases.</li> <li>-Engaging in story times.</li> <li>-Listening to and talking about stories to build familiarity and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>-Listening attentively and responding to what we hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>-Making comments about what we have heard and ask questions to clarify our understanding.</li> <li>-Holding conversation when engaged in back-and-forth exchanges with our teacher and peers.</li> <li>-Participating in small group, class and one-to-one discussions, offering our own ideas, using recently introduced vocabulary.</li> <li>-Offering explanations for why things might happen, making use of recently introduced vocabulary from</li> </ul>	<ul style="list-style-type: none"> <li>-Listening attentively and responding to what we hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>-Making comments about what we have heard and ask questions to clarify our understanding.</li> <li>-Holding conversation when engaged in back-and-forth exchanges with our teacher and peers.</li> <li>-Participating in small group, class and one-to-one discussions, offering our own ideas, using recently introduced vocabulary.</li> <li>-Offering explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes</li> </ul>	

	<p>during continuous provision</p> <p>Planned opportunities to develop communication language skills include:  - Circle times to promote oracy skills.  -No hand up approach used during some carpet sessions.  -Speech and Language link assessment of all children starting Reception.  -Visitors into Reception  -Show and tell  -Thinking and asking questions</p>	<p>during continuous provision</p> <p>Planned opportunities to develop communication language skills include:  -Developing pronunciation of speech sounds through phonics sessions and targeted speech and language sessions.  - Circle times to promote oracy skills.  -No hand up approach used during some carpet sessions.  -Visitors into Reception  -Show and tell  -Thinking and asking questions  -Christmas Nativity performance</p>	<p>-Retelling stories once a deep familiarity with the text has been developed.</p> <p>-Listening carefully to rhymes and songs, paying attention to how they sound.</p> <p>-Learning a range of rhymes, poems and songs.</p> <p>-Engaging in non-fiction books and reciting facts/</p> <p>-Listening to and talking about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Planned opportunities to develop communication language skills:  -Developing pronunciation of speech sounds through phonics sessions and targeted speech and language sessions.  - Circle times to promote oracy skills.  -No hand up approach used during some carpet sessions.  -Visitors into Reception  -Show and tell  -Thinking and asking questions  -Cooking lessons  -Library visit  -World Book Day</p>	<p>stories, non-fiction, rhymes and poems when appropriate.</p> <p>-Expressing their ideas and feelings about our experiences using full sentences ,including use of past, present and future tenses and making use of conjunctions, with modelling and support from teacher.</p> <p>Planned opportunities to develop communication language skills:  -Developing pronunciation of speech sounds through phonics sessions and targeted speech and language sessions.  - Circle times to promote oracy skills.  -No hand up approach used during some carpet sessions.  -Visitors into Reception  -Show and tell  -Thinking and asking questions  -Questions to the farmer  -Tractor visit  -Trip to the farm  -Cooking lessons</p>	<p>and poems when appropriate.</p> <p>-Expressing our ideas and feelings about our experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from teacher.</p> <p>Planned opportunities to develop communication language skills:  -Developing pronunciation of speech sounds through phonics sessions and targeted speech and language sessions.  - Circle times to promote oracy skills.  -No hand up approach used during some carpet sessions.  -Visitors into Reception  -Show and tell  -Thinking and asking questions  -Questions to the farmer  -Tractor visit  -Trip to the farm  -Cooking lessons</p>
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<b>Personal, Social and Emotional Development</b>					
	<ul style="list-style-type: none"> <li>- Selecting and using activities and resources, with help when needed.</li> <li>- Developing a sense of responsibility and membership of a community.</li> <li>- Becoming more outgoing with unfamiliar people, in the safe context of our setting.</li> <li>- Showing more confidence in new social situations.</li> <li>- Playing with one or more other children, extending and elaborating play ideas.</li> <li>- Finding solutions to conflicts and rivalries.</li> <li>- Remembering rules without needing an adult to remind them.</li> </ul>	<ul style="list-style-type: none"> <li>- Selecting and using activities and resources, with help when needed.</li> <li>- Developing a sense of responsibility and membership of a community.</li> <li>- Becoming more outgoing with unfamiliar people, in the safe context of our setting.</li> <li>- Showing more confidence in new social situations.</li> <li>- Playing with one or more other children, extending and elaborating play ideas.</li> <li>- Finding solutions to conflicts and rivalries.</li> <li>- Remembering rules without needing an adult to remind them.</li> </ul>	<ul style="list-style-type: none"> <li>- Seeing ourselves as a valuable individual.</li> <li>- Building constructive and respectful relationships.</li> <li>- Expressing feelings and considering the feelings of others.</li> <li>- Showing resilience and perseverance in the face of challenge.</li> <li>- Identifying and moderating our own feelings socially and emotionally.</li> <li>- Thinking about the perspectives of others.</li> <li>- Managing our own needs. (e.g. Personal hygiene)</li> </ul>	<ul style="list-style-type: none"> <li>- Showing an understanding of our own feelings and those of others, and begin to regulate our behaviour accordingly.