



Curriculum Map 2024- 2025 Primley Wood Reception

Term	Autumn 1 7weeks	Autumn 2 7weeks	Spring 1 5weeks	Spring 2 6weeks	Summer 1 6weeks	Summer 2 6weeks
Possible Themes	All About Me!	Celebrations	Safe Shelters	Terrific Transport	Powerful Plants	Amazing Animals
Key Calendar Events	International Day of Democracy National Poetry Day United Nations Day World Food Day	Road Safety Week Remembrance Day Human Rights Day	National Storytelling Week Big Garden Birdwatch Mental Health Week	Women’s History Month World Poetry Day	Earth Day Saint George’s Day One World Week VE Day	Clean Air Day
Whole School Events	Black History Month	Anti-Bullying Week Children in Need	Safer Internet Day	World Book Day Science Week Comic Relief Easter Fayre	Walk to School Week Global Awareness Week	Sports Day Transition Events Primley Wood’s Got Talent Summer Fayre
Trips/Visitors	Visits from People who help us in School – Office, Kitchen, Head Teacher etc.	Visit to the Local Library	Den/Shelter Building Workshop	Trip to National Emergency Services Museum.	Great Gardening Event.	Trip to Harewood House – Minibeast Hunt and Bug Hotel workshops
Parental Engagement	DEAR Stay and Play Phonics live lesson	DEAR Stay and Play Nativity	DEAR Stay and Play Phonics Workshop/session	DEAR Stay and Play Nursery Rhyme Showcase	DEAR Stay and Play Garden Show	DEAR Stay and Play Celebration Picnic
The Characteristics of Effective Learning						
<p>The Characteristics of Effective Learning describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all Areas of Learning and Development. (Birth to 5 Matters p.42)</p>						
<p>Playing & Exploring: ENGAGEMENT Finding out & exploring Playing with what they know Be willing to ‘have a go’</p>		<p>Active Learning: MOTIVATION Being involved & concentrating Keep trying Enjoying achieving what they set out to do</p>			<p>Creative and Critical Thinking: THINKING Having their own ideas Making links Working with ideas</p>	

<p>Core Texts</p>						
<p>Core Rhymes</p>	<p>Polly Put the Kettle On This Old Man Michael Finnegan Frere Jacques Pease Porridge</p>	<p>Twinkle Twinkle Chocolate Bar Star Light Star Bright Dingle Dangle Scarecrow Sing a Song of Sixpence I had a Little Turtle</p>	<p>It's Raining It's Pouring 10 Fat Sausages There was a Princess Long Ago Roses are Red, Violets are Blue 10 in a Bed</p>	<p>London Bridge London's Burning 10 Green Bottles The Wheels on the Bus 10 actions The Big Ship Sails on the Ally Ally O</p>	<p>Here we go Round the Mulberry Bush Oranges and Lemons There was an old lady.... Peter Piper Little Miss Muffet</p>	<p>Baa Baa White Sheep 3 Blind Mice Little Bo Peep We're all Going to the Zoo Old MacDonald had a farm 5 animals</p>

