




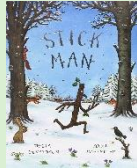



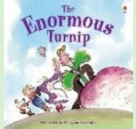


# Pitmaston Primary School EYFS Curriculum 2024 (Reception)



*Changeable topics due to cohort interests*

Please also refer to Early Years Quality Texts Reading Spine and subject progression documents

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<p><b>Marvellous Me!</b></p>  <p>PSHE, PSED, Understanding the World</p> <p>Science – Describe what we see, hear and feel</p> <p>Religious Education: Being special, where do we belong?</p>	<p><b>Let's Party! (Celebrations)</b></p>  <p>PSHE, PSED, Understanding the World</p> <p>Science – Describe what we see, hear and feel</p> <p><b>Diwali Workshop</b></p> <p>Artist: Piet Mondrian</p>  <p>Religious Education: Why is Christmas special for Christians?</p>	<p><b>Stick Man</b></p>  <p>Geography, Design and Technology</p> <p>Science – Changing seasons</p> <p>Religious Education: Which places are special and why?</p>	<p><b>Let's Go to Space</b></p>  <p>History</p> <p><b>Planetarium</b></p> <p>Science - Environments</p> <p>Artist: Andy Goldsworthy</p>  <p>Religious Education: Why is Easter special to Christians?</p>	<p><b>Dinosaur Adventure!</b></p>  <p>History</p> <p>Science – Natural world</p> <p>Religious Education: Which stories are special and why?</p> <p><b>Trip to All Things Wild</b></p>	<p><b>We are Storytellers</b> (Traditional Tales)</p>  <p>Literacy</p> <p>Science – Materials</p> <p>Religious Education: Why is the word God special to Christians?</p>



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Prime Areas						
Communication and Language						
<p><b>Listening, attention, and understanding speaking</b></p>	<p>To know and understand how to listen carefully and why listening is important.  <b>SALT – Teaching Children to Listen Programme</b></p> <p>To know and talk about the school rules and how they help to keep us happy and safe.  <b>Create class rules and aims</b></p> <p>To be able to engage in story times. To be able to listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class</p>	<p>To be able to ask questions to find out more and to check they understand what has been said to them.</p> <p>To be able to begin developing social phrases and engage in story times.  <b>Domestic role play: Diwali costumes Christmas decorations Halloween decorations</b></p> <p>To be able to make comments about what they have heard and ask questions to clarify their understanding.</p> <p>To be able to hold conversation when engaged in back-and-forth exchanges with their teacher and peers  <b>4 Rules of Good Listening continued</b></p>	<p>To be able to articulate their ideas and thoughts in well-formed sentences.</p> <p>To be able to connect one idea or action to another using a range of connectives.</p> <p>To be able to listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary regarding different places around the world.  <b>Linked to locations in Stick Man e.g. beaches,</b></p>	<p>To be able to describe events in some detail          To be able to use talk to help work out problems and organise thinking and activities.          To be able to use talk to explain how things work and why they might happen.</p> <p>To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.  <b>Planet names, order of the planets, comet, meteor, aliens, space ships, space shuttles</b></p>	<p><b>Talk for Writing – The Little Green Dinosaur (move to Writing lessons)</b></p> <p>To be able to describe events in some detail and talk about what they observe in the natural world and growing observations.</p> <p>To be able to engage in non-fiction books.  <b>Books about Dinosaurs</b></p> <p>To be able to use talk to help work out problems and organise thinking and activities.</p> <p>To know explain how things work and why they might</p>	<p>To listen to and talk about stories to build familiarity and understanding.  <b>Talk for Writing – The Three Little Pigs, The Enormous Turnip, Jack and the Beanstalk</b></p> <p>To be able to engage in fiction and non-fiction books and talk about what they have read and what has been read to them.</p> <p>To be able to listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>To be able to offer explanations for why</p>



