Sledmere Primary Sequential Curriculum Overview

We know children only get one chance at their childhood. We believe it is our responsibility to provide all children the highest quality experiences and opportunities throughout Primary School starting with a flying start in Early Years.

Our curriculum is designed to meet the needs of our cohorts across Sledmere EYFS. Our intent is to ensure every child, regardless of their background, starting point, previous experiences or ability leave us with the vital skills and knowledge they need to be successful individuals, to be able to continue on their educational journey, accessing the curriculum in their next academic year and beyond, understand British values, our school core values alike and have added to their personal cultural capital throughput their time with us. End of Year goals have been set matched to needs of our children, informed by parents, home visits, previous settings and our baseline assessments – our curriculum is designed for children to access sequential learning opportunities to enable to achieve, also preparing them for their lives ahead and enabling them to go into the world as well-educated citizens.

	Autumn		Spring		Summer	
Nursery						
Topics	**All about me!**	**Journeys**	**Dinosaurs**	**Growing and Changing**	**Animals and their Babies**	**Heroes and Adventurers**
T4W	Nursey Rhymes	Brown bear brown bear Dear Santa	Dear Zoo Duck in the Truck	Jaspers Beanstalk Plant a seed	The Hungry Caterpillar Monkey Puzzle	Bear Hunt
RE	Diwali	Christmas	Chinese New Year	Ramadan-Islam	Easter	Celebrating each other!
Artists	Pollack- Pouring and dribbling paint	Andy Goldsworthy- Natural art	Charles R Knight- Dinosaur paintings	Vincent Van Gough- Sunflowers	Alma Thomas- Flower garden (link to summer)	Mondrian- Maps using primary solours and squares
Reception						
Topics	**All about me!**	**Transport: Past and Present**	**Space/Farm**	**Growing and Changing/Farm**	**Kings and Queens**	**Stories from the past**
Literacy						
T4W Supporting texts	**Little Red Hen** The Smartest Giant in Town The Dot A Super Duper You So Much The Best Me The Leaf Thief All Are Welcome	**The Gingerbread Man** Dear Santa Mr Grumpy's Outing Nativity Story Stickman The Gruffalo's Child Bella Gets her Skates on Winter books Transport books	**Whatever Next** What the Ladybird Heard Farmer Duck Chicken Licken Maisy at the Farm A Squash and a Squeeze How to Catch a Star Space fact books Farm fact books	**Three Billy Goats Gruff** Jack and the Beanstalk Oliver's Vegetables Jasper's Beanstalk The Tiny Seed Hungry Caterpillar Life Cycle books	**George and the Dragon** Rapunzel The Princess and the Wizard Zog Zog and the Flying Doctors The Princess and the Pea The Queen's Hat	**Little Red Riding Hood** Three Little Pigs The Hare and the Tortoise Alice in Wonderland Robin Hood King Midas and the Golden Touch (Greek Myth) Greek Myths for young children Anansi the Spider
T4W non-fiction		**Instructions** How to make Gingerbread	**Lists** Write a list of things to take to space	**Recount** Farm Trip – Lower Drayton Use first, next, after that, then, finally	**Character Description** Dragon fact file	**Instructions**
Traditional Rhymes and Poetry	Baa, baa, black sheep Diddle diddle dumpling Hey diddle diddle Hickory dickory dock Early to bed Georgie Porgie	Little Bo Peep Little Jack Horner Little Miss Muffet One, two, buckle my shoe It's raining, it's pouring Rain, rain, go away	Star light, star bright Twinkle, twinkle Jack and Jill Old Mother Hubbard Sing a song of sixpence Old MacDonald had a farm	Ladybird, ladybird Tadpole Little boy blue Mary had a little lamb Mary, Mary, quite contrary	Humpty dumpty She'll be coming round the mountain The Grand Old Duke of York Old King Cole	Jack be nimble Monday's child See saw, Margery Daw Poetry Week

