

| Reception Long Term Plan |                                                                                                                                                                                    |                                                                                                                                               |                                                                                                                                                                                                  |                                                                                                                                                        |                                                                                                                                                          |                                                                                                                               |
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|                          | Term 1                                                                                                                                                                             | Term 2                                                                                                                                        | Term 3                                                                                                                                                                                           | Term 4                                                                                                                                                 | Term 5                                                                                                                                                   | Term 6                                                                                                                        |
| Themes                   | <b>Marvellous Me</b><br>My new class<br>My family<br>My town<br>My Relationships<br>My feelings<br>My strengths<br>Looking after myself<br>Healthy & Unhealthy<br>Houses and Homes | <b>Amazing Autumn</b><br>Hibernating Animals<br>Habitats<br>Bonfire Night<br>Remembrance Day<br>Environmental Changes<br>Weather<br>Christmas | <b>It's Freezing</b><br>Environmental Changes<br>Weather<br>Polar Regions<br>Polar Animals<br>Dressing for the weather<br>Changes in state<br>Chinese New Year<br>Pancake Day<br>Valentine's Day | <b>Super Spring</b><br>Plants & Flowers<br>Life Cycles of Plants<br>Recycling<br>Spring Animals<br>Life Cycles<br>Having courage.<br>How do we change? | <b>Great Explorers</b><br>Exploring: Under the Sea<br>Exploring: Dinosaurs<br>Exploring: Outer Space<br>Light and Dark<br>Forces<br>Floating and Sinking | <b>On Safari</b><br>Summer<br>Environmental Changes<br>Weather<br>Hot climates<br>Dessert Animals<br>Safari Animals<br>Africa |
| Celebrations             | Harvest<br>Halloween                                                                                                                                                               | Diwali<br>Remembrance Day<br>Bonfire Night<br>Christmas                                                                                       | Chinese New Year<br>Valentine's Day<br>Pancake Day                                                                                                                                               | Mother's Day<br>Easter<br>World Book Day                                                                                                               | Ramadan<br>Eid                                                                                                                                           | Father's Day                                                                                                                  |
| Core Texts               | The Same But Different<br><br>The Colour Monster<br><br>Goldilocks and the Three Bears                                                                                             | Don't Hog the Hedge<br><br>Stick Man<br><br>The Gruffalo<br><br>Binny's Diwali                                                                | The Runaway Iceberg<br><br>Lost and Found<br><br>The Girl who went to the Arctic                                                                                                                 | The Very Hungry Caterpillar<br><br>Oliver's Vegetables                                                                                                 | We're Going to find the Monster.<br><br>Rainbow Fish<br><br>One Day on our Blue Planet                                                                   | Handa's Surprise<br><br>Giraffes can't dance                                                                                  |
| Rhymes/Songs             | My Body Song (Twinkl)                                                                                                                                                              | I'm a Little Hedgehog (Twinkl)                                                                                                                | In the Winter (Twinkl)                                                                                                                                                                           | From an Egg to a Butterfly (Twinkl)                                                                                                                    | 5 Little Men in a Flying Saucer                                                                                                                          | On Safari (Twinkl)                                                                                                            |
| Sandal Magna Promise     | Visit the Library                                                                                                                                                                  | Go on a local walk                                                                                                                            |                                                                                                                                                                                                  | Have and Easter egg hunt<br>Grow a flower                                                                                                              | Build a Den                                                                                                                                              | Have a Water Fight                                                                                                            |
| Trips/Experiences        | Visit the Library                                                                                                                                                                  | Local Walk                                                                                                                                    |                                                                                                                                                                                                  | Tropical Butterfly World<br>Caterpillars/ Chicks                                                                                                       | WMS Space Journey<br>Workshop                                                                                                                            | Water Fight<br>Safari Party                                                                                                   |
| Other Texts              | <b>Fiction</b><br>The Three Little Pigs                                                                                                                                            | <b>Fiction</b><br>Little Acorn                                                                                                                | <b>Fiction</b><br>Jolly Snow                                                                                                                                                                     | <b>Fiction</b><br>The Enormous Turnip                                                                                                                  | <b>Fiction</b><br>Ocean Meets Sky                                                                                                                        | <b>Fiction</b><br>Handa's Hen                                                                                                 |

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|                    | <p>The Three Billy Goats Gruff<br/>In every house on every street<br/>The Dot<br/>A handful of Buttons<br/>Funny Bones</p> <p><b>Non-Fiction</b></p> | <p>We're Going on a Leaf Hunt<br/>Wide Awake Hedgehog<br/>Squirrel's Autumn Search<br/>The Scarecrow's Wedding</p> <p><b>Non-Fiction</b><br/>All About Autumn</p>  | <p>The Curious Polar Bear<br/>One Snowy Night<br/>Ten Little Lights</p> <p><b>Non-Fiction</b><br/>All About Winter<br/>Signs of Winter</p>                                                     | <p>Brenda's Boring Egg<br/>Oliver's Vegetables<br/>Rubbish<br/>A Tiny Seed<br/>The Cautious Caterpillar<br/>The Perfect Ribbit</p> <p><b>Non-Fiction</b><br/>Growing Frogs</p> | <p>Aliens Love Underpants<br/>Whatever Next<br/>The Smeds and the Smoos</p> <p><b>Non-Fiction</b><br/>Meet the Oceans</p> | <p>The Ugly Five<br/>Bug's Big Trip</p> <p><b>Non-Fiction</b><br/>On Safari</p> |
| Executive Function | <p><i>Planning</i><br/>Understand simple instructions</p> <p><i>Emotional control</i><br/>Labelling own emotions and emotions of others</p>          | <p><i>Time Management</i><br/>Begins to understand time concepts (seasons, days, weeks)</p> <p><i>Working Memory</i><br/>Follows along to songs with movements</p> | <p><i>Task organisation</i><br/>Able to independently start and complete a task of at least 10 minutes</p> <p>Problem solving<br/>Able to show decision making and turn taking during play</p> |                                                                                                                                                                                |                                                                                                                           |                                                                                 |

| Literacy<br>Comprehension, Word Reading and Writing |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                             | ELG                                                                                                                                                                                                                                                                                          |
