



## Corporation Road Community Primary School

### Reception LTP

#### Themes Unit Plan

##### Vision:







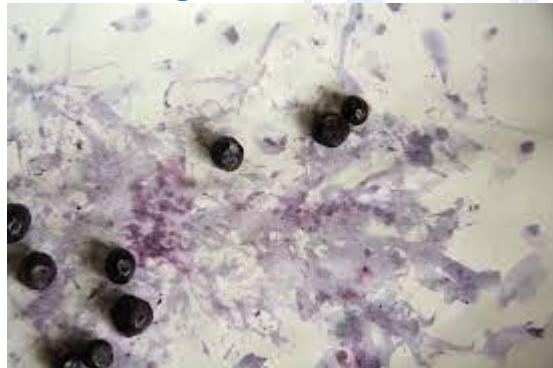


Our vision for the foundation subjects is for children to learn about where they live and the wider world. We build on children's prior knowledge and experiences, moving them beyond their personal experiences. Primary education should prepare children for their secondary education. When our children go to secondary school, we want them to feel equal as well as having the confidence and knowledge to participate in lessons, conversations and debates. Through the foundation subjects and the rest of the curriculum, we want children to gain knowledge of themselves through learning about others, this means that the curriculum reflects the different cultures within our school context. We aim for children to build on their prior knowledge, retrieve and compare it using four over-arching themes. These themes are Legacy and Impact, Citizenship, Gender and Equality and Citizenship.

- Through learning how significant individuals, both past and present, have had an impact on our lives today children will learn that they have the ability to have a legacy and impact on society, if they choose to do so.
- Using the knowledge of their own communities, children will build on this by learning about different communities around the world, both past and present. Children will also learn that our school is a part of the local community and that they play an active part.
- In order to further social justice, we want our children to have equal opportunities and choices. Through learning about gender and equality and how it has changed over time, children will develop views and learn that everyone should be treated fairly, without discrimination.
- We want children to know what it means to be a good citizen and that working together can have a larger impact. We aim to begin by working together towards the betterment of our whole community. This will lead to children understanding how communities grow, adapt and thrive, both in their own community, around the world and in the past.


Domains of Knowledge	Key Concepts
Community	Diversity, Cultures and Values
Gender & Equality	Equality, Individuality and Similarities & Differences
Citizenship	Team Work and Society
Legacy & Impact	Individuality and Key Individuals

Autumn 1					
Baseline Assessment All About Me	My World – People Who Help Us	Autumn	Outdoor Learning (Autumn):		
			Autumn	Den Building	Clay Hedgehogs
					
End Points:					
<u>Community</u> For children to understand and form an active part of their local and wider community. Understand that communities bring together a richness of cultures, beliefs and religions from across the world. Understand similarities and differences when we compare what we have, to communities past and present, near and far.					
<u>Citizenship</u> Children to feel a sense of belonging to their immediate and wider community. For children to embrace the philosophy that kindness and goodness stems from the individual and collectively, as citizens we can work together towards the betterment of the whole community. Children will know that any small change can bring about an improvement in the life chances of everyone within communities. From this starting point, children can begin to influence those around them and begin to understand the importance of belonging and embracing and tolerating the values and beliefs, of school and the wider community. We want them to begin to understand how communities have grown, adapted and thrived both here and in the wider society and how this may have looked, and looks today.					
<u>Gender &amp; Equality</u> For children to know that everyone should have equal access to resources, opportunities and aspirations. Children will embrace the fact that everyone, regardless of gender, have equal value and should be accorded equal treatment. Our children will learn that irrespective of gender, sexual orientation, ethnicity, race, class, income, health or disability, religion, values and beliefs, everyone will be treat fairly and equally without discrimination.					
Stories and Songs (can be chose from children’s interests)					
People who help us in school. Who helps us at home? Darlington  The Emergency Services <ul style="list-style-type: none"> <li>• The Fire Brigade - visit</li> <li>• The police - visit</li> <li>• Paramedics/Doctors/nurses</li> </ul> Non-fiction books about the different people  My school Peg I’m too small for school Starting School But excuse me that’s my book			A squash and a squeeze  Mr Wolf’s Pancakes  The Little Red Hen  The Prickly Hedgehog Percy the park Keeper Stories  Funnybones  Pumpkin Soup  Read Traditional tales throughout the year		





<p>The World and My Beliefs</p> 	<p>We Are Unique and Special</p> 	<p>Autumn 2 Halloween</p> 	<p>Bonfire Night</p> 	<p>Christmas and Festivals</p> 
<p>Outdoor Learning:</p>				
<p>Weaving</p> 	<p>Painting with berries/leaves</p> 	<p>Music – maker instruments/Christmas songs</p> 	<p>Bird Seed</p> 	
<p>End Points:</p>				
<p><u>Legacy &amp; Impact</u> For children to understand and learn about legacies in literature, art, maths, science and cultures left behind by key individuals and communities, which have had an impact on the way in which we live our lives, and influence what we learn, in society today. For children to develop as citizens and individuals who can, in turn, have an impact on their immediate and wider environment and influence others. For children to have the knowledge and ability to make their own mark on society knowing they themselves leave behind their own legacy.</p>				
<p>Stories and Songs (can be chose from children’s interests)</p>				
<p>Where do we live? Where have we travelled?</p> <p>Handa’s Surprise</p> <p>Handa’s Hen</p> <p>Giraffes Can’t Dance</p> <p>Winnie the Witch</p> <p>Room on the Broom</p> <p>The Jolly Christmas Postman</p>		<p>Non- Fiction on countries/maps</p> <p>The Christmas Story/Nativity</p> <p>Christmas songs /concert</p> <p>Songs from around the world/ musical instruments</p> <p>The World Came to My Place Today</p> <p>William’s Winter Wish</p> <p>Read The Three Pigs</p>		



Spring 1 Imaginary Worlds:		
<p><b>Dragons</b></p> 	<p><b>Knights</b></p> 	<p><b>Castles</b></p> 
<p><b>Picture Frames/Natural Pictures</b></p> 	<p><b>Outdoor Learning (Winter): Winter Art - Jack Frost Charcoal</b></p> 	<p><b>Winter Art - Ice/Snow</b></p> 
<p><b>End Points:</b></p> <p><u>Gender &amp; Equality</u>            For children to know that everyone should have equal access to resources, opportunities and aspirations. Children will embrace the fact that everyone, regardless of gender, have equal value and should be accorded equal treatment. Our children will learn that irrespective of gender, sexual orientation, ethnicity, race, class, income, health or disability, religion, values and beliefs, everyone will be treat fairly and equally without discrimination.</p>		
<p><b>Stories and Songs (can be chose from children’s interests)</b></p> <p>How to Catch a Dragon</p> <p>Knights and Castles</p> <p>Look After Your Dragon</p> <p>Various non-fiction books about castles</p> <p>The Knight Who Wouldn’t Fight</p> <p>Here Comes Jack Frost</p> <p>Read Little Red Riding Hood</p>		

