Bedgrove Infant School
F2 Curriculum Overview

TERM	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
THEME	**PEOPLE** **All about me**	**UNITY** **My celebrations**	**ROAMING** **The Wider World**	**PLANET** **Living Things**	**LOOK!** **Being Creative**	**ENVIRONMENT** **Growing**
QUESTION	Who am I?	Where I belong?	Where could I go?	What else is alive?	What can I create?	What is around me?
POW DAY	Special People- shared reading session with families in school in classes	Purple day- wear purple- proud of our school community Across YG religion activities	Around the World Adventure Whole school mixed groups traveling to countries around the world	Science Week Whole school mixed groups for scientific experiments	Artist exploring own classes AM Weaving with Parents session across YG PM	Entrepreneurs! Activities across YGs with Science/PHSE focus
POSSIBLE VISITS / VISITORS/ ENHANCMENTS	People who help us Family tree Settling in Timetable	Postbox walk	Plane role play Travel occupation visitors	Vet Farm visit- animal babies Eggs to chicks	Local Artist to come to school and lead workshop Thomley Whole Year Group Trip	Educational visit Growing lettuce (ready for the summer salad)
CELEBRATIONS/ FESTIVALS/ SPECIAL EVENT	International fairy tea party Birthday displays	Children in need Fireworks night Remembrance Day Black history month Diwali/Christmas/Birthdays	Lunar new year- Chinese New Year story/red envelopes/writing/food tasting Valentine's day Shrove Tuesday-	Easter- Bible story New life-Spring	Eid al Fitir Creative and Innovation Day	Eid
COOKING	Raw/cooked veg cutting/eating- Soup	Jam Tarts	Red bread	Easter/animal shaped biscuits	Cheese on toast – changing of states.	Summer Salad
	Calming cats My feelings Dental Hygiene	Calming cats Relationships-special	Calming cats Managing self-taking on challenges	Calming cats Self-regulation-follow instructions, listening Dental Hygiene	Calming cats Relationships-families and friends	Calming cats Managing self- my wellbeing Dental Hygiene
PSED (PSHE)	**Self-Regulation** • *Talk with others to solve conflicts. Help to find solutions to conflicts and rivalries … fair, agree, turns, together, share* • How to compromise and negotiate to solve problems • Use □ book talk □ puppets □ real life experiences • Begin to express feelings and consider the feelings of others • Identify and name emotions … *emotion, lonely, sad/happy, confident, pleased, frightened, angry, confused, disappointed, nervous/worried, excited* • Link book character's emotion to own experiences … *expression, mood, feeling/emotion* • Begin to set own goals and show resilience and perseverance in the face of challenge • Set a shared goal with a friend • Begin to identify and moderate own feelings socially and emotionally		**Self-Regulation** ▪ Express feelings and consider the feelings of others ▪ Set own goals and show resilience and perseverance in the face of challenge ▪ Identify and moderate own feelings socially and emotionally ▪ Think about the perspectives of others **Managing Self** ▪ Manage own self-care needs ▪ Know and talk about the different factors that support their overall health and wellbeing: □ sensible amounts of 'screen time' □ having a good sleep routine □ being a safe pedestrian **Building Relationships** ▪ See self as a valuable individual ▪ Build constructive and respectful relationships		**Self-Regulation** ▪ Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly ▪ Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate ▪ Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. **Managing Self** ▪ 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,	