</li> <li>- Setting and working towards simple goals, being able to wait for what we want and control our immediate impulses when appropriate.</li> <li>- Giving 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.</li> <li>- Being confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>- Explaining the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>- Managing our own basic hygiene and personal</li> </ul>	<ul style="list-style-type: none"> <li>- Showing an understanding of our own feelings and those of others, and begin to regulate our behaviour accordingly.</li> <li>- Setting and working towards simple goals, being able to wait for what we want and control our immediate impulses when appropriate.</li> <li>- Giving 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.</li> <li>- Being confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>- Explaining the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>- Managing our own basic hygiene and personal needs,</li> </ul>

	<p>-Talking about our feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>- Being increasingly independent in meeting our own care needs, e.g. brushing teeth, using the toilet, washing and drying our hands thoroughly.</p> <p>-Beginning to understand how others might be feeling.</p> <p>- Making healthy choices about food, drink, activity and toothbrushing.</p>	<p>-Talking about our feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>- Being increasingly independent in meeting our own care needs, e.g. brushing teeth, using the toilet, washing and drying our hands thoroughly.</p> <p>-Beginning to understand how others might be feeling.</p> <p>- Making healthy choices about food, drink, activity and toothbrushing.</p>	<p>-Knowing and talking about the different factors that support our overall health and wellbeing such as: regular physical activity; healthy eating; toothbrushing; sensible amounts of 'screen time'; having a good sleep routine, being a safe pedestrian</p>	<p>needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>-Working and playing cooperatively and taking turns with others.</p> <p>-Forming positive attachments to adults and friendships with peers.</p> <p>-Showing sensitivity to our own and to others' needs.</p>	<p>including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>-Working and playing cooperatively and taking turns with others.</p> <p>-Forming positive attachments to adults and friendships with peers.</p> <p>-Showing sensitivity to our own and to others' needs.</p>
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<p><b>Physical Development</b></p>	<p><i>-Continuing to develop movement, balancing, riding (scooters, trikes and bikes) and ball skills.</i></p> <p><i>- Going up steps and stairs, or climb up apparatus, using alternate feet.</i></p> <p><i>-Skipping, hopping, standing on one leg</i></p> <p><i>-Using large-muscle movements to wave flags and streamers, paint and make marks.</i></p> <p><i>-Starting to take part in some group activities which we make up for ourselves, or in teams.</i></p> <p><i>-Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</i></p> <p><i>-Choosing the right resources to carry out our own plans. For example, choosing a spade to enlarge a small hole we dug with a trowel.</i></p> <p><i>-Collaborating with others to manage large items, such as moving a long plank safely,</i></p>	<p><i>-Continuing to develop movement, balancing, riding (scooters, trikes and bikes) and ball skills.</i></p> <p><i>- Going up steps and stairs, or climb up apparatus, using alternate feet.</i></p> <p><i>-Skipping, hopping, standing on one leg</i></p> <p><i>-Using large-muscle movements to wave flags and streamers, paint and make marks.</i></p> <p><i>-Starting to take part in some group activities which we make up for ourselves, or in teams.</i></p> <p><i>-Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</i></p> <p><i>-Choosing the right resources to carry out our own plans. For example, choosing a spade to enlarge a small hole we dug with a trowel.</i></p> <p><i>-Collaborating with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</i></p>	<p><i>-Revising and refining the fundamental movement skills we have already acquired such as- rolling, crawling,- walking, jumping,- running, hopping, skipping, climbing</i></p> <p><i>-Developing overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport</i></p> <p><i>-Developing small motor to be able to use a range of tools competently, safely and confidently (e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</i></p> <p><i>-Using our core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</i></p> <p><i>-Combining different movements with ease and fluency.</i></p> <p><i>-Confidently and safely using a range of large and small apparatus indoors and outside,</i></p> <p><i>-Developing overall body-strength, balance, co-ordination and agility.</i></p> <p><i>-Developing range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</i></p> <p><i>-Developing confidence, competence, precision and accuracy when engaging in activities that involve a ball.</i></p> <p><i>-Developing the foundations of a handwriting style which is fast, accurate and efficient.</i></p>	<p><i>-Negotiating space and obstacles safely, with consideration for ourselves and others.</i></p> <p><i>-Demonstrating strength, balance and coordination when playing.</i></p> <p><i>-Moving energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i></p> <p><i>-Holding a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</i></p> <p><i>-Using a range of small tools, including scissors, paintbrushes and cutlery.</i></p> <p><i>-Beginning to show accuracy and care when drawing</i></p>	<p><i>-Negotiating space and obstacles safely, with consideration for ourselves and others.</i></p> <p><i>-Demonstrating strength, balance and coordination when playing.</i></p> <p><i>-Moving energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i></p> <p><i>-Holding a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</i></p> <p><i>-Using a range of small tools, including scissors, paintbrushes and cutlery.</i></p> <p><i>-Beginning to show accuracy and care when drawing</i></p>