<p>Traditional Tales</p> 	<p>Spring 2 Stories Around the World</p> 	<p>Spring</p> 
<p>Food, Growing and Cooking</p> 	<p>Outdoor Learning (Spring): Sunflowers, Plants and Vegetables</p> 	<p>Drawing Plants and Flowers</p> 
<p>End Points:</p>		
<p><u>Community</u> For children to understand and form an active part of their local and wider community. Understand that communities bring together a richness of cultures, beliefs and religions from across the world. Understand similarities and differences when we compare what we have, to communities past and present, near and far.</p>		
<p><u>Citizenship</u> Children to feel a sense of belonging to their immediate and wider community. For children to embrace the philosophy that kindness and goodness stems from the individual and collectively, as citizens we can work together towards the betterment of the whole community. Children will know that any small change can bring about an improvement in the life chances of everyone within communities. From this starting point, children can begin to influence those around them and begin to understand the importance of belonging and embracing and tolerating the values and beliefs, of school and the wider community. We want them to begin to understand how communities have grown, adapted and thrived both here and in the wider society and how this may have looked, and looks today.</p>		
<p>Stories and Songs (can be chose from children’s interests)</p> <p>The 3 Billy Goats Gruff</p> <p>Bangladesh/Poland Songs:</p> <p>Goldilocks song Poetry / songs from around the world</p> <p>The Greatest Fairy Tale Disaster</p> <p>Stinky Jack and the Beanstalk</p> <p>Read Goldilocks and the Three Bears</p>		



Summer 1				
Plants, Growth and Lifecycles	Outdoor Learning (Autumn):			
	Summer	Dens	Water	Vegetable Printing
				
End Points:				
<b>Gender &amp; Equality</b> For children to know that everyone should have equal access to resources, opportunities and aspirations. Children will embrace the fact that everyone, regardless of gender, have equal value and should be accorded equal treatment. Our children will learn that irrespective of gender, sexual orientation, ethnicity, race, class, income, health or disability, religion, values and beliefs, everyone will be treat fairly and equally without discrimination.				
Stories and Songs (can be chose from children’s interests)				
Jack and the Beanstalk				
Growing Frogs				
Oliver’s Vegetables				
Oliver’s Fruit Salad				
Kipper’s Beanstalk				
Ten Little Seeds				
From Seed to Sunflower				
The Bad-tempered Ladybird				
The Very Busy Spider				

Summer 2			
Transport/Journeys	Travel/Holidays	Outdoor Learning (Autumn):	
		<div>Cooking</div> 	<div>Natural Art – Loose Parts</div> 
End Points:			
Community			
For children to understand and form an active part of their local and wider community. Understand that communities bring together a richness of cultures, beliefs and religions from across the world. Understand similarities and differences when we compare what we have, to communities past and present, near and far.			
Stories and Songs (can be chose from children’s interests)			
<div>The Train Ride</div> <div>We’re Going on a Bear Hunt</div> <div>The Blue Balloon</div> <div>Mr Grumpy’s Motor Car</div> <div>Non- fiction books about vehicles</div> <div>A Sailor Went to Sea</div> <div>Row, Row, Row Your Boat</div> <div>Five Little Men in a Flying Saucer</div> <div>The Rainbow Fish</div> <div>Sharing a Shell</div>		<div>Commotion in the Ocean</div> <div>Mary, Mary Quite Contrary</div> <div>Oh I Do Like to be Beside the Seaside</div> <div>End of year parent’s session to celebrate Success</div> <div>Read Hansel and Gretel</div>	



Phonics – Sounds-Write Planning		
Autumn 1	Spring 1	Summer 1
<b>Skills</b> – To segment and blend and manipulate sounds in words with the structure:  <b>Unit 1</b> – a,l,m,s,t      4 weeks <b>Unit 2</b> – n,o,p      3 weeks <b>Unit 3</b> – b,c,g,h      1 week  <b>Concept</b> – Sounds can be represented by spellings with one letter	<b>Skills</b> – To segment and blend and manipulate sounds in words with the structure:  <b>Unit 6</b> – j,w,z      2 weeks <b>Concept</b> – Sounds can be represented by spellings with one letter  <b>Unit 7</b> – x,y,ff,ll,ss,zz      3 weeks <b>Concept</b> – Some spellings are written with a double consonant	<b>Unit 9</b> – NO NEW CODE KNOWLEDGE 1 week <b>Skills</b> – CCVC 2 Consonants in initial position  <b>Unit 10</b> –NO NEW CODE KNOWLEDGE 3 weeks 3 adjacent consonants 5 sound words  <b>Unit 11</b> – sh,ch,th,ck,wh,ng,qu – 1 week <b>Concept</b> – Some spellings are written with 2 different letters
Autumn 2	Spring 2	Summer 2
<b>Skills</b> – To segment and blend and manipulate sounds in words with the structure:  <b>Unit 3</b> – b,c,g,h      2 weeks <b>Unit 4</b> – d,e,f,v      2 weeks <b>Unit 5</b> – k,l,r,u      2 weeks  <b>Concept</b> – Sounds can be represented by spellings with one letter	<b>Unit 7</b> – x,y,ff,ll,ss,zz      1 week <b>Concept</b> – Some spellings are written with a double consonant <b>Unit 8</b> –NO NEW CODE KNOWLEDGE 4 weeks <b>Skills</b> – VCC and CVCC 2 consonants in final position 3 and 4 sound words <b>Unit 9</b> – NO NEW CODE KNOWLEDGE 1 week <b>Skills</b> - CCVC 2 consonants in initial position	<b>Unit 11</b> – sh,ch,th,ck,wh,ng,qu – 3 weeks <b>Concept</b> – Some spellings are written with 2 different letters  Move on to the bridging lessons if appropriate – Extended code