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| Book stimulus and key vocabulary                    | <b>Autumn 1</b><br><i>The Same But Different</i><br><b>Same Different</b><br><br><i>The Colour Monster</i><br><b>Feelings</b><br><b>Fear</b><br><b>Calm</b><br><br><i>Goldilocks and the Three Bears</i><br><b>Family</b><br><b>Scared</b><br><b>Angry</b> | <b>Autumn 2</b><br><i>Don't Hog the Hedge</i><br><b>Hibernation</b><br><br><i>Stick Man</i><br><b>Rhyming</b><br><b>Christmas</b><br><br><i>The Gruffalo</i><br><b>Friend</b><br><b>Describe</b><br><br><i>Binny's Diwali</i><br><b>Diwali</b><br><b>Diya Lamp</b>                                                 | <b>Spring 1</b><br><i>The Runaway Iceberg</i><br><b>Iceberg</b><br><b>Flippers</b><br><b>Penguin</b><br><br><i>Lost and Found</i><br><b>Lost</b><br><b>Mountains</b><br><b>Lonely</b><br><br><i>The Girl who went to the Arctic</i><br><b>Arctic</b><br><b>Polar Bear</b> | <b>Spring 2</b><br><i>The Very Hungry Caterpillar</i><br><b>Caterpillar</b><br><b>Cocoon</b><br><b>Butterfly</b><br><br><i>Oliver's Vegetables</i><br><b>Vegetables</b><br><b>Garden</b><br><b>Grow</b>                                                                                                             | <b>Summer 1</b><br><i>We're Going to find the Monster.</i><br><b>Explore</b><br><b>Brave</b><br><br><i>Rainbow Fish</i><br><b>Share</b><br><b>Selfish</b><br><br><i>One Day on our Blue Planet</i><br><b>Non-Fiction</b><br><b>Information</b>                                                                            | <b>Summer 2</b><br><i>Handa's Surprise</i><br><b>Surprise</b><br><b>Friendship</b><br><br><i>Giraffes can't dance</i><br><b>Kindness</b><br><b>Perseverance</b>                                                                                             | <p>Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple phrases and sentences that can be read by others.</p>                                            |
| Phonics progression                                 | <b>Phase 2 graphemes</b><br>s a t p l n m d g o c k c k<br>e u r h b f l<br><br><b>Tricky words</b><br>Is I the                                                                                                                                            | <b>Phase 2 graphemes</b><br>ff ll ss j v w x y z zz qu ch<br>sh th ng nk<br><br>- Words with -s /s/ added at the end (hats, sits)<br>- Words ending in s (z) (his) and with -s /z/ added at the end (bags sings)<br><br><b>Tricky words</b><br>Put pull full as and has his her go no into she push he of we me be | <b>Phase 3 graphemes</b><br>ai ee igh oa oo oo ar or<br>ur ow oi ear air er<br><br>- Words with double letters<br>- Longer words<br><br><b>Tricky words</b><br>Was you they my by all are sure pure                                                                       | <b>Review Phase 3</b><br>- Words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words.<br>- Words with s /z/ in the middle.<br>- Words with -s /s/ /z/ at the end.<br>- Words with -es /z/ at the end.<br>-<br><b>Tricky words</b><br>Review all taught so far. | <b>Phase 4</b><br>- Short vowels with adjacent consonants<br>- CVCC CCVC CCVCC CCCVC CCCVCC<br>- Longer words and compound words<br>- Words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est<br>-<br><b>Tricky words</b><br>Said so have like some come love do were here little says there when what one out today | <b>Phase 4 graphemes</b><br>Phase 3 long vowel graphemes with adjacent consonants<br>- CVCC CCVC CCCVC CCV CCVCC<br>- Words ending in suffixes: -ing, -ed /t/ -ed /id/ / ed/, -est<br>- Longer words<br><br><b>Tricky Words</b><br>Review all taught so far | <p>Say a sound for each letter in the alphabet and at least 10 digraphs;</p> <p>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> |
| Oral                                                | - Story retell (use story language from the text)<br>- Recounting events<br>- Poetry                                                                                                                                                                       | - Story retell (use story language from the text)<br>- Recounting events<br>- Poetry                                                                                                                                                                                                                               | - Story retell (use story language from the text)<br>- Recounting events<br>- Poetry                                                                                                                                                                                      | - Story retell (use story language from the text)<br>- Recounting events<br>- Poetry                                                                                                                                                                                                                                | - Story retell (use story language from the text)<br>- Recounting events<br>- Poetry                                                                                                                                                                                                                                      | - Story retell (use story language from the text)<br>- Recounting events<br>- Poetry                                                                                                                                                                        | <p>Demonstrate understanding of</p>                                                                                                                                                                                                                                                          |

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|                                                                    | <p>- Rhymes</p> <p>Teacher modelling 2-3 simple sentences in the right order.</p> <p>Make comments about what they have heard.</p>                                                                                                   | <p>- Rhymes</p> <p>Teacher modelling 2-3 simple sentences in the right order.</p> <p>Make comments about what they have heard.</p>                                                                                                                                                             | <p>- Rhymes</p> <p>Teacher modelling 2-4 simple sentences in the right order. Echo recall. Begin to expose children to a compound sentence.</p> <p>Participate in small group discussions, offering their own ideas and using new vocabulary.</p> <p>Make comments about what they have heard.</p>                                                                                                                | <p>- Rhymes</p> <p>Teacher modelling 2-4 simple sentences in the right order. Echo recall. Begin to expose children to a compound sentence.</p> <p>Participate in small group discussions, offering their own ideas and using new vocabulary.</p> <p>Make comments about what they have heard.</p> <p>Ask questions to clarify their understanding (e.g.. “why was he sad?”)</p>                                                                                                                       | <p>- Rhymes</p> <p>Teacher modelling 2-4 simple and compound sentences in the right order.</p> <p>Participate in whole class discussions, offering their own ideas and using new vocabulary.</p> <p>Express their ideas and feelings in full sentences, including use of the correct tense and conjunctions.</p> <p>Ask questions to clarify their understanding (e.g.. “why was he sad?”)</p>                                                                             | <p>- Rhymes</p> <p>Teacher modelling a mixture of simple and compound sentences in the right order.</p> <p>Participate in whole class discussions, offering their own ideas and using new vocabulary.</p> <p>Express their ideas and feelings in full sentences, including use of the correct tense and conjunctions.</p> <p>Ask questions to clarify their understanding (e.g.. “why was he sad?”)</p>                                                                     | <p>what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>Anticipate – where appropriate – key events in stories</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> |
| <p><i>Progression of writing skills (new skills in yellow)</i></p> | <ul style="list-style-type: none"> <li>▪ Mark making.</li> <li>▪ Hold a pencil correctly.</li> <li>▪ Letter formation and orientation.</li> <li>▪ Record initial sounds of words.</li> <li>▪ Write and record their name.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Mark making.</li> <li>▪ Hold a pencil correctly.</li> <li>▪ Letter formation and orientation.</li> <li>▪ Record initial sounds of words.</li> <li>▪ Write and record their name.</li> <li>▪ Write CVC words with sounds they already know.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Mark making.</li> <li>▪ Hold a pencil correctly.</li> <li>▪ Letter formation and orientation.</li> <li>▪ Write and record their name.</li> <li>▪ Write CVC words with sounds they already know.</li> <li>▪ Write one simple, dictated captions (2-3 words) with sounds they already know.</li> <li>▪ Know that words are individual units with finger spaces.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Mark making.</li> <li>▪ Hold a pencil correctly.</li> <li>▪ Letter formation and orientation.</li> <li>▪ Write CVC words with sounds they already know.</li> <li>▪ Know that words are individual units with finger spaces.</li> <li>▪ Write one simple dictated sentence (3-4 words) with sounds they already know with adult support.</li> <li>▪ To be able to compose a sentence and record this using the sounds they know with adult support.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Mark making.</li> <li>▪ Hold a pencil correctly.</li> <li>▪ Letter formation and orientation.</li> <li>▪ Write words with sounds they already know.</li> <li>▪ Write one simple, dictated captions (3-4 words) with sounds they already know.</li> <li>▪ Know that words are individual units with finger spaces.</li> <li>▪ To be able to compose an independent sentence and record this using the sounds they know.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Mark making.</li> <li>▪ Hold a pencil correctly.</li> <li>▪ Letter formation and orientation.</li> <li>▪ Write words with sounds they already know.</li> <li>▪ Know that words are individual units with finger spaces.</li> <li>▪ To be able to compose an independent sentence and record this using the sounds they know.</li> <li>▪ Write two simple, dictated sentences (5-6 words) with sounds they already know.</li> </ul> | <p><b><i>(PD – fine motor)</i></b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p>                                                                                                                                                                                      |

