

<p><b>EYFS Framework Educational Programme</b></p>	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>							
<p><b>ELG</b></p>	<p><b>Listening, Attention and Understanding:</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>Speaking:</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>							
	<p><b>Autumn 1</b></p>	<p><b>Autumn 2</b></p>	<p><b>Spring 1</b></p>	<p><b>Spring 2</b></p>	<p><b>Summer 1</b></p>	<p><b>Summer 2</b></p>	<p><b>Year One (reading)</b></p>	
<p><b>Communication and Language</b></p>	<p><b>Development Matters and English Progression</b></p>							<p>Listening to and discussing a wide range of poems, stories, non-fiction at a level beyond that at which they can read independently i.e. challenging texts being read to them by the teacher.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.</p>
<p><b>Listening, Attention and Understanding</b> Children will listen carefully to a story.</p> <p>Children will understand and ask what questions.</p> <p><b>Speaking</b> Children will know and retell ‘Owl Babies’</p> <p>Children will know and use vocabulary linked to their theme ‘Why Do You Love Me So Much?’ including special, unique, similar, and different.</p> <p>Children will learn the poem ‘We Can’ by Michael Rosen</p>	<p><b>Listening, Attention and Understanding</b> Children will join in with repeated refrains in a story.</p> <p>Children will talk about key events in a story.</p> <p>Children will understand and ask who questions.</p> <p><b>Speaking</b> Children will know and retell ‘The Very Helpful Hedgehog’</p> <p>Children will know and use vocabulary linked to their theme ‘Why do leaves go crispy?’ including Autumn, seasons, weather, map.</p> <p>Children will learn the poems ‘The Hedgehog’ by Edith King and ‘Five Little Reindeer’</p>	<p><b>Listening, Attention and Understanding</b> Children will identify the main characters in the story and talk about their feelings.</p> <p>Children will understand and ask when questions.</p> <p><b>Speaking</b> Children will know and retell ‘The Runaway Train’.</p> <p>Children will know and use vocabulary linked to their theme ‘Are we there yet?’ including past present future atlas globe.</p> <p>Children will express ideas using past and present tense.</p> <p>Children will learn the poem ‘Go Go Go’ and ‘Friendship has no Borders’</p>	<p><b>Listening, Attention and Understanding</b> Children will identify and describe the main settings in the story.</p> <p>Children will understand and ask where questions.</p> <p><b>Speaking</b> Children will know and retell ‘Six Little Chicks’</p> <p>Children will know and use vocabulary linked to their theme ‘Are eggs alive?’ including growth, lifecycle, hatch, bulb, bud.</p> <p>Children will learn the poem ‘Baby Chick’ by Aileen Fisher.</p>	<p><b>Listening, Attention and Understanding</b> Children will link events in a story to their own experiences.</p> <p>Children will understand and ask why questions.</p> <p><b>Speaking</b> Children will know and retell ‘The Three Little Pigs’.</p> <p>Children will know and use vocabulary linked to their theme ‘Why do zebras have stripes?’ including safari, camouflage, climate, habitat, mini beasts.</p> <p>Children will learn the poem ‘The Crocodile’ by Lewis Carol and ‘I opened a book’ by Julia Donaldson.</p>	<p><b>Listening, Attention and Understanding</b> Children will ‘hot seat’ characters from a story.</p> <p><b>Speaking</b> Children will know and retell ‘The Rainbow Fish’.</p> <p>Children will know and use vocabulary linked to their theme ‘Why is water wet?’ including fossils, marine life.</p> <p>Children will express ideas using past and present tense.</p> <p>Children will learn the poem ‘Ocean Animals’ by Helen H Moore and ‘Inside a Shell’ by John Foster.</p>	<p>Listening to and discussing a wide range of poems, stories, non-fiction at a level beyond that at which they can read independently i.e. challenging texts being read to them by the teacher.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.</p>		

<b>EYFS Framework Educational Programme</b>	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
<b>ELG</b>	<p><b>Listening, Attention and Understanding:</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>Speaking:</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Personal, Social and Emotional Development</b>	<b>Development Matters</b>	<p><b>Self-Regulation</b> Children will know how to be helpful by taking on jobs such as serving snack and washing up.</p> <p><b>Managing Self</b> Children will know the school rules Ready, Safe, Respectful.</p> <p>Children will know how healthy eating is important for their health.</p> <p><b>Building Relationships</b> Children will know how to listen to others with respect.</p>	<p><b>Self-Regulation</b> Children will know how to make the right choice and the consequences of not doing so.</p> <p><b>Managing Self</b> Children will know how regular teeth brushing is important for their health.</p> <p><b>Building Relationships</b> Children will know how to treat others in our class using the statement ‘Kind hands and kind words’.</p>	<p><b>Self-Regulation</b> Children will know the effects of their behaviour on others.</p> <p><b>Managing Self</b> Children will know what a sensible amount of screen time is and why this is important for their health.</p> <p><b>Building Relationships</b> Children will be able to describe what makes a good friend including attributes such as listening and sharing.</p>	<p><b>Self-Regulation</b> Children will know to use the calm corner when they are feeling upset/angry.</p> <p><b>Managing Self</b> Children will know about the importance of a good sleep routine for their health.</p> <p><b>Building Relationships</b> Children will know how to express their opinion and understand it is okay to have a different opinion to their friends.</p>	<p><b>Self-Regulation</b> Children will know how to overcome challenges, using books such as ‘The Most Magnificent Thing’.</p> <p><b>Managing Self</b> Children will know how to be a safe pedestrian and why this is important.</p> <p><b>Building Relationships</b> Children will know how to resolve a problem by talking it through with a friend or adult.</p>
	<b>Jigsaw Progression Reception</b>	<p><b>Being Me in the World</b> Know they have a right to learn and play, safely and happily Know that some people are different from themselves Know that hands can be used kindly and unkindly</p>	<p><b>Celebrating Difference</b> Know what being unique means Know the names of some emotions such as happy, sad, frightened, angry Know why having friends is important Know some qualities of a positive friendship Know that they don’t have to be ‘the same as’ to be a friend</p>	<p><b>Dreams and Goals</b> Know what a challenge is Know that it is important to keep trying Know what a goal is</p>	<p><b>Healthy Me</b> Know what the word ‘healthy’ means Know some things that they need to do to keep healthy Know the names for some parts of their body Know when and how to wash their hands properly Know how to say no to strangers</p>	<p><b>Relationships</b> Know what a family is Know that different people in a family have different responsibilities (jobs) Know some of the characteristics of healthy and safe friendships Know that friends sometimes fall out Know some ways to mend a friendship Know that unkind words can never be taken back and they can hurt</p>