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	<p>discussions and small group interactions. <b>Starting school story books/ individuality and diversity friendly stories</b></p> <p>To be able to talk about and describe themselves and their families. <b>Chat times at snack time, Jigsaw lessons</b></p> <p>To know and talk about the different people who help us in the school community: lunchtimes supervisors, TAs Teachers Head</p> <p>To know and be able to use the new vocabulary taught in Topic in discussions and play <b>Domestic role play</b></p>	<p>To know be able to use the new vocabulary taught in Topic in discussions and play <b>Vocab: Celebrations, Diwali, traditions, party, difference, Eid, Christmas, Halloween, cultures, Bonfire Night</b></p> <p>To know vocabulary related to Science and experimenting: mix pour combines, divide, tip, measure</p> <p>To know and be able to use the new vocabulary taught in Topic in discussions and play</p> <p>To know and talk about some influential figures from the past such as <b>Guy Fawkes</b></p> <p><b>Describe their own family celebrations</b></p>	<p><b>hills, rivers, mountains</b></p> <p>To be able to express their ideas and feelings about their experiences <b>using full sentences</b>, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>To know and be able to use the new vocabulary taught in Topic in discussions and play. <b>See above</b></p> <p>To be able to participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>happen regarding the environment and sustainability. <b>Tapestry Home learning challenge – sustainability – link this to dinosaurs becoming extinct – how can we help save more animals?</b></p> <p>To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.</p> <p>To know and talk about what they can do to have a positive impact on the environment.</p> <p>To know and be able to use the new vocabulary taught in Topic in discussions and play.</p>	<p>things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>To be able to 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>To know and be able to use the new vocabulary taught in Topic in discussions and play</p>
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	<p><b>ELG:</b>  <i>Listening, Attention and Understanding-</i> 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.  <i>Speaking-</i> participate in a small group, class or one to one discussion, offering their own ideas, using recently introduced vocabulary.</p>					
	 <h3>Personal, Social and Emotional Development (Jigsaw Scheme)</h3> 					
<p><b>Self-Regulation</b></p> <p><b>Managing Self</b></p> <p><b>Building Relationships</b></p>	<p>To know the school rules and be able to talk about how they help to keep them happy and safe.  <b>Starting school - Pitmaston Golden rules, 4 Rules of Good Listening, introduce zone board, make class aims/rules</b></p> <p>To be able to talk about how to stay safe.          To be able to see themselves as a valuable individual (<b>Thrive Screening to be completed</b>)          To be able to build constructive and respectful relationships.  <b>Build relationships with trusted adults, circle games</b></p> <p>To know how to be a good friend  <b>Playtimes and lunchtimes</b>  <b>Continuous provision activities</b></p> <p>To know what to do if they are feeling worried about something.          To be able to express their feelings and consider the feelings of others and regulate behaviour accordingly.  <b>Mindfulness activities eg Peace Out, GoNoodle, Zen Den, Worry Monster – read book The Colour Monster, peer massage, introduce calm box</b></p>	<p>To be able to show resilience and perseverance in the face of challenge.  <b>Link to resilience – COET&amp;L Resilient Rhino</b></p> <p>To be able to identify and moderate their own feelings socially and emotionally.  <b>PSHE scheme Jigsaw</b></p> <p>To be able to manage own basic hygiene and personal needs.</p>	<p>To be able to show understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.  <b>Continuous provision and PSHE</b></p> <p>To be able to set and work towards simple goals – link to <b>COET&amp;L Positive Parrot</b></p> <p>To be able to display confidence to try new activities.  <b>Link to PE lessons – more exploratory equipment, link to Ogden Trust lessons</b></p>	<p>To be able to think about the perspectives of others.          To be able to manage their own needs.</p> <p>To know about and show understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>To be able to set and work towards simple goals.</p> <p>To be confident to try new activities and be able to</p>	<p>To be able to show sensitivity to their own and to others' feelings.</p> <p>To be able to display confidence to try new activities and show independence, <b>resilience</b> and <b>perseverance</b> in the faces of challenge  <b>COET&amp;L – can children recognise these in themselves?</b></p> <p>To be able to give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow</p>	