Literacy - Writing					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
<b>Handwriting – letter formation taught as children learn the new sound</b>  <b>Name Writing</b>  <b>Labels</b>  <b>Retell stories orally</b>  <b>Simple cvc words</b> <b>Dictation/Captions/sentences</b> <b>To write some high frequency words</b> <b>Compose the sentence orally first</b>	<b>Handwriting</b>  <b>Name</b>  <b>cvc words</b>  <b>Captions</b>  <b>Lists/cards</b>  <b>Simple sentences – talk about capital letters and full stops dictation</b>	<b>Handwriting</b>  <b>Name</b>  <b>Labels</b>  <b>Story sequencing</b>  <b>Recount Simple Sentences</b>  <b>Dictation</b>	<b>Handwriting</b>  <b>Name Writing</b>  <b>Labels</b>  <b>Narrative Recount</b> <b>Simple sentences</b>  <b>Dictation</b>	<b>Handwriting</b>  <b>Name Writing</b>  <b>Labels</b>  <b>Instructions</b>  <b>Simple sentences</b>  <b>Narrative/ Recount Simple sentences</b>  <b>Dictation</b>	<b>Handwriting</b>  <b>Name Writing</b>  <b>Labels</b>  <b>Narrative/ Recount Simple sentences</b>  <b>Dictation</b>



## Literacy - Reading

### Comprehension

#### Autumn Term

- Understand the five concepts: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing
- Engage in story times.
- Join in with predictable words, phrases and refrains
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Engage in non-fiction books.
- Begin to answer simple questions about a familiar book/text orally
- Begin to listen to and talk about simple and topic related non-fiction books to develop a deep familiarity with new knowledge and vocabulary.
- Understand how to listen carefully and why listening is important.
- Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Listen to and talk about stories to build familiarity and understanding.
- Begin to read and understand simple phrases – link directly to their phonic knowledge stage of development
- Sequence three pictures in order from a very familiar and well-known story – beginning, middle and end
- Identify the main characters in a familiar story/traditional tale
- Begin to make simple predictions about how the story might end
- To be able to retell/join in with retelling three traditional tales – e.g., The Three Billy Goats Gruff, Goldilocks and the Three Bears and The Three Little Pigs

#### Spring Term

- Re-read books based on their phonic ability to build up their confidence in word reading, their fluency and their understanding and enjoyment
- Read and understand simple phrases and sentences – based on their phonic ability
- Engage in extended conversations about stories, learning new vocabulary
- Listen to and talk about simple and topic related non-fiction books to develop a deep familiarity with new knowledge and vocabulary.
- Join in with and continue predictable words, phrases and refrains
- Answer simple questions about a familiar book/text orally
- Read and understand phrases and captions – link directly to their phonic knowledge stage of development
- Sequence three pictures in order from a familiar story – beginning, middle and end, using narrative language to retell the story
- Make predictions about how the story might end and how the story might develop
- To be able to retell/join in with retelling four traditional tales – e.g., The Three Billy Goats Gruff, Goldilocks and the Three Bears and The Three Little Pigs plus Jack and the Beanstalk

#### Summer Term

- Re-read what they have written to check that it makes sense.
- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment
- Engage in extended conversations about stories, demonstrating the correct use of new vocabulary and demonstrating their understanding by using the new vocabulary in the correct context and in conversation
- Retell a familiar story/traditional tale and include repeated words, phrases and refrains correctly
- Answer simple questions about a familiar book/text in shared or independent writing
- Read and understand more complex captions and sentences – link directly to their phonic knowledge stage of development
- Sequence four/five pictures in order – beginning, middle and end, using narrative language and new vocabulary to retell the story
- Make detailed predictions about how the story might end, develop and anticipate key events within the story

To be able to retell/join in with retelling six traditional tales – e.g., The Three Billy Goats Gruff, Goldilocks and the Three Bears, The Three Little Pigs, Jack and the Beanstalk, The Gingerbread Man and Little Red Riding Hood...

Word Reading

Autumn Term

- Understand the five concepts: print has meaning, print can have different purposes, we read English text form left to right and from top to bottom, the names of the different parts of a book, page sequencing.
- Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother.
- Read individual letters by saying the sounds for them – s, a, t, l, m, n, o, p, b, c, g, h, d, v, e, f, u, l, r, k, w, j, z, y, x, ss, ll, ff, zz, ( Sounds write )
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read a few common exception words matched to the school’s phonic programme –

Key Words: a, at, is, it, an, in, dad, and, to, the, on, got, if, of, off, on, can, had, back, and, get, big, him, his, not, got, up, mum, but, put , man, cat, top, hat,hot , us, red, fun, let, run, sun, as, his, her, you, lets, so, do I’m, will, off, yes, well, fox,tell, fell, box

Tricky words: the, go, no, l, into, l, all, for, of was, are

- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Spring Term

- Read some letter groups that each represent one sounds and say the sounds for them - sh, ch, wh, qu, ng, ck, th
- Read a few common exception words matched to the school’s phonic programme –

Key words: and, had,dad,get, if, did, dog, bed, bad, end, must, next, lots, fast, last, best, wind, from, stop, still, gran, eggs, miss

Tricky words: she, we, me, be, he, my, to, for, of, all, come, some, to.

Summer Term

- I can re-read what I have written to check that it makes sense.
- Read some letter groups that each represent one sounds and say the sounds for them – sh, ch, th, ck, wh, ng, qu
- Read a few common exception words matched to the school’s phonic programme –

Key Words: - that, with, this, then, them, when, king, that’s, things, back, think, long, fish, much, than, wish, duck, which, thing

Tricky words: - there, their, these, what, where, who

- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.



## Literacy - Writing

### Autumn Term

- Write some letters from their name from memory.
- Copy write their Christian name correctly and begin to write it from memory.
- Awareness of the language up, down, round, back, under, flick ...
- Begin to form lower-case letters correctly as they learn the sounds (s, a, t, l, m, n, o, p, b, c, g, h, d, v, e, f, u, l, r, k, w, j, z, y, x, ss, ll, ff, zz,)
- Write CVC words by segmenting the sounds and then writing the sound with letter/s
- Understand that a sentence is a complete thought and it must make sense.
- Compose a sentence orally and have a go at writing it down (Emergent writing, mark making)
- Begin to represent some sounds correctly in their writing e.g. initial sounds
- Write a simple sentence from dictation using sounds taught from the sounds write programme.
- To copy write common high frequency words matched to the school's phonic programme as they are taught
- To put the high frequency words into an oral sentence
- The children know where to find these words in the classroom (display or word mat)

**Key words:** and, had, dad, get, if, did, dog, bed, bad, end, must, next, lots, fast, last, best, wind, from, stop, still, gran, eggs, miss

**Tricky words:** she, we, me, be, he, my, to, for, of, all, come, some, to.

### Spring Term

- Write Christian name accurately and from memory
- Copy write full name and begin to write it from memory (forming letters correctly including capitals).
- Form lower-case letters accurately when copying a model (correct starting point, sequence of movement and orientation)