	<p style="text-align: center;"><b>Jigsaw Progression Year 1</b></p>	<p>Understand that they are safe in their class  Identifying helpful behaviours to make the class a safe place  Understand that they have choices</p>	<p>Know what bullying means  Know who to tell if they or someone else is being bullied or is feeling unhappy  Know that people are unique and that it is OK to be different</p>	<p>Know how to set simple goals  Know how to achieve a goal  Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them    Know when a goal has been achieved</p>	<p>Know the difference between being healthy and unhealthy  Know some ways to keep healthy  Know how to make healthy lifestyle choices  Know that all household products, including medicines, can be harmful if not used properly  Know that medicines can help them if they feel poorly  Know how to keep safe when crossing the road</p>	<p>Know that everyone's family is different  Know that families are founded on belonging, love and care  Know that physical contact can be used as a greeting  Know how to make a friend  Know who to ask for help in the school community</p>	<p>Know the names of male and female private body parts  Know that there are correct names for private body parts and nicknames, and when to use them  Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these  Know who to ask for help if they are worried or frightened</p>
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EYFS Framework Educational Programme		Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives <sup>6</sup> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence					
ELG		<p><b>Gross Motor:</b> 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> <p><b>Fine Motor:</b> 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.</p>					
		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Development Matters		<p><b>Gross Motor</b> Children will know how to hop, skip, roll, crawl and jump.</p> <p><b>Fine Motor</b> Children will know the correct pencil grip and posture for writing.</p> <p>Children will know how to correctly form the letters: c o a g d s</p>	<p><b>Gross Motor</b> Children will know how to hop. Know how to ride a scooter and tricycle.</p> <p><b>Fine Motor</b> Children will know how to do up and undo buttons.</p> <p>Children will know how to correctly form the letters q m n r i j e</p>	<p><b>Gross Motor</b> Children will know how to join movements together. Know how to balance.</p> <p><b>Fine Motor</b> Children will know how to use a knife and fork.</p> <p>Children will know how to correctly form the letters: t h l k b</p>	<p><b>Gross Motor</b> Children will know how to kick and pass different sized balls.</p> <p><b>Fine Motor</b> Children will know how to use two-hole scissors to make snips in paper.</p> <p>Children will know how to correctly form the letters: f p u v w v x y</p>	<p><b>Gross Motor</b> Children will know how to throw and catch different sized balls.</p> <p><b>Fine Motor</b> Children will know how to thread and sew.</p> <p>Children will know how to correctly form capital letters</p>	<p><b>Gross Motor</b> Children will know how to bat and aim using different sized balls.</p> <p><b>Fine Motor</b> Children will know how to use two-hole scissors to cut along lines.</p> <p>Children will know how to correctly form capital letters.</p>
Physical		<p><b>Animal Explorers</b></p> <ul style="list-style-type: none"> <li>- <b>Fine:</b> To develop core strength to balance momentarily on one foot and on other body parts</li> <li>- <b>Fine:</b> To develop core strength to sit on the floor with control and ease for increased periods of time.</li> <li>- <b>Gross:</b> To develop core strength to balance momentarily on a combination of body parts.</li> <li>- <b>Gross:</b> To develop core strength to sit on the floor with control and ease for increased periods of time.</li> <li>- <b>Gross:</b> To develop core strength to balance</li> </ul>	<p><b>Off to the Zoo</b></p> <ul style="list-style-type: none"> <li>-<b>Gross/Fine:</b> To experiment with different ways of moving.</li> <li>- <b>Gross:</b> To link some movements together. To successfully negotiate space.</li> <li>- <b>Gross/Fine:</b> To move in a variety of different ways.</li> <li>- <b>Gross:</b> To develop spatial awareness by working in a space bubble.</li> <li>- <b>Gross:</b> To move in a variety of different ways. To develop spatial awareness by working in a space bubble.</li> </ul>	<p><b>Pirate Adventure</b></p> <ul style="list-style-type: none"> <li>-<b>Gross:</b> To develop travelling movement skills such as running, jumping, hopping, skipping.</li> <li>-<b>Gross:</b> Demonstrate strength, balance and coordination when travelling.</li> <li>-<b>Gross:</b> Negotiate space and obstacles safely, with consideration for themselves and others.</li> </ul>	<p><b>Fun at the circus</b></p> <ul style="list-style-type: none"> <li>-<b>Gross:</b> To develop skills of running, dodging and pivoting</li> <li>-<b>Gross:</b> To develop and refine a range of ball skills: throwing and rolling it to self and a partner.</li> <li>-<b>Gross:</b> To develop core strength and balance when being still and whilst moving</li> </ul>	<p><b>Dino Moves</b></p> <ul style="list-style-type: none"> <li>-<b>Gross:</b> To develop and refine different ways to control and send a ball.</li> <li>- <b>Gross:</b> To develop hand-eye coordination with increased confidence when working with equipment.</li> <li>- <b>Gross:</b> To develop and refine different ways to control and send a ball with their feet - dribbling skills.</li> <li>- <b>Gross/Fine:</b> To develop hand-eye coordination with increased confidence when working with equipment.</li> </ul>	<p><b>Space Cadets</b></p> <ul style="list-style-type: none"> <li>-<b>Gross:</b> To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul>
iMoves- Reception							

		momentarily on a combination of body parts. - <b>Gross:</b> To develop core strength to balance whilst moving in different ways.					
	Year One	<p><b><u>iExercise - Jungle</u></b></p> <ul style="list-style-type: none"> <li>-To develop and extend balance.</li> <li>-To develop core strength to balance in a seated position with control and ease for increased periods of time.</li> <li>-To develop and extend balance.</li> <li>-To develop core strength to balance in a seated position with control and ease for increased periods of time.</li> <li>-To develop and extend balance.</li> <li>-To develop core strength to balance on body parts with control and ease for increased periods of time.</li> </ul>	<p><b><u>iMove - Pirates</u></b></p> <ul style="list-style-type: none"> <li>-To master basic movements including side stepping, marching, tiptoeing.</li> <li>-To become increasingly confident and competent when developing and extending these agility skills, and apply them in a range of situations.</li> <li>-To master basic movements including hop, skip, hopscotch, dodge.</li> </ul>	<p><b><u>iPractice - Machines</u></b></p> <ul style="list-style-type: none"> <li>To become increasingly confident and competent in running with spatial awareness, from different starting positions and at different speeds.</li> <li>-To begin to engage in competitive activities - compete against myself.</li> <li>-To become increasingly confident and competent in jumping for distance and height in varying ways and in different directions.</li> </ul>	<p><b><u>iCommunicate - Playtime</u></b></p> <ul style="list-style-type: none"> <li>-To master basic movements in dodging.</li> <li>-To become increasingly confident and competent when developing and extending these agility skills.</li> <li>-To apply these agility skills in competitive and cooperative activities.</li> <li>-To master basic movements in passing, throwing, rolling and catching.</li> <li>-To apply these skills in competitive and cooperative team games.</li> <li>-To master basic movements in control, dribble, trap, stop and kick a ball.</li> <li>-To become increasingly confident and competent when developing and extending these object control skills.</li> <li>-To develop simple tactics for attacking and defending.</li> <li>-To develop and extend static and counterbalance skills individually and with others.</li> </ul>	<p><b><u>iCreate - Funfair</u></b></p> <ul style="list-style-type: none"> <li>-To develop fundamental movement skills of aiming and striking.</li> <li>-To apply agility and coordination skills in a range of activities.</li> <li>-To develop fundamental movement skills of aiming and striking with a racket.</li> <li>-To apply agility and coordination skills in a range of activities.</li> <li>-To develop fundamental movement skills of footwork aiming and striking.</li> <li>-To apply agility and coordination skills in a range of activities.</li> </ul>	<p><b><u>iThink – Wild West</u></b></p> <ul style="list-style-type: none"> <li>-To master basic movements in balancing, whilst still and on the move.</li> <li>-To become increasingly confident and competent when developing and extending agility skills in dodging, running and galloping.</li> <li>-To apply these skills in competitive and co-operative team games.</li> <li>-To become increasingly confident and competent when developing and extending agility skills in controlling a ball.</li> <li>-To become increasingly confident and competent when developing and extending agility skills of throwing and aiming.</li> </ul>