Prime Areas						
Communication & Language Educational Programme The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.						
Nursery Children will know:	- to respond to their name. - how to join in with familiar rhymes simple repeated refrains. Story time - what is required of them to communicate with others.	- to respond to a 1 step instructions. - with support, what they need to do to be effective listeners. - with support, what is expected of them in adult focus sessions. - how to use vocabulary which is new to them. Story time	- to respond to a 2-step instruction. - how to answer 'what' questions. - the key elements of being effective listeners and demonstrate these. - the importance of maintaining focus for longer periods of time.	- to speak in simple sentences. - how to refer to themselves as the first person. - how to begin successful back and forth interactions with others. - how to respond to a simple question such as 'what do you think'	- to use sentences of at; least 4, 5 or 6 words. - how to use joining words in spoken sentences. - how to speak in future and past tense. - how to answer simple why questions.	- a wide range of rhymes, some of which can be recited. - how to talk about books/ stories they are familiar with. - how to retell a short familiar story with confidence. T4W - how to start and continue a conversation with an adult
Reception Children will know:	- what is required of them to engage in story times. - how to retell familiar stories, sometimes using exact repetition of phrases. T4W - how to use a wide range of vocabulary in relevant contexts.	- how to use social phrases appropriately. - how to talk about a range of texts including Fiction and Non-fiction books. Story Time - how to appropriately share their own ideas and thoughts with others. - how to use their imagination to invent their own stories based on a story they know. - how to compare different events and celebrations and talk about the similarities and differences. -Recognising left and right	- how to engage in story times for an extended period of time. - how to talk about and describe familiar texts in detail. - how to compare different events and celebrations and talk about the similarities and differences.	- how to discuss and make comments on their own observations. - how to ask relevant questions. - how to elaborate on their own ideas, thoughts and opinions.	- how to initiate a conversation with others and continue it for many turns. - how to express their own point of view using talk. - engage in non-fiction books. - listen to and talk about stories to build familiarity and understanding.	how to use talk to organise their own play. - listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. - retell a story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. T4W - confidently use new vocabulary in different contexts.
<u>Early Learning Goals</u> • Listen attentively and respond to what they hear with relevant questions, • comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently • introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of						

conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development Programme of Education

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life

Nursery Children will know:	With support, how to wash and dry their hands and how to use the toilets. - how to be in the company of other children. - how to settle to some activities for a short period of time. - class expectations and with support, understand why they are important. E.g. Class agreement	- With support, take turns with others. - About different feelings – happy, sad, angry and worried - With support, understand the words 'yours' and 'mine'.	Why it is important to brush teeth, and wash and dry hands. Oral hygiene -how to play alongside other children. -how to pretend play.	-The importance of maintaining focus for longer periods of time. how to talk about their feelings. - with support, remember class expectations and follow them - with support, find solutions to conflicts and rivalries.	- How to be independent in meeting their own care needs – using toilet, brushing teeth, washing and drying hands -how to play with other children an extend play ideas. -how to take part in pretend play (being a mummy or a daddy). -how other children may be feeling.	-how to talk to others and find solutions to solves conflicts. -remember class expectations, know why they are important and follow them. Transition to Reception
Reception Children will know:	- the difference between simple emotions e.g happy and sad and how these are displayed in different ways. - when supported, how to manage their feelings and what they can do in situations they find challenging. -how to manage their personal needs with support. -who to go to, to seek support of adults when needed. -what makes a good friend. Class Agreement	- how to talk about their own feelings. - What is expected of them in and outside the classroom Core Values - The importance of trying new activities -how to initiate and develop relationships with peers and members of staff.	-how to begin to keep themselves safe and healthy. Oral hygiene School Nurse NSPCC pants That others have feelings and how their actions can impact these. -we have British values and begin to build an awareness of these through everyday practise.	-that everyone is intitled to their own thoughts, views, and opinions and this is ok. - how to mange their own behaviour - have a positive opinion of themselves and understand they have a valuable part to play in everyday life.	-How to set themselves simple, achievable goals - how to persevere with something they are finding challenging. -it is necessary to have to wait for something or someone. A range of strategies, such as using the timer to share resources which will enable them to solve conflicts independently.	-how to be empathetic and sensitive to the needs and feelings of other around them. - to be able to articulate their feelings and begin to understand why they feel this way and what they can do to self-regulate. -how to be confident to try new activities in new situations. -what they need to do to build new secure relationships. Transition to Year1

ELG

- Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- 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 focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Physical Development Programme of Education