	• Focus on □ keeping *calm* □ being *patient* □ waiting for a *turn* □ *sharing* □ tidying up after themselves **Managing Self** • Manage own self-care needs … *fasten* • Independent use of □ zips □ buttons □ coats □ shoes • Develop confidence to try new activities and show independence • Access all types of enhancements (indoors & outdoors) • Know and begin to talk about the different factors that support their overall health and wellbeing: • Tooth brushing – importance and how … *clean, decay* • Talk about importance of daily exercise and healthy eating … *exercise, healthy / unhealthy, heartbeat, fit* **Building Relationships** • Begin to see self as a valuable individual • Describe self, positively … *proud, special, love (use books: 'Happy in Our Skin' & 'My Hair')* • Begin to build constructive and respectful relationships • Use social language to develop friendships see CL		including dressing, going to the toilet and understanding the importance of healthy food choices. **Building Relationships** ▪ 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. Continue to see self as a valuable individual
	I am happy and feel safe in my new class. I can talk about how I am feeling and start to say how I think others are feeling.	**I take risks and challenge myself with the activities I choose. I can talk about how to keep my teeth clean and healthy.**	**I can play co-operatively with others. I can ask for help when I need it.**
COMMUNICATION AND LANGUAGE	**Listening, Attention and Understanding** ▪ *Understand a question or instruction that has two parts* ⇨ Daily routines e.g. tidy up time, challenges… *instruction* ▪ *Understand 'why' questions* ⇨ Why do you think he/she feels…*?* ▪ Understand how to listen carefully and why listening is important ▪ Learn new vocabulary linked to daily routine / theme ⇨ *See UW:* □ Me and My Family □ Autumn □ Celebrations ▪ Begin to engage in story time ⇨ Join in with repeated refrains / fill in rhyming words ▪ Listen to and begin to talk about stories to build familiarity and understanding ⇨ Discuss characters, events, setting … *character, happened* ▪ Listen carefully to rhymes and songs and begin to pay attention to how they sound ⇨ Learn rhymes, songs & poems ⇨ Anticipate words, begin to adapt phrases *(with support)*	**Listening, Attention and Understanding** ▪ Hold conversations when engaged in back-and-forth exchanges with their teacher and peers. ▪ Listen carefully to and learn rhymes, poems and songs ▪ Listen to and talk about stories to build familiarity and understanding ▪ Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary ▪ Begin to understand humour *e.g. nonsense rhymes / jokes* **Speaking** ▪ Use new vocabulary in different contexts ▪ Ask questions to find out more and to check they understand what has been said to them ▪ Articulate their ideas & thoughts in well-formed sentence ▪ Connect one idea or action to another using a range of connectives ▪ Describe events in some detail	**Listening, Attention and Understanding** ▪ 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 conversations when engaged in back-and-forth exchanges with their teacher and peers. ▪ Understand humour more readily *e.g. nonsense rhymes/jokes* **Speaking** ▪ 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.

	Speaking ▪ Use new vocabulary throughout the day ▪ Begin to ask questions to find out more and to check they understand what has been said to them ⇨ Model & encourage questions after instructions ▪ Begin to articulate their ideas and thoughts in well-formed sentence ⇨ Express □ Ideas to friends □ Book talk ▪ Begin to connect one idea or action to another using a range of connectives… *because, although, but..* ▪ Begin to describe events in some detail ▪ Develop social phrases ⇨ Routines of the day … *greetings, How are you?* ⇨ Friendship … *Would you like to…?* ▪ Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words ⇨ Focused & linked texts – within small world / role play	▪ Use talk to help work out problems, organise thinking & activities explain how things work/why things happen ▪ Develop and use social phrases with confidence Retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words	
	I can follow the daily routine with little support and join in group time sessions, listening and sharing as relevant.	**I can show whole body listening and articulate my own ideas and with confidence.**	**I can listen attentively and participate in discussions, respecting other children's ideas.**
PHYISCAL DEVELOPMENT	**Gross Motor Skills** ▪ Revise and refine the fundamental movement skills they have already acquired: - *rolling - crawling - walking - jumping - running - hopping - skipping – climbing* ⇨ Engage in and develop confidence in actions ▪ Begin to develop overall body-strength, balance, co-ordination and agility. ⇨ Use above actions, within obstacle courses … *balance, obstacle, spatial, prepositions* ⇨ Set own physical challenge … *challenge, goal* ▪ Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor … *straight, upright, flat* ▪ Begin to combine different movements with ease and fluency ⇨ See above obstacle course ⇨ Change movements / directions quickly ▪ Begin to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group ⇨ Understand rules and reasons ▪ Further develop and refine a range of ball skills including: *throwing, catching, kicking* ⇨ Use different sizes / types of balls – in pairs	**Gross Motor Skills** ▪ Continue to refine the fundamental movement skills they have already acquired: - *rolling - crawling - walking - jumping - running - hopping - skipping – climbing* ▪ Begin to progress towards a more fluent style of moving, with developing control and grace ▪ Develop overall body-strength, balance, co-ordination and agility. ▪ Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ▪ Combine different movements with ease and fluency ▪ Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group ▪ Further develop and refine a range of ball skills including: *passing, batting and aiming* **Fine Motor Skills** ▪ Develop small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons ▪ Begin to develop the foundations of handwriting style which is fast, accurate and efficient, consolidating: - Effective pencil grip Correct letter formation (see Writing)	**Gross Motor Skills** ▪ 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 Skills** ▪ Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases ▪ Use a range of small tools, including scissors, paint brushes and cutlery ▪ Begin to show accuracy and care when drawing.