| <b>Mathematics</b><br>White Rose Maths/NCTEM |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                        |                                                                                                                                                                                   | <b>ELG</b>                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>Key vocabulary</b>                        | <b>Autumn 1</b>                                                                                                                                                                                                                          | <b>Autumn 2</b>                                                                                                                                                                                                                                                                           | <b>Spring 1</b>                                                                                                                                                                                                                            | <b>Spring 2</b>                                                                                                                                                                                                                                                            | <b>Summer 1</b>                                                                                                                                                                                                        | <b>Summer 2</b>                                                                                                                                                                   | Have a deep understanding of number to 10, including the composition of each number;<br><br>Subitise (recognise quantities without counting) up to 5.<br><br>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.<br><br>Verbally count beyond 20, recognising the pattern of the counting system |
|                                              | <b>Subitise</b><br><b>Pattern</b><br><b>More than</b><br><b>Fewer than</b>                                                                                                                                                               | <b>Smaller/larger</b><br><b>Order</b><br><b>Whole</b><br><b>Same</b><br><b>Different</b>                                                                                                                                                                                                  | <b>Heavier/Lighter</b><br><b>Most/Least</b><br><b>Pairs</b>                                                                                                                                                                                | <b>Odd</b><br><b>Even</b><br><b>Double</b><br><b>Equal</b><br><b>Unequal</b>                                                                                                                                                                                               | <b>Number bonds</b><br><b>Between</b><br><b>Above</b><br><b>Through</b>                                                                                                                                                | <b>One more</b><br><b>One less</b><br><b>Grouping</b><br><b>Sharing</b><br><b>Repeat</b>                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Mastering Number Curriculum</b>           | -To subitise to 3<br>-To count, cardinality and ordinality (count to 5)<br>-To know the composition of 3 and 4<br>-To know subitising of 2, 3 and 4 – making patterns<br>-To compare objects<br>-Assess, review, recap and consolidation | - To count, cardinality and ordinality (the number 5)<br>-To compare numbers to 5<br>-To know composition – parts and wholes<br>-To know composition of 3, 4 and 5<br>-To count, cardinality and ordinality (up to 10) and recognise numerals<br>-Assess, review, recap and consolidation | -To subitise dots to six and match to numeral<br>-To recognise and order numbers 1 - 5<br>-To know composition of 5<br>-To know composition of 6 and 7<br>-To know comparison of numbers 1 - 6<br>-Assess, review, recap and consolidation | - To know composition of 6-8 and above<br>-To compare numbers to 8<br>-To know composition of 7<br>-To know composition – two equal parts and doubles<br>-To know composition – two equal parts and doubles / odds & even tops<br>-Assess, review, recap and consolidation | - To count larger amounts<br>-To subitise to 6 and use tens frames<br>-To compose and represent numbers to 10<br>-To structure of the number 10<br>-To order numbers to 10<br>-Assess, review, recap and consolidation | -To subitise to 5 rekenrek<br>-To know number patterns – review and assess<br>- To count – review and assess<br>- To count - review and assess<br>- To recall – review and assess |                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>White Rose Curriculum</b>                 | -To subitise to 3<br>-To know how 2 is made<br>-To compare amounts (size, capacity and length)<br>-1:1 counting<br>-To use positional language<br>-To know more than/fewer than<br>-To sequence events (first, then, after)              | -To represent, compose, order and compare numbers to 5<br>-To subitise to 5<br>-To combine 2 groups<br>- To understand whole and parts<br>-To rote count beyond 5<br>-To identify shapes                                                                                                  | -To explore number bonds to 5<br>-To represent, compose, order and compare numbers to 7<br>-To verbally count beyond 20<br>-To compare amounts in mass and capacity<br>-To make pairs                                                      | -To explore number bonds to 8<br>-To identify one more and one less<br>-To introduce odd and even numbers<br>-to explore time and height<br>-To make AAB/ABB repeated patterns<br>-To identify and explore 3D shapes<br>-To know doubles<br>-To order quantities to 10     | -To explore number bonds to 9<br>-To use positional language to describe arrangements of objects<br>-To verbally count beyond 20 starting at different numbers                                                         | -To explore number bonds to 10<br>-To build and identify numbers to 20<br>-To apply knowledge in different contexts                                                               | Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; 29<br><br>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<br>Links to Science |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | ELG                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| Key focus and key vocabulary                | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Autumn 2                                                                                                                                                                                                                                                                   | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                             | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>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</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> |
|                                             | <p><i>Harvest Festival</i><br/>Where do they grow?<br/><b>Farmer</b><br/><b>Fruit</b><br/><b>Vegetable</b><br/><b>Combine Harvester</b></p> <p><i>Healthy eating</i><br/>How do we have a healthy lifestyle?<br/><b>Healthy</b><br/><b>Unhealthy</b></p>                                                                                                                                                                                                                                                                                                                                                          | <p><i>Seasons</i><br/>Focus on Autumn<br/><b>Change</b><br/><b>Leaves</b><br/><b>Decay</b><br/><b>Conkers</b></p>                                                                                                                                                          | <p><i>Melting and Freezing</i><br/>Exploring ice and how it is formed.<br/><b>Melt</b><br/><b>Freeze</b></p> <p><i>Penguin/egg</i><br/>Explore the penguin life cycle<br/><b>Bird</b><br/><b>Egg</b></p>                                                                                                                                                                                                                             | <p><i>Recycling</i><br/>Sorting different materials<br/><b>Recycle</b></p> <p><i>Life Cycles</i><br/>Watching chicks and caterpillars grow.<br/><b>Transform</b></p> <p><i>Plants</i><br/>What plants need to grow<br/><b>Sunlight</b><br/><b>Seed</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><i>Light and Dark –</i><br/>How are shadows made?<br/><b>Shadow</b><br/><b>Torch</b></p> <p><i>Forces</i><br/>Explore how things move.<br/><b>Push</b><br/><b>Pull</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><i>Hot Climate Animals</i><br/>Who lives where?<br/><b>Lion</b><br/><b>Giraffe</b><br/><b>Tiger</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Curriculum objectives                       | <ul style="list-style-type: none"> <li>To know that to grow, humans need warmth, food and water.</li> <li>To know fruit and vegetables can grow on trees, underground and some on plants.</li> <li>To identify that autumn comes after summer</li> <li>To notice that leaves change colour after summer</li> <li>To describe foods that are healthy (fruits, vegetables, milk) and describe where these foods come from</li> <li>To know that drinking water keeps us hydrated and keeps us healthy.</li> <li>To know that exercise (such as running and jumping) keeps our hearts strong and healthy.</li> </ul> | <ul style="list-style-type: none"> <li>To notice that autumn becomes colder.</li> <li>To identify that some fruits and nuts fall to the ground (e.g. conkers)</li> <li>Some animals collect food to get ready for winter and some animals prepare to hibernate.</li> </ul> | <ul style="list-style-type: none"> <li>To recognise that when water gets very cold, it freezes.</li> <li>To know that winter comes after autumn.</li> <li>To describe how ice melts when it gets warm and turns back into water</li> <li>To identify that penguins lay eggs.</li> <li>To observe that bird eggs hatch into chicks, which grow into adult birds.</li> <li>To know that during winter, it gets even colder.