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	<p>To be able to work and play cooperatively and take turns with others  <b>Co-operative games, Music lessons (Charanga), PSHE (Jigsaw)</b>          To be able to give focused attention to what their peers and the teachers say.  <b>Teaching Children to Listen (developed by SALT)</b>          To be able to display confidence to try new activities  <b>Wearing a sari</b></p>	<p>To know what democracy means and begin to build an awareness of majority votes through voting in class.  <b>British Values link – vote on next topic based on children’s interests</b></p>	<p>To be able to explain the reasons for rules and know right from wrong.  <b>PHSE – Jigsaw – introduce debates?</b>          To be able to manage own behaviour.          To be able to talk about what is fair and what is not fair.</p>	<p>explore different ways of doing things.          To be able to explain the reasons for rules and know right from wrong.          To be able to manage own basic hygiene and personal needs.</p>	<p>instructions involving several ideas or actions.</p>	
<p><b>ELG</b>  <b>Self-Regulation-</b> Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focus and attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.  <b>Managing self-</b> Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.  <b>Building Relationships-</b> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and other's needs.</p>						
<h3>Physical Development</h3>						
<p><b>P.E</b></p>	<p>To be able to move confidently in different ways.          To know and revise and refine the fundamental</p>	<p>To be able to balance and coordinate safely.          To be able to negotiate space effectively.</p>	<p>To know and be able to perform in small groups.          To be able to develop the overall body</p>	<p>To be able to use gymnastics on apparatus to balance, climb &amp; swing.</p>	<p>To know and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p>	<p>To know how to participate in sporting events.          To know and participate in</p>



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	<p>movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>To be able to listen to instructions and know how to stay safe in PE lessons.</p> <p><b>Introduce worried tummy rule</b></p> <p>To knows and be able to travel and balance in different ways, returning to defined space.</p> <p><b>Planks tyres and crates within continuous provision</b></p> <p>To be able to move on the spot and around with some awareness of others</p> <p>To be able to experiment with wide range of small equipment learning</p>	<p>To be able to develop and refine a range of ball skills including throwing, catching and kicking.</p> <p>To be able to develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>To be able to experiment with and develop increasingly complex ways of travelling.</p> <p>To be able to define own space without visible boundaries.</p> <p>To know how to use high apparatus safely. To be able to use high apparatus such as climbing structures in P.E and in the Key Stage 1 Adventure playground.</p> <p>To be able to experiment with wider range of</p>	<p>strength, co-ordination and balance.</p> <p>To be able to perform a single skills or movement with simple control.</p> <p>To know and be able to discuss some of the changes that occur during exercise.</p> <p>To know good practices regarding health and wellbeing such as eating healthily, exercising regularly, sleep and reasonable amounts of screen time.</p> <p><b>Link to Online Safety and Jigsaw Scheme</b></p>	<p>To be able to link at least 2 movements together when performing a small range of skills.</p> <p>To be able to work sensibly with others, taking turns and sharing whilst comparing movements and skills with others.</p> <p>To be able to use equipment properly and move and land safely.</p> <p>To be able to work in a team collaborating and problem solving.</p> <p><b>Building using planks tyres and guttering/water play – continuous provision</b></p>	<p>To be able to develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>To know and consolidate travelling and balancing skills through building sequences.</p> <p>To be able to experiment with direction and be able to change direction and speed whilst maintaining personal space.</p> <p><b>Warm up games e.g. traffic light game</b></p> <p>To know what constitutes a healthy lifestyle.</p> <p><b>Links to Jigsaw scheme/topic –</b></p>	<p>different races and events.</p> <p><b>Sports Day</b></p> <p>To be able to show good agility, balance and coordination.</p> <p>To be able to run throw and jump.</p> <p>To be able to use a sequence of movements with some changes in level, direction or speed</p> <p>To be able to combine different movements with ease and fluency.</p> <p>To know and use relevant vocabulary when observing changes in self and others when exercising.</p>
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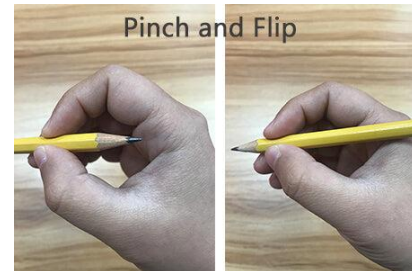


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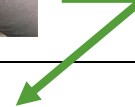