	▪ Further develop the skills they need to manage the school day successfully: □ lining up and queuing □ mealtimes □ personal hygiene **Fine Motor Skills** ▪ *Use a comfortable grip with good control when holding pens and pencils* ⇨ Consolidate tripod grip ▪ Continue to develop small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons ⇨ Ensure regular engagement and develop confidence in use of tools… *grip, steady, snip, twist, curve, straight*					
	I show confidence in a range of movements and equipment. **I use a range of tools with control to develop my fine motor skills.**		**I can control my body when using equipment and moving around.** **I can form recognisable letters.**		**I am able to control my movements as needed to complete specific tasks.** **I can control mark-making equipment to start to form letters correctly.**	
PE lessons	**Multi-skills – Bean bag games** Jumping, throwing accurately, aiming for a target, working with a partner, using 2 hands to catch, kicking an object, communicating with a partner and taking turns.	**Gymnastics (floor)** Moving in different ways, exploring arm and leg movements, animal role play, sequencing animals, blending movements, finding space, creating shapes, balances, working with a partner, walking in different ways, exploring different jumps.	**Gymnastics (Apparatus)** Rolling in different ways, keeping balances on apparatus, performing jumps & landing with knees bent, feet together, working within own limits and building confidence using apparatus.	**Multi-skills – ball skills** Using both hands both feet, listening to instructions, spatial awareness, rolling accurately, aiming for a target, controlling speed, accurate bouncing, accurate throwing, kicking under control, moving in and out of others, hitting a moving ball, hand eye co-ordination.	**Athletic Activities** Develop awareness of speed and distance, listen to instructions, describe different walking and running speeds, use a variety of techniques to overcome obstacles, aiming and throwing accurately, jumping one foot to 2 feet, 2 feet to 2 feet.	**Multi-skills – Fun games** Adjusting jumps, adjusting speed, working and communicating with partner, taking turns to lead, moving carefully and balancing, spatial awareness, moving quickly/slowly, throwing, aiming, rolling accurately.
	I can control small equipment with my hands and feet.	**I can create shapes and moves with my body.**	**I can use a range of equipment safely. I can jump and land safely.**	**I can control a ball with growing accuracy.**	**I can demonstrate a range of athletic skills.**	**I can use my physical skills to play games with others.**
OUTDOOR LEARNING	Visit to Pond Area	Visit to Pond Area **Geographical Skills and Navigation** Discuss and decide upon rules and boundaries. Adhere to these and promote free exploration Autumn walk	Visit to Pond Area **Playing and Exploring** Introduction to tools (peelers for whittling, hammers, mallets, trowels and forks)	Visit to Pond Area **Using Tools** Introduction to rules and boundaries Promotion of free exploration Promotion of independent learning opportunities/skills Plant bulbs and watch them grow Search for butterflies	Visit to Pond Area **Shelter Building** Introduction of basic shelter building with support (some indoor and outdoor equipment) Mini-den building for small animals	Visit to Pond Area **Knots** Tying shoelaces Creating windchimes using threading and knots.
LITERACY READING	<u>Core Texts</u> Grandma Bill Pumpkin soup Owl Babies Poetry Baskets	<u>Core Texts</u> The Little Red Hen Mr Men, Little Miss Happy Diwali Stick man	<u>Core Texts</u> The Snail and the Whale The way back home Goldy Lucky and Three Pandas	<u>Core Texts</u> National Trust: Who's hiding in my woods? What the Lady Bird heard.	<u>Core Texts</u> The Dot Beautiful Opps	<u>Core Texts</u> Olivers Vegetables What Do You See When You Look at a Tree? The Tiny Seed by Eric Carle

