




Hollywell Primary School YEAR R: Long Term Curriculum Progression Plan


Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	Me and My Community	Tradition	Fantastic Planet	Nature Detectives	Animal Safari	Let's Explore	
 <p>Communication and Language</p> <p>Ongoing throughout the year</p> <p>ELG</p>	<p><i>Understand how to listen carefully and why listening is important.</i></p> <p><i>Engage in story times, rhymes, and songs.</i></p> <p>Maintain attention in whole class/groups.</p> <p>Follow 1 step instructions.</p> <p><i>Understand 'why' questions.</i></p> <p><i>Use sentences 4-6 words.</i></p> <p><i>Use talk to organise play.</i></p>	<p>Listen in familiar &amp; new situations.</p> <p><i>Engage in story times.</i></p> <p>Maintain attention in new situations.</p> <p><i>Ask questions to find out more and to check they understand what has been said to them.</i></p> <p>Follow <i>instructions with 2 parts</i> in a familiar situation.</p> <p><i>Start a conversation with peers and familiar adults and continue for many turns.</i></p> <p><i>Develop social phrases</i></p>	<p>Listen attentively in a range of situations.</p> <p>Maintain attention during appropriate activity.</p> <p><i>Engage in non-fiction books.</i></p> <p>Consider the listener and take turns.</p> <p><i>Use talk to organise/stand for something else in play.</i></p> <p>Begin to use past tense.</p> <p>Begin to recount past events.</p>	<p>Understand why listening is important.</p> <p>Maintain attention in different contexts.</p> <p><i>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</i></p> <p><i>Ask questions to find out more and check understanding.</i></p> <p><i>Articulate their ideas and thoughts in well-formed sentences.</i></p> <p><i>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</i></p> <p><i>Begin to connect one idea or action to another using a range of connectives.</i></p> <p>Describe events in some detail.</p>	<p>Listen and understand instructions while busy with another task.</p> <p>Maintain activity while listening.</p> <p>Understand how, why, where questions.</p> <p><i>Describe events in some detail.</i></p> <p>Express ideas about feelings and experiences.</p> <p><i>Articulate their ideas and thoughts in well-formed sentences.</i></p> <p>Use language to reason.</p>	<p>Listen and respond with relevant questions, comments, or actions.</p> <p>Attend to others in play.</p> <p>Make comments and clarify thinking with questions.</p> <p><i>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</i></p> <p>Speak in well-formed sentences with some detail.</p> <p><i>Use new vocabulary in different contexts.</i></p> <p>Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.</p>	
	<p><b>Learn new vocabulary</b></p> <p><b>Use new vocabulary through the day</b></p>	<p><b>Listen carefully to rhymes and songs, paying attention to how they sound.</b></p> <p><b>Learn rhymes, poems, and songs.</b></p>			<p><b>Use new vocabulary in different contexts</b></p> <p><b>Listen to and talk about stories to build familiarity and understanding.</b></p>		
	<p><b>Listening, Attention and Understanding:</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>Speaking:</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>						
 <p>Personal, Social and Emotional Development</p> <p>Ongoing throughout the year</p>	<p><b>Can talk about feelings.</b></p> <p>Welcome distractions when upset.</p> <p><b>Increasingly follow rules.</b></p> <p><b>Know likes and dislikes.</b></p> <p>Independently organise belongings in the morning.</p> <p>Manage personal hygiene.</p> <p><b>Build constructive and respectful relationships.</b></p>	<p><b>Beginning to express their feelings and consider the perspectives of others.</b></p> <p>Begin to take turns and share resources.</p> <p>Independently choose where they would like to play.</p> <p><b>Continue to build constructive and respectful relationships.</b></p>	<p>Show pride in achievements.</p> <p>Understand behavioural expectations of the setting.</p> <p>Can explain right from wrong and try to behave accordingly.</p> <p><b>Manage their own needs.</b></p> <p>Can identify kindness.</p> <p>Seek others to share activities and experiences.</p>	<p>Can make choices and communicate what they need.</p> <p>Begin to show persistence when faced with challenges.</p> <p>Can keep play going by co-operating, listening, speaking, and explaining.</p> <p>Can reflect on the work of others and self-evaluate their own work.</p>	<p>Beginning to know that children think and respond in different ways to them.</p> <p>Can talk about their own abilities positively.</p> <p>Confident to try new activities</p> <p><b>Show resilience and perseverance.</b></p>	<p><b>Able to identify and moderate own feelings.</b></p> <p><b>See themselves as a unique and valued individual.</b></p> <p>Can seek out a challenge and enjoy the process.</p> <p>Show sensitivity to others' needs and feelings.</p>	
	<p><b>Use gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way</b></p> <p><b>Self-Regulation:</b> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.</p> <p><b>Managing Self:</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p>						
 <p>Physical Development</p>	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p> <p>Movement fundamentals 1</p> <p>Teamwork games</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Dance – linked with different festivals</p>	<p>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>Gymnastics fundamentals</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, oral hygiene, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p> <p>Movement fundamentals 2: linked to KS1 focus units</p>	<p>Combine different movements with ease and fluency</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Athletics games</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Multi-skills inclusive of striking &amp; fielding</p>	