</li> </ul> | <ul style="list-style-type: none"> <li>To understand that we can turn old things into new things, instead of throwing them away.</li> <li>To sort materials (plastic, paper, glass and metal)</li> <li>To describe that littering harms animals and our environment.</li> <li>To know that spring comes after autumn.</li> <li>To describe how living things (chicks and caterpillars) grow and change over time.</li> <li>To identify that caterpillars spin a cocoon before transforming into butterflies.</li> <li>To identify that chicks hatch from eggs, before they become adult chickens.</li> <li>To identify that baby animals look different to their adult form.</li> <li>To observe how a seed changes over time, first growing roots, then a stem and leaves.</li> <li>To explain that plants need sunlight and water to grow.</li> </ul> | <ul style="list-style-type: none"> <li>To explore how light helps us to see things.</li> <li>To recognise that shadows are made when light is blocked.</li> <li>To describe how shadows move and change size when we move the light source.</li> <li>To know that summer comes after spring.</li> <li>To know that the weather gets warmer during summer.</li> <li>To explore and describe how objects move (e.g., pushing a toy car makes it move, pulling a wagon makes it follow)</li> <li>To notice that some objects move faster or slower depending on how hard we push or pull.</li> </ul> | <ul style="list-style-type: none"> <li>To recognise that some animals (lion, giraffe, tiger) live in hot places like the desert.</li> <li>To explore how some hot climate animals find water and shade to stay cool.</li> <li>To describe how animals in hot climates have special features to help them survive (large ears to stay cool, light-coloured fur to reflect the sun)</li> <li>To compare animals such as: lions, giraffes and tigers to animals of cold climates e.g. penguins in the Antarctic.</li> <li>To identify that within their environment it is cold in the winter, warm in the summer and has lots of rain.</li> <li>To identify that hot climates are hot and dry all year round.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                            |

| Expressive Art and Design<br>Links to Art |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                         | ELG                                                                                                                                                                                                                                                                 |
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| Key focus and key vocabulary              | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                             | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                           | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Summer 2                                                                                                                                                                                                                                                                                                                                                                                | <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Share their creations, explaining the process they have used.</p> <p>Begin to show accuracy and care when drawing.</p> |
|                                           | <p><i>Self-portraits using pencil</i><br/>Use mirrors to look at ourselves.</p> <p><b>Self-portrait</b><br/><b>Pencil</b><br/><b>Draw</b></p> <p><i>Harvest Art</i><br/>Watercolour leaf painting<br/><b>Watercolour</b></p>                                                                                                                                                                                                                                                                                                                                                                                               | <p><i>Bonfire Pictures</i><br/>Using tissue paper and chalk</p> <p><b>Tear</b></p> <p><i>Autumn Transient art</i><br/>Collecting leaves, conkers etc to make faces.</p> <p><b>Transient</b><br/><b>Arrange</b></p>                                                                                                                                                                                                                                      | <p><i>Painting a penguin</i><br/>Using and exploring different sized paint brushes and techniques.</p> <p><b>Strokes</b><br/><b>Copy</b></p> <p><i>Foil painting snowflakes</i><br/>Using cotton buds to paint.</p> <p><b>Dab</b><br/><b>Drag</b></p>                                                                                                                                                                                                | <p><i>Fruit and Vegetable printing</i><br/>Making repeating patterns and pictures.</p> <p><b>Stamp</b><br/><b>Repeat</b></p> <p><i>Observational Drawing</i><br/>Flowers, Chicks, Caterpillars</p> <p><b>Sketch</b><br/><b>Observe</b></p>                                                                                                                                                                                                         | <p><i>Chalk pictures</i><br/>Use chalk to create pictures of space.</p> <p><b>Smudge</b><br/><b>Blend</b></p> <p><i>Tissue paper techniques</i><br/>Making the Rainbow Fish using tissue paper.</p> <p><b>Scrunch</b><br/><b>Cover</b></p>                                                                                                                                                                                                                                                                                 | <p><i>Silhouette animals</i><br/>Desert backgrounds with animal silhouettes.</p> <p><b>Silhouette</b><br/><b>Background</b></p>                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                     |
| Curriculum objectives                     | <p>To use a mirror to identify our own features: eyes, nose, mouth, hair.</p> <p>To describe how our faces are unique: different shapes, skin tones, features such as eyebrows/freckles.</p> <p>To explore how to use a pencil to draw lines (straight, wavy, zigzag) shapes and create shades.</p> <p>To explore how watercolour creates soft, blended colours.</p> <p>To mix watercolours to create different shades of red, orange and yellow.</p> <p>To experiment with the depth of colour by adding more or less water to the paint.</p> <p>To develop cutting skills by following a simple outline e.g. a leaf.</p> | <p>To explore colours to represent fire: red, yellow, orange.</p> <p>To use different shapes and textures ( e.g. tearing tissue paper) to represent: sparks, flames, fireworks.</p> <p>To notice how chalk can be smudged to create soft, glowing effects.</p> <p>To arrange natural materials (conkers, leaves, twigs) to create shapes and pictures.</p> <p>To describe how patterns and designs change when we change the position of materials.</p> | <p>To use different shades of black, white and grey.</p> <p>To use thicker paintbrushes for larger shapes e.g. body and head.</p> <p>To use thinner paintbrushes for features e.g. eyes and beak.</p> <p>To use different brush strokes to create different textures e.g., for feathers.</p> <p>To explore how patterns and textures can be created by pressing and pulling paint.</p> <p>Share their creation and describe what they have made.</p> | <p>To experiment with repeating patterns by stamping shapes (onions, peppers, apples and celery) to create different textures.</p> <p>To observe and describe what they can see before drawing flower, chicks or caterpillars.</p> <p>To sketch using light and dark strokes to represent shapes and textures.</p> <p>To use different types of pencil lines and techniques to add detail (curved lines, short dashes, blending and smudging.)</p> | <p>Share their creation and explain the process they have used.</p> <p>To explore how chalk can be used to create different textures and effects e.g., blending for a planet's atmosphere.</p> <p>To use simple shapes to represent space elements (circles for planets and dots for stars.)</p> <p>To scrunch and layer tissue paper to ensure full coverage.</p> <p>To select and combine colours creatively to represent the scales.</p> <p>Use a variety of artistic effects the express their ideas and feelings.</p> | <p>Share their creation and explain the process they have used.</p> <p>Use pastels/tissue paper to create a warm desert sunset (reds, oranges and yellows.)</p> <p>To explore how light and shadow create silhouettes.</p> <p>To refine cutting skills by following a more intricate animal outline.</p> <p>Use a variety of artistic effects the express their ideas and feelings.</p> |                                                                                                                                                                                                                                                                     |

| Understanding the World<br>Links to History |                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                 | ELG                                                                                                                                                                                                                               |
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| Key focus and key vocabulary                | Autumn 1                                                                                                                                                                                                                              | Autumn 2                                                                                                                                                                                                                                                                                   | Spring 1                                                                                                                                                                                                                       | Spring 2                                                                                                                                                                                                                                                                                                                                                                            | Summer 1                                                                                                                                                                   | Summer 2                                                                                                                                                                                                                                                                                                        | <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> |