<b>EYFS Framework Educational Programme</b>	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)						
<b>ELG</b>	<p><b>Comprehension:</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p><b>Word Reading:</b> 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> <p><b>Writing:</b> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>	<b>Year One</b>
<b>Literacy</b>  <b>Development Matters and school English Progression</b>	<p><b>Comprehension</b> Children will read and re-read a selection of books, developing vocabulary, prediction, retrieval, sequencing skills Children will develop fluency, understanding and enjoyment</p> <p><b>Word Reading</b> Children will read the graphemes s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l (20)</p> <p>Children will orally blend words.</p> <p>Children will hear and identify initial sounds in words.</p> <p>Children will know tricky words: is, I, the (3)</p>	<p><b>Comprehension</b> Children will read and re-read a selection of books, developing vocabulary, prediction, retrieval, sequencing skills Children will develop fluency, understanding and enjoyment</p> <p><b>Word Reading</b> Children will read the graphemes ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk (16)</p> <p>Children will read words with 's' at the end.</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky words: and, her, go, no, to, into, she, he, of, we, be, me (12)</p>	<p><b>Comprehension</b> Children will read and re-read a selection of books, developing vocabulary, prediction, retrieval, sequencing skills Children will develop fluency, understanding and enjoyment</p> <p><b>Word Reading</b> Children will read the graphemes ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er (14)</p> <p>Children will learn words with double letters and longer words.</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky words: was, you, they, my, by, all, are, sure, pure (9)</p>	<p><b>Comprehension</b> Children will read and re-read a selection of books, developing vocabulary, prediction, retrieval, sequencing skills Children will develop fluency, understanding and enjoyment</p> <p><b>Word Reading</b> Children will read words with two or more digraphs.</p> <p>Children will read words ending in 'ing' and compound words.</p> <p>Children will practise taught tricky words.</p>	<p><b>Comprehension</b> Children will read and re-read a selection of books, developing vocabulary, prediction, retrieval, sequencing skills Children will develop fluency, understanding and enjoyment</p> <p><b>Word Reading</b> Children will read words with short vowels CCVC, CVCC, CCVCC, CCCVCC.</p> <p>Children will read root words that end in ed, ing, t, est.</p> <p>Children will know tricky words: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today (18)</p>	<p><b>Comprehension</b> Children will read and re-read a selection of books, developing vocabulary, prediction, retrieval, sequencing skills Children will develop fluency, understanding and enjoyment</p> <p><b>Word Reading</b> Children will read words with long vowel sounds CCVC, CVCC, CCVCC, CCCVCC.</p> <p>Children will read phase 4 sounds ending in s/es.</p> <p>Children will read phase 4 longer words.</p> <p>Children will practise taught tricky words.</p>	<p><b>Comprehension</b> Develop pleasure in reading, motivation to read, vocabulary and understanding. Understand both the books they can already read accurately and fluently and those they listen to by. participate in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them</p> <p><b>Word Reading</b> Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read other words of more than one syllable that contain taught GPCs read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) Re-read these books to build up their fluency and confidence in word reading.</p>

		<p><b>Writing</b> Children will know how to correctly form the letters c o a g d s</p> <p>Children will know how to write their name.</p> <p>Children will know how to write initial sounds.</p>	<p><b>Writing</b> Children will know how to correctly form the letters q m n r i j e</p> <p>Children will know how to write CVC words.</p>	<p><b>Writing</b> Children will know how to correctly form the letters t h l k b</p> <p>Children will know how to write a short phrase.</p>	<p><b>Writing</b> Children will know how to correctly form the letters f p u v w v x y</p> <p>Children will know how to write a short sentence.</p>	<p><b>Writing</b> Children will know how to correctly form capital letters.</p> <p>Children will know how to read what they have written to check it makes sense.</p>	<p><b>Writing</b> Children will know how to correctly form capital letters.</p> <p>Children will write a short sentence with fingers spaces, capital letter and full stop.</p>	<p><b>Writing</b> Children will understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p>Children will sequence sentences to form short narratives</p> <p>Children will read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Children will be taught to: Join words and join clauses using and. Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p>
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<b>EYFS Framework Educational Programme</b>		Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension					
<b>ELG</b>		<p><b>Past and Present:</b> 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.</p> <p><b>People, Culture and Communities:</b> 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, nonfiction texts and (when appropriate) maps.</p> <p><b>The Natural World:</b> 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>					
<b>Development Matters</b>		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Autumn 3</b>	<b>Autumn 4</b>	<b>Autumn 5</b>	<b>Autumn 6</b>
		<b>Past and Present</b> Talk about members of their immediate family and community. Comment on images of familiar situations in the past.	<b>Past and Present</b> Compare and contrast characters from stories, including figures from the past	<b>Past and Present</b> Compare and contrast characters from stories, including figures from the past Comment on images of familiar situations in the past.	<b>Past and Present</b>	<b>Past and Present</b> Talk about members of their immediate family and community. Comment on images of familiar situations in the past.	<b>Past and Present</b>
	<b>School Progression- Reception</b>	<b>History</b> All about me – how old am I? When is my birthday? How do I celebrate my birthday? Me and my family. Photos of my family. Making a Family Tree. My school day- making a timeline. Grandparent visit. Comparison of school now and 75 years ago. Similarities and differences.	I can give one cause of an event. <b>(Bonfire night)</b> I may be able to give you my own view on why something happened in the past or how I know <b>(Bonfire night)</b>	What vehicles do we know? Photos of current transport. Photos and discussion of transport in the past (75 years ago). Grandparent visit. Comparison- sort photos into past and present. What is the same and what is different? Learn about the history of planes over 75 years. Research the Wright Brothers. Mr Johnston visits for a pilot talk. Compare similarities and differences.		Have you been to the seaside? What did you do? What did you wear? Photos to discuss. Grandparent visit- comparison to then and now comparing seaside trips. Similarities and differences. Mary Anning- Where she lived and the relevance. Children to recall one or two facts about her. Mary Anning events on a timeline using language first, then, next.	
		To know what a timeline is and to find out about toys today. To explain how we can find out about the past. To find out about toys in the past. To use sources to help ask and answer questions	Give more than one cause of an event and give a reason why people in the past acted as they did.	To sort photos/drawings into past and present London. Discuss similarities and differences To describe some of the ways in which how we live now is different to how people lived		To learn what a monarch is and their role. To look at significant British monarchs, the dates that they reigned and key facts. To order them on a timeline looking at dates	