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	<p>carrying large hollow blocks.</p> <p>-Using one-handed tools and equipment,</p> <p>-Using a comfortable grip with good control when holding pens and pencils.</p> <p>-Showing a preference for a dominant hand.</p> <p>-Being increasingly independent as we get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>-Using one-handed tools and equipment,</p> <p>-Using a comfortable grip with good control when holding pens and pencils.</p> <p>-Showing a preference for a dominant hand.</p> <p>-Being increasingly independent as we get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>-Further developing the skills we need to manage the school day successfully such as lining up and queuing (e.g. mealtimes).</p>		
<p><b>Understanding the World</b></p>	<p>-Using all our senses in hands-on exploration of natural materials.</p> <p>-Exploring collections of materials with similar and/or different properties.</p> <p>-Talking about what we see, using a wide vocabulary.</p> <p>-Beginning to make sense of our own life-story and family's history.</p> <p>-Beginning to show an interest in different occupations.</p>	<p>-Using all our senses in hands-on exploration of natural materials.</p> <p>-Exploring collections of materials with similar and/or different properties.</p> <p>-Talking about what we see, using a wide vocabulary.</p> <p>-Beginning to make sense of our own life-story and family's history.</p> <p>-Showing an interest in different occupations.</p> <p>-Exploring how things work.</p>	<p>-Distinguishing between an object and the material from which it is made</p> <p>-Identifying and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock</p> <p>-Describing our immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>-Understanding the past through settings, characters and events encountered in books read in class and storytelling</p> <p>-Knowing some similarities and differences between different religious and cultural communities in this country, drawing on our experiences and what has been read in class.</p>	<p>-Knowing some similarities and differences between things in the past and now, drawing on our experiences and what has been read in class.</p> <p>-Exploring the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>-Knowing some similarities and differences between the natural world around them and contrasting environments, drawing on our experiences and what has been read in class.</p>	<p>-Talking about the lives of the people around them and our roles in society. - Knowing some similarities and differences between things in the past and now, drawing on our experiences and what has been read in class.</p> <p>-Understanding the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>- Describing our immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>-Knowing some similarities and differences between</p>

	<p><i>-Exploring how things work.</i></p> <p><i>-Planting seeds and care for growing plants.</i></p> <p><i>-Understanding the key features of the life cycle of a plant and an animal.</i></p> <p><i>-Beginning to understand the need to respect and care for the natural environment and all living things.</i></p> <p><i>-Exploring and talking about different forces we can feel.</i></p> <p><i>-Talking about the differences between materials and changes we notice.</i></p> <p><i>-Continuing developing positive attitudes about the differences between people.</i></p> <p><i>-Knowing that there are different countries in the world and talk about the differences we have experienced or seen in photos</i></p>	<p><i>-Planting seeds and care for growing plants.</i></p> <p><i>-Understanding the key features of the life cycle of a plant and an animal.</i></p> <p><i>-Beginning to understand the need to respect and care for the natural environment and all living things.</i></p> <p><i>-Exploring and talking about different forces we can feel.</i></p> <p><i>-Talking about the differences between materials and changes we notice.</i></p> <p><i>-Continuing developing positive attitudes about the differences between people.</i></p> <p><i>-Knowing that there are different countries in the world and talk about the differences we have experienced or seen in photos</i></p>		<p><i>-Talking about members of our immediate family and community.</i></p> <p><i>-Naming and describing people who are familiar to us.</i></p> <p><i>-Commenting on images of familiar situations in the past.</i></p> <p><i>-Comparing and contrasting characters from stories, including figures from the past.</i></p> <p><i>-Drawing information from a simple map.</i></p> <p><i>-Understanding that some places are special to members of our community.</i></p> <p><i>-Recognising that people have different beliefs and celebrate special times in different ways.</i></p> <p><i>-Recognising some similarities and differences between life in this country and life in other countries.</i></p> <p><i>-Exploring the natural world around them.</i></p> <p><i>-Describing what we see, hear and feel whilst outside.</i></p>	<p><i>different religious and cultural communities in this country, drawing on our experiences and what has been read in class.</i></p> <p><i>-Explaining some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</i></p> <p><i>-Exploring the natural world around them, making observations and drawing pictures of animals and plants.</i></p> <p><i>-Knowing some similarities and differences between the natural world around them and contrasting environments, drawing on our experiences and what has been read in class.</i></p> <p><i>-Understanding some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i></p> <p><i>-Explaining 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.</i></p>
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Expressive Arts and Design				<p>-Recognising some environments that are different to the one in which we live.</p> <p>-Understanding the effect of changing seasons on the natural world around us.</p>	including the seasons and changing states of matter.