PRIME AREAS							
Personal, Social and Emotional Development	Autumn 1 7weeks	Autumn 2 7weeks	Spring 1 5weeks	Spring 2 6weeks	Summer 1 6weeks	Summer 2 6weeks	ELG
	All About Me!	Celebrations	Safe Shelters	Terrific Transport	Powerful Plants	Amazing Animals	
		<p>Building relationships</p> <ul style="list-style-type: none"> - Shows interest in playing with other children. - Plays in groups beyond one or two other children beginning to develop their confidence in social contacts beyond close family and friends. - Has strong, supporting, trusting relationships with adults <p>Managing self</p> <ul style="list-style-type: none"> - Able to follow rules and routines - Able to go to the toilet independently. - Manage their personal needs with growing confidence. E.g. washing hands before food, after toilet, putting coat on - Have an awareness of the class rules, behavioural expectations and boundaries - Have an awareness of healthy food choices. - Have an awareness of dental hygiene and good bedtime routines <p>Self-Regulation</p> <ul style="list-style-type: none"> - Understands and uses some emotive language such as happy sad, scared, angry, excited etc. - Selects resources needed to achieve goals, sometimes with help. - Is able to be involved in play for longer activities. - Beginning to understand feelings through the use of Nishkam virtues 	<p>Building relationships</p> <ul style="list-style-type: none"> - Shows awareness of the needs of others - Understands the importance of Nishkam virtues e.g. kindness, love, helpfulness, compassion, forgiveness <p>Managing self</p> <ul style="list-style-type: none"> - Develops confidence trying new activities. - Know and can follow the class rules, behavioural expectations and boundaries - Develops a positive sense of self and the confidence in their abilities - Set personal goals - Understand the importance of healthy food choices - Beginning to understand some key virtues and how these can be used in everyday life e.g. kindness, honesty, love, compassion - Healthy Body <p>Self-Regulation</p> <ul style="list-style-type: none"> - Recognises and identifies feeling: sad, angry, worried, happy, excited. Knows the reasons for these feelings. - Considers effect of the action of others - Takes into account feelings of others. - Beginning to manage feelings through the use of Nishkam virtues - Talks and expresses about how they are feeling. - Uses strategies to stay calm sometimes with support. 	<p>Building relationships</p> <ul style="list-style-type: none"> - Takes turns and shares with others. - Takes account of views and needs of others in play and when working together co-operatively. <p>Managing self</p> <ul style="list-style-type: none"> - Show some understanding that exercise, eating and sleeping habits and hygiene can affect health. - Able to make good choices and talk about their decisions - Understand right from wrong and the impact it has on themselves and others - Demonstrate the use of virtues taught when making simple choices - Making some healthy food choices <p>Self-Regulation</p> <ul style="list-style-type: none"> - Concentration is developed and able to refocus, if necessary, for example on instructions being given. - Has plans/wishes and works towards them delaying gratification if necessary. - Able to resolve conflict independently 	<p>Building Relationships</p> <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. <p>Managing Self</p> <ul style="list-style-type: none"> • 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>Self-Regulation</p> <ul style="list-style-type: none"> • 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. 		


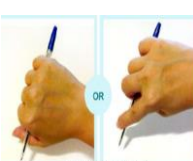



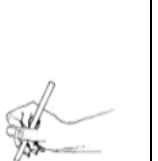
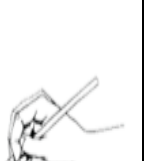
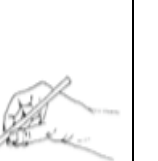


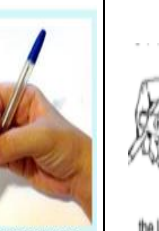
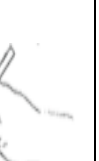
PRIME AREAS							
Communication and Language	Autumn 1 7weeks	Autumn 2 7weeks	Spring 1 5weeks	Spring 2 6weeks	Summer 1 6weeks	Summer 2 6weeks	ELG
	All About Me!	Celebrations	Safe Shelters	Terrific Transport	Powerful Plants	Amazing Animals	
	<p>Listening</p> <ul style="list-style-type: none"> • Listens to simple stories every day with the help of artefacts, actions and pictures. • Repeats words and phrases in stories, songs, rhymes, poems and from other adults • Listen carefully to songs, rhymes, stories and non-fiction with interest and attention. • Begin to focus on a chosen activity for a short period of time • Maintains careful listening, understands it is important to listen. <p>Speaking</p> <ul style="list-style-type: none"> • Learn, know and participates in songs and rhymes. • Begin to speak in simple sentences and phrases. • Develop social phrases e.g. good morning, can I go to the toilet please? • Can ask questions • Share their ideas through role play with support • Start to use new words in a range of contexts. • Repeat new words and phrases heard. 	<p>Listening</p> <ul style="list-style-type: none"> • Listens and responds to stories, songs, poems and rhymes and non-fiction to develop vocabulary and knowledge. • Responds to two-part instructions and questions including 'why'. • Begin to focus on a chosen activity for a longer period of time • Continue to develop and understand new vocabulary <p>Speaking</p> <ul style="list-style-type: none"> • Use and embed new words in a range of contexts • Retell familiar stories. • Can build up sequences of sentences. • Can speak in full sentences • Use a range of tenses, although there may be errors in irregular forms. • Able to ask simple questions to increase curiosity • To answer simple questions to develop understanding • Describes known events in some detail (sequencing) • Children are able to share and develop their ideas through role play and short conversations 	<p>Listening</p> <ul style="list-style-type: none"> • Clarifies understanding and knowledge with questions. • Carries out activities requiring concentration and sustained attention. • Listens and talks about a deep interest in non-fiction books (based on school topic) <p>Speaking</p> <ul style="list-style-type: none"> • Acquires and uses new vocabulary and social phrases with confidence • Extends sentences with conjunctions e.g. because, and • Uses talk for range of purposes – imagine, retell, discuss, clarify, explaining how and why, expressing feelings, describing details. • With support can correctly use tenses of past, present and future tenses and extends vocabulary. • Explain why some things happen • Can confidently share their ideas through role play using a rich range of vocabulary • To be able to have a focussed in-depth meaningful conversation and elaborate on their ideas 	<p>Listening</p> <ul style="list-style-type: none"> • 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>Speaking</p> <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. 			

