

Term	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous Me	Awesome Autumn	Tell Me a Story ...	Search for a Hero	Circle of Life	Wonderful World
Topic						
Key Text	<p>We're Going on a Bear Hunt</p> <p>All about Me Super Duper you!</p> <p>Families, Families, Families</p> <p>Crocodiles don't clean their teeth</p> <p>The Skin that you Live in</p> <p>Teddy Bear, Teddy Bear</p> <p>Heads shoulders knees and toes</p> <p>Hand washing song</p> <p>Tommy thumb</p> <p>One finger, one thumb</p> <p>Brush, brush, brush your teeth.</p> <p>If you're happy and you know it</p>	<p>Firework's poetry</p> <p>Peppa's Diwali</p> <p>We're going on a leaf hunt!</p> <p>Wide Awake Hedgehog</p> <p>Squirrel's Autumn Search</p> <p>The Nativity</p> <p>5 little fireworks</p> <p>Bang, Fizz, Pop!</p> <p>-It's raining, it's pouring</p> <p>-I'm a little hedgehog</p> <p>-It's Diwali</p> <p>-We wish you a Merry Christmas</p>	<p>What time is it Mr Wolf?</p> <p>The Three Little Pigs</p> <p>Little Red Riding Hood</p> <p>The Elves and the Showmaker</p> <p>The Chinese New Year story</p> <p>Hickory</p> <p>Dockery dock</p> <p>Humpty Dumpty</p> <p>Grand Old Duke of York</p> <p>This is the way</p>	<p>A superhero like you by Dr Ranj</p> <p>A hero like you by Nikki Rogers</p> <p>Even superheroes have bad days by Shelly Becker</p> <p>Supertato by Sue Hendra</p> <p>Superworm by Julia Donaldson</p> <p>We're going on an Egg Hunt</p> <p>10 little firefighters</p> <p>Miss Polly 3.</p> <p>5 little monkeys I'm a little superhero</p> <p>Superheroes unite (Koo Koo kangaroo) 6.</p> <p>Doctor Foster</p> <p>There's a worm</p>	<p>Mad about minibeasts by David Wojtowycz</p> <p>Butterflies – Non-fiction</p> <p>The bug collector by Alex Griffiths</p> <p>Jasper's beanstalk by Nick Butterworth</p> <p>The tiny seed by Eric Carle</p> <p>5 little apples</p> <p>Incy Wincy spider</p> <p>It's raining, it's pouring</p> <p>Down in the jungle</p> <p>I hear thunder</p> <p>Mary Mary Roly Poly Caterpillar</p>	<p>What the Ladybird Heard</p> <p>My Grandma travels the World</p> <p>Jack and the Flum Flum tree</p> <p>Handa's Surprise</p> <p>My Shadow by Robert Louis Stevenson</p> <p>There's a hole in the bottom of the sea</p> <p>Bobby Shafto</p> <p>When I was one, I sucked my thumb</p> <p>The big ship sails</p> <p>5 little speckled frogs 6.</p> <p>1 2 3 4 5, once I caught a fish...</p>
Global Theme	Identify & Diversity	Peace & Conflict	Saving our Environment	Social Justice	Our Heritage	Our World & Beyond
	<ul style="list-style-type: none"> To understand people are all unique and everyone should be valued. To identify the similarities and differences between self and others. 	<ul style="list-style-type: none"> To know our own actions have consequences. To know some basic ways to avoid, manage and resolve conflict. 	<ul style="list-style-type: none"> To know about different living things and their needs. To know how to take care of immediate environment in our locality. 	<ul style="list-style-type: none"> To know what is fair and unfair within their experience. To know the importance of caring and sharing on others. 	<ul style="list-style-type: none"> To know about aspects of local heritage that has impacted on their lives and the lives of their families. 	<ul style="list-style-type: none"> To know their immediate and local environment and simple links with other places. (e.g. through food).