|                                             | <p><i>Harvest and Farming</i><br/>How did they harvest then and now?</p> <p><b>Horse</b><br/><b>Plough</b><br/><b>Tractor</b></p>                                                                                                     | <p><i>Bonfire Night</i><br/>Guy Fawkes and what he did. Clothes from the past.</p> <p><b>Guy Fawkes</b><br/><b>Clothing</b><br/><b>Long ago</b></p>                                                                                                                                        | <p><i>Chinese New Year</i><br/>What is the celebration and how did it start?</p> <p><b>Year</b><br/><b>Past</b></p>                                                                                                            | <p><i>Life Cycles</i><br/>How do we grow? When were we born?<br/>How do we change over time?</p> <p><b>Born</b><br/><b>Order</b></p>                                                                                                                                                                                                                                                | <p><i>Dinosaurs</i><br/>Learning dinosaurs' names and when they existed</p> <p><b>Pre historic</b></p>                                                                     | <p><i>Travelling in the desert</i><br/>How do you get around?</p> <p><b>Camel</b><br/><b>Jeep</b><br/><b>Travel</b></p>                                                                                                                                                                                         |                                                                                                                                                                                                                                   |
| Curriculum objectives                       | <p>To know that farmers used horses and ploughs and today we use tractors and combine harvesters.</p> <p>To know a farmer harvests food (such as cauliflowers, cabbages, carrots, turnips) and it more difficult a long time ago.</p> | <p>To know who Guy Fawkes was and what he did.</p> <p>To know why Bonfire Night is celebrated today.</p> <p>To know that long ago people would wear long sleeve shirts, large hats and boots for men and long dresses and heeled shoes for women and compare that to clothes of today.</p> | <p>To know why Chinese New Year is celebrated today.</p> <p>To know that each year is linked to an animal.</p> <p>To describe traditional customs (dragon dance, wearing red and gold and giving money in a red envelope.)</p> | <p>To know that everyone is born and grows over time: babies into children and children into adults.</p> <p>To understand that babies change as they get older and they learn to crawl, walk and talk.</p> <p>To describe things, they can do now that they couldn't do before.</p> <p>To know a range of jobs that adults can have (doctors, dentists, teachers, taxi driver.)</p> | <p>To know dinosaurs lived a very long time ago (pre historic) before people existed.</p> <p>To name at least 3 different dinosaurs (T-rex, Triceratops, Pterodactyl.)</p> | <p>To know that people used camels to travel in deserts because they can survive without water for a long time compared to current alternatives (such as a jeep.)</p> <p>To describe how travelling in the desert in the past is different from travelling in a city (fewer roads, more sand, less people.)</p> | <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>                                                                                                           |

| Understanding the World<br>Links to Geography |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                               | ELG                                                                                                                                                                                                                                                                                                                  |
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| Key focus and key vocabulary                  | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                  | Autumn 2                                                                                                                                                                                                                                         | Spring 1                                                                                                                                                                                                                                                                                                             | Spring 2                                                                                                                                                                                                                                                                                  | Summer 1                                                                                                                                                                                                                                                                                                                                       | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                      | Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.<br><br>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. |
|                                               | <p><i>Different Types of houses</i><br/>What houses do we live in?<br/>What other types of houses are there?</p> <p><b>Flat</b><br/><b>Bungalow</b><br/><b>House</b></p> <p><i>Where do you live?</i><br/>Explore the surroundings of school.<br/><b>Agbrigg</b><br/><b>Wakefield</b></p>                                                                                                 | <p><i>Local walk</i><br/>Links to autumn and changes.</p> <p><b>Environment</b><br/><b>Route</b></p>                                                                                                                                             | <p><i>Explore the Arctic and Antarctic.</i><br/>Where do penguins and polar bears live?<br/>Where are these places?</p> <p><b>Cold/Hot</b><br/><b>North Pole/ South Pole</b></p>                                                                                                                                     | <p>Recycling – Global Warming<br/><i>How can we help our planet?</i></p> <p><b>Materials</b><br/><b>Recycle</b><br/><b>Re-use</b></p>                                                                                                                                                     | <p><i>Pirates/explorers</i><br/>What is an explorer?<br/>Look at pirates, boats etc.</p> <p><b>Land</b><br/><b>Ocean</b></p> <p><i>Space/Astronauts role play</i><br/>Where is space? How do we get there?</p> <p><b>Space</b><br/><b>Astronaut</b></p>                                                                                        | <p><i>What is a desert?</i><br/>Explore the climate and what a desert looks like.</p> <p><b>Desert</b><br/><b>Hot/Dry</b></p> <p><i>Where is Africa?</i><br/>Explore maps and where Africa is located in comparison to us.</p> <p><b>Africa</b><br/><b>Flag</b></p> <p><i>How will we travel to Agbrigg from Africa?</i><br/>Plan a route from Africa to our school.</p> <p><b>Map</b><br/><b>Journey</b></p> |                                                                                                                                                                                                                                                                                                                      |
| Curriculum objectives                         | <p>To know that people live in different types of homes (flat, bungalow, house.)</p> <p>To name members of their immediate family and community.</p> <p>To describe their home by its features (number of rooms, garden, number of windows.)</p> <p>To name their town and city (Agbrigg and Wakefield.)</p> <p>To name places in their surroundings (Library, Tesco's, Park, Mosque)</p> | <p>To understand what a route is and follow a simple map.</p> <p>To observe their local environment and name different types of trees, plants and buildings.</p> <p>To listen to and follow simple directions (turn, forwards, straight on.)</p> | <p>To know that the Arctic is the North Pole where polar bears live and the Antarctic is the South Pole where penguins live.</p> <p>To understand that these places are very cold and covered in ice and snow.</p> <p>To describe how animals and people stay warm in icy temperatures (fur coats, boots, hats.)</p> | <p>To know that throwing rubbish in the correct bin helps the planet.</p> <p>To understand some ways that they can help with planet (turning off lights/planting trees/re-using materials.)</p> <p>To know the earth is getting warmer which affects people, animals and the weather.</p> | <p>To know an explorer travels to new places to discover land, animals and people.</p> <p>To recognise that boats and ships help people to travel across the ocean.</p> <p>To know that space is beyond earth, where the stars moon and planets are.</p> <p>To know that astronauts travel to space in rockets and live in space stations.</p> | <p>To know that a desert is a sandy place with very little rain and is often hot and dry.</p> <p>To know that Africa is a continent with many different countries, each with their own flag.</p> <p>To recognise that Africa is far from the UK and identify it on a map.</p> <p>To know that we can travel to different countries by plane, boat or car.</p>                                                 |                                                                                                                                                                                                                                                                                                                      |

| Expressive Art and Design<br>Links to Design Technology and Being Imaginative |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | ELG                                                                                                                                                                                                      |