	Poems 'Let's Celebrate! Festival Poems from Around the World'	Poems The Puffin Book of Fantastic First Poems	Poems Poems Out Loud! First Poems to Read and Perform
	Reading: Comprehension / Word Reading ▪ Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary. ⇨ Recall key events … *event* ⇨ Talk about main characters… *character, beginning, middle, end* ▪ Begin to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment ▪ *Understand the five key concepts about print, with a focus on* ⇨ *Left to right* ⇨ *1-1 correspondence … word, letter, first / last* ▪ *Continue to develop P1 phonological awareness, focusing on* ⇨ Rhythm & rhyme; alliteration (initial sounds); oral blending and segmenting … *blending, segmenting* ▪ Read individual letters by saying the sounds for them ⇨ Secure P2 phonics … *phoneme, grapheme, alphabet* ▪ Blend sounds into words, so that they can read short words made up of known GPCs ⇨ P2 □ VC words □ CVC words ▪ Begin to read a few common exception words matched to the school's phonic programme ⇨ *I, go, to, the, no, into … tricky words* ▪ Begin to read simple phrases / sentences ⇨ Apply P2 GPC ▪ Read pink B guided reading books aligned to phonic knowledge	**Reading:** Comprehension / Word Reading ▪ Begin to use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play*…fiction, non-fiction, set* ⇨ Retell story in small world / role play (in correct sequence) *…beginning, middle, end, set* ⇨ Take on role of character using some story language ⇨ Talk about likes and dislikes of texts, rhymes and poems ⇨ Choose a book and begin to explain why *…because* ▪ Begin to anticipate - where appropriate - some key events in stories *…predict / prediction* ▪ Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment ▪ *Continue to develop P1 phonological awareness, focusing on* ⇨ Oral blending and segmenting ▪ Say the sound for: ⇨ For each letter of the alphabet ⇨ Double letters □ ss □ ll □ zz □ ck □ ff ⇨ Consonant digraphs □ sh □ ch □ th, □ ng *…digraph* ▪ Begin to read words consistent with their phonic knowledge ⇨ Mid P3 □ CVC words ▪ Read some common exception words matched to the school's phonic programme ⇨ *he, she, me, be, we, was (plus see Autumn words)* ▪ Read simple phrases / sentences ⇨ Apply P2-3, i.e. sets 1-7 + consonant digraphs ▪ Read red guided reading books aligned to phonic knowledge	**Reading:** Comprehension / Word Reading ▪ *Continue to develop P1 phonological awareness* ⇨ Oral blending and segmenting ▪ Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary *…sequence* ▪ 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. ⇨ Begin to notice some relationships between one text and another ⇨ Begin to comment on perceived links with own life experience or other experiences, *e.g. films, books* ▪ Say the sound for each letter of the alphabet and for at least 10 digraphs ⇨ Secure P3*…trigraph* ▪ Read words consistent with their phonic knowledge by sound-blending ▪ Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words *(approximately yellow book band – instructional level)* ⇨ *you, they, all, are, my, her (plus see Autumn/Spring words)*

PHONICS	**Phase 2** Week 1-5	**Phase 2** Weeks 6-7 **Phase 3** Weeks 1-3 Revision weeks (3a and 3b)	**Phase 3** Weeks 3-7 Revision week	**Phase 3** Weeks 7 – 10 Revision week	**Phase 4** Weeks 1-4	**Phase 4** Weeks 5-7