### Summer Term

- Write full name accurately including capital letters
- Form recognisable letters, most of which are correctly formed (sequence of movement and orientation)
- Write consonant digraphs (ck, qu, ch, sh, th, ng) from memory
- Compose a sentence orally and hold it, remembering what they are going to write.
- Write short sentences with words with known sound-letter correspondences, using a capital letter and full stop.
- Re-read writing to check that it makes sense.
- Write previously taught tricky words and high frequency words from memory
- Write sentences to retell a traditional tale

**Maths**  
**Number**

**Autumn Term**

- Recognise and name numbers 0 to 5 – when not in order
- Counting,1:1 correspondence to 5 - how many?
- Counting,1:1 correspondence to 5 – give me?
- Know that anything can be counted (to 5) claps, drum beats...
- Count an irregular arrangement to 5
- Understand that zero means nothing
- Match numeral to quantity to 5 – concrete and visual
- Display a deep understanding of the composition of numbers to 5
- Solve addition and subtraction calculations to 5 - practically and visually
- Find 1 more and 1 less numbers to 5 – using concrete and number line
- Addition facts to 5 (fingers to help)
- Subtraction facts to 5 (fingers to help)
- Number bonds to 2, 3 and 4 (using concrete aids to help)
- Subitise to 5 - dots on a die, numicom piece, ten-frame,
- Experiment with their own symbols and marks as well as numerals
- Understand double 1,2,3 and halving even numbers to 6

**Spring Term**

- Recognise and read numbers to 7 including when not in order with the aid of a number line, picture clues
- Accurate 1:1 correspondence concrete, visual to 7
- Know that anything can be counted eg. claps, drum beats... to 7
- Count an irregular arrangement to 7
- Match numeral to quantity to 7
- Display a deep understanding of the composition of numbers to 7 e.g make 7 in different ways (with concrete aids)
- Becoming more confident with the part whole model for numbers to 7
- Solve addition and subtraction calculations to 10 practically and visually
- Find 1 more and 1 less using numbers to 7 – compare using manipulatives and number lines (links to ‘Number Patterns – compare quantities up to 10)
- Quick mental recall - addition facts to 7 (fingers to help)
- Quick mental recall - subtraction facts within 7 (fingers to help)
- Number bonds to 5, 6 and 7(using concrete aids to help)
- Know that addition and subtraction are related (inverse operations to 7)
- Half of numbers 2,4,6, 8, and 10 concrete aid
- Doubles to 5 (double 1, 2, 3, 4, 5) concrete aid or fingers
- Subitise to 5 - dots on a die, numicon piece, ten-frame, cubes, etc.

**Summer Term**

- Recognise and read numbers to 10 – including when not in order and show that they understand the relationship between them
- Display a deep understanding of the composition of numbers to 10, (e.g make 10 in different ways and combinations using manipulatives/objects)
- Display accurate 1:1 correspondence to 10 using concrete apparatus - then visually
- Confidently count to 10



- Subitise to 10 (through the use of patterns such as numicom, ten frame, bar model))
- Match numeral to quantity up to 10 – inc. out of sequence
- To understand 1 more and 1 less for numbers to 10
- Mentally recall number bonds to 5 without apparatus and to 10 (with apparatus if needed)
- Calculate addition bonds and subtraction facts to/within 10 using apparatus and/or number line if needed (ie. by using 2 sets of objects) – link to 1:L1 correspondence
- Know that addition and subtraction are related (inverse operations to 10)
- Mentally, quickly recall all doubles to 5 (ie. double 1, 2, 3, 4, 5)
- Mentally, quickly recall half of 2,4,6, 8, and 10
- Know that doubling and halving are related (inverse operation)
- Subitise to 5 – dots on a dice, numicom piece, ten-frame, pebbles, etc,
- Know that = means must balance is worth the same as
- Solve addition and subtraction calculations when = is presented in different place (eg.  $10 = 7+3$  )

### Numerical Patterns

#### Autumn Term

- Count by rote forwards and backwards to 10 – visual aid
- Hold fingers up correctly for each number to 10
- Count on and back in 1s from *any number* to 10 – visual aid and fingers
- Know by heart the number before and after numbers to 5
- Chant rhymes involving numbers e.g 1,2 buckle my shoe...
- Chant a number song involving even/ odd numbers e.g Odd Bodd and Even Steven

#### Spring Term

- Count in 1s forwards to 20 and beyond – visual aid
- Count forwards in 1s from any number (to 20) – visual aid
- Count back in 1s from 20– visual aid
- Say the number before and after to 10 - visual aid
- Compare a variety of quantities up to 5 recognising more/greater than, fewer/less than and the same as
- Understand and use the vocabulary more, most, greater than, fewer, less than and equals, the same as with quantities up to 5
- Explore odd and even numbers to 10 (represented by structures) recognising and discussing the patterns e.g odd numbers there's always one left out and even numbers always have a partner

#### Summer Term

- Count by rote from 0 forwards to 20 and beyond
- Count by rote forwards in 1s from any number to 20 and beyond
- Compare and order a variety of quantities up to 10 recognising greater than, less than and the same as in practical context (inc.quantities)
- Understand and use the vocabulary more, most, greater than, fewer, less than and equals, the same as with quantities up to 10
- Instant recognition of odd and even numbers to 10 represented by structures e.g dots, even numbers always have a partner/pairs (made visible)

Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
Count objects, actions, Songs and games Estimation Matching numerals to quantity Subitising Addition to 5	Count objects, actions, songs and games Estimation Matching numerals to quantity Subitising Addition to 5, Subtraction to 5 Doubling 1,2,3 and halving to 6	Order and recognise numbers to 7 1;1 accurate counting Match numeral to quantity Make up to 7 in different ways Practically solve addition to 10 Mental recall of addition facts to 7	Practically solve subtraction to 10 Mental recall of subtraction facts to 7 Number bonds 5,6,7 Halving and doubling up to 10	Read and order numbers to 10 Composition of number up to 10 Accurate 1;1 counting up to 10 Subitising to 10 Mental recall of numbers to 5 and up to 10 using apparatus	Mental recall up to 10 using apparatus Halving 2,4,6,8,10 Solve addition and subtraction with = presented in different places

2 D shape / pattern	Money – Xmas shop	Time – seasons/ months	2D shape	Money – fruit and vegetable shop	Time – journeys
Time – days of the week		Length	Time – seasons / o'clock	Pattern making with fruit and vegetables	3D shape – making vehicles
Positional language	Weight and capacity	3 D shape - castles			