	Year 1	<p>about toys from the past – parent/grandparent visit.</p> <p>To learn about popular toys from the last 100 years. To compare their materials and how they work.</p> <p>To compare similar toys from different times – the history of the teddy.</p> <p>To compare Victorian toys with modern toys. To learn about rich vs poor toys and girl vs boy toys.</p> <p>To recognise how toys have changed over time and to use words relating to the passing of time.</p>		<p>in 1666.</p> <p>To find out about how the Great Fire of London started and spread.</p> <p>To put the events of the Great Fire in order.</p> <p>To explain how we know about the Fire of London</p> <p>To explain the term “eyewitness” and to look at Samuel Pepys diary, alongside other eyewitness accounts.</p> <p>To create a poster showing my ideas about how London could be rebuilt after the Great Fire.</p> <p>To explain what impact the Fire of London had on Britain today.</p> <p>To create a newspaper report, describing the main events of the Great Fire of London</p>		<p>To learn about family trees and heirs to the throne.</p> <p>To discuss sources of information and their reliability.</p> <p>To learn about the lives of Elizabeth I and Victoria.</p> <p>To compare the lives of Elizabeth I and Victoria</p>	
Development Matters	Geography	<p><b><u>People, Culture and Communities</u></b></p>	<p><b><u>People, Culture and Communities</u></b></p> <p>Draw information from a simple map</p> <p>Explore the natural world around them</p> <p>Describe what they see, hear and feel whilst outside</p>	<p><b><u>People, Culture and Communities</u></b></p> <p>Draw information from a simple map</p> <p>Explore the natural world around them</p>	<p><b><u>People, Culture and Communities</u></b></p>	<p><b><u>People, Culture and Communities</u></b></p> <p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Recognise some environments that are different from the one in which they live</p>	<p><b><u>People, Culture and Communities</u></b></p>
			<p>To walk and explore school and classroom – identify key features. Take photographs.</p> <p>To learn what a map is and what they are used for.</p> <p>To look at the photographs from last lesson. Chn to draw their own map of the classroom/ school.</p> <p>To draw a map for a friend to follow to find treasure.</p>	<p>To answer ‘how do you get to school?’ Look at an aerial map of Mobberley. Collect data from children and put into a chart- how do they travel to school? Discuss types of transport.</p> <p>For chn to draw a map of what they pass on their journey to school. (Short journey)</p> <p>To discuss what other journeys</p>		<p>To recap on prior learning about Mobberley. Look at photos of buildings/ places of interest (school, church, house). To name places of interest in our local area.</p> <p>To discuss Nepal and our link school. To look at photos and videos. Look at buildings in Nepal (school, church, house)</p> <p>To recap on both countries, focusing on small area of school/local area – to compare</p>	

	School Progression of Skills and			<p>you have been on. What place did you go to? How did you get there?</p> <p>To recap on the children's journeys discussed last week. What did you see on the journey e.g. clouds, sea, tall building. Draw a map of the journey. (Longer journey e.g. on holiday to Wales/Spain)</p> <p>Compare the two journey maps they have drawn.</p>		<p>similarities and differences between schools, churches and houses.</p>	
	Year 1	Geography	<p>To name and identify types of weather / daily weather in the UK.</p> <p>To understand how the weather affects us – how we travel, what we wear, what we do, how we feel.</p> <p>To understand what weather forecasts are and what they tell us. To act out a weather forecast using correct terminology and a map of the UK.</p> <p>To understand that some weather can be dangerous and the effect of dangerous weather.</p> <p>To compare the weather and climate of hot and cold countries using a weather forecast.</p> <p>To locate and name hot and cold countries using an atlas, looking at the equator.</p>	<p>To understand what a map is, what types of maps there are and what they are used for. To understand the vocabulary 'aerial view' and to make an aerial view of our classroom.</p> <p>To identify key features of our school – fieldwork to find places around school using our senses.</p> <p>To know what route we take to school – how we get here and what we see on the way. How do we travel? What is the most popular way of travelling? To make a map of the route with a key.</p> <p>To know and identify what type of house we live in – detached, semi-detached, terraced.</p> <p>Fieldwork to collect data about types of local houses.</p> <p>To write a letter suggesting ways to improve our local area.</p>		<p>To use aerial photographs to recognise human and physical features of our school grounds.</p> <p>To use fieldwork to study our school grounds.</p> <p>To know what a control point is.</p> <p>To use locational and directional language to describe the location of features in our school grounds.</p> <p>To know what a human and physical feature is.</p> <p>To know the 4 points of a compass.</p> <p>To make a simple map.</p> <p>To create a compass.</p> <p>To recognise symbols,</p>	
	Development Matters	Science	<p><b><u>The Natural World</u></b> Describe what they see, hear and feel whilst outside Explore the natural world around them</p>	<p><b><u>The Natural World</u></b> Understand the effect of changing seasons on the natural world around them Describe what they see, hear and feel whilst outside Explore the natural world around them</p>	<p><b><u>The Natural World</u></b> Understand the effect of changing seasons on the natural world around them Describe what they see, hear and feel whilst outside Explore the natural world around them</p>	<p><b><u>The Natural World</u></b> Understand the effect of changing seasons on the natural world around them Describe what they see, hear and feel whilst outside Explore the natural world around them</p>	<p><b><u>The Natural World</u></b> Explore the natural world around them</p>

	Reception	To know how shadows are formed. Experiment making shadows with bodies and objects. Me and my body- talking about and labelling body parts.	Changing seasons- exploring Autumn. Animals that hibernate. Clay Hedgehogs (changing states of matter) links to Art. Making soup (changing states of matter) links to DT.		Life cycles Animals- identifying, grouping and sorting. Changing seasons- spring walk. Planting seeds.	Investigating Materials, describing them and some of their properties.	Floating and sinking- investigating objects. Explore which materials are waterproof by completing a fair test. Melting- ice cube experiment and making predictions.
	Year One	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	Seasonal changes · observe changes across the four seasons · observe and describe weather associated with the seasons and how day length varies.		Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees · identify and describe the basic structure of a variety of common flowering plants, including trees Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals · Identify and name a variety of common animals that are carnivores, herbivores and omnivores. · identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	Everyday materials · distinguish between an object and the material from which it is made · identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock · describe the simple physical properties of a variety of everyday materials · compare and group together a variety of everyday materials on the basis of their simple physical properties.	Working Scientifically observing closely, using simple equipment · performing simple tests · identifying and classifying · using their observations and ideas to suggest answers to questions
	Development Matters	<b>RE</b> <u>People, Culture and Communities</u> Recognise that people have different beliefs and celebrate special times in different ways Understand that some places are special to members of their community	<u>People, Culture and Communities</u> Recognise that people have different beliefs and celebrate special times in different ways Understand that some places are special to members of their community	<u>People, Culture and Communities</u> Recognise that people have different beliefs and celebrate special times in different ways Understand that some places are special to members of their community	<u>People, Culture and Communities</u> Recognise that people have different beliefs and celebrate special times in different ways Understand that some places are special to members of their community	<u>People, Culture and Communities</u> Recognise that people have different beliefs and celebrate special times in different ways Understand that some places are special to members of their community	<u>People, Culture and Communities</u> Recognise that people have different beliefs and celebrate special times in different ways Understand that some places are special to members of their community
	Reception	How are we made to feel welcome? Welcoming Babies and Baptism. <b>Diwali</b>	Incarnation- The birth of Jesus. Why do Christians perform Nativity plays at Christmas?	How do people describe God? Why is the word God important to Christians?	Salvation Why do Christians put a cross in an Easter garden? <b>Easter and New Life</b>	Who and what is special to me? <b>Church and Bible</b>	Why should we look after the world? How can we care for our wonderful world? <b>The Creation Story.</b>