Vocabulary	same, different, self myself, everyone, us/ all	fair, unfair	care, nature, world	fair, unfair, caring, sharing, right, wrong	home, family, us	world, change
Democracy		Rule of Law		Individual Liberty		Mutual Respect and Tolerance
<ul style="list-style-type: none"> • Make decisions together. • Make sure that everyone has equal rights and is treated equally/ fairly. • Show each child's views matter, giving the opportunity to share and collaborate to make decisions together. 		<ul style="list-style-type: none"> • Develop understanding of cause and effect and that our actions have consequences. • Understand that there are some rules that we need to follow. • Distinguish between right and wrong. 		<ul style="list-style-type: none"> • Develop a positive sense of self. • Promote self-confidence and self-awareness. • Develop language and experiences to name and understand own emotions. 		<ul style="list-style-type: none"> • Create an environment that encourages tolerance of all faiths, cultures, races and views. • Develop understanding and celebration of our differences and similarities.
Immersion	Bring in family photographs	Autumn Walks	A visit to the local library	Community visitors	Hatching chicks Caterpillars & Butterflies	Farm visit
Additional Event(s)	Birthdays Family celebrations at home International Day of Democracy 15.9.25 Grandparents' Day 6.10.25 Autumn Equinox 22.9.25 Harvest Halloween (inc. Safety)	Black History Month (Oct) Diwali 1.11.25 Bonfire Night (inc. safety) 5.11.25 Nursery Rhyme Week 11.11.24-15.11.25 Children in Need 15.11.25 Remembrance 11.11.25 Show Racism the Red Card 18.10.25 Winter Solstice 21.12.25 Hanukkah 25.12.24-2.1.25 Christmas	New Year RSPB Bird Watch 24-26.1.25 National Storytelling Week 27.1.25 Chinese New Year 29.1.26 Children's Mental Health Week 3.2.26 Safer Internet Day 6.2.25 Valentine's Day 14.2.26 Shrove Tuesday 4.3.26 Ash Wednesday/ Lent 5.3.26	Ramadan 1.3.25-3.3.26 World Book Day 6.3.26 British Science Week 7.3.25-16.3.26 Holi 14.3.25 Red Nose Day 15.3.26 Spring Equinox 20.3.26 Mother's Day 30.3.26 Eid 30.3.25-31.3.26 Easter 20.4.26	Walk to School Week 20.5.26-25.5.26	World Oceans Day 8.6.26 Healthy Eating Week 9.6.65-13.6.26 Father's Day 15.6.26 Summer Solstice 21.6.26 Sports Day
Parent Partnership	Teddy Tales Phonics briefing Parent consultations	Teddy Tales Nativity School disco	Teddy Tales Phonics briefing Parent consultations	Teddy Tales	Teddy Tales Family homework project	Teddy Tales End of year written report Sports Day
Reading/Book event	National Poetry Day – 3.10.26	National Non-Fiction November	International Book Giving Day 14.2.26	World Book Day – 5.3.26	National Share a Story Month (May)	Summer reading challenge (over the holidays)
Communication and language: <u>Speaking</u>	<ul style="list-style-type: none"> • Begin to use new topic vocabulary in play. • Know a range of songs, rhymes and rhythms and use while playing. • Speak in a full sentence of 3-6 words. • Start a conversation and continue it with an adult or a friend. • Talk about things that are happening now (present day). • Initiate a conversation with friends or a grown up while playing. 	<ul style="list-style-type: none"> • Learn an increasing range of new vocabulary. • Use complete sentences in everyday talk. • Talk about things in the past. 	<ul style="list-style-type: none"> • Use new vocabulary in play. • Use a range of sentence starters. • Describe past and present events in some detail. 	<ul style="list-style-type: none"> • Use new vocabulary in context. • Use longer sentences using conjunctions. • Talk about things that are going to happen (future). 	<ul style="list-style-type: none"> • Use new vocabulary in different contexts. • Link one idea or action to another using a range of connectives. 	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions. • Offer own ideas using recently introduced vocabulary. • Offer explanations for why things might happen.
Early Learning Goal						
<ul style="list-style-type: none"> • 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>Communication and language: <u>Listening, Attention and Understanding</u></p>	<p>Enjoy listening to longer stories and remember much of what happened. Talk about a story heard. Join in a conversation. Follow a simple 2 step instruction and answer questions. Express a point of view. Begin to develop more complex storylines in pretend play with peers.</p>	<p>Understand why listening is important. Engage in a range of stories, rhymes, and songs, paying attention to how they sound. Ask questions during group time.</p>	<p>Listen to and talk about stories to build familiarity and understanding. Learn an increasing range of rhymes and songs. Ask simple 'who' and 'where' questions.</p>	<p>Listen to longer stories with increasing recall. Learn an increasing range of rhymes, poems and songs. Listen to longer stories with increasing recall. Ask questions to find out more and to check understanding of what has been said – who, where?</p>	<p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Retell stories, some as exact repetition and some in own words. Ask questions to find out more and to check understanding of what has been said – when and how?</p>	<p>Listen attentively and respond to what is heard with relevant questions, comments, and actions. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Listen attentively and respond to what is heard with relevant questions, comments and actions when being read. Ask questions to find out more and to check understanding of what has been said – why, how do you know?</p>
---	---	---	--	--	---	--