Literacy Writing	**Writing:** ▪ *Write name correctly* ⇨ Use correct letter formation ▪ *Use some of their print and letter knowledge in their early writing* ▪ Begin to form lower-case letters correctly ▪ Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs … *spell* ⇨ Use □ initial sounds □ VC □ CVC words ⇨ Write labels ▪ Begin to write lists & captions, focusing on *…label, caption, space* ⇨ Oral rehearsal / vocabulary ⇨ Begin to reread what they have written	**Writing:** ▪ Form most lower-case and capital letter correctly ▪ Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs - CVC words ▪ Write captions/phrases and begin to write simple sentences using known GPCs *…sentence, full stop, capital letter* ⇨ Include word spacing ⇨ Orally rehearse caption of sentence before writing ▪ Re-read what they have written to make sure it makes sense Begin to write a variety of □ fiction and non-fiction sentences / captions	**Writing:** ▪ Write recognisable letters (lower case and capital) most of which are formed correctly ▪ Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs ⇨ CVC words ▪ Write simple phrases and sentences that can be read by others ⇨ Including: □ oral rehearsal of sentence before writing □ word spacing □ full stop □ capital letter ▪ Begin to sequence 2-3 sentences within purposeful fiction/ non-fiction writing, such as: ⇨ 2-3 part story *(e.g. using story map/*planner) ⇨ Instructions ⇨ Fact cards *(e.g. using a 'spidergram' to collate information)*

MATHS	**Match, sort and compare** Match objects Match pictures and objects Identify a set Sort objects to a type Explore sorting techniques Creating sorting rules Compare amounts. **Talk about measure and pattern** Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns. **It's me 1, 2, 3** Find 1, 2 and 3 Subitise 1, 2 and 3 Represent 1, 2, and 3 1 more and 1 less Composition of 1, 2 and 3	**Circles and triangles** Identify and name circles and triangles Compare circles and tringles Shape in the environment Describe position **1, 2, 3, 4, 5** Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more and 1 less Composition of 4 and 5 Composition of 1-5 **Shapes with 4 sides** Identify and name shapes with 4 sides Combine shape with 4 sides Shapes in the environment My day and night	**Alive in 5** Introduce zero Find 0-5 Subitise 0-5 Represent 0-5 1 more and 1 less Composition Conceptual subitising to 5 **Mass and Capacity** Compare mass Find a balance Explore capacity Compare capacity **Growing 6,7,8** Find 6, 7 and 8 Represent 6, 7 and 8 1 more and 1 less	**Length, Hight and time** Explore length Compare length Explore height Compare height Talk about time Order and sequence time **Building 9 and 10** Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more and 1 less **Exploring 3-D shapes** 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.	**To 20 and beyond** Build numbers beyond 20 (10-13) Continue patterns beyond 10 (10-13) Build number beyond 10 (14-20) Verbal counting beyond 20 Verbal counting beyond 20. **How many now?** **Add more** How many did I add? Take away How many did I take away? **Manipulate, compose and decompose** Select shapes for a purpose Rotate shapes Mainpulate shapes Explain shape arrangements Compose shape Decompose shape Copy 2-D shape pictures Find 2D shapes within 3-D shapes	**Sharing and grouping** Explore sharing Sharing Grouping Even and odd sharing Play with and build doubles **Visualise, build and map** Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scene and constructions Visualise from different positions Describe positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places Create own maps and plans from story situations **Make connections.** Deepen understanding Patterns and relationships