Year One		<b>Who Made the World? Christianity</b> What do people believe about God? How are people special?	<b>Incarnation Christianity</b> Why does Christmas matter to Christians?	<b>How do people decide what is right and what is wrong?</b> Christianity/ Judaism/ Islam/ Humanism	<b>Salvation Christianity</b> Why does Easter Matter to Christians?	<b>What does it mean to belong? Christianity</b> Why is a church an important place for Christians?	<b>What can we find out about Judaism by exploring a Synagogue? Judaism</b> (Include other religious/non-religious viewpoints in discussion)
Reception	Computing	<b>BASELINE</b>	Learning how to explore and tinker with hardware to develop familiarity and introduce relevant vocabulary.  Recognising that a range of technology is used for different purposes.	Using a simple online paint tool to create digital art.  Following instructions as part of practical activities and games.  Learning to give simple instructions.	Learning how to operate a camera to take photographs of meaningful creations or moments. Recognising and identifying familiar letters and numbers on a keyboard. Developing basic mouse skills such as moving and clicking.	Learning to debug instructions, with the help of an adult, when things go wrong.  Programme a Bee-Bot with the help of an adult.	Representing data through sorting and categorising objects in unplugged scenarios. Sort information in maths.
Year One			Logging in and out and saving work on their own account.  Understanding how to interact safely with others online.	Learning how to explore and tinker with hardware to find out how it works.  Learning where keys are located on the keyboard.	Developing control of the mouse through dragging, clicking and resizing of images to create different effects.	Learning how to operate a camera or tablet to take photos and videos.  Edit photos using a digital app on the tablet – change colour, size and add effects.  Use the photos to tell a story.	Programming a floor robot to follow a planned route. Learning to debug instructions when things go wrong. Learning to debug an algorithm in an unplugged scenario.

<b>EYFS Framework Educational Programme</b>		The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.						
<b>ELG</b>		<p><b>Creating with Materials:</b> • 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. 16 • Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>Being Imaginative and Expressive:</b> • 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.</p>						
		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>	
<b>Expressive Arts and Design</b>	<b>Art</b>	<b>Development Matters</b>	-Children will explore, use and refine a variety of artistic effects to express their ideas and feelings. -Children will return to and build on their previous learning of mark making, developing this. -Children will work to create collaboratively, sharing ideas, resources and skills.	Children will explore, use and refine a variety of artistic effects to express their ideas and feelings. -Children will return to and build on their previous learning of mark making, developing this. -Children will work to create collaboratively, sharing ideas, resources and skills.	Children will explore, use and refine a variety of artistic effects to express their ideas and feelings. -Children will return to and build on their previous learning of mark making, developing this. -Children will work to create collaboratively, sharing ideas, resources and skills.	-Children will explore, use and refine a variety of artistic effects to express their ideas and feelings. -Children will return to and build on their previous learning of paint and colour, developing this. -Children will work to create collaboratively, sharing ideas, resources and skills.	-Children will explore, use and refine a variety of artistic effects to express their ideas and feelings. -Children will return to and build on their previous learning of crafting and materials, developing this. -Children will work to create collaboratively, sharing ideas, resources and skills.	Children will explore, use and refine a variety of artistic effects to express their ideas and feelings. -Children will return to and build on their previous learning of mark making, developing this. -Children will work to create collaboratively, sharing ideas, resources and skills.
		<b>Kapow- Reception</b>	<p><b>Creating with Materials</b> <i>Marvellous Marks</i></p> <ul style="list-style-type: none"> <li>● Explore mark making using a range of drawing materials.</li> <li>● Investigate marks and patterns when drawing.</li> <li>● Identify similarities and difference between drawing tools.</li> <li>● Investigate how to make large and small movements with control when drawing.</li> <li>● Practise looking carefully when drawing.</li> <li>● Combine materials when drawing.</li> </ul>	<p><b>Creating with Materials</b> <i>Creation Station</i></p> <ul style="list-style-type: none"> <li>● Explore the properties of clay.</li> <li>● Use modelling tools to cut and shape soft materials e.g. playdough, clay.</li> <li>● Select and arrange natural materials to make 3D artworks.</li> <li>● Talk about colour, shape and texture and explain their choices.</li> <li>● Plan ideas for what they would like to make.</li> <li>● Problem-solve and try out solutions when using modelling materials.</li> <li>● Develop 3D models by adding colour.</li> </ul>	<p><b>Creating with Materials</b></p>	<p><b>Creating with Materials</b> <i>Paint my World</i></p> <ul style="list-style-type: none"> <li>● Explore paint, using hands as a tool.</li> <li>● Describe colours and textures as they paint.</li> <li>● Explore what happens when paint colours mix.</li> <li>● Make natural painting tools.</li> <li>● Investigate natural materials e.g. paint, water for painting.</li> <li>● Explore paint textures, for example mixing in other materials or adding water.</li> <li>● Respond to a range of stimuli when painting.</li> <li>● Use paint to express ideas and feelings.</li> <li>● Explore colours, patterns and compositions when</li> </ul>	<p><b>Creating with Materials</b> <i>Let’s Get Crafty</i></p> <ul style="list-style-type: none"> <li>● Explore differences when cutting a variety of materials.</li> <li>● Investigate different ways of cutting e.g. straight lines, wavy lines, zig-zags.</li> <li>● Follow lines when cutting.</li> <li>● Experiment with threading objects, holding equipment steady to do so.</li> <li>● Explore techniques for joining paper and card e.g. stick, clip, tie, tape.</li> <li>● Apply craft skills e.g. cutting, threading, folding to make their own artworks.</li> <li>● Design something on paper ready to make in three dimensions.</li> </ul>	<p><b>Creating with Materials</b></p>

					combining materials in collage.		
	Year One	<p><b>Know That:</b></p> <ul style="list-style-type: none"> <li>● A continuous line drawing is a drawing with one unbroken line.</li> <li>● Properties of drawing materials e.g.; which ones smudge, which ones can be erased, which ones blend.</li> </ul> <p><b>Know how to:</b></p> <ul style="list-style-type: none"> <li>● Hold and use drawing tools in different ways to create different lines and marks.</li> <li>● Create marks by responding to different stimulus such as music.</li> <li>● Overlap shapes to create new ones.</li> <li>● Use mark making to replicate texture.</li> <li>● Look carefully to make an observational drawing.</li> <li>● Complete a continuous line drawing.</li> </ul>	<p><b>Know how to:</b></p> <ul style="list-style-type: none"> <li>● Explore the properties of clay.</li> <li>● Use modelling tools to cut and shape soft materials e.g. playdough, clay.</li> <li>● Select and arrange natural materials to make 3D artworks.</li> <li>● Talk about colour, shape and texture and explain their choices.</li> <li>● Plan ideas for what they would like to make.</li> <li>● Problem-solve and try out solutions when using modelling materials.</li> <li>● Develop 3D models by adding colour</li> </ul>		<p><b>Know how to:</b></p> <ul style="list-style-type: none"> <li>● Combine primary coloured materials to make secondary colours.</li> <li>● Mix secondary colours in paint.</li> <li>● Choose suitable sized paint brushes.</li> <li>● Clean a paintbrush to change colours.</li> <li>● Print with objects, applying a suitable layer of paint to the printing surface.</li> <li>● Overlap paint to mix new colours.</li> <li>● Use blowing to create a paint effect.</li> <li>● Make a paint colour darker or lighter (creating shades) in different ways e.g. adding water, adding a lighter colour.</li> </ul>	<p><b>Know how to:</b></p> <ul style="list-style-type: none"> <li>● Explore differences when cutting a variety of materials.</li> <li>● Investigate different ways of cutting e.g. straight lines, wavy lines, zig-zags.</li> <li>● Follow lines when cutting.</li> <li>● Experiment with threading objects, holding equipment steady to do so.</li> <li>● Explore techniques for joining paper and card e.g. stick, clip, tie, tape.</li> <li>● Apply craft skills e.g. cutting, threading, folding to make their own artworks.</li> <li>● Design something on paper ready to make in three dimensions.</li> </ul>	
Design and Technology	Kapow- Reception		<p><b>Soup</b></p> <p>To explore fruits and vegetables and the differences between them.</p> <p>To explore a pumpkin and describe it using their 5 senses.</p> <p>To design a fruit and vegetable soup recipe.</p> <p>To learn how to use a knife safely.</p> <p>To safely use tools to prepare ingredients.</p> <p>To design food packaging.</p>	<p><b>Junk modelling</b></p> <p>Improving fine motor/scissor skills with a variety of materials.</p> <ul style="list-style-type: none"> <li>• Joining materials in a variety of ways (temporary and permanent).</li> <li>• Joining different materials together.</li> <li>• Describing their junk model, and how they intend to put it together.</li> </ul> <p>Giving a verbal evaluation of their own and others' junk models with adult support.</p> <ul style="list-style-type: none"> <li>• Checking to see if their model matches their plan.</li> <li>• Considering what they would do differently if they were to do it again.</li> </ul>			<p><b>Boats</b></p> <p>Designing a junk model boat.</p> <ul style="list-style-type: none"> <li>• Using knowledge from exploration to inform design</li> <li>• Making a boat that floats and is waterproof, considering material choices.</li> <li>• Making predictions about, and evaluating different materials to see if they are waterproof.</li> <li>• Making predictions about, and evaluating existing boats to see which floats best.</li> <li>• Testing their design and reflecting on what could have been done differently.</li> </ul>