Understanding the World					
Geography, History and Science					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Families/Celebrations/ birthdays</p> <p>Ourselves</p> <p>Growth, Decay and Changes over time:</p> <p>Baby, Toddler, Teenager, Adult</p> <p>Staying Healthy – School</p> <p>Dentist</p> <p>Feeling and emotions</p> <p>Darlington – where do I live?</p> <p>Where was I born?</p> <p>Local map</p> <p>Draw maps</p> <p>Technology – preparation for home learning – use an app on the ipad</p> <p>Talk about features of where they live and compare a different place.</p> <p><b>People Who Help Us</b></p> <p>The police visit</p> <p>Road Safety</p> <p>Fire Engine visit</p> <p>Car Wash – Hand wash wheeled vehicles</p>	<p>Africa – map/flags</p> <p>Bangladesh/Poland</p> <p>Native/Cultural traditions (drums)</p> <p>Know about the similarities and differences in relation to places</p> <p>Draw a map on the computer to tell the story and journey of Handa's surprise</p>	<p>Cooking/baking</p> <p>Solid to liquid – ice</p> <p>Changes of State</p>	<p>Seasons</p> <p>Growth</p> <p>Write labels on the computer and draw a plant</p> <p>Plant sunflowers</p> <p>Explore soil, water and seeds</p> <p>Investigate seeds</p> <p>Look at fruits and seeds</p>	<p>Lifecycles (changes)</p> <p>Minibeasts</p> <p>Plants</p> <p>Make observations of plants and animals</p> <p>Talk about changes and why things Occur</p> <p>Experiment planting seeds with no water</p> <p>Plant beans in a jar with kitchen roll and discuss changes</p> <p>Tell a story on the computer</p>	<p>Seaside</p> <p>Sea Creatures – Rock Pools</p> <p>Marine Life</p>
Past and Present					
<p><b>Autumn Term</b></p> <ul style="list-style-type: none"> <li>To look at a personal family photograph of a familiar event (birthday, Christmas, school start) including themselves and describe the situation it shows</li> <li>Talk about members of their immediate family and community: Children share and discuss pictures of their family and listen to other members of the class.</li> <li>To understand and talk about being similar and different to each other. Children begin to develop positive attitudes about the differences between people.</li> <li>To know about some key events that happen in the autumn term, e.g. Remembrance day, bonfire night or other topical events and where they come from.</li> <li>To share stories from the past linked to the history curriculum progression and talk about what they see within the texts. This needs to be schools specific and link to the history progression document</li> </ul> <p><b>Spring Term</b></p> <ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history: Children can retell what their parents told them about their life story and family history in brief.</li> <li>To think about key roles in the family or society that their families have and how this helps to keep households or communities safe</li> <li>Look at a childhood photograph from a parents familiar event (birthday, Christmas, school start) – what is the same what is different to their own</li> </ul>					



- To share stories from the past linked to the history curriculum progression to get the children to find the differences to then and now. This needs to be schools specific and link to the history progression document
- Children know that some things stay the same and some things change as we grow up

**Summer Term**

- Children are able to compare the present and the past, drawing on the knowledge they have established in the classroom as well as their own personal experiences -e.g. comparing toys now and then.
- To share stories from the past linked to the history curriculum progression to get the children to compare current life to what is shown in the stories. This needs to be schools specific and link to the history progression document
- Look at a childhood photograph from a grandparents familiar event (birthday, Christmas, school start) – what is the same what is different to their parents and their own
- Children further develop their knowledge of key roles in society such as Doctors, Nurses, Police Offices etc, and extend this to encompass our own personal responsibility -i.e. what we can all do to help society (recycling, saving energy, etc)

**People, Culture and Community**

**Autumn Term**

- Children know that there are different countries and these make up the world.
- Find out where people were born and plot these on a world map
- Children are able to describe their immediate environment and are able to use new vocabulary where appropriate and draw their version of the immediate environment
- Children begin to develop an understanding of different religious occasions from around the world. – i.e. Harvest Celebration, Diwali and Christmas – linked to SACRE and class context
- To know about some key events that happen in the autumn term, e.g. Remembrance Day, bonfire night or other topical events and where they come from.

**Spring Term**

- Look at some of the countries children have visited for holidays and look at similarities and differences, use photographs to visualise this
- Use storyboards, to understand the processes of visiting a different country.
- Develop their knowledge of the celebration of special times from around the world and where these take place locally, including the buildings- children engage further with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year – i.e. Chinese New Year, Pancake Day and The Easter Story.
- To think about key roles in the family or society that their families have and how this helps to keep households or communities safe

**Summer Term**

- Name places of local importance to the community, drawing on their own experiences where possible
- Children can talk about the similarities differences they notice between people across different communities/ family groups  
Children can talk about the features of the places that they are familiar with and can begin to describe how they are different to other places.
- Children are able to utilise the vocabulary needed to describe the people, places and communities they are discussing
- Recognise that people have varied beliefs around the world and can begin to understand the basic differences.

**The Natural World**

**Autumn Term**

- Understand the need to show respect for animals and the natural world.
- Identify similarities and differences in the natural world.
- Explore different materials.
- Talk about the differences between materials.
- Talk about growth and decay.
- Talk about things they have observed.
- Identify and name different types of weather.
- Explore different scientific experimentations eg. Magnets, ramps, floating and sinking etc.
- Draw simple animals and plants – representing the shapes and ‘parts’ of the living things. Talk about their pictures.

**Spring Term**

- Draw information from simple maps e.g. land and sea.
- Describe what they can see, hear and feel when outside.
- Explore the natural world around them.
- Understand the effect of changing seasons on the natural world around themselves e.g. that leaves change colour in autumn that the trees are bare in winter, etc.
- Recognise some environments that are different to the one they live in.
- Show care and concern for living things.
- Know some domesticated and wild animal names – and the difference between them. Draw and label these.
- To talk about why some things happen e.g. melting, freezing, floating, sinking etc.
- Talk about changes of states such as freezing and melting.