Numerical Pattern / Number

- Recite numbers to 10
  - ⇨ Forward & backward □ Finger rhymes (Ten Little Friends) □ passing games … *forwards, backwards*
  - ⇨ Break counting chain (not always starting from 1)
  - ⇨ Talk about position … *before, after*
- Count objects, actions and sounds
  - ⇨ Up to 5 – in context of □ daily routine □ sharing □ turn taking
  - ⇨ Count objects in an irregular arrangement
- Subitise 3 / 4 objects (quick recall without counting)
  - ⇨ Matching children to images in workshop areas
  - ⇨ Fast recognition of dice patterns
- Link the number symbol (numeral) with its cardinal number value to 5
- Compare quantities up to 5 … *more than, less than, fewer, who has one more / less*
- Understand 'one more/less than' to 5
  - ⇨ Use sentence with support … *Three is one more than two*
- Explore the composition of numbers to 5
  - ⇨ Recognise total is still the same
  - ⇨ Using variety of resources … *more, less, makes, equals, altogether*
- Begin to explore number bonds to 5
  - ⇨ Use a range of resources
  - ⇨ Understand how to use a flip flap to 5

Shape, Space & Measure

- Select, rotate and manipulate shapes in order to develop spatial reasoning skills
  - ⇨ Create shape picture …consolidate …*2D shape names*
  - ⇨ Put shapes together to make new shape … *fit, turn*
- Continue, copy and create repeating patterns
  - ⇨ Talk about pattern … *repeat, next, before, after, in between*
- Begin to compare length, weight and capacity
  - ⇨ Order 2-3 items by length / weight … *heavier/est, lighter/est, longer/est, shorter/est*

Numerical Pattern / Number

- Recite numbers to 20
  - ⇨ Backward from 10 and begin to recite backwards from 15
  - ⇨ Break counting chain (not always starting from 1 forwards or 10 backwards)
  - ⇨ Talk about position up to 5 and begin to talk about position up to 10
- Count objects, actions and sounds
  - ⇨ Up to 10, in context of □ daily routine □ sharing □ turn taking
  - ⇨ Count objects in an irregular arrangement
- Begin to estimate number of objects up to 10 then check by counting
- Subitise 5 objects (quick recall without counting)
- Link the number symbol (numeral) with its cardinal number value to 10
- Compare quantities up to 10
- Understand 'one more/less than' to 10
  - ⇨ Use sentence … *six is one more than five*
- Begin to explore the composition of numbers to 10
- Recall number bonds to 5
  - ⇨ Find the total number of items (up to 10) in two groups by counting all of them together, using a range of manipulatives … *altogether, more/now*
  - ⇨ Find the total number of items (up to 10) in a group by take away/subtraction, using a range of manipulatives … *left*
- Begin to share, double and half up to 10 objects

Shape, Space & Measure

- Select, rotate and manipulate shapes in order to develop spatial reasoning skills
- Begin to compose and decompose shapes within practical activities
- Continue, copy and create repeating patterns
- Compare length, height, weight and capacity
  - ⇨ Order 2-3 items by capacity and height
- Begin to order and sequence familiar events
  - ⇨ Become familiar with a clock face and hands
  - ⇨ Measure short periods of time

Numerical Pattern / Number

- 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.
- 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.

Shape, Space & Measure

- Select, rotate and manipulate shapes in order to develop spatial reasoning skills
- Compose and decompose shapes within practical activities
- Continue, copy and create more complex repeating patterns
- Compare length, height, weight and capacity
- Measure and compare short periods of time

UNDERSTANDING THE WORLD

SCIENCE

HISTORY

GEOGRAPHY

RELIGIOUS

Past and Present

- *Begin to make sense of their own life-story and family's history*
- Begin to comment on images of familiar situations in the past

People, Culture & Communities

- Begin to understand that some places are special to members of their community
- ⇨ Talk about special places they go with their family…

Past and Present

- Comment on images of familiar situations in the past

People, Culture & Communities

Natural World

- Explore the natural world around them
- Describe what they see, hear and feel whilst outside
- Understand the effect of changing seasons on the natural world around them

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

People, Culture & Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Know some similarities and differences between