Early Learning Goal

- 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>Physical Development: <u>Gross Motor Skills</u></p>	<p>Begin to use large-muscle movements to wave flags and streamers, paint and make marks. Use and remember sequences and patterns of movement related to music. Continue to develop movement, balancing, riding and ball skills. Hold a pose for a game like musical statues. Use a scooter or ride a tricycle. Independently transfer gross motor movements to mark make on a large scale. Climb over, under and through obstacles. Move safely and with awareness of others.</p>	<p>Show increasing core strength. Throw, kick pass and aim a variety of balls with increasing control. Move in a variety of ways (running, walking) with increasing control. Travel around space and obstacles safely. Start to sit at a table to write.</p>	<p>Climb, balance and dismount with safety and control. Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Regularly sit at a table to write.</p>	<p>Develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Combine different movements with ease and fluency. Move in a variety of ways (jumping, skipping, hopping, balancing) with increasing control. Show strength, balance and coordination in movement. Sit at a table to write.</p>	<p>Progress towards a more fluent style of moving, with developing control and grace. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. Climb stairs using alternate feet. Sit at a table with good posture.</p>	<p>Revise and refine the fundamental movement skills already acquired. Develop overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>
<p>PE Get Set</p>	<p>Introduction to PE Unit 1 & 2</p>	<p>Gymnastics Unit 1 Dance Unit 1</p>	<p>Ball Skills Unit 1 Dance Unit 2</p>	<p>Fundamentals Unit 1 Gymnastics Unit 2</p>	<p>Games Unit 1 & 2</p>	<p>Ball Skills Unit2 Fundamentals Unit 2</p>

Early Learning Goal

- 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.

Physical Development: Fine Motor Skills	Use cutlery and other one-handed equipment. Use scissors using a thumb and four fingers, making straight cuts. Continue to show increasing control with dominant hand. Show good pencil grip - 4 finger grip moving towards 3 finger grasp. Roll dough into a sausage shape.	Holds scissors using thumb and one finger. Roll a sausage shaped piece of dough into a coil. Hold a pencil in tripod grip. Show good pencil control when mark making and drawing.	Use scissors using a thumb and finger making straight cuts into paper. Roll dough into a ball.	Cut straight lines across paper. Roll out dough and cut out forms from cookie cutters. Use effective tripod pencil grip.	Use a range of tools e.g., pencils, paintbrushes. Use scissors using a thumb and finger making angled cuts. Roll dough into a ball. Join made dough shapes together to make recognisable forms. Draw with accuracy.	Develop small motor skills to use a range of tools competently, safely and confidently. Use scissors to cut curves and circles. Create people and things out of dough in a vertical position. Use dough more like clay to join and form. Develop the foundations of a handwriting style which is fast, accurate and efficient.
	Squiggle While you Wiggle and Funky Fingers	Squiggle While you Wiggle and Funky Fingers	Dough Disco and Funky Fingers	Dough Disco and Funky Fingers	Handwriting and Funky Fingers	Handwriting and Funky Fingers