				<ul style="list-style-type: none"> <li>• Describing their favourite and least favourite part of their model.</li> </ul>			<ul style="list-style-type: none"> <li>• Investigating the how the shapes and structure of a boat affect the way it moves</li> </ul>
	Kapow- Year One		<p>Chopping fruit and vegetables safely to make a smoothie</p> <ul style="list-style-type: none"> <li>• Identifying if a food is a fruit or a vegetable</li> </ul> <p>To know that a blender is a machine which mixes ingredients together into a smooth liquid.</p> <ul style="list-style-type: none"> <li>• To know that a fruit has seeds.</li> <li>• To know that fruits grow on trees or vines.</li> <li>• To know that vegetables can grow either above or below ground.</li> </ul>	<p><b>Year 2- Baby Bears Chair</b></p> <p>Making a structure according to design criteria.</p> <ul style="list-style-type: none"> <li>• Creating joints and structures from paper/card and tape.</li> <li>• Building a strong and stiff structure by folding paper.</li> <li>• To know that materials can be manipulated to improve strength and stiffness.</li> <li>• To know that a structure is something which has been formed or made from parts.</li> <li>• To know that a 'stable' structure is one which is firmly fixed and unlikely to change or move.</li> <li>• To know that a 'strong' structure is one which does not break easily.</li> <li>• To know that a 'stiff' structure or material is one which does not bend easily.</li> </ul>			
Music	Development Matters	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>

		<p><b>Sing up- Reception</b></p> <p><b><u>I've Got a Grumpy Face</u></b>          Make up new words and actions about different emotions and feelings.          • Explore making sound with voices and percussion instruments to create different feelings and moods.          • Sing with a sense of pitch, following the shape of the melody with voices.          • Mark the beat of the song with actions</p>	<p><b><u>Row Row Row Your Boat</u></b>          Make up new lyrics and vocal sounds for different kinds of transport.          • Sing a tune with 'stepping' and 'leaping' notes.          • Play a steady beat on percussion instruments</p>	<p><b><u>Shake My Sillies Out</u></b>          Create a sound story using instruments to represent different animal sounds/ movements.          • Sing an action song with changes in speed.          • Play along with percussion instruments.          • Perform the story as a class.          • Listen to music and show the beat with actions.</p>	<p><b><u>Cuckoo Polka</u></b>          Explore the range and capabilities of voices through vocal play.          • Develop a sense of beat by performing actions to music.          • Develop active listening skills by recognising the 'cuckoo call' in a piece of music (so-mi).          • Enjoy moving freely and expressively to music.</p>	<p><b><u>Its Oh So Quiet</u></b>          • Improvise music with different instruments, following a conductor.          • Compose music based on characters and stories developed through listening to Beethoven's 5th symphony.          • Play different instruments with control.          • Explore dynamics with voices and instruments.          • Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles</p>	<p><b><u>Down There Under the Sea</u></b>          Develop a song by composing new words and adding movements and props.          • Sing a song using a call-and-response structure.          • Play sea sound effects on percussion instruments.          • With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E)          • Listen to a range of sea-related pieces of music and respond with movement.</p>
		<p>Play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music          Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>
	<p><b>Year One- Junior Jam</b></p>	<p><b><u>Ukuleles</u></b>          Children will learn the names of the different parts of the instrument. Pupils will be shown how to correctly hold the instrument, the correct playing technique when plucking and strumming the strings, and how to hold down the strings correctly on the neck to change the pitch</p>	<p><b><u>Samba Drumming</u></b>          It introduces young people to the music of an exciting and different culture. The sessions teaches participants about the history of Brazilian culture, Samba music and the instruments involved in Samba music. Pupils are given the opportunity to play and develop skills in playing the Samba instruments on their own and as part of a group.</p>	<p><b><u>Electric Drums</u></b>          They will look at why rhythm is important when playing the drums, as well as all the parts of the drumkit they are going to be using. Slowly becoming comfortable, they will learn how to read drum grids in order to play different types of drumbeats, have a go at creating their own, with a final goal of playing along to piece of popular music.</p>	<p><b><u>Song writing with Glockenspiels</u></b>          The children will focus on how they can create sound with their bodies, their voice, and with instruments using ostinati. They will learn the difference between lyrics and instrumentals and look into the sounds of different instruments before creating soundscapes. Pupils will investigate body percussion and begin composing using these sounds.</p>	<p><b><u>Keyboards</u></b>          The children will learn the notes of the keyboard in order to play a variety of songs and nursery rhymes. The pupils will develop their confidence in reading rhythmic notation and performing both independently and as an ensemble. The pupils will learn the correct technique, fingering and hand positions for playing both the keyboards and piano</p>	<p><b><u>Singing</u></b>          The children will focus on listening to the music and each other when singing. Pupils will sing songs with dynamic and tempo changes and learn to adapt to those changes. Pupils will learn the essential steps towards good diction and learn why it is important when people are trying to learn your song. Pupils will sing along to songs with different textures to the melody.</p>