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.						
Nursery Children will know:	-The importance of becoming independent. - how to mark make with a variety of media. - how to catch a large ball PE - How to use large movement muscles to wave flags or streamers - how to take part in activities as a group with support.	- with support, which resources are used for different activities -how to hold a pose for up to 5 seconds PE -With support, how to move in diverse ways – run, walk, tiptoe, crawl PE -how to make snips in paper with scissors	- with support be able to put on a coat, get changed and do up a zip. -How to control a pen or pencil by drawing circles, line and pen-pal patterns. Nelson -With support, how to hold scissors correctly. -With support, how to ride a tricycle -How to use move in diverse ways independently	-How to skip and hop -How to use large movement muscles to mark make with purpose Nelson -How to take part in group activities =How to use the correct resource for different activities. -With support, how to manage bulky items	-How to put on a coat, get dressed and undressed and do up a zip independence, -How to ride a tricycle -How to stand on one leg for up to 3 seconds -How to work with others to manage bulky items. (Large scale construction)	- How to hold a pencil in a tripod grip and in their correct hand. Nelson -How to write some letters and draw simple pictures. RWI/Nelson -How to hold scissors correctly and use them independently. -How to use and remember sequences and patterns of movement -How to make up a group activity.
Reception Children will know:	- how to move and stop safely in a space. - how to move in different ways and travel in different directions. Outside PD sessions - how to use a pincer grip/tripod grip effectively in preparation for writing fluency. (Nelson) - to use tools safely and effectively with support.	-how to engage in ring games such as Farmer in the Den and Ring a Roses.Outside PD sessions -to hold scissors correctly and cut along a line/zig zag -how to use tri-pod grip during mark making -how to form some letters correctly -how to use a knife and fork to aid them when eating.	-how to ride a scooter and tricycle and be able to stop safely. - how to negotiate obstacles whilst moving a variety of ways. - the importance of exercising and developing their core muscles skills to enable them to access a range of skills such as catching, writing, climbing. Climbing wall/ adventure trail - the importance of helmets when riding a bike. - how to safely get on and off their balance bike.	-how to ride and steer a balance bike. -how to explore and experiment with a wider range of equipment and them with more control. -and recognise the changes that occur in their bodies when we exercise. Large scale construction. -To use a knife appropriately to cut food. Lunchtimes/ malleable - how to use the balance bike handlebars to steer in different directions.	-how to refine a range of balls skills and use them appropriately. throwing, catching, kicking, bating, aiming - what skills are needed to enable them to be able to handle a bike and begin to ride safely. - to be able to use a sequence of movements with some change in levels, direction, or speed. - how to safely get on and off their pedal bike. -how to begin to use the pedals to cycle. - how to stop their pedal bike safely and begin to use their breaks.	-how to participate in sporting events -how to participate in different athletic races and events. Sports day -how to show good agility, balance, and co-ordination. -how to combine different movements with ease and fluency. -how to use relevant vocabulary when -observing changes in self and others when exercising.
KL						
Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. 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. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility						
ELG • 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. old a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases. • Use a range of small tools including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.						

Literacy Programme of Education It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)						
Nursery Children will know:	Children will know: - there are a variety of different ways to mark make and how to make them. - how to join in with familiar rhymes simple repeated refrains. - how to change characters in Nursery rhymes. T4W - instruments and voices can make loud and quiet sounds	Children will know: - how to handle a book correctly and turn the pages - how to draw circles and lines - some stories or rhymes will have new words in them T4W - different objects or animals will make different sounds - how to differentiate between sounds made from objects or animals.	Children will know: -That mark making has a meaning -That text is read from left to right and from top to bottom -How to change characters in traditional stories T4W	Children will know: -Their name can be changed to a rhyming word -Initial sound of their name -With support, how to use new vocabulary during the school day	Children will know: -How to use some of their print and letter knowledge in their early writing. -Words with the same initial sound -The names of different parts of a book -How to make up their own simple story by changing a character T4W	Children will know: -how to write some or all of their name. -how to form some letters accurately. -all set 1 sounds of the RWI programme. -how to Fred talk simple 1 syllable words
Reception	Children will know: - how to hold a book, the correct way up and turn pages from right to left following text where applicable. - how to talk about and retell stories they know, and which are their favourites stories/books and why. - how to read individual letters by saying the sounds for them. - how to form taught letters correctly. -how to write some or all of their name. -all set 1 sounds of the LW programme. -how to blend simple 1 syllable words.	Children will know: -how to talk about a book they have chosen to read & explain why they have chosen it. -how to blend sounds to read some simple words. -how to segment sounds to be able to write some simple words. -what a sentence is and their key features such as capital letters and full stops. - and be able to talk about the characters, settings, authors, illustrators in books. - some letter names, using these as appropriate.	Children will know: - how to Read some letter groups that each represent one sound and say sounds for them. - how to read some tricky words - how stories are structured. - how to segment and blend to read and write simple words and captions. - how to write for different purposes and to communicate meaning.	Children will know: - how to read simple phrases and sentences made up of words with known letter–sound correspondences and 'red words' consistently. - how to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. - how to read some simple captions/sentences and understand what they have read – answering appropriate questions. - how to write to share ideas and thoughts. - how to write simple Sentences.	Children will know: - how to begin to use some punctuation - how to develop the use of adjectives. - what conjunctions are and to begin to use them. - how to sound outmore complex words in independent reading and writing - how to begin to write captions and simple sentences with growing accuracy and independence	Children will know: - how to write captions and sentences using some punctuation - how to develop Narrative writing skills - how to confidently use adjectives - how to re-read what they have written to check that it makes sense.
Early Learning Goals: Comprehension Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Word Reading - Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing Children - at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.						