Early Learning Goal

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

PSED: Self-Regulation	Identify a range of feelings and tell a grown up how they are feeling. Choose an activity independently. Follow simple instructions (2 to 3 words e.g. sit down).	Be aware of school values/ rules. Follow the structure, routine, and rules of the reception classroom, without support. Begin to show perseverance to achieve goals.	Understand some of their own feelings and respond to them appropriately. Complete a task of their own choice and concentrate on it for a suitable time (age +/- 1 min).	Begin to understand the feelings of others. Talk about what is right and wrong.	Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Give focused attention to what the teacher says, responding appropriately even when engaged in activity. Show an ability to follow instructions involving several ideas or actions.	Wait for what they want and control their immediate impulses when working to a simple goal, when appropriate.
--	---	--	--	--	--	---

Early Learning Goal

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

PSED Managing Self	Put own coat on. Use respectful manners. Start to understand how to keep themselves healthy (wash hands and clean teeth). Make safe choices within the setting.	Put on and fasten own coat (buttons / Velcro). Tidy up and care for the resources in the classroom.	Zip up own coat. Put own shoes on. Begin to try activities that are unfamiliar.	Say how they can keep themselves healthy (diet, exercise). Begin to understand the consequences of their actions.	Explain the reasons for values/ 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.	Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge
---	--	--	---	--	--	---

Early Learning Goal

- 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.

PSED Building Relationships	Play with a small group of children cooperatively.	Play with a small group of children, cooperatively sharing ideas.	Listen to and respond to ideas of others. Share and take turns with favourite resources.	Listen to and respond to the ideas of others. Solve conflicts with others, listening and sharing e.g. using strategies like a timer to share.	Work and play cooperatively and take turns with others. Form positive attachments to adults and make friendships with peers.	Show sensitivity to own and others' needs.
PSHE FOCUS PSHE Association	Relationships		Living in the Wider World		Health and Well-Being	
Early Learning Goal						
<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. 						
Literacy: Writing	Names Labels	Lists Instruction writing	Captions Describing characters/settings Recipe	Diary Postcard	Part of a story Recount Leaflet	Letter Advert Short story
	Form some lower-case letters. Use initial sounds. Talk about what they have written. Write labels using initial and end sounds. Say a complete sentence orally. Write name with recognisable letters.	Write name correctly. Spell CVC words with an increasing number of phase 2 sounds. Spell some sight words (is, I, the, as, and, has, his, her, go, no, to, into, she, he, of, we, me, be). Write a label. Start to write simple captions. Form some capital letters correctly.	Spell phonetically plausible words. Spell CVC words with an increasing number of phase 3 sounds. Write captions. Read sentences back to an adult.	Spell phonetically plausible words. Spell CVC words with an increasing number of Phase 3 sounds. Write captions. Read sentences back to an adult.	Spell CVCC/CCVC words that include Phase 2 and 3 graphemes and make plausible phonetic attempts at longer words/ compound words. Write sentences that can be read by self and others.	Form most lower-case and some capital letters correctly with a strong tripod grip. Spell all tricky words (said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today). Re-read own writing to check it.
Early Learning Goals						
<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. 						
Literacy: Reading Comprehension & Word Reading	Begin to repeat words and phrases from familiar stories, songs and rhymes. Beginning to understand that words have meanings. Recognise my name. Distinguish between different sounds (environmental and musical sounds).	Recall key events in stories. Start to recall facts from non-fiction Enjoy sharing books with an adult or friend. Say what has happened in stories so far.	Say what might happen next in stories. Say id they liked the story and why.	Describe key events in stories in detail. Recall facts from non-fiction. Answer questions about key events and characters in stories.	Retell simple stories. Say what might happen next in stories, giving reasons. Answer questions about key events in the story. Anticipate key events in stories.	Recall facts from a range of information sources. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems, during role play.
Phonics Little Wandle Letters and Sounds	Phase 2 · Week 1- s a t p · Week 2- i n m d · Week 3- g o c k (is) · Week 4- ck e u r (l) · Week 5- h b f l (the)	Phase 2 · Week 1- ff ll ss j (as) · Week 2- v w x y (and has his her) · Week 3- z z qu ch (go no to into) · Week 4- sh th ng nk (she he of) · Week 5- -s/s/ -s/z/ (we me be)	Phase 3 · Week 1- ai ee igh oa · Week 2- oo oo oar or (was you they) · Week 3- ur ow oi ear (my by all) · Week 4- air er double letters (are sure pure) · Week 5- longer words	Phase 3 · Week 1- review phase 3 · Week 2- review phase 3 · Week 3- words with 2 or more digraphs · Week 4- compound words -ing · Week 5- s /z/ -s /z/ -es /z/	Phase 4 · Week 1- short vowels cvcc (said so have like) · Week 2- short vowels cvcc ccvc (some come love do) · Week 3- short vowels cvcc cccvc cccvcc (were here little says) · Week 4- longer words compound words (there when what one) · Week 5- -ing -ed /t/ -ed /id/ ed/ -est (out today)	Phase 4 · Week 1- long vowels cvcc ccvc · Week 2- long vowels ccvc cccvc ccv ccvcc · Week 3- -s /s/ -s /z/ -es /z/ · Week 4- -ing -ed /t/ -ed /id/ -ed /d/ · Week 5- -er -est longer words