**Summer Term**

- Make observations of their local area, animals and plants.
- Draw pictures of animals that include the main features of that animal e.g. 4 legs for a dog, stripes and wings for a bee etc.
- Draw pictures of plants using the correct colours and including specific parts (leaves, flowers etc) .
- Talk about some similarities and differences between their local environment and that of other countries they come across in books.
- Talk about the different seasons.
- Can link different types of weather to different seasons.
- Understand changes in the natural world such as day and night.
- Talk about some life cycles such as a butterfly, chick, frog etc and draw these stages

Physical Development					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
Letter formation Drawing freely Dough disco Rotate lower arms and wrists Obstacle courses- crawling, jumping, running and lying on a cushion Throwing, aiming and catching rolled up tin foil, balloons, ping pong balls, beanbags Moving in different ways and stopping	Letter formation Playdough/using a knife and fork scissors Dance – combine different – African dancing movements with ease and fluency Throwing and catching balls Targets	Letter formation Colouring in/cutting with scissors Jumping, hopping, running – play games in and out of hoops	Letter formation Guided drawing Skipping Bats and balls	Letter formation Dance – learn a routine with several movements put together Bikes, scooters and trikes	Letter formation Guided drawing Preparation for sports day races Bats and balls skipping
Gross Motor Skills					
<b>Autumn Term</b> <ul style="list-style-type: none"> <li>• Explore the fundamental movement skills of rolling, walking, running and skipping, crawling, jumping, hopping and climbing.</li> <li>• Explore a range of equipment and use appropriately and safely.</li> <li>• Respond to the instruction “To Stop” when playing games</li> <li>• Be aware of people around them</li> <li>• Work together safely to move equipment safely such as planks, crates and large blocks outside</li> </ul>					



- Being able to make large muscle movements with control.
- Confidently use a range of large apparatus indoors and outside, alone and in a group
- Explore a range of ball skills including: throwing, catching, kicking, passing, batting and aiming
- Use their core muscle strength to achieve a good posture when sitting at a table or on the floor.

#### Spring Term

- Revise the fundamental movement skills of rolling, walking, running and skipping, crawling, jumping, hopping and climbing
- To be able to throw and catch a large ball
- Progress towards a more fluent style of moving with developing control and grace
- Confidently use a range of large and small apparatus indoors and outside, alone and in a group
- Beginning to develop an overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Develop a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.

#### Summer Term

- Refine the fundamental movement skills of rolling, walking, running and skipping, crawling, jumping, hopping and climbing
- Choose and use the most appropriate equipment for a game or task
- Be able to play a game, understanding simple rules in pairs or small groups
- Combine different movements with ease and fluency
- Continue to develop an overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming

#### Fine Motor Skills

#### Autumn Term

- Draw lines and circles using anti-clockwise movements.
- Write their name.
- Make snips with scissors.
- Use a fork and spoon to eat with and begin to use a knife.
- Put on their own coat and fasten their zip.
- Dress with help.
- Become more independent in managing their own hygiene needs such as going to the toilet, washing hands etc. - Remain dry and clean throughout the day.

#### Spring Term

- Begin to use a range of tools with more accuracy e.g. pencils, paintbrushes, scissors, tweezers
- Beginning to use a dominant hand.
- Begin to draw recognisable pictures.
- Begin to use a knife to cut their food.
- Confidently and safely use large and small apparatus outside.
- Write their names forming the letters correctly.
- Form recognisable letters.
- Dress themselves including fastening zips and buttons.
- Go to the toilet independently and wash their hands

#### Summer Term

- Hold a pencil effectively and with good control- using the tripod grip in almost all cases.
- Hold a pencil close to the point.

- Have a preference for a dominant hand, consistently.
- Form recognisable letters, most of which are correctly formed.
- Use scissors correctly to cut around a picture along the lines.
- Use paint brushes with control to paint recognisable pictures.
- Uses cutlery effectively including cutting their food with a knife and fork.
- Show more accuracy and care when drawing.
- Draw recognisable pictures with more details e.g. a person should have a head, body, arms and legs from the body, eyes, nose, mouth, hair etc.

Personal, Social and Emotional Development					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
Supported Play: <b>Making Friends</b> Taking Turns and Sharing Circle Games - Listening games Talk about school rules and expectations, hands up etc	Supported Play: <b>Following Rules</b> Taking Turns and Sharing Circle Games - Listening skills How do we talk to each other?	Supported Play: <b>Being Fair</b> Taking Turns and Sharing Circle Games - Listening Following 2 step instructions	Supported Play: <b>Being Responsible</b> Taking Turns and Sharing Circle Games - Keeping healthy	Supported Play: <b>Being Honest</b> Breaking rules talk about right and wrong Taking Turns and Sharing Circle Games	Transition – Year One Readiness
Self-Regulation					
<p><b>Autumn Term</b></p> <ul style="list-style-type: none"> <li>• To be able to approach an adult if they feel upset about something, seek emotional support for themselves.</li> <li>• To be able to put their hand up and not shout out when wanting to contribute.</li> <li>• To approach adults in an appropriate way when intervention or attention is wanted, no patting!</li> <li>• To wait for their turn for resources and not just physically remove them adult role model conflict resolution</li> <li>• When completing a task ensure that the task is completed which could include reminders and wait for an adult before moving on</li> <li>• To know the teachers cue for attention and follow the expectations associated with this. This may be ensuring that all children have focused attention by removing everything from their hands and turning their eyes to the teacher before teacher continues. Give reminders where needed.</li> <li>• Follow simple one step instructions e.g. time to tidy your area</li> </ul> <p><b>Spring Term</b></p> <ul style="list-style-type: none"> <li>• To be aware of emotional support requirements for others and begin to understand the effect that they can have on others emotions</li> <li>• To start to listen to other children or groups and wait to have their turn to speak</li> <li>• To start initiating and negotiating with regard to sharing with their peers, modelled by adults if necessary</li> <li>• Stay and complete the task without reminders for a given amount of time</li> <li>• To follow the cue for attention and follow the expectations associated with this. This would mean that fewer reminders are given and once instructions are finished they will be aware of the basic routines associated with transitions and follow these with fewer prompts.</li> <li>• Follow simple two step instructions e.g. time to tidy your area and come to the carpet. With children understanding when the first element of the instruction is ‘complete’ to an acceptable level</li> </ul> <p><b>Summer Term</b></p> <ul style="list-style-type: none"> <li>• Regulate own behaviours in order to find solutions to conflicts and rivalries</li> <li>• To be able to read the contexts and conversation cues to be able to decide when to interrupt or to seek support from elsewhere</li> <li>• To be able to regulate themselves to wait until what they want is available, even if this means self-distraction for the interim period</li> <li>• To be able to complete a task that they may set for themselves and to know when it is ‘finished’ before moving on</li> </ul>					



- To follow the cue for attention and follow the expectations associated with this. This would mean that when instructions are finished they are followed as part of basic school expectations.
- Follow instructions involving several ideas e.g time to tidy your area, get the whiteboard and pen and come to the carpet. With children understanding when each element of the instruction is 'complete' to an acceptable level. For greater understanding, we would expect children to complete the instructions in the sensible order even if teacher instructions are not ie getting a whiteboard before removing a coat would not be sensible.