Mathematics Programme of Education Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.						
Nursery Children will know	Subitising one or not one. How to say number names in sequence Saying one number name for each item when counting. Exploring the composition of number 3 Comparison using more than when looking at a group of objects. To name 2D shapes and talk about them with informal language. To name 3D shapes and talk about them with informal language. To select shapes appropriately. To describe a familiar route.	How to count up to 5 objects. Showing numbers to 5 Comparing using language of less than when looking at a group of objects. Exploring the composition of number 4 and 5 . Counting Using one number name for each item when counting up to 3. Knowing the last number that is said is the amount. (Cardinal principle) To describe a familiar route. To understand position through words.	Subitising to 3 focusing on die patterns. Match numerals to quantity Understanding ordinal numbers 1st, 2nd, 3rd Exploring the composition of five Comparing groups of objects equal and not equal up to 5. To talk about and identify patterns. To extend and create ABAB patterns. To notice and correct an error in a repeating pattern.	Knowing the last number that is said is the amount. (Cardinal principle) Counting objects using one number name for each up to 5. Comparison of groups using language of more than less than and equal. Solving real life problems with numbers to 5. To compare the size and length of objects.	- Recite numbers Subitising to 3 including in structured arrangements. Comparison of groups using language of more than less than and equal. To make comparisons between weight and capacity.	Should I subitise or should I count. Comparing groups of up to 5 by matching. Solving real life problems with numbers to 5. Consolidation for shape space and measure units.
Reception Children will know	Subitising within 3. Focusing on counting skills to 5. Explore how all numbers are made of 1s. Focus on composition Subitising objects and sounds to 5 Comparison of sets just by looking. Language of more than and fewer than for comparison. The names and properties of 2D shapes. The names and properties of 3D shapes. To select rotate and manipulate shapes	Focus on counting skills Focus on the five-ness of five using one hand and the die pattern for 5. Comparison of sets by matching. Use of language of comparison more than, fewer than, an equal number. Explore the concept of 'whole' and 'part' Composition numbers Practice object counting skills. Match numerals to quantities within 10. Verbal counting beyond 20. To understand positional language without gestures.	Subitising familiar numbers Match numerals to quantities within 10. Counting- focus on ordinality and the staircase pattern. See that each number is one more than the previous number. Composition of familiar numbers Compare sets and use language of comparison more than, fewer than, an equal number to. Make equal and unequal sets. To continue, copy and create repeating patterns.	Focusing on ordering of numbers to 10 Use language of less than Doubles- explore how some numbers can be made with two equal parts. Sorting numbers according to attributes- odd and even numbers. To compare length. Conceptual understanding of addition and subtraction	Counting- larger sets and things that cannot be seen. Subitising- to 6, including in structured arrangements. Composition- '5 and a bit' Composition of 10. Comparison linked to ordinality. To compare weight and capacity. Finding half and double	Subitise to familiar numbers Automatic recall of bonds to 10 Composition of numbers to 10. Comparison. Number patterns. Counting Consolidation for shape space and measure units. Conceptual understanding of adding and subtracting
Early Learning Goals • Children at the expected level of development will: • Have a deep understanding of number to 10, including the composition of each number.						

- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- Children at the expected level of development will: -
- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; -
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding The World Programme of Education Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension						
Nursery Children will know:	- to recognise themselves and be able to talk about their features (hair colour, eye colour) - who lives with them at home. - how birthdays and other events can eb celebrated Birthday celebrations - With support, naming and describing important people to them Differences between themselves and others. - How to make connections between their family and others. -Names for farm animals (Little Red Hen T4W) -to begin to understand how different areas in school have similarities and differences transition -to begin to understand there are different occupations	- How to explore and talk, with support about new environments. Forest School sessions - How to talk about the weather each day -With support, how to celebrate different events Christmas, Diwali etc. - How to explore, with support, new environments and natural materials Forest School sessions -about Autumn and the changes in October and November. -There are different countries in the world -how to talk about similarities and differences between where they live and someone else -how different areas in school have similarities and differences transition	-different forces they can feel, with support -begin to talk about differences between materials -about Winter and the weather in the months of January and February -about Valentine's Day and Chinese New Year and how people celebrate these events Chinese new year Valentines day - that astronauts landed on the moon	-how to explore properties of different and similar materials -about Spring and the weather in March and April Nature walk -about Pancake Day, Mother's Day and Easter and how people celebrate these events Pancake day Mothers day Easter -how to talk freely about the outside environment - How the state of food changes when heated (Cooking) - How food can be made. Cooking and baking -how to plant seeds and care for growing plants --the life cycle of a plant and animal, with support butterflies -how to care for all living things and the environment, with support -about Spring and the weather in the months of March and April- Nature walks	-that our country is rued bya monarch. (King Charles) -the people in the royal family - we live in the united Kingdom - to talk about what they see using a wide vocabulary. - begin to make sense of their own family's history. - continue developing positive attitudes about the differences between people. - know that there are different countries in the world.	=how to show an interest in different occupations -about Summer and the weather in the months of June and July Nature Walk

Reception	- About their families and will be able to talk about members of their family and how they are related to them. - how to talk about the key features of their immediate environment - How to identify different seasons and types of weather - the names of different parts of their bodies. - why Harvest means, why crops are harvested and why this time of year is celebrated by Christians -The history behind different events Black History Month Picasso- portrait collages	- how to draw on past experiences e.g Christmas, birthday and other special celebrations - that there are many countries around the world -the signs of Autumn -how to use their senses to describe the weather -that people around the world have different religions and Diwali is celebrated by certain faiths. Diwali enrichment day - the Christmas story and why it is important to Christians. Nativity performance - how to create a simple map with key features Maps? The history behind different events Bonfire Night etc - how to talk about the features of their own environment local and compare it those they are familiar with from prior experiences. - that different cultures and people around the world celebrate in different ways. walk around local area how to create and follow simple maps. - how transport has changed - who invented the steam train - road safety - understand that some places are special to members of their community. Artist study- Kandinsky Circles	- how to recognise Differences and similarities between our environment and those of others. - that different cultures and people around the world celebrate in different ways. Chinese New Year walk around local area - how to keep ourselves safe when using the internet. - how to use iPad to access the internet. - there are different planers in our solar system Artist study- Starry night – Van Gogh	- how to explore the natural world around them, making observations and drawing pictures of animals and plants. - how to talk about past and Present events including what they have done so far this school year and what they would like to do before the end of the year (in the future) - how to show respect and care for the natural environment - that things can change - how to make simple observations about cause and effect. Looking again at seasons and change Ice investigations - how to talk about their previous experiences and compare these to new ones. - the properties of different materials which would be best for a given job through experimenting talking about their findings. - what animals need to be cared of and looked after. -the name of some animals and their off spring. Andy Goldsworthy- Nature art	-that our country has a government who people vote for. - we live in England which is part of the United Kingdom. -How to compare where we live to busy cities or quiet villages - the name of some important landmarks. - comment on images of familiar situations in the past. - understand that some places are special to members of their community. -recognise some similarities and differences between life in this country and other countries. -recognise some environments that are different from the ones in which they live. Artist Study- Collage using fruit- Guiseppe Arcimboldo	-The roles and responsibilities of key people in the local community. Community visitors - talk about holidays they have been on or days out they have had, showing understanding of the past. - talk about what they experienced. The 4 difference seasons and how the weather typically presents during these times. Understanding there is a cycle of seasons. - How to use new and ambitious vocabulary to share their findings, thoughts and opinions. -understand the effect of the changing seasons on the natural world around them. Van Gogh- Sunflowers
Key vocabulary linked to NC subjects (including but not limited to)	RE	belief, faith, Christian, Christianity, God, Jesus, bible, church, cross, baptism, Hindu, Hinduism, Brahma, aum, temple, Jew, Judaism, synagogue, Muslim, Islam, Mohammed, Allah, Qu'ran, mosque				
	History	present, past, now, then, yesterday, today, time, day, week, month, year, remember, same, different, similar, castle, king, queen, knight, legend, family tree, relative, relative names				
	Geography	polar region, desert, rainforest, jungle, beach, park, village, town, city, country, world, globe, earth, map, path, street, road, bridge, building, sea, river, lake, stream, forest, wood, weather, seasons, left, right				