Early Learning Goals						
<p>Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. <p>Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words 						
<p>Mathematics:</p> <p>Number & Numerical Patterns</p>	<p><u>White Rose</u> Match objects. Match pictures and objects. Identify a set. Sort objects to a type.</p>	<p><u>White Rose</u> Find 1, 2, 3. Subitise 1, 2, 3. Represent 1, 2, 3. 1 more, 1 less. Composition of 1, 2, 3. Find 4, 5. Subitise 4, 5. Represent 4, 5. 1 more, 1 less. Composition of 4, 5. Composition of 1-5.</p>	<p><u>White Rose</u> Introduce zero. Find 0 to 5. Subitise 0 to 5. Represent 0 to 5. 1 more, 1 less. Composition. Conceptual subitising to 5. Find 6, 7, 8. Represent 6, 7, 8. 1 more, 1 less. Composition of 6, 7, 8.</p>	<p><u>White Rose</u> Find 9, 10. Compare numbers to 10. Represent 9, 10. Conceptual subitising to 10. 1 more, 1 less. Composition to 10. Bonds to 10 (2 parts). Make arrangements to 10. Bonds to 10 (3 parts). Doubles to 10 (find a double). Doubles to 10 (make a double). Explore odd and even.</p>	<p><u>White Rose</u> Build numbers beyond 10 (10-13). Continue patterns beyond 10 (10-13). Build numbers beyond 10 (14-20). Continue patterns beyond 10 (14-20). Verbal counting beyond 20. Verbal counting patterns. Add more. How many did I add? Take away. How many did I take away?</p>	<p><u>White Rose</u> Explore sharing. Explore grouping. Even and odd sharing. Play with and build doubles. Deepen understanding.</p>
Early Learning Goals						
<p>Number</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Patterns</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 						
<p>Mathematics</p> <p>Shape and Space</p>	<p>Explore sorting techniques. Create sorting rules. Compare amounts, size, mass, capacity. Explore simple patterns. Copy and continue simple patterns. Create simple patterns.</p>	<p>Identify and name circles and triangles. Compare circles and triangles. Shapes in the environment. Describe position. Identify and name shapes with 4 sides. Combine shapes with 4 sides. Talk about my day and night</p>	<p>Compare mass. Find a balance. Explore capacity. Compare capacity.</p>	<p>Explore and compare length. Explore and compare height. Talk about time. Order and sequence time. Recognise and name 3-D shapes. Find 2-D shapes within 3-D shapes. Use 3-D shapes for tasks. 3-D shapes in the environment. Identify more complex patterns. Copy and continue patterns. Patterns in the environment.</p>	<p>Select shape for a purpose. Rotate shapes. Manipulate shapes. Explain shape arrangements. Compose shapes. Decompose shapes. Copy 2-D shape pictures. Find 2-D shapes within 3-D shapes.</p>	<p>Identify units of repeating patterns Create own pattern rules. Explore own pattern rules. Replicate scenes and constructions. Visualise from different positions. Describe positions. Give instructions to build. Explore mapping. Patterns and relationships.</p>
Early Learning Goals						
N/A						
<p>Expressive Arts and Design</p>	<p><u>Painting</u> Look at portraits by a range of famous artists. Draw self/family portraits. Mix colours.</p>	<p><u>Printing</u> Bonfire night pictures on black paper – using different things to print with</p>	<p><u>Sculpture</u> Creating characters from traditional stories</p>	<p><u>Drawing</u> Look at pictures of a range of heroes such as firefighters and Superheroes</p>	<p><u>Collage</u> Creating a collage of caterpillars and butterflies</p>	<p><u>Textiles</u> Use a range of textiles to create African pictures</p>