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	<p>some degree of control.</p> <p>To be able to name basic tools and explain their safe use in P.E.</p> <p><b>Introduce large balls, bean bags and small balls</b></p>	<p>equipment and use with more control.</p> <p><b>Tyres, planks, guttering, crates etc provided through continuous provision</b></p>			<p><b>what did Dinosaurs eat to keep them healthy – omnivores, carnivores and herbivores</b></p> <p>To be able to Use large and small apparatus safely and with some skill.</p>	<p><b>e.g. faster heart rate, increased temperature</b></p>
<p><b>Overview of Physical Development skills at Pitmaston Primary School:</b></p>	<p>To be able to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p><b>Children are only to learn letter formation and writing skills when sat at a table with a chair.</b></p> <p>To know and be able to talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’ and getting enough sleep.</p> <p>To be able to develop the foundations of accurate letter formation taught through Read Write Inc scheme.</p> <p>To be able to develop the foundations of accurate number formation – please see formation rhymes used on a separate document.</p> <p>To be able to confidently and safely use a range of large and small apparatus indoors and outside and in a group.</p> <p>To be able to develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p> <p>Fine motors skills to be continually developed throughout the year – focus on this during <b>Funky Fingers</b></p> <p><b><u>‘Funky Fingers’ suggested activities/resources:</u></b></p> <ul style="list-style-type: none"> <li>• Scissors- sniping paper moving forward, cuts curved lines and circle shapes, cuts complex shapes</li> <li>• Use of clips, clasps, zips, buttons and screwing Jars</li> <li>• Building with small Lego blocks – <b>see Six Bricks activities</b></li> <li>• Sort small bits and pieces using tweezers</li> <li>• Nuts and bolts</li> <li>• Pasta Lacing</li> <li>• Peg Boards and pin boards</li> <li>• Play-dough (dough disco – Autumn term)</li> <li>• Threading laces</li> <li>• Air write during Read Write Inc</li> </ul>					



**All staff model the tripod grip by using the pinch and flip technique**





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	<p><b>Early Learning Goal:</b></p> <p><b>Gross Motor Skills-</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 Skills-</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>					
<p><b>Mathematics (following White Rose – see separate overview)</b></p>						
<p><b>Number and Numerical Patterns</b></p>	<p>Getting to know you</p> <p>Just Like Me!</p>	<p>It's Me 1,2,3!</p> <p>Light and Dark</p>	<p>Alive in 5!</p> <p>Growing 6, 7, 8</p>	<p>Building 9 &amp; 10</p>	<p>To 20 and beyond</p> <p>First, then, now</p>	<p>Find my pattern</p> <p>On the move</p>
<p><b>Incidental maths opportunities:</b></p>	<p><i>Date chart every morning, subitising, how many children are in class today, counting out loud, singing nursery rhymes, 2D shape names and properties discussed throughout the environment, 3D shape names and properties</i></p> <p><b>Early Learning Goal:</b></p> <p><b>Number-</b> Have a deep understanding of numbers to 10 including the composition of each number. Subitise up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10 including double facts.</p> <p><b>Numerical Patterns-</b> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10 including odds and evens, double facts and how quantities can be distributed equally.</p>					
<p><b>Literacy supported by Talk for Writing and Read Write Inc</b></p>						
<p><b>Comprehension</b></p>	<p>To know some graphemes and phonemes. (Set 1)</p>	<p>To be able to blend (Fred Talk) sounds to read words.</p>	<p>To know the sounds for each letter in the</p>	<p>To know the sounds for each letter in the</p>	<p>To be able to form lower-case and</p>	<p>To know the sounds for each letter in the</p>