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| Key focus and key vocabulary                                                  | <b>Autumn 1</b><br><br><i>Making Houses for the 3 little pigs.</i><br><br>Use different resources to build houses and test their strength.<br><br><b>Sticks</b><br><b>Bricks</b><br><b>Straw</b>                                                                                                                                                                                                                                                                                                       | <b>Autumn 2</b><br><br><i>Making a Christmas Card</i><br><b>Christmas Tree</b><br><b>Baubles</b><br><br><i>Making Diya Lamps</i><br>Use playdough to make lamps and develop different techniques.<br><br><b>Pinch</b><br><b>Mould</b>                                                                                                                                                                                                                                                                                     | <b>Spring 1</b><br><br><i>Making boats</i><br>Design and make a boat that can float based on 'Lost and Found'.<br><br><b>Waterproof</b><br><b>Strong</b><br><br><i>Sugar Cube Igloos</i><br>Can they make an igloo?<br><br><b>Stack</b><br><b>Balance</b>                                                                                                                                                                                                                                                                                                                                                           | <b>Spring 2</b><br><br><i>Paper chain caterpillars</i><br><b>Link</b><br><b>Secure</b><br><br><i>Easter Cards</i><br>Design and make an Easter card.<br><br><b>Fold</b>                                                                                                                                                                                                   | <b>Summer 1</b><br><br><i>Making telescopes and cutlasses.</i><br><b>Roll</b><br><b>Cover</b><br><br><i>Making a rocket</i><br>Using plastic bottles to make a rocket.<br><br><b>Fasten</b><br><b>Plan</b>                                                                                                                                                                                                                                                                                                                                                       | <b>Summer 2</b><br><br><i>Making party decorations</i><br>Hats, bunting, paper chains.<br><br><b>Elastic</b><br><b>Purpose</b>                                                                                                                                                                                                                                                                                                                                                                                                               | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.<br><br>Share their creations, explaining the process they have used. |
|                                                                               | <b>Curriculum objectives</b><br><br>To understand that some materials are stronger than others.<br><br>To know that buildings are made from strong materials (brick) to keep people safe.<br><br>To understand how to connect and balance materials to create a strong and stable structure.<br><br>To understand simple building techniques (e.g., Wider bases for stability, overlapping sticks for strength).<br><br>To develop storylines in their pretend play (retelling story of 3 Little Pigs) | To be able to discuss different ways of making a Christmas card e.g cut out shapes, collage or painting.<br><br>To make decisions on what techniques are needed for different materials such as cutting paper or folding card.<br><br>To be able to look at their finished product and explain what they like about it.<br><br>To be able to change the shape of dough by pinching, rolling and moulding.<br><br>To be able to describe how they have decorated their Diya lamp (adding patterns, small shapes or beads.) | To have an understanding of which materials are waterproof and best for floating.<br><br>To be able to select a material for their boat and explain why they have chosen it e.g., tin foil because its light and waterproof.<br><br>To use different tools to safely assemble their boat (scissors, tape, glue, hole punch.)<br><br>To understand what an igloo looks like and how it is built.<br><br>To understand the importance of testing their igloo to check if it is stable (does it fall when you tap it?)<br><br>To develop storylines in their pretend play (using their boats to retell Lost and Found) | To know that linking means connecting different pieces of paper together.<br><br>To know and use different techniques to secure their design (glue or Sellotape.)<br><br>To be able to make a choice on their design from a range of different suggestions.<br><br>To select the appropriate materials to create their design (wool for a sheep or feathers for a chick). | To know how to change the shape of paper or card to make a 3D model (rolling paper to form a telescope.)<br><br>To select the best tool to help cut through card or cardboard.<br><br>To use and explore a wider range of materials to fasten (split pins, string, staples.)<br><br>To draw and describe what their rocket will look like including materials they will use and colours they like.<br><br>To know the different parts of a rocket (body, nose, engine, wings.)<br><br>To compare their final design to their plan and talk about what went well. | To understand that parties need decorations and that these need to be fun and colourful and based on a theme (e.g safari animals and animal print hats.)<br><br>To explore different ways of securing a party hat to keep it on their head (using string or elastic.)<br><br>To use previous knowledge of linking paper together to create their own paper chains.<br><br>To share their design ideas with other children and explain why they have chosen certain design elements. (I have used a giraffe pattern as it's a safari animal.) | Use a range of small tools, including scissors, paintbrushes and cutlery.                                                                                                                                |

| Understanding the World<br>Links to Religious Education |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                          | ELG                                                                                                                                                                        |
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| Key focus and key understandings                        | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                     | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 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. |
|                                                         | <p>Being Special<br/><i>Where do We Belong?</i></p> <p><b>Christening</b><br/><b>Baptism</b><br/><b>Belonging</b><br/><b>Aqiqah</b></p>                                                                                                                                                                                                                                                                                                                                   | <p>Incarnation<br/><i>Why do Christians perform Nativity plays at Christmas?</i></p> <p><b>Jesus</b><br/><b>Nativity</b><br/><b>Christmas</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Why is the word God important to Christians?</p> <p><b>God</b><br/><b>Creation</b><br/><b>Christians</b><br/><b>Allah</b></p>                                                                                                                                                                                                                                                                             | <p>Why Do Christians put a Cross in an Easter Garden?</p> <p><b>Easter</b><br/><b>Sin</b><br/><b>Salvation</b><br/><b>Love</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Which stories are special and why?</p> <p><b>Bible</b><br/><b>Qur'an</b><br/><b>Sacred</b><br/><b>Tanakh</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>Which places are special and why?</p> <p><b>Holy</b><br/><b>Worship</b><br/><b>Church</b><br/><b>Mosque</b></p>                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                            |
| Curriculum objectives                                   | <p>To know that people can belong to different groups i.e. school, family, clubs</p> <p>To know that at a traditional Christian infant baptism, the child will be given godparents, have holy water poured on their head.</p> <p>To know an infant baptism will be held in a church.</p> <p>To know that at an Aqiqah, the Muslim child is welcomed into the family. The baby's head is shaved.</p> <p>To talk about members of their immediate family and community.</p> | <p>To know that Christians believe God came to Earth in human form as Jesus.</p> <p>To know that Christians believe Jesus came to show that all people are precious and special to God.</p> <p>To know that Christians believe that Mary gave birth to Jesus in Bethlehem and different people came to visit Jesus for different reasons.</p> <p>To know what some traditions in class are (Christmas, Ramadan etc)</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>To understand why Christians celebrate Christmas.</p> | <p>To know the word God is a name.</p> <p>To know Christians believe God is the creator of the universe.</p> <p>To know Christians believe God made our wonderful world and so we should look after it.</p> <p>To know Christians show that God is important to them in church when they gather together to pray to God and to sing his praise.</p> <p>To know a church is a Christian place of worship.</p> | <p>To know Christians remember Jesus' last week at Easter.</p> <p>To know Jesus' name means 'He saves'.</p> <p>To know Christians believe Jesus came to show God's love.</p> <p>To know Christians try to show love to others.</p> <p>For Christians, Easter is the most important festival of the year.</p> <p>To know the Easter period is full of different events for example, Spring Harvest, and holiday clubs/Easter Messy Church activities for children.</p> <p>Discuss why/why not Easter might be an important or special time for them.</p> | <p>To know the Bible, Tanakh and Qur'an are sacred texts that help believers understand more about God and Allah.</p> <p>Listen to and talk about some religious stories. (E.g. Noah's Ark, Creation Story)</p> <p>To know that Jesus, the son of God, told lots of stories to help people to become better people.</p> <p>To know the Night of Power is a special story for Muslims.</p> <p>To understand that stories/books carry meaning and can be important for different reasons.</p> <p>To talk about how they should live after reading the stories.</p> | <p>To know that people have places which are special to them.</p> <p>To know that places of worship are important for people to feel closer to God.</p> <p>To know that a place of worship for Christians is a church.</p> <p>To know the place of worship for Muslims is a mosque.</p> <p>To discuss places that are special to them and why.</p> <p>To understand that some places are special to members of the community (i.e mosque and church)</p> |                                                                                                                                                                            |