<b>EYFS Framework Educational Programme</b>		Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and ten-frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes						
<b>ELG</b>		<p>ELG Number: have a deep understanding of number to 10, including the composition of each number</p> <p>ELG Numerical Patterns: Verbally count beyond 20 recognising the pattern of the counting system</p> <p>ELG Number: subitise (recognise quantities without counting) up to 5</p> <p>ELG Numerical Patterns: explore and represent patterns within numbers up to 10, including odds, double facts and how quantities can be distributed equally</p> <p>ELG Numerical Patterns: compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</p> <p>ELG Number: 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> <p>ELG Numerical Patterns: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>						
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Year One
		<p><b>COUNT: Recite numbers past 5 (DM 3-4)</b>  <b>Say one number for each item 1,2,3,4,5. (DM 3-4)</b>  <b>Know that the last number reached when counting a small step tells you how many there are in total (cardinal number) (DM 3-4)</b>  <b>Count objects, actions and sound (DM EYFS)</b></p>	<p><b>COUNT: Recite numbers past 5 (DM 3-4)</b>  <b>Say one number for each item 1,2,3,4,5. (DM 3-4)</b>  <b>Know that the last number reached when counting a small step tells you how many there are in total (cardinal number) (DM 3-4)</b>  <b>Count objects, actions and sound (DM EYFS)</b></p>	<p><b>COUNT: Recite numbers past 5 (DM 3-4)</b>  <b>Say one number for each item 1,2,3,4,5. (DM 3-4)</b>  <b>Know that the last number reached when counting a small step tells you how many there are in total (cardinal number) (DM 3-4)</b>  <b>Count objects, actions and sound (DM EYFS)</b></p>	<p><b>COUNT: Recite numbers past 5 (DM 3-4)</b>  <b>Say one number for each item 1,2,3,4,5. (DM 3-4)</b>  <b>Know that the last number reached when counting a small step tells you how many there are in total (cardinal number) (DM 3-4)</b>  <b>Count objects, actions and sound (DM EYFS)</b></p>	<p><b>COUNT: Recite numbers past 5 (DM 3-4)</b>  <b>Count objects, actions and sound (DM EYFS) Count beyond 10 (DM)</b></p>	<p><b>COUNT: Recite numbers past 5 (DM 3-4)</b>  <b>Say one number for each item 1,2,3,4,5. (DM 3-4)</b>  <b>Count objects, actions and sound (DM EYFS) Count beyond 10 (DM EYFS)</b></p>	<p><b>COUNT: count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</b>  <b>Count numbers to 100 in numerals; count in multiples of twos, fives and tens</b></p>
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Year One
<b>MATHEMATICS</b>	<b>Development Matters</b>	<p><b>REPRESENT: Develop fast recognition of up to 3 objects, without having to count them individually (DM 3-4)</b>  <b>Show fingers up to 5 (DM 3-4)</b>  <b>Link numerals and amounts: for example, showing the right number of objects to match the numeral (DM 3-4)</b>  <b>Experiment with their own symbols and marks as well as numerals (DM 3-4)</b>  <b>Subitise (DM EYFS) Link the number symbol (numeral) with its cardinal number value (DM EYFS)</b></p>	<p><b>REPRESENT: Develop fast recognition of up to 3 objects, without having to count them individually (DM 3-4)</b>  <b>Show fingers up to 5 (DM 3-4)</b>  <b>Link numerals and amounts: for example, showing the right number of objects to match the numeral (DM 3-4)</b>  <b>Experiment with their own symbols and marks as well as numerals (DM 3-4)</b>  <b>Subitise (DM EYFS) Link the number symbol (numeral) with its cardinal number value (DM EYFS)</b></p>	<p><b>REPRESENT: Develop fast recognition of up to 3 objects, without having to count them individually (DM 3-4)</b>  <b>Show fingers up to 5 (DM 3-4)</b>  <b>Link numerals and amounts: for example, showing the right number of objects to match the numeral (DM 3-4)</b>  <b>Experiment with their own symbols and marks as well as numerals (DM 3-4)</b>  <b>Subitise (DM EYFS) Link the number symbol (numeral) with its cardinal number value (DM EYFS)</b></p>	<p><b>REPRESENT: Develop fast recognition of up to 3 objects, without having to count them individually (DM 3-4)</b>  <b>Show fingers up to 5 (DM 3-4)</b>  <b>Link numerals and amounts: for example, showing the right number of objects to match the numeral (DM 3-4)</b>  <b>Experiment with their own symbols and marks as well as numerals (DM 3-4)</b>  <b>Subitise (DM EYFS) Link the number symbol (numeral) with its cardinal number value (DM EYFS)</b></p>			<p><b>REPRESENT: identify and represent numbers using objects and pictorial representations Read and write numbers to 100 in numerals</b>  <b>Read and write numbers from 1 to 20 in numerals and words</b></p>

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Year One
<b>USE AND COMPARE:</b> Compare quantities using language: 'more than', 'fewer than' (DM 3-4) Compare numbers (DM EYFS) Understand the 'one more than/less than' relationship between consecutive numbers (DM EYFS)	<b>USE AND COMPARE:</b> Compare quantities using language: 'more than', 'fewer than' (DM 3-4) Compare numbers (DM EYFS) Understand the 'one more than/less than' relationship between consecutive numbers (DM EYFS)	<b>USE AND COMPARE:</b> Compare quantities using language: 'more than', 'fewer than' (DM 3-4) Compare numbers (DM EYFS) Understand the 'one more than/less than' relationship between consecutive numbers (DM EYFS)	<b>USE AND COMPARE:</b> Compare quantities using language: 'more than', 'fewer than' (DM 3-4) Compare numbers (DM EYFS) Understand the 'one more than/less than' relationship between consecutive numbers (DM EYFS)			<b>USE AND COMPARE:</b> given a number, identify one more and one less
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	<b>Year TWO</b>
<b>PROBLEMS/ROUNDING:</b> Solve real world mathematical problems with numbers up to 5 (DM 3-4)	<b>PROBLEMS/ROUNDING:</b> Solve real world mathematical problems with numbers up to 5 (DM 3-4)					<b>PROBLEMS/ROUNDING:</b> use place value and number facts to solve problems
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Year One
	<b>ADDITION/SUBTRACTION: CALCULATIONS:</b> Explore the composition of numbers to 10 (DM EYFS) Automatically recall number bonds for numbers 0 – 5 and some to 10 (DM EYFS)	<b>ADDITION/SUBTRACTION: CALCULATIONS:</b> Explore the composition of numbers to 10 (DM EYFS) Automatically recall number bonds for numbers 0 – 5 and some to 10 (DM EYFS)	<b>ADDITION/SUBTRACTION: CALCULATIONS:</b> Explore the composition of numbers to 10 (DM EYFS) Automatically recall number bonds for numbers 0 – 5 and some to 10 (DM EYFS)			<b>ADDITION/SUBTRACTION: CALCULATIONS:</b> add and subtract one-digit and two-digit numbers to 20, including zero
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Year One
	<b>ADDITION/SUBTRACTION: Problems:</b> Solve real world mathematical problems with numbers up to 5 (DM 3-4)					<b>ADDITION/SUBTRACTION: Problems:</b> solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Year One
<b>USING MEASURES:</b> Make comparisons between objects relating to size, length, weight and capacity (DM 3-4) Compare length, weight and capacity (DM EYFS)		<b>USING MEASURES:</b> Make comparisons between objects relating to size, length, weight and capacity (DM 3-4) Compare length, weight and capacity (DM EYFS)	<b>USING MEASURES:</b> Make comparisons between objects relating to size, length, weight and capacity (DM 3-4) Compare length, weight and capacity (DM EYFS)			<b>USING MEASURES:</b> compare, describe and solve practical problems for: ➤ lengths and heights ➤ mass/weight ➤ capacity and volume ➤ time measure and begin to record the following: ➤ lengths and heights ➤ mass/weight