PRIME AREAS							
	Autumn 1 7weeks	Autumn 2 7weeks	Spring 1 5weeks	Spring 2 6weeks	Summer 1 6weeks	Summer 2 6weeks	ELG
	All About Me!	Celebrations	Safe Shelters	Terrific Transport	Powerful Plants	Amazing Animals	
Physical Development	<p>Gross Motor (ongoing throughout)</p> <ul style="list-style-type: none"> • Creating games for play both indoors and outdoors. • Developing co-ordination and positional awareness • Sensory exploration • Develop core strength • Spatial awareness and agility • Negotiate space and obstacles safely, with consideration for themselves and others. • Able to sit still during carpet time for a short amount of time. <p>Fine Motor</p> <ul style="list-style-type: none"> • Hand/eye co-ordination • Small world play • Puzzles and small tools • Beginning to use a range of small tools, including scissors (making cuts in paper), big paintbrushes, chunky pencils and cutlery. • Begin to form recognisable letters using a range of mediums 		<p>Gross Motor</p> <ul style="list-style-type: none"> • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. • Develop a range of ball skills i.e. throwing, catching, targeting, batting, aiming, kicking <p>Fine Motor</p> <ul style="list-style-type: none"> • Develop control and confidence when using small manipulatives • Begin to show accuracy and care when drawing and writing • Begin to use the tripod grip when forming letters known using appropriate aids if required 		<p>Gross Motor</p> <ul style="list-style-type: none"> • Demonstrate strength, balance and coordination when playing. • Have good posture during a focused time <p>Fine Motor</p> <ul style="list-style-type: none"> • Independently form letters correctly and access fine motor tools (scissors etc) • Hold a pencil effectively in preparation for fluent writing – using the tripod grip. • Nip it, flip it, grip it (pencil) 		<p>Gross Motor Skills</p> <ul style="list-style-type: none"> • 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. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • 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

Fine Motor Skills Development

Children's fine motor skills will develop at varying ages and stages.

During their Reception Year the children take part in Dough Disco Sessions, Go Noodle Movement Breaks and a range of planned continuous provision activities that are designed to strengthen muscles in the hand, core strength and get children used to moving their hands in different directions and across their bodies.

FISTED GRIP	DIGITAL PRONATE GRIP	4 FINGER GRIP	HOOKED WRIST OR EXTENDED WRIST	CROSS THUMB	THUMB TUCK	JOINT OF INDEX FINGER AND THUMB IN A FLEXED POSITION	INDEX FINGER JOINT IN HYPER EXTENDED POSITION	THUMB IN HYPER EXTENDED POSITION	STATIC TRIPOD GRIP 3 FINGER GRASP ALL FINGERS MOVE AS ONE	LATERAL TRIPOD
1-2 YEARS	2-3 YEARS	3-4 YEARS	4-6 YEARS							
 <p>FISTED GRIP 1-2 years old</p> <p>Children often hold their writing tool like a dagger, scribbling using their whole arm.</p>	 <p>DIGITAL PRONATE GRIP 2-3 years old</p> <p>All fingers are holding the writing tool but the wrist is turned so that the palm is facing down towards the page. However the arm comes straight from the elbow. Children should start being able to copy a horizontal, vertical and circular line.</p>	 <p>4 FINGER GRIP 3-4 years old</p> <p>4 fingers are held on the writing tool. Movement is mostly from the wrist and the hand and fingers move as one.</p>	 <p>extended wrist</p>  <p>hooked wrist</p>	 <p>the cross thumb</p>	 <p>the thumb tuck</p>	 <p>joints of index finger and thumb in a flexed position</p>	 <p>index finger joint in hyperextended position</p>	 <p>thumb joint in hyperextended position</p>	 <p>STATIC TRIPOD GRIP 4-6 years old</p> <p>This is a 3 finger grasp, where the thumb, index finger and middle finger work as one unit.</p>	 <p>the lateral tripod</p>
<p>Pencil is held in the palm. All fingers and thumb are used. Movement is from the shoulder; the arm and the hand move as a unit. Light scribbles are produced with this pencil grip.</p>	<p>All fingers are holding the pencil but the wrist is turned so that the palm is facing down towards the page. Movement comes mostly from the elbow and the shoulder is now stabilized. Horizontal lines, vertical lines and circular lines are able to be copied.</p>	<p>Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger. Movement occurs from the wrist; the hand and fingers move as a whole unit. Zigzag lines, crossed lines and simple humans can be drawn with this grip.</p>	<p>A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadropod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip.</p>							