### Managing Self

#### Autumn Term

- Be able to separate from their main carer happily and come into school independently.
- Can take coat on and off and hang it up on their own peg.
- Learn and follow the school rules in different contexts (lunchtime, outdoors, in the classroom).
- Use appropriate manners to ask a teacher to go to the toilet, or when asking for help with clothing (putting on gloves, shoes etc).
- Communicate to an adult if they have had an accident/soiled themselves and ask for help to change.

#### Spring Term

- Open to trying new activities and giving new experiences a go. Will try again if they don't succeed the first time.
- Understand why we need rules and how they help to keep us safe.
- Can relay rules to others.
- Get changed for PE mostly independently (with some support fastening buttons or putting socks on) including fastening Velcro shoes.
- Looking after their clothes, e.g. during PE changing, making sure they keep their clothes in their own tray or on their chair.

#### Summer Term

- Maintain focus for a longer period of time, not be afraid to alter their approach to something to be able to succeed (e.g. choosing different equipment to build a tower or a bridge).
- Notice and observe if they or others break the rules and understand there will be a consequence for their actions.
- Can say what they have done wrong and why. Can begin to suggest what they need to do to put things right.
- Regulate own behaviours in order to find solutions to conflicts and rivalries
- Show an understanding of why exercise is important, why we need to warm up and why we need healthy food for energy and to keep our bodies healthy.
- To be able to compare two items of food and explain why one is better than the other for our bodies.

### Building Relationships

#### Autumn Term

- Can work alongside peers, sometime interacting but consumed in own agenda
- In unstructured times such as break and lunch can interact with peers but this is based on their wants and needs rather than friendships, this makes peer group fluid
- Can separate from an adult when entering school without distress
- Has at least one friend whom they chose to play alongside
- To be able to approach an adult if they feel upset about something, seek emotional support for themselves.
- To be able to put their hand up and not shout out when wanting to contribute.
- To approach adults in an appropriate way when intervention or attention is wanted, no patting!

#### Spring Term

- Can work with another child to complete a task, whether child led or adult directed direction needed from an adult
- In unstructured times such as break and lunch can interact with friends sometimes leading the play but also coping when the play is led by other children. Adults are sometimes needed to resolve conflict issues
- Will happily work with the adults familiar to them in the setting to complete tasks
- Has a friendship group within the setting but is able to work with other children outside of this group when directed
- To be aware of emotional support requirements for others and begin to understand the effect that they can have on others emotions
- To start to listen to other children or groups and wait to have their turn to speak
- To start initiating and negotiating with regard to sharing with their peers, modelled by adults if necessary

<p><b>Summer Term</b></p> <ul style="list-style-type: none"> <li>• Can work with another child to complete a task, whether child led or adult directed with little direction needed from an adult</li> <li>• In unstructured times such as breaks and lunches can play alongside others cooperating, taking turns and can solve conflict if arises</li> <li>• Will initiate and respond to conversations from unfamiliar adults within school and is able to show them something that they are proud of and explain why</li> <li>• Has a friendship group within the setting but sometimes chooses to work alongside others and then reintegrate without conflicts</li> <li>• Regulate own behaviours in order to find solutions to conflicts and rivalries</li> <li>• To be able to read the contexts and conversation cues to be able to decide when to interrupt or to seek support from elsewhere</li> <li>• To be able to regulate themselves to wait until what they want is available, even if this means self-distraction for the interim period</li> </ul>
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<p><b>Communication and Language</b>  <b>Neli Programme and talk about children’s interests</b></p>					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
<p>Songs and stories/ nursery rhymes</p> <p>Talk about themselves</p> <p>Ask questions to learn about each other</p> <p>Talk about listening skills</p> <p>Listening games</p> <p>Listen to stories and discuss the events, characters and settings</p> <p>Orally retell traditional tales</p> <p>Discuss non fiction books about People who help us</p> <p>Rhyming stories and games</p> <p>Answer who what and why questions</p>	<p>Listen and discuss the story Handa’s Surprise</p> <p>Talk about where Handa comes from and refer to the world map</p> <p>Compare Africa and the U.K.</p> <p>Handa’s village and Darlington.</p> <p>Draw maps and pictures about the story and discuss.</p> <p>Listen to African music</p> <p>Xmas baking – talk about the recipe/ ingredients</p>	<p>Cooking Chinese food – taste test</p> <p>Valentines biscuits – talk about the change of state of the ingredients</p>	<p>Growth</p> <p>Plant seeds</p> <p>Talk about the changes</p> <p>Talk about human growth and the changes</p>	<p>Life cycles</p> <p>Minibeast hunt</p> <p>Butterflies – life cycle</p> <p>Ladybirds</p> <p>Spiders</p> <p>Woodlice</p> <p>Worms</p> <p>What do we know about them?</p> <p>Find out facts and talk about them</p> <p>What do we know now?</p>	<p>Seaside</p> <p>Journeys – what is a journey</p> <p>Where have we been? Look at the map</p> <p>Make maps</p> <p>Can we go on an imaginary journey</p> <p>How do we get to places</p> <p>Read stories – the train ride, Mr Gumpeys car and talk about the stories</p>
<p><b>Listening, Attention and Understanding</b></p>					
<p><b>Autumn Term</b></p> <ul style="list-style-type: none"> <li>• Able to attend to simple stories and display an increasing ability to listen.</li> <li>• Able to engage in rhyming activities.</li> <li>• Is beginning to understand and respond to questions with increasing accuracy (what, why, where, when, who and how.</li> <li>• Responds to two and progressively multiple step instructions.</li> <li>• Able to talk ‘with’ and not just ‘to’ a peer</li> <li>• Respond to questions from an adult as part of a conversation</li> </ul> <p><b>Spring Term</b></p> <ul style="list-style-type: none"> <li>• Able to attend and engage in story sessions for at least fifteen minutes.</li> <li>• Able to engage in rhyming activities and display an increasing knowledge and awareness of rhyme.</li> <li>• Able to recall simple stories and develop comprehension of story events.</li> <li>• Able to listen attentively and talk about the content of non-fiction books, deepening knowledge and vocabulary.</li> </ul>					



- Able to talk ‘with’ and not just ‘to’ a peer – asking questions to continue a conversation thread

**Summer Term**

- Able to listen attentively, for a sustained period, when being read to, during whole class discussions and during small group interactions.
- Able to listen attentively to both fiction and non-fiction books.
- Able to respond to what they hear by asking relevant questions, comments and or actions.
- Able to generate and ask questions to clarify understanding.
- Able to engage actively in conversation by contributing effectively in back and forth oral exchanges with a range of familiar adults and peer