	Science	question, answer, explore, test, experiment, investigate, predict, sort, group, record, compare, describe, force, magnetic, non-magnetic, freeze, melt, boil, change, sink, float, plant, grow, flower, tree, soil, roots, stem, stalk, leaves, petals, trunk, branches, seed, bud, blossom, life-cycle, body parts, baby, adult, human, wood, metal, plastic, glass, rock, hard, rough, smooth, tadpole, froglet, frog, caterpillar, egg, butterfly, cocoon, chrysalis, planets, astronaut, rocket
	computing	technology, internet, iPad, app, camera, switch, digital, website, mobile phone, computer, laptop, mouse, keyboard, click, open, close, program, type, record, play, headphones, speaker, volume

Early Learning Goals

Past and Present Children at the expected level of development will:

Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. The Natural World Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

Expressive Arts and Design Programme of Education

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develop

Nursery Children will know	-how to sing and perform simple rhymes and songs. T4W - how to engage in simple pretend play, using everyday objects and adding roles in play. - The names of colours and the impact of colour mixing. - how to explore musical instruments and understand that they make different noises -how to draw simple faces.	- with support, how to play with others in simple pretend play - with support, how to make simple buildings or structures with 3D blocks - some names for musical instruments - with support, how to perform some rhymes and songs - with support, how to perform a simple repetitive dance routine Nativity	- how to join different materials and explore different textures, with support -begin to develop stories with small words equipment -how to recite and perform simple stories T4W -how to make imaginative small worlds	-how to develop their own ideas and decide which materials to use to express themselves -how to draw faces and other objects with increasing detail Celebration cards -exploring the mixture of colours and beginning to look for patterns in this e.g. white makes colours lighter.	- how to freely choose materials to create pictures and artwork - how to join in with class singing, dancing and performing	-how to use drawings to represent ideas like movement or loud noises -how to show different emotions in their drawings and paintings - how to respond to what they have heard, expressing their thoughts and feelings -how to create their own songs -how to improvise a song that they know
Reception children will know	- how to create simple representations of people and objects using different techniques. -how to use the role play area to draw upon experiences they have experienced at school or at home -how to explore about and talk about colour.	- the roles of composers and artists - the Artwork of Kandinsky's 'Circles' Artist Study -how use painting techniques from artists to inspire their own work. -how to perform and sing in a Nativity Infront of an audience. Nativity/ performances -How to talk about and compare different types of music.	- how to join in with simple songs remembering some of the words. -how to move to musical stimuli in a variety of ways. - The Artwork of Van Gough 'Starry Night' Artist Study -how to develop storylines and add these into their role play. - how to talk about and add texture/ effects to their work	- how to use a variety of media to create different effects and use these independently in their work. - to explore and play a range of instruments - how to tap out simple repeated rhythms and make some up showing interest in the way musical instruments sound. -how to use their voices when role playing o creates different effects. - how create observational drawings Celebration Cards	-how to work collaboratively with others to share ideas, develop and act out roles in role play. -how to construct with a purpose and use joining techniques effectively. - how to design, adapt and modify their work accordingly.	-how to watch performances and be a good audience member, expressing their feelings and responses. -how to lead a performance with words, poems and song in front of an audience. (T4W performance) -how to use their knowledge of colour, texture and effect to apply to their work independently. Painting techniques, design apply collage

		Singing Assembly :-how to engage with music, songs and dance from around the world.		-how colours mix to make new colours, and which colours they make e.g. red and yellow make orange		
Key vocabulary linked to NC subjects (including but not limited to)	Art	paint, draw, colour, mark-make, lines, circles, shapes, colour, mix, primary, secondary, texture, form, sculpt, shape, print, technique, pattern, artist, imprint				
	Music	appearance, design, make, build, model, cut, join, shape, create, decorate, tools, ingredients, recipe				
	Design Technology	song, chorus, verse, tune, percussion instrument names, rhythm, pulse, beat, pitch, tempo, dynamic, compose, dance, move, perform, style				
Early Learning Goals • Safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. • Invent, adapt, and recount narratives and stories with peers and their teacher. • Sing a range of well know nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.						
***A skill and/or knowledge that is taught or gained in any area of learning is not limited to the term in which it is and will be continued to support and developed through the children's time in Early**						