Ongoing throughout the year

*Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.*  
*Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.*  
*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.*

**Gross Motor:** Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

**Fine Motor:** Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases- Use a range of small tools, including scissors, paint brushes and cutler - Begin to show accuracy and care when drawing.

<b>Literacy Reading</b> 	<p><b>Comprehension:</b> Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.</p>	<p><b>Comprehension:</b> Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play.</p>	<p><b>Comprehension:</b> Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play).</p>	<p><b>Comprehension:</b> Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books Innovate a well-known story with support.</p>	<p><b>Comprehension:</b> Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.</p>	<p><b>Comprehension:</b> Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p>
	<p><b>Comprehension:</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>					

<p><b>Word Reading:</b> Hear general sound discrimination and be able to orally blend and segment.</p>	<p><b>Word Reading:</b> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.</p>	<p><b>Word Reading:</b> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.</p>	<p><b>Word Reading:</b> Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p><b>Word Reading:</b> Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p><b>Word Reading:</b> Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense.</p>
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**Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.**

**Word Reading:** Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

<b>Phonics Little Wandle</b>	<p><b>Phase 2</b> satp inmd gock ckeur</p> <p><b>Tricky words</b> Is I the</p>	<p><b>Phase 2</b> ff ll ss j v w x y z zz qu words with s /s/ added at the end (hats sits) ch sh th ng nk words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/ added at the end (bags) <b>Tricky words</b> put* pull* full* as and has his her go no to into</p>	<p><b>Phase 3</b> ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters: dd mm tt bb rr gg pp ff <b>Tricky words</b> was you they my by all are sure pure</p>	<p><b>Phase 3</b> review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear review Phase 3: er air words with double letters longer words words with two or more digraphs longer words words ending in -ing compound words longer words words with s in the middle /z/ s words ending -s words with -es at end /z/ <b>Tricky words</b></p>	<p><b>Phase 4</b> short vowels CVCC short vowels CVCC CCVC short vowels CCVCC CCCVC CCCVCC longer words longer words compound words root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est <b>Tricky words</b> said so have like some come love do were here little says</p>	<p><b>Phase 3/4</b> short vowels CVCC short vowels CVCC CCVC short vowels CCVCC CCCVC CCCVCC longer words short vowels CCVCC CCCVC CCCVCC longer words longer words compound words root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est <b>Tricky words</b> said so have like some come love do were here little says there when what one</p>
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		<b>she push* he of we me be</b>		<b>Review all taught so far Secure spelling</b>	<b>there when what one out today</b>	<b>out today</b>
<b>Literacy Writing</b>	<p><b>Emergent writing:</b> Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.</p> <p><b>Composition:</b> Use talk to organise describe events and experiences.</p> <p><b>Spelling:</b> Orally segment sounds in simple words.</p> <p>Write their name copying it from a name card or try to write it from memory.</p> <p><b>Handwriting:</b> Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.</p>	<p><b>Emergent writing:</b> Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.</p> <p><b>Composition:</b> Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p> <p><b>Spelling:</b> Orally spell VC and CVC words by identifying the sounds. Write own name.</p> <p><b>Handwriting:</b> Form letters from their name correctly. Recognise that after a word there is a space.</p>	<p><b>Emergent writing:</b> Use appropriate letters for initial sounds.