| Links to Computing           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | ELG |
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| Key focus and key vocabulary | Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Spring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Summer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |     |
|                              | <p>Introducing key pieces of technology in continuous provision.</p> <ul style="list-style-type: none"> <li>- Technology around us</li> <li>- <b>Technology</b></li> <li>- <b>Keyboard</b></li> <li>- <b>Telephone</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Introducing key pieces of technology in continuous provision.</p> <ul style="list-style-type: none"> <li>- Using Purple Mash on I-pads.</li> <li>- Staying safe online</li> <li>- <b>Purple Mash</b></li> <li>- <b>Log -in</b></li> <li>- <b>Internet</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                               | <p>Introducing key pieces of technology in continuous provision.</p> <ul style="list-style-type: none"> <li>- Programming robots.</li> <li>- Using iPads to take photos</li> <li>- <b>Beebot/Robot</b></li> <li>- <b>Program</b></li> <li>- <b>Photograph</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |     |
| Curriculum objectives        | <p>To know what technology is used at home (TV, phone, computers.) <b>(UTW – past and present – links with differences between things in the past and now) – This also builds on from the nursery framework “UTW – exploring how things work”)</b></p> <p>To know what technology, we have in class and how it is used (computer, iPads, torches.) <b>(UTW – past and present – links with differences between things in the past and now) This also builds on from the nursery framework “UTW – exploring how things work”)</b></p> <p>To use a touchscreen device purposely. <b>(PD – fine motor)</b></p> <p>To be able to use a keyboard to type numbers and familiar letters. <b>(PD – fine motor)</b></p> <p>To be able to hold a computer mouse with their fingers on the correct buttons. <b>(PD – fine motor)</b></p> | <p>To understand that in order to use Purple Mash we need a Log in and password. <b>This builds on from the nursery framework “UTW – exploring how things work”</b></p> <p>To be able to enter their password with support from an adult.</p> <p>To know how to use the Mini Mash section of Purple Mash (navigating around and selecting activities.)</p> <p>To be able to select colours when painting on Purple Mash. <b>(EAD – experimenting with colour)</b></p> <p>To know that the erase button will delete something that they no longer want or need. <b>This builds on from the nursery framework “UTW – exploring how things work”</b></p> | <p>To be able to take photos using a digital device. <b>This builds on from the nursery framework “UTW – exploring how things work”</b></p> <p>To be able to talk about what photos show (people, animals, outside etc.) <b>(C+L – speaking)</b></p> <p>To be able to plan a route for a toy vehicle or robot. <b>(UTW – describe the environment using knowledge from maps)</b></p> <p>To know how to make a floor robot move (pressing buttons and giving directions.) . <b>(UTW – describe the environment using knowledge from maps)</b></p> <p>To be able to use the language or forwards, backwards and turn when programming a robot. <b>(C+L – speaking)</b><br/> <b>This also builds on from the nursery framework “mathematics – discuss routes using words such as “in front, behind etc”</b></p> |     |

| Personal, Social and Emotional<br>Links to RSHE |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ELG                                                                                                                                                                                                                                                                                                                                                                                                                |
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| Key focus and key vocabulary                    | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p>                                                                                                                                                  |
|                                                 | <p><i>Me and my relationships</i></p> <p>All about me</p> <p>What makes me special?</p> <p>Who can help me?</p> <p>My feelings</p> <p><b>Relatives</b></p> <p><b>Home</b></p> <p><b>Like/Dislike</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><i>Valuing Difference</i></p> <p>I'm special your special</p> <p>Same and Different families</p> <p>I am caring</p> <p>I am a friend</p> <p><b>Caring</b></p>                                                                                                                                                                                                                                                                                                                                        | <p><i>Keeping myself safe</i></p> <p>Safe Indoors and Outdoors</p> <p>Listening to my feelings</p> <p>Keeping safe online</p> <p>People who help me</p> <p><b>Strangers</b></p> <p><b>Unsafe</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><i>Growing and Changing</i></p> <p>Seasons</p> <p>Life stages – plants, humans and animals</p> <p>Where do babies come from?</p> <p><b>Plant</b></p> <p><b>Human</b></p> <p><b>Animal</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><i>Rights and Respect</i></p> <p>My special friends</p> <p>Being helpful at home</p> <p>Caring for our world</p> <p>Looking after money</p> <p><b>Right</b></p> <p><b>Respect</b></p>                                                                                                                                                                                                                                                                                                                                                                                | <p><i>Being my Best</i></p> <p>Healthy Eating</p> <p>Healthy Mind</p> <p>Move your body</p> <p>A good night's sleep</p> <p><b>Exercise</b></p> <p><b>Rest</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Curriculum objectives                           | <p>To understand that relatives are people in our family that love and care for us (mum, dad, brother, sister, aunty, uncle.)</p> <p>To know that relatives and adults in school are people we can talk to, ask for help and spend time with.</p> <p>To understand that home is a place that we all live with our family.</p> <p>To be able to talk about their likes and dislikes with others.</p> <p>To be able to identify basic feelings such as happy, sad, angry and show resilience/perseverance in the face of challenge.</p> <p>To identify adults in school that can help us if we need it.</p> <p>To identify strategies to control their immediate impulses when appropriate – e.g. not snatching during a sharing game, not becoming upset when taking turns.</p> | <p>To know that different people like different things and understand that being different is okay.</p> <p>To name some ways that people are different (hair colour, eye colour, religion.)</p> <p>To give examples on how to be a good friend (sharing, helping, playing.)</p> <p>To understand that you can be friends with someone even if you like different things.</p> <p>To know that families can be structured differently. (i.e., single parents, grandparents living in the family home)</p> | <p>To understand what the word safe and unsafe means.</p> <p>To understand that our classroom rules help keep us safe in school.</p> <p>To know how to be safe indoors (not touching hot things, playing with toys carefully.)</p> <p>To know how to be safe outdoors (crossing a road with an adult, stranger danger.)</p> <p>To name some people that help us in the community (police, teacher, doctor, firefighter.)</p> <p>To know that it is not safe to talk to strangers on a computer or tablet.</p> <p>To know which adults, you can talk to if something scares you when using a computer (an advert or video.)</p> | <p>To know that there are 4 seasons (spring, summer, autumn and winter) and describe the changes that happen in each season (leaves falling, new plants growing, hot weather.)</p> <p>To know that a plant starts as a seed and grows in a big plant with flowers or leaves.</p> <p>To know that when I was a baby, I was small and now I am growing bigger and learning new things.</p> <p>To know that babies grow inside their mum's tummy and are born when they are ready.</p> <p>To know that human babies are born in hospitals and that animals are born in different places such as nests or burrows.</p> | <p>To know how to respect my friends by being kind, using nice words and helping them.</p> <p>To know different ways that they can help at home such as tidying up toys and setting the table.</p> <p>To understand how we can look after our world by recycling, caring for plants and animals and not dropping litter.</p> <p>To understand where money comes from and how it is earned.</p> <p>To know that money is important and we use it to buy things that we need or want.</p> <p>To understand that you can save money to buy something special later on.</p> | <p>To name some healthy foods such as apples, carrots and rice and how they help my body.</p> <p>To understand that exercise helps my body to stay strong and healthy and name some different types of exercise such as running, swimming or yoga.</p> <p>To know that I need a good night's sleep to help me grow and feel good the next day.</p> <p>To know that brushing my teeth is important to keep them healthy and clean.</p> <p>To know that it is okay to feel different things such as happy, sad or angry and that talking to someone can help us to feel better.</p> | <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p> |

| Physical Development Links to P.E |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | ELG                                                                                                                                                                                                                                                         |