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<p><b>Word Reading</b></p> <p><b>Writing</b></p>	<p>To be able to correctly form the graphemes and say the phonemes to match.</p> <p>To <i>begin</i> to know some red words.</p> <p>To <i>begin</i> to be able to blend some CVC words.</p> <p>To be able demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p><b>See quality texts</b></p> <p>To be able anticipate (where appropriate) key events in stories.</p> <p>To know and use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>To be able to segment and write words using <b>Fred Fingers for support</b></p> <p>To <i>begin</i> to be able to write some short captions, labels, and sentences with adult support.</p> <p>To <i>begin</i> to be able to read some short sentences.</p> <p>Begin to be able to write CVC and CVC words.</p> <p>To <i>begin</i> to be aware of sentence structure (capital letters, finger spaces and full stops – <b>use Talk for Writing actions to support</b>)</p> <p>To be able to participate in shared writing experiences in whole class writing sessions and story maps.</p> <p><b>Handa's Surprise Talk for Writing</b></p> <p>To be able to demonstrate</p>	<p>alphabet and at least 4 digraphs</p> <p>To be able to read and write some CVCC words.</p> <p>To know and be able to read a few red words.</p> <p>To be able to read words consistent with their phonic knowledge.</p> <p>To be able to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>To be able to write recognisable letters, most of which are correctly formed.</p>	<p>alphabet and at least 8 diagraphs.</p> <p>To be able to read words consistent with their phonic knowledge.</p> <p>To be able to read simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>To be able to segment and spell words.</p> <p>To begin to be able to talk about connectives in sentence writing.</p> <p>To be able to re-read these books and build up their confidence in word reading, fluency, understanding and enjoyment.</p>	<p><i>some</i> capital letters correctly.</p> <p>To be able to segment and spell words and write simple phrases and sentences that can be read by others.</p> <p>To be able to read words, sentences and stories consistent with their phonic knowledge, including some common exception words.</p> <p>To be able to draw and innovate story maps from well-known stories.</p> <p><b>The Little Green Dinosaur</b></p> <p>To be able to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and</p>	<p>alphabet and at least 10 diagraphs.</p> <p>To be able to write sentences using a simple connective such as and.</p> <p><b>To be able to use capital letters, finger spaces and full stop.</b></p> <p>To be able to re-read what they have written to check that it makes sense.</p> <p>To demonstrate understanding of what they have read by retelling and answering comprehension questions- <b>Read Write Inc. – Questions to Talk About</b></p> <p>Understand recently introduced vocabulary during discussions about stories, non-fiction,</p>
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		<p>understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>To be able to anticipate (where appropriate) key events in stories.</p> <p>To know and use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <b>Firework poems?</b></p> <p>To be able to talk about story structures. To be able to talk about characters, settings, authors and illustrators.</p> <p>To begin to learn letter names.</p>	<p>To be able to segment and spell words when writing independently. <b>Fred Fingers for support</b></p> <p>To be able to write sentences and continue to build an awareness of capital letters full stops and finger spaces when writing sentences <b>use Talk for Writing actions to support</b></p> <p>To begin to be able to draw and innovate story maps from well-known stories. <b>Talk for Writing – Stick Man</b></p> <p>To be able to demonstrate understanding of what has been read to them.</p>	<p>To be able to demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>To be able to write sentences and continue to build an awareness of capital letters full stops and finger spaces when writing sentences.</p> <p>To begin to be able to draw and innovate story maps from well-known stories.</p>	<p>recently introduced vocabulary.</p> <p>To be able to anticipate (where appropriate) key events in stories.</p> <p>To be able to use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. <b>Dinosaur fact books</b></p>	<p>rhymes and poems and during role play.</p> <p>To be able to read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>To be able to introduce narratives in their own writing and story maps. <b>The Three Little Pigs</b></p>
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<p><b>Phonics - Read Write Inc</b></p>	<p>Introduce 5 new sounds per week and 2 red words per week where appropriate          Progression determined by regular phonic assessments completed by Phonics Lead Mrs Watson and trained team of assessors          Sentence reading and writing to be included in phonics lessons weekly  <b>Home reading books must match child's phonic reading knowledge</b></p> 				
	<p><b>Early Learning Goal:</b>  <i>Comprehension</i>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.          Anticipate (where appropriate) key events in stories.          Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.  <i>Word Reading</i>- Say a sound for each letter of 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.  <i>Writing</i>- Write recognisable letters, most of which are correctly formed.          Spell words by identifying the sounds in them and representing the sounds with a letter or letters.          Write simple phrases and sentences that can be read by others.</p>				
<h3>Understanding the World (Science, History, Geography)</h3>					
<p><b>Past and Present People, culture and Communities</b></p>	<p>To be able to talk about members of their immediate family and community.</p> <p>To be able to talk about themselves in the past when they were younger and</p>	<p>To know and understand that some places are special to members of their community.</p> <p>To know and name some important places of worship.</p>	<p>To be able to recognise some similarities and differences between life in this country and life in other countries.</p> <p>To be able to draw information from a simple adventure Map (Stick Man).</p>	<p>To be able to continue to show respect and tolerance for those with different faiths and beliefs or those without beliefs.</p> <p>To be able to respect the values, ideas and beliefs of</p>	<p>To be able to Look at Similarities and differences between the natural world around them in the past and present.</p> <p>To be able to comment on images</p>



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## Changeable topics due to cohort interests