EDUCATION	⇨ When Mum and Dad were little … *past, history, long ago* **People, Culture & Communities** ▪ Talk about members of their immediate family and community ⇨ Describe family members … *grandparent, older, younger* ⇨ Understand that there are many different types of families …*parent, step-sister / brother / mum / dad, similar, different* ▪ Name and describe people who are familiar to them ⇨ People in their local / school community… *site manager, office manager, lolly pop person, shop keeper* ***Science linked to cooking vegetables*** ***Family Trees***	*places of worship visited by children* ▪ Begin to recognise that people have different beliefs and celebrate special times in different ways ⇨ Understand how different people celebrate birthdays ⇨ Develop a knowledge and awareness of other festivals … *Harvest, Diwali, Christmas* **Natural World** ▪ Explore the natural world around them ⇨ Leaves □ sort by shape/size □ begin to identify some local tree species … *nature, natural* ▪ Describe what they see, hear and feel whilst outside ***Floating/sinking*** ▪ ⇨ Leaf shape, size & colour… *shape and colours words e.g. long, spiky, gold, rust, orange* ▪ Understand the effect of changing seasons on the natural world around them – Autumn into Winter ⇨ Observe / talk about changing □ seasons … *season, summer, autumn, winter* □ changes in autumn … *temperature, change, hibernation, darker, weather, wind* ***Festivals/cultures*** ***Seasons***	▪ Talk about members of their immediate family and community ▪ Name and describe people who are familiar to them ▪ Understand that some places are special to members of their community ▪ Recognise that people have different beliefs and celebrate special times in different ways ▪ Recognise some similarities and differences between life in this country and other countries ***Transport***	***Natural World*** ***Animals- names of babies*** ***Animal homes*** ***Life cycle of chick*** ***Seasons***	▪ Understand the past through settings, characters and events encountered in books read in class and storytelling. ***Old/new artists*** ***David Hockney***	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. **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. ***Materials*** ***Environmental impact on growing***
	I can talk about my family and who is important to me. **I can name and prepare vegetables to eat.**	**I can talk about the changes in different seasons. I can talk about things that are the same and different in my own and other cultures.**	**I can recognise things that are the same or different about my own and other countries.**	**I can name a variety of animals and their young.**	**I can talk about things from the past that I have learned about.**	**I can talk about how plants grow and change.**

COMPUTING	**Introduction to IT devices and systems in school** **I can use a range of IT devices.**	**Computing systems and networks 1: Using a computer** Learning about the main parts of a computer and how to use the keyboard and mouse. Logging in and out **I can name and use different parts of a computer.**	**Programming 1: All about instructions** The children learn to receive and give instructions and understand the importance of precise instructions **I can follow and give simple instructions to complete a task.**	**Computing systems and networks 2: Exploring hardware** Tinkering and exploring with different computer hardware and learning to operate a camera **I can use an iPad to take a picture**	**Programming 2: Programming Bee-Bots** Children learn about directions, experiment with programming a Bee-bot/Blue-bot and tinker with hardware **I can control a moveable device using a simple program.**	**Data handling: Introduction to data** Children sort and categorise data and are introduced to branching databases and pictograms **I can sort items by a given criteria.**

EXPRESSIVE ART AND DESIGN	**Creating with Materials** ▪ *Draw with increasing complexity and detail, such as representing a face with a circle and including details* ▪ *Show different emotions in drawings and paintings* ▪ *Continue to explore colour and colour mixing.* ▪ Safely use and explore a variety of materials and tools ▪ Explore new techniques and Talk about new creations ▪ Begin to return to and build upon previous learning **Being Imaginative & Expressive** ▪ *Take part in simple pretend play* ⇨ Family / play date role play … *role, pretend, imagine* ▪ *Begin to develop complex stories using small world equipment* ▪ Begin to develop storylines in their pretend play – including those linked to focus text … *story language, character, beginning, middle, end* ▪ Begin to listen attentively, move to and talk about music, expressing their feelings and responses ⇨ How does the music make me feel? … *emotions vocabulary (see PSE)* ▪ Begin to watch and talk about dance and performance art ⇨ What type of dance/music is it? … *adjectives to describe music; e.g. happy, sad, slow, fast, bouncy* ⇨ Watch live music / dance performances linked to festivals … *perform, celebrate, audience, musician , dancer* ▪ Sing in a group or on their own ⇨ Engage in circle and partner songs ⇨ Begin to make own verse for familiar song ▪ Begin to explore and engage in music making and dance ⇨ Invent and dance / play music to show different emotions … *emotions vocabulary (see PSE)*	**Creating with Materials** ▪ Explore and use a variety of artistic effects to express their ideas and feelings. ▪ Return to and build on their previous learning, refining ideas and developing their ability to represent them. ▪ Create collaboratively sharing ideas, resources and skills. **Being Imaginative & Expressive** ▪ Listen attentively, move to and talk about music, expressing their feelings and responses. ▪ Watch and talk about dance and performance art, expressing their feelings and responses. ▪ Sing in a group or on their own, increasingly matching the pitch and following the melody. ▪ Explore and engage in music making and dance, performing solo or in groups. ▪ Develop storylines in their pretend play.	**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 & Expressive** ▪ 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.