</p> <p><b>Composition:</b> Orally compose a sentence and hold it in memory before attempting to write it.</p> <p><b>Spelling:</b> Spell to write VC and CVC words independently using Phase 2 and taught Phase 3 graphemes.</p> <p><b>Handwriting:</b> Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.</p>	<p><b>Emergent writing:</b> Build words using letter sounds in writing.</p> <p><b>Composition:</b> Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p> <p><b>Spelling:</b> Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently.</p> <p><b>Handwriting:</b> Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p>	<p><b>Emergent writing:</b> Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.</p> <p><b>Composition:</b> Write a simple sentence with a full stop.</p> <p><b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p> <p><b>Handwriting:</b> Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.</p>	<p><b>Emergent writing:</b> Show awareness of the different audience for writing.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</p> <p><b>Composition:</b> Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop.</p> <p>Write different text forms for different purposes (e.g. lists, stories, instructions. Begin to discuss features of their own writing e.g. what kind of story have they written.</p> <p><b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently.</p> <p><b>Handwriting:</b> Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p>
<p><i>Handwriting N.B. The letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly.</i></p>						
<p><b>Writing:</b> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>						

<b>Mathematics</b>	<p><b>Routines, numbers all around us. Count objects, actions, and sounds. Subitise</b></p> <p>Matching. Sorting &amp; Comparing Comparing amounts Comparing size, mass &amp; capacity Exploring patterns - making simple repeating patterns.</p>	<p><b>Explore the composition of numbers to 5 Subitise Number bonds to 5</b></p> <table border="0"> <tr> <td>Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Formation of 1,2,3 Circles and triangles</td> <td>Representing 4,5 Comparing 4,5 Composition of 4,5 Formation of 4,5 One more and less Shapes with 4 sides. Time</td> </tr> </table>	Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Formation of 1,2,3 Circles and triangles	Representing 4,5 Comparing 4,5 Composition of 4,5 Formation of 4,5 One more and less Shapes with 4 sides. Time	<p><b>Explore the composition of numbers to 10 Subitise Number bonds 0-10</b></p> <table border="0"> <tr> <td>Introducing zero Comparing numbers to 5 Composition of 5  Comparing mass/capacity</td> <td>Number 6, 7, 8 Making pairs, pairs wise, doubles Combining 2 groups Length, height. Time</td> </tr> </table>	Introducing zero Comparing numbers to 5 Composition of 5  Comparing mass/capacity	Number 6, 7, 8 Making pairs, pairs wise, doubles Combining 2 groups Length, height. Time	<p><b>Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10</b></p> <p>Numbers 7, 8, 9 Making pairs. Combining groups Number bonds 3D shapes Repeating patterns</p>	<p><b>Explore the composition of numbers beyond 10. Subitise Automatic recall number bonds 0-10</b></p> <p>Number 10 and beyond– subitising, counting, sorting, matching, comparing, ordering Composition of numbers to 10 and beyond Counting patterns to 10 and beyond Spatial reasoning. 3D shape Match, rotate, and manipulate Pattern – AAB, BBA</p>	<p><b>Explore the composition of numbers beyond 10. Subitise Automatic recall number bonds 0-10</b></p> <table border="0"> <tr> <td>Adding more Taking away Number bonds Shape – spatial reasoning</td> <td>Doubling Sharing and grouping Even and odd Patterns and relationships</td> </tr> </table>	Adding more Taking away Number bonds Shape – spatial reasoning	Doubling Sharing and grouping Even and odd Patterns and relationships
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Ongoing throughout the year	<p><b>Link the number symbol with its cardinal number value. Count beyond ten. Compare number. Understand the 'one more/one less than' relationship between consecutive numbers. Compare length, weight, and capacity.</b></p>		<p><b>Select, rotate, and manipulate shapes 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.</b></p>									