	<p>make sense of their family history.</p> <p>To know, name and describe people who are familiar to them. <b>Talk about who is In their family during PSHE Jigsaw sessions</b></p> <p>To be able to draw information from a simple map for their local area.</p> <p>To be able to talk about members of their immediate family and community.</p> <p>To be able to talk about the lives of people around them and their roles in society both in the present and past.</p>	<p>To know some <b>historical</b> facts and stories from different religions and celebrations. <b>Bonfire night, Guy Fawkes. Remembrance Day</b></p> <p>To be able to recognise that people have different beliefs and celebrate special times in different ways.</p> <p>To know about different celebrations that occur in Autumn (Bonfire Night, Diwali, Remembrance Day, Christmas and Black History month)</p> <p>To know about some influential figures from the past such as <b>Guy Fawkes, Swami Vivekananda</b></p>	<p>To learn about different cultures in other places in the world.</p> <p>To be able to comment on images of familiar situations in the past.</p> <p>To be able to compare characters from stories, including figures from the past.</p>	<p>others whilst not imposing personal beliefs on others.</p> <p>To know about influential figures from the past and discuss historical events that have happened in the past such as the discovery the that the world was round, the first man and woman on the moon and the discovery of dinosaurs through palaeontology. <b>Mary Anning Neil Armstrong Mae Jemison</b></p>	<p>situations in the past.</p>
<p><b>The Natural World (see Forest School progression)</b></p>	<p>To be able to explore the natural world around them, making observations and drawing pictures and</p>	<p>To be able to explore the natural world around them, making observations and</p>	<p>To be able to explore the natural world around them.</p> <p>To be able to compare the natural world in different places around the world.</p>	<p>To know what a plant needs to grow.</p> <p>To be able to explain some concepts of</p>	<p>To be able to talk about the differences between materials and changes they notice.</p>



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	<p>observing important changes and seasons at Forest school.</p> <p>To be able to describe what they see, hear, and feel whilst outside at Forest school.</p>	<p>drawing pictures of animals and plants.</p> <p>To know and understand the important processes and changes in the natural world around them, including seasons and changing states of matter through observations and investigations at forest school</p> <p><b>Exploring changes to ice (Ogden Trust), paint, pumpkins etc</b></p> <p>To know about healthy foods that grow naturally</p> <p><b>Handa's Surprise</b></p>	<p>(Looking at <b>geographical</b> and <b>climate</b> differences)</p> <p>To be able to describe what they see, hear, and feel whilst outside.</p> <p>To begin to understand the negative impact that humans can have the environment. <b>Link to Home Learning Challenge</b></p> <p>To know what they can do to make positive changes towards suitability</p> <p>To be able to make observations and draw pictures of animals and plants.</p> <p>To understand the important processes and changes in the natural world around them, including seasons and changing states of matter. <b>Signs of Spring</b></p>	<p>growth through observation of seeds growing in class.</p> <p>To know about some lifecycles with a focus on <b>caterpillars</b></p> <p>To know how to care for the natural environment and living thing</p> <p>To know and understand the important processes and changes in the natural world around them building an understand of how human activity can have a negative impact on the environment and what they can do to look after the natural world.</p> <p><b>Litter picking??</b></p>	<p>To explore and talk about different forces they can feel when experimenting.</p>
	<p><b>Early Learning Goal:</b>  <i>Past and Present</i>- Talk about the lives of 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>				



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	<p><b>People, culture, and Communities-</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction, texts images 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> Explores 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 to them in class. Understand some important processes and changes in the natural world around them, including seasons and changing states of matter.</p>					
<h3>Expressive Arts and Design</h3>						
<p><b>Music</b></p> 	<p>To be able to sing in a group – <b>Charanga Scheme</b></p> <p>To know a range of songs related to themselves and their communities.</p> <p>To be able to explore sound through using simple instruments.</p>	<p>Listen to and explore the beats of different music from around the world. To know that different music is played for different celebrations.</p> <p>To be able to learn to play percussion, instruments and to listen as they play to the sounds they make.</p> <p>To know that sounds can be changed by altering the way they are made <b>Firework music?</b></p> <p>To be able to move to musical stimuli and keep in time to the music.</p>	<p>To know different songs and dance from around the world. To be able to join in simple songs remembering some of the words.</p> <p>To be able to participate in action songs which call for movement</p> <p>To be able to move to musical stimuli in a variety of ways, e.g. hopping, marching,</p>	<p>To know a repertoire of songs- nursery, topical, seasonal, interdenominational, and multi-cultural</p> <p>To be able to Imitate and create movement in response to music</p> <p>To be able to Tap out simple repeated rhythms and make some up showing interest in the way musical instruments sound. <b>Keeping the pulse</b></p>	<p>Be able to listen attentively, move to, and talk about music, expressing their feelings and responses.</p> <p>To know that they can use their voices whilst acting to create a dramatic affect.</p> <p><b>To draw observational pictures</b></p>	<p>To be able to watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>To begin to be able to move rhythmically.</p> <p>To be able to recognise repeated sound and motion movements to music</p> <p>To be able to perform in their <b>class assembly</b>.</p>