ART **DESIGN TECHNOLOGY**	**Drawing: Marvellous marks** Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus. **Cooking and nutrition: Soup** In this unit, children explore the differences between fruits and vegetables using their senses (taste, texture, smell etc.). They listen to the story 'The best pumpkin soup' and discuss the key ingredients the characters used before developing a class-based vegetable soup recipe.	**Painting and mixed media: Paint my world** Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art. ***Autumn Craft- Nature Wreaths*** ***Christmas Craft- salt dough decorations*** ***Autumn- Hibernation boxes*** ***Christmas-Sliding Santa Chimneys***	**Structures: Junk modelling** In this unit, pupils explore and learn about various types of permanent and temporary join. They are encouraged to tinker using a combination of materials and joining techniques in the junk modelling area. **Structures: Boats** In this unit, children explore what is meant by 'waterproof', 'floating' and 'sinking', then experiment and make predictions with various materials to carry out a series of tests. They learn about the different features of boats and ships before investigating their shape and structures to build their own. **Winter Craft- Threaded Snowflakes**	**Sculpture and 3D: Creation station** Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures. ***Sculptures*** ***Steve Brown Artist*** ***Salt Dough animals*** **Spring Craft- Petal Mandala Sun catchers** **Easter Craft- Egg Threading** **Easter- Hanging Egg Decoration** **Spring- Flower Threading**	**Craft and design: Let's get crafty** Developing cutting, threading, joining and folding skills through fun, creative craft projects. **Textiles: Bookmarks** Pupils develop and practise threading and weaving techniques using various materials and objects. They look at the history of the bookmark from Victorian times versus modern-day styles. The pupils apply their knowledge and skills to design and sew their own bookmarks.	**Summer Craft- Salt Painting** **Summer- design and make a summer salad** **Large scale collages**
	I can select from a range of resources to draw a picture of my face. **I can sort fruit and vegetables.**	**I can use a range of media to create my own pictures. I can create decorations using different resources.**	**I can join materials in a variety of ways in my junk modelling.** **I can talk about what happens to materials when they get wet.**	**I can use my hands and a range of tools to create a sculpture from clay**	**I can cut, thread, fold and join materials in my play. I can weave materials.**	**I can create salad using a range of tools to prepare the ingredients.**
MUSIC	**Exploring sound** Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment.	**Celebration music** Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.	**Transport** Using their voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.	**Music and movement** Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music	**Musical stories** A unit based on traditional children's' tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters.	**Big band** Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.
	I can use my voice and body to make different sounds.	**I can respond to different pieces of music by talking about it and moving my body.**	**I can make sounds with my voice, body and instruments to represent specific noises.**	**I can move my body to different types of music, listening to the beat and pace.**	**I can select instruments to make sounds to tell a story.**	**I can name and use a range of simple instruments.**
SONGS/RHYMES to learn **EYFS song – power in me**	5 little monkeys 5 current buns	5 little speckled frogs 5 little ducks	We all go travelling by Wheels on the bus Row row row your boat 5 little men	10 green bottles 10 in the bed and one fell off.	Ring a ring a roses If your happy and you know it	Hickory Dickory dock 5 little men