<b>Understanding the World</b>	<p><b>History: Past and Present</b> Talk about members of their immediate family and the relationship to them. Name and describe people who are familiar to them.</p> <p><b>Geography: People, Culture and Communities</b> Recognise different buildings and locations in their local environment, such</p>	<p><b>History: Past and Present</b> Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. Find out about key historical events and why and how we celebrate today Bonfire night, Remembrance Day and Diwali.</p>	<p><b>History: Past and Present</b> Know some similarities and differences between things in the past and now, drawing on visual resources and what has been read in class: the first Moon landing/space travel nowadays <u>Neil Armstrong</u></p>	<p><b>History: Past and Present</b> Talk about and understand changes in their own lifetime, by creating a personal timeline.</p>	<p><b>Geography: People, Culture and Communities</b> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Recognise some similarities and differences between life in this country and life in other countries.</p>	<p><b>History: Past and Present</b> Order experiences in relation to themselves and others, including stories. Comment on images of familiar situations in the past. Describe features of objects, (Modes of transport/vehicles) people, places at different times and make comparisons. Talk about what is the same and different. <b>Amelia Earhart</b></p>
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as schools, doctors, leisure centre, local shops, parks, fire station, Police station, Post office and discuss how these are important to the community. Know that features of their immediate environment can be represented with objects and on paper. Talk about the lives of people in their community and their role in society.

**Science: The Natural World**

Know that the environment where they live can change through the seasons. Describe what they see, hear, and feel outside. Explore the natural world around them by taking part in Forest School. Identify animals which make good pets and know how to care for them. Recognise the importance of basic oral hygiene.

**RE: People, Culture and Communities**

Talk about ways families and friends look after each other. Know that my family and my school help me to grow and learn new skills. Identify ways of being a good friend. Identify ways of being helpful at home and at school.

Ask questions, use different sources to find answers including books. Comment on images of familiar situations in the past. Understand that we have a royal family.

**Science: The Natural World**

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter such as water turning to ice. Talk about the differences between materials and changes they notice.

**RE: People, Culture and Communities**

Recognise that people have different beliefs and celebrate special times in different ways. Understand what happened at Jesus' birth and know that Christmas is Jesus' birthday. Know the bible is somewhere you can learn about God.

**Geography: People, Culture and Communities**

Explain some similarities and differences between life in space and life on Earth drawing on knowledge from stories and non-fiction texts. Know that we live on planet Earth and identify some of its features.

**Science: The Natural World**

Recognise some environments that are different to the one in which they live. Name some of the planets in the solar system. Know that the Sun is our main source of light and that night is the absence of light. Recognise that shadows are formed on a sunny day. Describe some ways of looking after our planet/ recycling.

**RE: People, Culture and Communities**

Know that the Bible is an important book for Christians. Understand that stories from the Bible are special because they carry a message. Listen to stories from the Old testament.

**Geography: People, Culture and Communities**

Explore the natural world around them. (field work -plants & animals in school grounds) Use and draw own sketch maps of the school grounds.

**Science: The Natural World**

Explore the natural world around them, making observations and drawing pictures of animals and plants. Plant seeds and know how to care for growing plants. Describe the key features of the life cycle of a plant or animal. Know that fruit and vegetables are part of a balanced diet. Understand the effect of changing seasons on the natural world around them. Explore what happens when it rains: puddles and rainbows.

**RE: People, Culture and Communities**

Explore what happened to Jesus at Easter. Listen and respond to the Easter story and its link to new life.