Specific Areas							
	Autumn 1 7weeks	Autumn 2 7weeks	Spring 1 5weeks	Spring 2 6weeks	Summer 1 6weeks	Summer 2 6weeks	ELG
	All About Me!	Celebrations	Safe Shelters	Terrific Transport	Powerful Plants	Amazing Animals	
Literacy	<p>Comprehension</p> <ul style="list-style-type: none"> Use and understand rhymes, stories, non-fiction and poems during role play. Enjoy and join in with rhymes, poems and songs together. Can talk about their favourite part of the story <p>Word Reading</p> <ul style="list-style-type: none"> Say a sound for each letter taught (in phase 2) Beginning to read and recognise tricky words based on phase been taught Blending words with phase 2 graphemes (Little Wandle) <p>Writing</p> <ul style="list-style-type: none"> Write recognisable letters Write their own name Can write initial sounds for words based on the phonics taught Can write the initial and final or CV sounds in words Able to orally segment CVC 		<p>Comprehension</p> <ul style="list-style-type: none"> Anticipate key events in stories. Use and understand vocabulary during discussions about stories and non-fiction texts. Demonstrate an understanding of what has been read to them and answer questions about the text. Can talk about the story in detail including likes and dislikes <p>Word Reading</p> <ul style="list-style-type: none"> Say a sound for each grapheme taught (in phase 3) Blending words with phase 2 & 3 graphemes Read words consistent with their Phonic knowledge by sound blending and segmenting. Can read the tricky words from phase 2 and 3 <p>Writing</p> <ul style="list-style-type: none"> Spell words by identifying sounds in them and representing the sounds with a letter or letters. Beginning to write captions using phase 2 or 3 phonemes and graphemes Write CVC words containing phase 2 and phase 3 graphemes To be able to articulate a sentence 		<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. <p>Word Reading</p> <ul style="list-style-type: none"> Read aloud simple sentences and books that are consistent with their Phonic knowledge including tricky words from phases 2,3 and 4. Can apply their knowledge of phonics to decode unknown words <p>Writing</p> <ul style="list-style-type: none"> Write phrases and sentences that can be read by themselves and others. Beginning to use capital letters and full stops in sentences for writing. Can use their phonic knowledge to segment words for writing. 		<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, non-fiction, 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>Writing</p> <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.
	Phonics	<p>Phase 2 graphemes taught:</p> <p>s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l, 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 ending s /z/ (his) and with s /z/ added at the end (bags).</p> <p>Tricky Words taught:</p> <p>I is, the, as, and, has, his, her, no, go, to, into, she, he, of, we, me, be,</p>		<p>Phase 3 Graphemes taught:</p> <p>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 ll, and longer words.</p> <p>Words with two or more digraphs.</p> <p>Longer words</p> <p>Words ending in –ing</p> <p>compound words</p> <p>words ending –s</p> <p>words with –es at end /z/</p> <p>Tricky Words taught:</p> <p>was, they, you, my, by, all, are, sure, pure,</p>		<p>Phase 4 teaching:</p> <p>short vowels CVCC</p> <p>short vowels CVCC CCVC</p> <p>short vowels CCVC CCCVC CCCVCC</p> <p>longer words</p> <p>compound words</p> <p>root words ending in:</p> <p>–ing, –ed /t/ , –ed /id/ /ed/ –est</p> <p>long vowel sounds CVCC CCVC</p> <p>long vowel sounds CCVC CCCVC CCV CCVCC</p> <p>Tricky Words taught:</p> <p>said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</p>	



We follow the Little Wandle Scheme for phonics throughout school.