Speaking

**Autumn Term**

- Look at and listen carefully to the person they are speaking to
- Begin to learn new vocabulary – identified through subject planning e.g., dissolving, percussion, longer, shorter etc
- Wait for their turn to speak and respond appropriately
- Speak in a full sentence using the correct tense and word order, e.g., describe an object and compare it to another – when prompted or supported
- Begin to develop their own narratives (tell their own stories/versions of a story) and explanations by connecting events and stick to the same topic
- Begin to connect one idea or action to another using a range of connectives – and, then
- Use talk to help work out problems and organise thinking and activities. Explain how things work and how they might happen – think out loud how to work things out
- Learn rhymes, poems and songs – 5 a day – nursery rhyme, poem, rap, story, song

**Spring Term**

- Uses new taught vocabulary in context
- Connect one idea or action to another using a range of connectives – and, then, but, that
- Describe events in some detail
- Articulate their ideas and thoughts in well-formed sentences – use complete sentences in their everyday talk
- Use talk to help work out problems and organise thinking and activities. Explain how things work and how they might happen – encourage children to talk about their problem together and come up with ideas for how to solve it

**Summer Term**

- Confidently and frequently join in with small group, class and on-to-one discussions, offering their own ideas in a clear and audible voice
- Demonstrate use of their newly learnt vocabulary without being prompted to join in by an adult
- Independently offer explanations in a wide range of situations for why things might happen, making use of recently introduced vocabulary
- Offer explanations for why things might happen, making use of introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- Use the correct verb tense when retelling a story or discussing a topic, e.g., walked, walking, will walk
- Confidently describe events in detail and the correct chronological order
- Connect one idea or action to another using a range of connectives – and, then, but, that, so that, because
- Use talk to help work out problems and organise thinking and activities. Explain how things work and how they might happen – give children problem solving words and phrases to use in their explanations, e.g., so that, because, I think it’s, you could, it might be...
- Can appropriately verbally disagree without being upset
- Learn rhymes, poems and songs – 5 a day – nursery rhyme, poem, rap, story, song

RE/Festival					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
Harvest Festival church celebration Christening celebration	Halloween Bonfire Night/Diwali Christmas/ Christmas Story	Chinese New Year Shrove Tuesday Valentine's Day	Easter	My beliefs How are we different and special? Eid	Reflection

Expressive Arts and Design					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
<b>Drawing</b> Heads/Shoulders/ Knees and Toes Self Portraits / Family Representation Musical instruments Free Representation  Painting + drawing people who help us	<b>Printing</b> African prints African flag Percussion Instruments African drumming/dance Free Representation Christmas cards/crafts/ calendar Diva clay lamps African printing Draw wild animals and use pattern for their colouring  Making African drums  Artist – Tinga Tinga Xmas play	<b>Painting</b> Paint characters from How to Save a Dragon  Construct 3D models of castles  Paint dragons	<b>Painting and drawing</b>  Draw characters choose the correct colours  Role play  Paint settings and scenes from stories	<b>Texture and collage</b>  Seed/collage flowers Transient Art Patterns in nature  Different textures  Free Representation  Artist - Monet	<b>Sculpture</b>  Vehicles -DT  Textiles  Sculpting: 3D fish  Sea creatures

Creating with Materials
<b>Autumn Term</b> <ul style="list-style-type: none"> <li>• Create pictures and models using a range of resources from their own ideas</li> <li>• Be able to talk about what they have made and why they have made it</li> <li>• Explore a range of materials in their environment and make things with these, describing why they have chosen what they have chosen.</li> <li>• Create closed shapes with continuous lines and begin to use these shapes to represent objects</li> </ul> <b>Spring Term</b> <ul style="list-style-type: none"> <li>• Begin to follow a 'design brief' given by the teacher to create models and pictures using a range of resources</li> <li>• Choose the most appropriate way to make their idea following a 'design' that they have produced to meet a given purpose</li> <li>• Go back to their designs and improve these building on their previous learning</li> <li>• Explore ways of joining materials for different purposes</li> <li>• Draw with increasing complexity including beginning to add additional shapes for detail</li> </ul> <b>Summer Term</b> <ul style="list-style-type: none"> <li>• Come up with their own design briefs to solve problems including making props and scenery for imaginative play</li> <li>• Be able to talk through from designing to building what they have used and why they have chosen to use that resource or technique</li> <li>• Be able to use shapes and colour to express emotions within creations</li> </ul>



- Create collaborative creations sharing ideas , resources and skills for specific purposes including to complement role play

### Being Imaginative and Expressive

#### Autumn Term

##### Singing:

- Know the difference between singing and shouting
- Able to join in with songs that have been taught – following the simple melody
- Join in with the taught nursery rhymes for this term (documented on the EYFS Topic Links to NC document)

##### Musical Knowledge and Skills:

- Explore and play with a range of musical instruments – being able to match the sound to the instrument following play opportunities. Describe these sounds (rattle, loud bang, bells etc)
- Listens to a range of music types – recognise that they are different and express a preference

##### Dance:

- Copy a simple taught dance to music – watching and matching
- Children able to freely respond to music through dance
- Children recognise the value of costume in a dance presentation

##### Imaginative Narrative:

- Join in with refrains from stories
- Use pre-selected props and small world artefacts to retell aspects of a story that has been experienced several times, with prompting support from an adult.

#### Spring Term

##### Singing:

- Able to pitch match in simple call and response tasks
- Able to sing taught songs with melody matching

##### Musical Knowledge and Skills:

- Know which instrument to use for a desired effect – e.g. sleigh bells for Santa, a tambour for thunder. Use appropriate vocabulary to describe these sounds.
- Able to use instruments to match a simple taught rhythm and able to make up own musical patterns

##### Dance:

- Children afforded the opportunity to freely respond to music through dance and the use of simple props (e.g. scarves, a ribbon)
- Children move to a beat – matching movements to the rhythm

##### Imaginative Narrative:

- Use free choice props and small world artefacts to retell aspects of a story that has been experienced several times, mirroring some vocabulary from the story, with support from an adult.

#### Summer Term

##### Singing:

- Able to sing a song / rhyme that has been taught – pitch and melody matching appropriate to the age of the child
- Able to perform a simple poem (as part of a group), able to follow the rhythm of the poem

##### Musical Knowledge and Skills:

- Able to copy a simple beat pattern X X - - X – including with instruments
- Able to play an allocated instrument(s) as part of a planned musical composition

##### Dance:

- Able to move in time with music to partake in a simple dance routine, with repetitive dance motifs

##### Imaginative Narrative:

- Use free choice props and small world artefacts to create or adapt a narrative or story, mirroring some vocabulary, or themes from the stories they have experienced.
- As part of a group, invent or adapt a known story to create a new narrative