Recognise some environments that are different to the one in which they live e.g., Antarctica. Use technology to make observations or find information about different locations and places. Recognise, know, and describe features of different places. Explore world maps and globes.

**Science: The Natural World**

Recognise that animals live in different habitats. Recognise distinguishing features of some safari animals. Name some of the animals which live in a range of habitats: jungle, rainforest, polar regions and oceans. Know that nocturnal animals are active at night. Name some nocturnal animals.

**RE: People, Culture and Communities**

Explain that Christians believe that Jesus was able to use God's power to perform miracles. Describe some of the miracles carried out by Jesus.

**Geography: People, Culture and Communities**

Draw information from a simple map and identify landmarks of our local area. Identify key features of our locality whilst on a local walk.

**Science: The Natural World**

Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.

**RE: People, Culture and Communities**

Identify special places and explain why they are special. Know that churches are special meeting places for Christians. Identify three key artefacts in a church.

Ongoing throughout the year

Begin to develop a sense of **continuity and change** by being able to **compare and contrast characters from stories throughout the year, including figures from the past.** Comment on what they notice about the environment where they live and **understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.** Explore the natural world around them by taking part in forest school inspired 'Nature School' sessions and making observations and drawing pictures of animals and plants. Understand the need to **respect and care for the natural environment** and all living things.

**Past and Present:** Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

**People, Culture and Communities:** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

**The Natural World:** Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

**Expressive Arts and Design**



Exploring colours and how colours can be changed. Capturing experiences and responses with a range of media, including paint. Exploring what happens when they mix colours. Manipulating materials to achieve a planned effect. Choosing particular colours to use for a purpose. Safely use and explore a variety of materials, experimenting with colour, design and texture. Using what they have learnt about media & materials in original ways, thinking about uses and purposes.

**ARTIST – Jackson Pollock**

**Charanga Songs:**

Pat-a-cake  
1, 2, 3, 4, 5, Once I Caught a Fish Alive  
This Old Man  
Five Little Ducks  
Name Song  
Things for Fingers

**Charanga Songs:**

I'm A Little Teapot  
The Grand Old Duke of York  
Ring O' Roses  
Hickory Dickory Dock  
Not Too Difficult

**Charanga Songs:**

Wind the Bobbin Up  
Rock-a-bye Baby  
Five Little Monkeys Jumping on The Bed  
Twinkle, Twinkle  
If You're Happy and You Know It  
Head, Shoulders, Knees and Toes

**ARTIST – Henri Matisse  
Giuseppe Arcimboldo**

**Charanga Songs:**

Old Macdonald  
Incy Wincy Spider  
Baa, Baa Black Sheep  
Row, Row, Row Your Boat  
The Wheels on The Bus

**ARTIST – Henri Rousseau**

**Charanga Songs:**

Big Bear Funk

**Charanga Songs Reflect, Rewind & Replay:**

Big Bear Funk  
Baa, Baa Black Sheep  
Twinkle, Twinkle  
Incy Wincy Spider  
Rock-a-bye Baby  
Row, Row, Row Your Boat

*Develop storylines in their pretend play.*

The ABC Song  
*Sing in a group or on their own, increasingly matching the pitch and following the melody.*

*Return to and build on their previous learning, refining ideas and developing their ability to represent them.*

The Hokey Cokey  
*Create collaboratively sharing ideas, resources, and skills.*

*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, use, and refine a variety of artistic effects to express their ideas and feelings*  
*Explore and engage in music making and dance, performing solo or in groups.* Singing – well known nursery rhymes, familiar songs and chants.

*Creating with Materials:* Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.

*Being Imaginative:* Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Meeting and Greeting: Greet & say goodbye to another person appropriately.  
Saying their name To say how they feel when asked.  
To ask someone else how they feel Stories, rhymes and songs.

Numbers: 1 to 10 To count from 1 to 10 Stories, rhymes and songs

Colours: To name eleven colours with correct pronunciation Stories, rhymes and songs



Spanish