Creating with Materials	Show some control when using different sized brushes. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Aware of how primary colours can be mixed to create secondary colours, with support. Through exploration and discovery, consider 'how' and 'why' things happen. See how tints and tones are created for specific purposes, with support.	Use several objects to create prints, with support. Develop awareness that different techniques may be used to make prints.	Combine several shapes, with encouragement. Add lines and textures for effect, with support,	Draws with detail including finer detail such as fingers, ears, hair styles or items onto features. Draws from observation by making a careful study and then includes features and details in the picture. Draws landscapes, cityscapes and buildings. Includes objects within these scenes e.g furniture and natural objects. Draws fine detailed portraits, imaginative worlds, landscapes, cityscapes, buildings and objects from making close observation.	Combine a range of materials, with suggestions from an adult. Sort materials with suggested groupings. Mix materials to create texture (from a small range).	Create patterns with weaving and plaiting during structured activities. Join different materials, experiencing gluing and stitching, with support,
Vocabulary	Paintbrush, colour, mix, sponge, senses, names of colours, shape, size, thin paintbrush, thick paintbrush, paper, landscape, portrait	print, cork, roller, roll, printing, plastic, mesh, repeating pattern	clay, model, tools, rolling, build, safe, create, sculpture, pinching	Pencil, line, draw, mark. straight, curved, large, small	crepe paper, magazines, sort, group, colour	threading, join, fabric, decorate, beads
Knowledge	Know that art (design and craft), is made by artists exhibiting care and skills and is valued for its qualities. Name some notable artists and describe their work, with support. Make attempts to use techniques of notable artists. Experiment with familiar tools, to create some interesting pieces. Know how to explain what they are doing when they make art. Talk about what they notice, like or dislike about a piece of artwork.					
Early Learning Goals						
<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. 						
Expressive Arts and Design: Being Imaginative and Expressive	Use small world resources to retell a familiar event or known story in the correct sequence. Sing a range of well-known nursery rhymes and songs	Develop storylines and characters into their pretend play. Sing in a group and match the pitch and follow the melody.	Recount, adapt and invent narratives and stories with peers and adults. Sing in tune and keep to the beat.	Perform songs, rhymes, poems and stories with others. Show some control in using singing voice to create changes in dynamics, tempo, or pitch.	Take part in group role play to retell a known story. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	Collaborate with their peers to retell the story in the correct sequence. Show some control in playing percussion instruments to create changes in dynamics, tempo, or pitch. Compose, adapt, and play own composition/tune using simple symbols, pictures or patterns.
Early Learning Goal						
<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 						
Understanding the World: Past and Present	Talk about members of their immediate family. 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.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.		