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| Key focus and key vocabulary      | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p> |
|                                   | <p><i>Introduction to P.E</i></p> <p><b>Instructions</b></p> <p><b>Balance</b></p> <p><b>Confidence</b></p> <p><b>Turn-Taking</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><i>Fundamentals of PE</i></p> <p><b>Regulate</b></p> <p><b>Travel</b></p> <p><b>Explore</b></p> <p><b>Perseverance</b></p>                                                                                                                                                                                                                                                                                                                                                                           | <p><i>Dance</i></p> <p><b>Perform</b></p> <p><b>Space</b></p> <p><b>Collaborate</b></p> <p><b>Independence</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><i>Gymnastics</i></p> <p><b>Determination</b></p> <p><b>Support</b></p> <p><b>Forward roll</b></p> <p><b>Barrel roll</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><i>Balls Skills</i></p> <p><b>Dribble</b></p> <p><b>Tactics</b></p> <p><b>Communicate</b></p> <p><b>Throw/Catch</b></p> <p><b>Honesty</b></p>                                                                                                                                                                                                                                                                                                                                                                       | <p><i>Games</i></p> <p><b>Direction</b></p> <p><b>Decision</b></p> <p><b>Reflect</b></p> <p><b>Strike</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                             |
| Curriculum objectives             | <p>To make independent choices.</p> <p>To be able to follow instructions involving several ideas or actions.</p> <p>To play as part of a group and take turns with others.</p> <p>To be able to understand the rules of a game and talk about why we need to follow them.</p> <p>To begin to identify when they are being successful during the lesson.</p> <p>To take part in activities that involve running, jumping and skipping.</p> <p>To know that moving into space away from others will keep them safe.</p> <p>To develop skills to coordinate themselves safely during PE and school day – lining up, queuing etc</p> | <p>To know that you can use big steps to run and small steps to stop.</p> <p>To understand that holding out their arms will help them to balance.</p> <p>To know that bending their knees will help them to land safely when jumping.</p> <p>To know that hopping with require them to use one foot.</p> <p>To be able to change direction when moving.</p> <p>To understand the importance of regulating their behaviour in a game.</p> <p>I can take turns and congratulate others during a game.</p> | <p>To understand that they can move their body in different ways to create actions.</p> <p>To understand that when watching others perform you need to be quiet and clap at the end.</p> <p>To understand that if they use lots of space, it will make their dance more interesting.</p> <p>To be able to copy, repeat and remember actions shown by an adult.</p> <p>To know that counting helps them to keep in time with the music.</p> <p>To be able to talk about what they liked about someone else's dance.</p> <p>To understand that being barefoot helps us with our dancing.</p> | <p>To know how to use their bodies to make different shapes.</p> <p>To learn how to be still when holding a balance.</p> <p>To learn how to change their body shape to help them roll.</p> <p>To be able to count to 5 when holding a shape or balance to help people see it clearly.</p> <p>To be able to roll in different ways (barrel roll, straight roll and forward roll.)</p> <p>To perform basic skills (rolls, jumps balances) on the floor and on apparatus.</p> <p>To understand how to move and climb safely on different apparatus.</p> | <p>To be able to negotiate space safely by stopping safely.</p> <p>To persevere when trying new challenges.</p> <p>To be able to play a simple ball game.</p> <p>To use ball skills with developing confidence (throw, kick, catch.)</p> <p>To be able to throw a ball at a target.</p> <p>To be able to move different body parts at the same time.</p> <p>To understand that you need to put your hands out to catch a ball.</p> <p>To know that keeping a ball close when dribbling will help control the ball.</p> | <p>To know that pointing their hand will help to aim at a target.</p> <p>To know how to point their racket at their target when striking.</p> <p>To understand that there are different role in games.</p> <p>To make simple decisions in response to a task such as who will play which role or whose turn is next.</p> <p>To know how to keep the score in a game.</p> <p>To know how to change direction quickly when moving.</p> <p>To be able to move around for longer and show developing stamina.</p> <p>To know how to store the equipment safely.</p> |                                                                                                                                                                                                                                                             |



| Expressive Art and Design<br>Links to Music |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | ELG                                                                                                                                                                             |
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| Key focus and key vocabulary                | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Autumn 2                                                                                                                                                                                                                                             | Spring 1                                                                                                                                                                                                                                                                                                     | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Summer 1                                                                                                                                                                                                                                                             | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> |
|                                             | <p>Exploring sound</p> <p>High/Low<br/>Loud/quiet<br/>Fast/Slow<br/>Instrument<br/>Singing</p>                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Celebration Music</p> <p>High/Low<br/>Loud/quiet<br/>Fast/Slow<br/>Instrument<br/>Singing</p>                                                                                                                                                     | <p>Music and Movement</p> <p>High/Low<br/>Loud/quiet<br/>Fast/Slow<br/>Instrument<br/>Singing</p>                                                                                                                                                                                                            | <p>Musical Stories</p> <p>High/Low<br/>Loud/quiet<br/>Fast/Slow<br/>Instrument<br/>Singing</p>                                                                                                                                                                                                                                                                                                                                                                                      | <p>Transport</p> <p>High/Low<br/>Loud/quiet<br/>Fast/Slow<br/>Instrument<br/>Singing</p>                                                                                                                                                                             | <p>Big Band</p> <p>High/Low<br/>Loud/quiet<br/>Fast/Slow<br/>Instrument<br/>Singing</p>                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                 |
| Curriculum objectives                       | <p>To know how to use their voices to make a variety of sounds (humming, high sounds and low sounds.)</p> <p>To understand how to use their bodies to make a variety of sounds (clapping, stamping, clicking.)</p> <p>To be able to identify some instrument sounds such as drum, triangle and maraca.</p> <p>To be able to name some environmental sounds (traffic, birds, thunder and alarm.)</p> <p>To know how they can use their voices to imitate nature sounds such as bird, lion, monkey and mouse.</p> | <p>To be able to name some celebrations where music is important.</p> <p>To know that music can be used to help celebrate key events.</p> <p>To sing and move to Christmas songs.</p> <p>To learn and remember songs within our school nativity.</p> | <p>To understand why songs, have actions (to help us remember the words.)</p> <p>To be able to find the beat in a song through body movement.</p> <p>To be able to identify if a sound is low or high and whether a song is fast or slow.</p> <p>To be able to perform action songs to a small audience.</p> | <p>To be able to talk about how a piece of music makes you feel such as happy, sad, tired.</p> <p>To be able to perform in a group using actions and singing.</p> <p>To understand how instruments can represent a certain mood, character or action (stomping for an elephant.)</p> <p>To be able to play an instrument as part of a group story.</p> <p>To be able to create a musical story based on a familiar routine (we're going on a bear hunt or teddy bear's picnic.)</p> | <p>To be able to create different transport sound effects using their voices (train, aeroplane, car and boat.)</p> <p>To make sounds at different speeds/tempo.</p> <p>To know how symbols can be used to communicate a change in speed in a song (red is slow.)</p> | <p>To be able to use recyclable materials to create a simple instrument.</p> <p>To understand the features of different instruments, such as strings or beads for shakers.</p> <p>To know and talk about the 4 different groups of musical instruments in an orchestra (brass, woodwind, strings and percussion.)</p> <p>To be able to follow a beat using an untuned instrument.</p> <p>To be able to play in time to familiar songs.</p> <p>To perform a song to a larger audience.</p> |                                                                                                                                                                                 |