Specific Areas							
Mathematics	Autumn 1 7weeks	Autumn 2 7weeks	Spring 1 5weeks	Spring 2 6weeks	Summer 1 6weeks	Summer 2 6weeks	ELG
	All About Me!	Celebrations	Safe Shelters	Terrific Transport	Powerful Plants	Amazing Animals	Number
	<p>We follow the NCETM mastery Number program to teach all of our aspects of number.</p> <p>We use WRMH to teach all other aspects of Mathematics.</p>	<p>Number</p> <ul style="list-style-type: none"> Recites numbers, uses random numbers in songs and games Understand and can subitise to 3 Counts accurately to 5 in practical contexts Begins mathematical mark making Accurately counts 5 objects and recognises numerals to 5 Can recite numbers to 10 Beginning to understand the composition of numbers up to 5. <p>Numerical Patterns</p> <ul style="list-style-type: none"> Notices numerals which are the same – as their age, house number, phone number Notices number patterns in stories and songs Compares amounts using more and fewer Beginning to understand greater, less than and the same 1 more and less to 5 (using objects or a number line) 	<p>Number</p> <ul style="list-style-type: none"> Can subitise beyond 3 Counts beyond 10 Beginning to recall number bonds up to 5 Accurately counts 10 objects and recognises numerals to 10 Beginning to understand the composition of numbers up to 10 Beginning to practically add and subtract <p>Numerical Patterns</p> <ul style="list-style-type: none"> Can compare amounts by starting greater than/ less than/ same, at least 10 Estimating how many objects, then subitising and then checking Understands and notices the patterns of odd and even numbers Starting to understand the concept of doubling Beginning to share objects equally and can use the mathematical language to explain Understand that some quantities are greater than others, less or the same 	<p>Number</p> <ul style="list-style-type: none"> Has an understanding of subtraction facts when exploring number bonds to 5 and 10 Deeper understanding of numbers to 10 Can automatically recall number bonds to 5-10 <p>Numerical Patterns</p> <ul style="list-style-type: none"> Can notice patterns when doubling numbers. Is able to share objects equally into groups Able to count to 20 	<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. 		

Specific Areas							
Understanding the World	Autumn 1 7weeks	Autumn 2 7weeks	Spring 1 5weeks	Spring 2 6weeks	Summer 1 6weeks	Summer 2 6weeks	ELG
	All About Me!	Celebrations	Safe Shelters	Terrific Transport	Powerful Plants	Amazing Animals	People, Culture and Communities
	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Recognise some similarities and differences between life in this country and life in other countries. • Visitors (people in society) such as – police officers, firefighters, nurses etc. • Listening to a broad selection of stories, non-fiction, rhymes and poems. • develop children’s knowledge of multi-faith festivals and celebrations <p>The Natural World</p> <ul style="list-style-type: none"> • Draw information from a simple map. • 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. • Recognise some environments that are different to the one in which they live. <p>Past and Present</p> <ul style="list-style-type: none"> • Begin to make sense of their family history. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. 	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries. • Visiting local areas and have experiences such as – parks, libraries, museums etc. • Listening to a broad selection of stories, non-fiction, rhymes and poems. • develop children’s knowledge of multi-faith festivals and celebrations <p>The Natural World</p> <ul style="list-style-type: none"> • Can explore materials with different properties • Explore how things work • Draw information from a simple map. • 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. • Recognise some environments that are different to the one in which they live. <p>Past and Present</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. 	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Listening to a broad selection of stories, non-fiction, rhymes and poems. • Visiting local areas and have experiences such as – parks, libraries, museums etc. • develop children’s knowledge of multi-faith festivals and celebrations <p>The Natural World</p> <ul style="list-style-type: none"> • Begin to understand the need to respect and care for the natural environment and all living things • Draw information from a simple map. • 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. • Recognise some environments that are different to the one in which they live. <p>Past and Present</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. 	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> • 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>The Natural World</p> <ul style="list-style-type: none"> • 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. <p>Past and Present</p> <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. 			

Specific Areas							
Expressive Arts and Design	Autumn 1 7weeks	Autumn 2 7weeks	Spring 1 5weeks	Spring 2 6weeks	Summer 1 6weeks	Summer 2 6weeks	ELG
	All About Me!	Celebrations	Safe Shelters	Terrific Transport	Powerful Plants	Amazing Animals	
	<p>Creating with Materials</p> <ul style="list-style-type: none"> • Explores colours and textures and constructs using a range of materials. • Beginning to use materials, tools, & techniques to express own ideas e.g. chunky chinks, big paintbrushes, markers, rollers, sponges, stampers <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Participates with songs, rhymes. • Creates movements through music. • Able to recount stories they have heard before 	<p>Creating with Materials</p> <ul style="list-style-type: none"> • Begins to explain what they have made. • Able to use tools with purpose. • Creates texture, colour, form, design in their work. • Uses and creates props and uses materials in role play. • Able and use scissors with increasing control. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Introduces a storyline or narrative into their play. • Sings well known nursery rhymes/songs • Beginning to perform stories, rhymes, dance with others. 	<p>Creating with Materials</p> <ul style="list-style-type: none"> • Confidently talks about own creations. • Makes safe use of range of tools. • Able to evaluate things they have made and think about how they can improve. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Develops skills of storytelling through play • Composes own music. • Choreographs own dances. • Perform dance, stories with others independently 	<p>Creating with Materials</p> <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. <p>Being Imaginative and Expressive</p> <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. 			