	<p>-Taking part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>-Beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>-Making imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>-Exploring different materials freely, to develop our ideas about how to use them and what to make.</p> <p>-Developing our own ideas and then decide which materials to use to express them.</p>	<p>-Taking part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>-Beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>-Making imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>-Exploring different materials freely, to develop our ideas about how to use them and what to make.</p> <p>-Developing our own ideas and then decide which materials to use to express them.</p>	<p>-Exploring, using and refining a variety of artistic effects to express our ideas and feelings.</p> <p>-Returning to and build on our previous learning, refining ideas and developing our ability to represent them.</p> <p>-Creating collaboratively, sharing ideas, resources and skills.</p> <p>-Listening attentively, moving to and talking about music, expressing our feelings and responses.</p> <p>-Watching and talking about dance and performance art, expressing our feelings and responses.</p> <p>-Singing in a group or on our own, increasingly matching the pitch and following the melody.</p> <p>-Developing storylines in our pretend play.</p> <p>-Exploring and engage in music making and dance, performing solo or in groups.</p>	<p>-Safely using and exploring a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>-Sharing our creations, explaining the process we have used.</p> <p>-Making use of props and materials when role playing characters in narratives and stories.</p> <p>-Inventing, adapting and recounting narratives and stories with peers and teacher.</p> <p>-Singing a range of well-known nursery rhymes and songs.</p> <p>-Performing songs, rhymes, poems and stories with others, and (when appropriate) trying to move in time with music</p>	<p>-Safely using and exploring a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>-Sharing our creations, explaining the process we have used.</p> <p>-Making use of props and materials when role playing characters in narratives and stories.</p> <p>-Inventing, adapting and recounting narratives and stories with peers and our teacher.</p> <p>-Singing a range of well-known nursery rhymes and songs.</p> <p>-Performing songs, rhymes, poems and stories with others, and (when appropriate) trying to move in time with music</p>

	<p><i>-Joining different materials and explore different textures.</i></p> <p><i>-Creating closed shapes with continuous lines, and begin to use these shapes to represent objects.</i></p> <p><i>-Drawing with increasing complexity and detail, such as representing a face with a circle and including details.</i></p> <p><i>-Using drawing to represent ideas like movement or loud noises.</i></p> <p><i>-Showing different emotions in our drawings and paintings, like happiness, sadness, fear etc.</i></p> <p><i>-Exploring colour and colour-mixing.</i></p> <p><i>-Listening with increased attention to sounds.</i></p> <p><i>-Responding to what we have heard, expressing our thoughts and feelings.</i></p> <p><i>-Remembering and singing entire songs.</i></p>	<p><i>-Joining different materials and explore different textures.</i></p> <p><i>-Creating closed shapes with continuous lines, and begin to use these shapes to represent objects.</i></p> <p><i>-Drawing with increasing complexity and detail, such as representing a face with a circle and including details.</i></p> <p><i>-Using drawing to represent ideas like movement or loud noises.</i></p> <p><i>Nativity performance</i></p>			
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	<p><i>-Singing the pitch of a tone sung by another person ('pitch match').</i></p> <p><i>-Singing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</i></p> <p><i>-Creating our own songs or improvise a song around one we know.</i></p> <p><i>-Playing instruments with increasing control to express our feelings and ideas.</i></p>				
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\*All learning may be subject to change as we will endeavour to follow the children's interests