Vocabulary	past, long ago, now, today, yesterday, day year, tomorrow, lifetime, future, local, old, new before, after		long ago, museum, photograph	As Autumn + same, different, differences, similar,		
Early Learning Goal						
<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling 						
People and Communities	Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.	Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.	Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.	Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.	Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.	Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community. Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries.
Vocabulary	school, church, shop	day, night, journey, farm	forest	police, nurse, fire (fighter), doctor, dentist, vet, teacher,		map, bridge, river, hill, mountain, tunnel, beach, weather, hot, cold, roundabout up/ down, left/ right, forwards/ backwards
Religious Education Derbyshire Agreed Syllabus 2020-2025	F5 Being Special: Where do we belong? <ul style="list-style-type: none"> · Re-tell religious stories making connections with personal experiences · Share and record occasions when things have happened in their lives that made them feel special · Recall simply what happens at a traditional Christian infant baptism and dedication · Additional opportunity if you have children from religions other than Christianity in your setting · Recall simply what happens when a baby is welcomed into a religion other than Christianity. Festival: Harvest	F4 Which times are special and why? <ul style="list-style-type: none"> • Give examples of special occasions and suggest features of a good celebration • Recall simple stories connected with Christmas/ Easter and a festival from another faith • Say why Christmas/Easter and a festival from another faith is a special time for Christians/ members of the other faith. Festival: Christmas	F1 Which stories are special and why? <ul style="list-style-type: none"> • Talk about some religious stories • Recognise some religious words, e.g. about God • Identify some of their own feelings in the stories they hear • Identify a sacred text e.g. Bible, Qur'an • Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do • Talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked. Festival: Chinese New Year	F2 Which people are special and why? <ul style="list-style-type: none"> • Talk about people who are special to them • Say what makes their family and friends special to them • Identify some of the qualities of a good friend • Reflect on the question 'Am I a good friend?' • Recall and talk about stories of Jesus as a friend to others • Recall stories about special people in other religions and talk about what we can learn from them. Festival: Easter	F3 What places are special and why? <ul style="list-style-type: none"> • Talk about somewhere that is special to themselves, saying why • Be aware that some religious people have places which have special meaning for them • Talk about the things that are special and valued in a place of worship • Identify some significant features of sacred places • Recognise a place of worship • Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. 	F6 What is special about our world? <ul style="list-style-type: none"> • Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world • Re-tell stories, talking about what they say about the world, God, human beings • Think about the wonders of the natural world, expressing ideas and feelings • Express ideas about how to look after animals and plants • Talk about what people do to mess up the world and what they do to look after it.
Vocabulary	belonging, love, care, respect, unique, welcoming, Hinduism, signs and symbols, cross, star, moon, crescent, Om, group, dedication, welcoming	festival, celebration, Easter, Christmas, Diwali, wedding, Christening, Baptism, faith.	story, book, bible, Koran God, Jesus, teacher Christian, Muslim, Islam Sacred, special promise	family, friends, caring, helping healing (names of specific special people)	church, chapel, temple, mosque, worship, holy, pray, worship, respect, believe, sing, hymn	world, creation, wonder, natural, animals, plants, caring, beginning

Early Learning Goal

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

<p><u>The Natural World</u></p>	<p>Explore the natural world around them. Describe what they see, hear, and feel whilst outside.</p>	<p>Explore and talk about different forces they can feel. 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 (autumn). Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p>	<p>Talk about the differences between materials and changes they notice. 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 (winter). Explore the natural world around them. Describe what they see, hear, and feel whilst outside.</p>	<p>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 (spring). Explore the natural world around them.</p>	<p>Understand the key features of the life cycle of a plant and an animal. Understand the effect of changing seasons on the natural world around them (spring). Describe what they see, hear and feel whilst outside. Understand the key features of the life cycle of an animal.</p>	<p>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 (summer). Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the key features of the life cycle of a plant and an animal. Describe what they see, hear and feel whilst outside.</p>
<p>Vocabulary</p>	<p>body, head, leg, arm, hands animals, run, climb, senses, see, hear, smell, touch, taste seasons, autumn, winter, spring, summer, hot, cold, warm, change, sun, rain, snow, wind</p>	<p>hard, soft, rough, smooth, squidgy, bumpy, stretchy</p>	<p>plastic, wood, fabric, metal, brick, rock, glass, paper, material</p>	<p>seasons, autumn, winter, spring, summer, hot, cold, warm, change, sun, rain, snow, wind</p>		<p>seed, flower, stem, leaf, plant, tree, root, fruit, vegetable, trunk, grow, soil animals, plants, habitat, living, dead, ocean, desert, jungle, cold, hot, mountain paws, feathers, fur, scales, claws, fly, swim, crawl, beak, wing</p>

Early Learning Goal

- 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.