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		<p><b>CBeebies firework dance video clip</b>  <b>GoNoodle dancing each morning</b></p> <p>To be able to perform songs on stage to others.  <b>Nativity</b></p>	<p>skipping, and jumping</p>	<p>To be able to perform in front of an audience  <b>Class assemblies from Spring 2</b></p>		
<p><b>Creating with Materials</b>  <b>Being Imaginative and expressive</b></p>	<p>To be able to explore what happens when they mix colours.  <b>Free choice painting in Pod</b></p> <p>To be able to experiment to create different textures.</p> <p>To draw and paint pictures of their families (baseline)</p> <p>To be able to develop storylines in their pretend play.  <b>Domestic role play</b></p> <p>To know that different media can be combined to create new effects.</p>	<p>To learn about and create arts and crafts from different cultures e.g Rangoli patterns, Divas, Christmas cards, Hanukkah cards.</p> <p>To know colours can be mixed to make a new colour.</p> <p>To be able to invent narratives in role play and when playing in the playground.</p> <p>To be able to play with others during role play who are engaged in the same theme.  <b>Enhanced domestic role play</b></p>	<p>To be able to return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>To know that different materials can be used to create Art.</p> <p>To be able to explore art from different places around the world.</p> <p>To be able to use simple tools and techniques competently and appropriately</p>	<p>To be able to create collaboratively sharing ideas, resources, and skills.</p> <p>To be able to use props and role play to tell stories and act out narratives in play.</p> <p>To know different uses and purposes for a range of media materials.</p> <p>To be able to use paints and pastels and other resources to create observational drawings.</p>	<p>To be able to safely use and explore a variety of materials, tools and techniques.</p> <p>To be able to experiment with colour, design, texture, form and function.</p> <p>To be able to use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>To be able to construct with a purpose.</p>	<p>To know and select tools and techniques needs to shape, assemble and join materials.</p> <p>To be able to represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p> <p>To make props and to tell stories.</p> <p>To engage with topic related role play.</p> <p>To perform a narrative with their</p>





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## Changeable topics due to cohort interests

	<p>To be able to manipulate materials to achieve a planned effect. <b>Construction materials</b></p> <p>To be able to play with others during role play who are engaged in the same theme.</p> <p>To create simple representations of events, people and objects.</p>	<p>To be able to sing and perform songs and rhymes from different celebrations. <b>Nativity play songs – Wriggly Nativity?</b></p> <p>To create narratives with different cultural dress up items, clothing, dolls and small world.</p> <p>To make props and retell historical stories for different celebrations. <b>Guy Fawkes</b> To perform songs in the <b>Nativity play.</b></p>	<p>when creating arts from round the world <b>Arts Week link</b></p> <p>To be able to selects tools and techniques needed to shape, assemble and join materials they are using and explain the processes they have used.</p>	<p>To introduce a storyline or narrative into their play.</p>	<p>To perform a narrative with their class in their <b>class assembly.</b></p>	<p>class in their <b>class assembly.</b></p>
Music	<p><b>ELG</b> <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. Make use of props and materials when roleplaying narratives and stories, <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 and move in time with Music.</p>					
<b>Computational Thinking – see separate progression document</b>						
<b>ICT</b>	Logic	Algorithms and Decomposition	Patterns <i>Grouping things, comparing, spotting</i>	Abstraction <i>Naming and labelling, working out what is</i>	Tinkering <i>Playing and exploring</i>	Creating <i>Creating, checking and fixing things</i>



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### *Changeable topics due to cohort interests*

	<i>Anticipating and explaining is logical reasoning</i>	<i>Responding to instructions, ordering things, sequencing things, introducing storylines, working out different ways to do things, breaking problems down into steps</i>	<i>similarities and differences, working out rules</i>	<i>important, sticking to the main theme, ignoring what is not important, creating a summary</i>		
	<b>Persevering</b> <i>Not giving up</i>	<b>Collaborating</b> <i>Playing and working collaboratively</i>				