							<ul style="list-style-type: none"> <li>➤ capacity and volume</li> <li>➤ time (hours, minutes, seconds)</li> </ul>
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Year One
					<p><b>TIME: Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then' (DM 3-4)</b></p>		<p><b>TIME: sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</b></p> <p><b>Recognise and use language relating to dates, including days of the week, weeks, months and years</b></p> <p><b>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</b></p>
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Year One
		<p><b>2D Shapes: Talk about and explore 2D and 3D shapes (for example circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round' (DM 3 - 4)</b></p> <p><b>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. (DM 3 – 4)</b></p> <p><b>Combine shapes to make new ones – an arch, a bigger triangle etc.</b></p> <p><b>Select, rotate and manipulate shapes in order to develop spatial reasoning skills</b></p> <p><b>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can (DM EYFS)</b></p>			<p><b>2D Shapes: Talk about and explore 2D and 3D shapes (for example circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round' (DM 3 - 4)</b></p> <p><b>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. (DM 3 – 4)</b></p> <p><b>Combine shapes to make new ones – an arch, a bigger triangle etc.</b></p> <p><b>Select, rotate and manipulate shapes in order to develop spatial reasoning skills</b></p> <p><b>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can (DM EYFS)</b></p>		<p><b>2D Shapes: recognise and name common 2- D shapes [for example, rectangles (including squares), circles and triangles]</b></p>
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Year One
				<p><b>3D Shapes: Talk about and explore 2D and 3D shapes (for example circles, rectangles, triangles and cuboids) using informal and</b></p>	<p><b>3D Shapes: Talk about and explore 2D and 3D shapes (for example circles, rectangles, triangles and cuboids) using informal and</b></p>		<p><b>3D Shapes: recognise and name common 3- D shapes [for example, cuboids (including cubes), pyramids and spheres]</b></p>

					<p>mathematical language: 'sides', 'corners', 'straight', 'flat', 'round' (DM 3 - 4)</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. (DM 3 - 4) Combine shapes to make new ones – an arch, a bigger triangle etc.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can (DM EYFS)</p>	<p>mathematical language: 'sides', 'corners', 'straight', 'flat', 'round' (DM 3 - 4)</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. (DM 3 - 4) Combine shapes to make new ones – an arch, a bigger triangle etc.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can (DM EYFS)</p>		
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Year One
		<p><b>POSITION AND DIRECTION:</b> Talk about and identifies the patterns around them – stripes on clothes, designs on rugs – use informal language like pointy, spotty, blobs etc. (DM 3 – 4)</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf (DM 3 – 4)</p> <p>Notice and correct an error in a repeating pattern (DM 3 – 4) Continue, copy and create repeating patterns (DM EYFS)</p>						<p><b>POSITION AND DIRECTION:</b> describe position, direction and movement, including whole, half, quarter and three-quarter turns</p>

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<b>ELG</b>		<p>ELG Number: have a deep understanding of number to 10, including the composition of each number</p> <p>ELG Numerical Patterns: Verbally count beyond 20 recognising the pattern of the counting system</p> <p>ELG Number: subitise (recognise quantities without counting) up to 5</p> <p>ELG Numerical Patterns: explore and represent patterns within numbers up to 10, including odds, double facts and how quantities can be distributed equally</p> <p>ELG Numerical Patterns: compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</p> <p>ELG Number: 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> <p>ELG Numerical Patterns: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>					
		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>MATHEMATICS</b>	<b>White Rose Reception Small Steps</b>	<p>Match objects</p> <p>Match pictures and objects</p> <p>Identify a set</p> <p>Sort objects to a type</p> <p>Explore sorting techniques</p> <p>Create sorting rules</p> <p>Compare amounts</p> <p>Compare size</p> <p>Compare mass</p> <p>Compare capacity</p> <p>Explore simple patterns</p> <p>Copy and continue repeating patterns.</p> <p>Create simple patterns</p> <p>Find 1 2 3</p> <p>Subitise 1 2 3</p> <p>Represent 1 2 3</p> <p>1 more</p> <p>1 less</p> <p>Composition of 1, 2 and 3</p>	<p>Identify and name circles and triangles.</p> <p>Compare circles and triangles.</p> <p>Shapes in the environment.</p> <p>Describe position</p> <p>Find 4 and 5</p> <p>Subitise 4 and 5</p> <p>Represent 4 and 5</p> <p>1 more</p> <p>1 less</p> <p>Composition of 4 and 5</p> <p>Identify and name shapes with 4 sides.</p> <p>Combine shapes with 4 sides.</p> <p>Shapes in the environment.</p> <p>My day and night.</p>	<p>Introduce zero</p> <p>Find 0 to 5</p> <p>Subitise 0 to 5</p> <p>Represent 0 to 5</p> <p>1 more</p> <p>1 less</p> <p>Composition</p> <p>Conceptual subitising to 5</p> <p>Compare mass</p> <p>Find a balance</p> <p>Explore capacity</p> <p>Compare capacity</p> <p>Find 6, 7 and 8</p> <p>Represent 6,7 and 8</p> <p>1 more</p> <p>1 less</p> <p>Composition of 6,7 and 8</p> <p>Make pairs- odd and even</p> <p>Double to 8 (find a double)</p> <p>Double to 8 (make a double)</p> <p>Combine two groups</p> <p>Conceptual subitising</p>	<p>Explore Length</p> <p>Compare length</p> <p>Explore height</p> <p>Compare height</p> <p>Talk about time</p> <p>Order and sequence time</p> <p>Find 9 and 10</p> <p>Compare numbers to 10</p> <p>Represent 9 and 10</p> <p>Conceptual subitising to 10</p> <p>1 more</p> <p>1 less</p> <p>Composition to 10</p> <p>Bonds to 10 (2 parts)</p> <p>Make arrangements of 10</p> <p>Bonds to 10 (3 parts)</p> <p>Doubles to 10 (find a double)</p> <p>Doubles to 10 (make a double)</p> <p>Explore odd and even</p> <p>Recognise and name 3D shapes.</p> <p>Find 2D shapes within 3D shapes.</p> <p>Use 3D shapes for tasks</p> <p>3D shapes in the environment</p> <p>Identify more complex patterns</p> <p>Copy and continue patterns.</p> <p>Patterns in the environment.</p>	<p>Build numbers beyond 10 (10-13)</p> <p>Continue patterns beyond 10 (10-13)</p> <p>Build numbers beyond 10 (14-20)</p> <p>Continue patterns beyond 10 (14-20)</p> <p>Verbal counting beyond 20</p> <p>Verbal counting patterns</p> <p>Add more</p> <p>How many did I add?</p> <p>Take away</p> <p>How many did I take away?</p> <p>Select shapes for a purpose</p> <p>Rotate shapes</p> <p>Manipulate shapes</p> <p>Explain shape arrangements</p> <p>Compose shape arrangements</p> <p>Compose shapes</p> <p>Decompose shapes</p> <p>Copy 2D shape pictures</p> <p>Find 2D shapes within 3D shapes.</p>	<p>Exploring sharing</p> <p>Sharing</p> <p>Explore grouping</p> <p>Grouping</p> <p>Even and odd sharing</p> <p>Play with and build doubles</p> <p>Identify units of repeating patterns</p> <p>Create own pattern rules</p> <p>Explore own pattern rules</p> <p>Replicate and build scenes and constructions.</p> <p>Visualise from different positions.</p> <p>Describe positions</p> <p>Give instructions to build</p> <p>Explore mapping</p> <p>Represent maps with models</p> <p>Create own maps from familiar places.</p> <p>Create own maps and plans from story situations.</p> <p>Deepen understanding</p> <p>Patterns and relationships</p>

