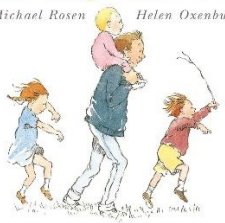
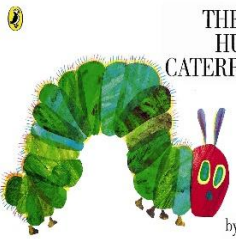
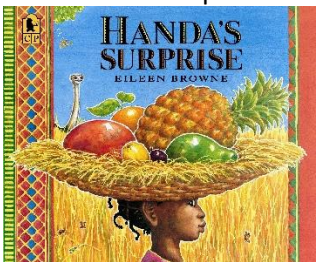
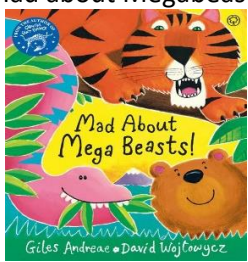
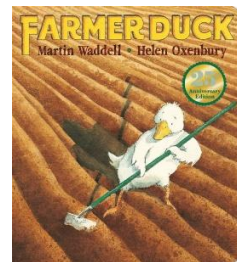
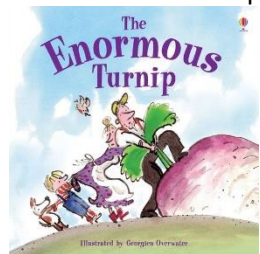





Cycle 1 Autumn 1	Cycle 1 Autumn 2	Cycle 1 Spring 1	Cycle 1 Spring 2	Cycle 1 Summer 1	Cycle 1 Summer 2
Marvellous Me	Festivals	Ready, Steady, Cook	Dinosaurs & Fantastic Beasts	The Great Outdoors	Record Breakers
Focus Texts					
We're Going on a Bear Hunt <i>We're Going on a Bear Hunt</i> Michael Rosen Helen Oxenbury 	The Very Hungry Caterpillar  by Eric Carle	Handa's Surprise  EILEEN BROWNE	Mad about Megabeasts  Giles Andreae • David Wojnowicz	Farmer Duck  Martin Waddell • Helen Oxenbury	The Enormous Turnip  Illustrated by Gregoire Derruier
Other Texts (Bame books in green)					
Elmer the Elephant Goldilocks & the 3 Bears Rainbow Fish Hey You! The Colour Monster Cinderfella Perfectly Norman Solo My Daddies All kinds of friends People need People The boy with flowers in his hair	The Jolly Christmas Postman Look Up Pink is for Boys Nativity story Rama and Sita story Magical Muddle Sparks in the Sky Non- Fiction books about the festivals Peppa Pig Diwali Story Peppa Pig Chinese New Year	Oliver's Fruit Salad The World in my Kitchen Stir, Crack, Whisk, Bake Kitchen Disco Like the ocean we rise Handa's Hen Non- Fiction books about different cooking and cuisines	Harry and the Bucketful of Dinosaurs Tyrannosaurus Drip Crunch Crunch Dinosaur Lunch Zog Never show a TRex a book My Monster and Me! Billy and the Beast Non- Fiction books about the dinosaurs and fantastic beasts	Mad about Minibeasts What the Ladybird Heard Teddy Bear's Picnic Leaf Man Covered in Adventures Let's go outside The Nature Girls Non- Fiction books about the Nature and the Natural World	Guinness Book of Records Olympig Creaturpedia Penny Dreadful is a record breaker The Gigantic Turnip The Great Explorer An Engineer Like Me The Lion Inside Non- Fiction books about the Record Breakers
Songs, rhymes and poems					
Baa Baa Black Sheep If you're happy and you know it Head, Shoulders, Knees and toes 1,2, 3, 4, 5 once I caught a fish alive 5 little Ducks	1,2 Buckle my Shoe Hey Diddle Diddle 5 Fat sausages 5 Little Monkeys Festive songs/rhymes Twinkle, twinkle	The Wheels on the bus 5 Little men in a flying Saucer Row Your Boat Twinkle, twinkle Chocolate bar Grand Old Duke of York	5 little speckled frogs Here we go round the Mulberry Bush 10 in the Bed 10 Green bottles	I had a little turtle Old MacDonald Incy Wincy Spider A tiny seed was sleeping	BINGO Down at the Jungle This Old Man

Main themes					
All about me What do I look like? How am I the same and different from others? My family and friends My body and how I've changed My home and local area My feelings and emotions Favourite things – colours, food, etc	Signs of Autumn Nocturnal animals Diwali celebrations Night and Day Bonfire night Halloween Festive celebrations Traditions/long ago	Cooking Different cuisines Journey of food Locations of food Different ways to cook Different ways to eat food	Long ago Dinosaurs Locations of dinosaurs Locations of fantastic beasts Features of different dinosaurs Features of fantastic beasts Diets of different animals	Nature Our world Animals and their habitats Our local area and how it has changed Different types of transport and houses	Record breakers Different records that have been broken Commonwealth games Olympics Location of the different competitions Different events that have happened
Enrichment activities					
Local walk	Post our letters to Santa Nativity performance Pantomime	Trying different foods from different cuisines Different cooks to come and cook with the children Trip to pizza express to make pizza	Fossils from the museum	Local walk Trip to Prospect Park	Guinness World Record Day Sports Day
Key Vocabulary					
Same Different Similar Emotions <ul style="list-style-type: none"> - Happy - Sad - Angry - Scared - Excited Family <ul style="list-style-type: none"> - Parents - Grandparents - Sisters - Brothers Features <ul style="list-style-type: none"> - Eyes - Skin - Hair - Glasses - Freckles - Body 	Day Night Nocturnal Festivals <ul style="list-style-type: none"> - Firework Night - Diwali - Chinese New Year - Christmas - Remembrance Day Celebrate <ul style="list-style-type: none"> - Party - Festival - Place of worship - Decorations Seasons <ul style="list-style-type: none"> - Autumn - Winter - Spring - Summer 	Cuisine Cook Melt Heat Stir Change	Old History Fossil Dinosaurs Beasts	Nature Outside Environment Seedling Local area	Record Challenge Achieve Lose Events


Communication and Language

Communication and Language						
Term	Cycle 1 Autumn 1	Cycle 1 Autumn 2	Cycle 1 Spring 1	Cycle 1 Spring 2	Cycle 1 Summer 1	Cycle 1 Summer 2
Main Theme	Marvellous Me	Festivals	Ready, Steady, Cook	Dinosaurs & Fantastic Beasts	The Great Outdoors	Record Breakers
<div><div></div><div>Educational Programme</div></div> <div>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</div>						
Curriculum Goals	To become a Confident Communicator who can listen carefully in different situations, hold a conversation with friends and adults, speak clearly to an audience, ask relevant questions and use new vocabulary to explain ideas and feelings					
Overview	Establish good listening skills – good sitting, hands still, good looking, good listening Make eye contact with partner Listen to partner’s response Learn and use new vocabulary (topic-specific or linked to interests) Re-tell a familiar story. Share ideas in a small group Sing Nursery Rhymes in a group Join in discussions as a class Take turns in conversation Follow single step instructions		Establish good listening skills – good sitting, hands still, good looking, good listening Make eye contact with partner Listen to partner’s response Learn and use new vocabulary (topic-specific or linked to interests) Re-tell a familiar story. Share ideas in a small group Sing Nursery Rhymes in a group Join in discussions as a class Take turns in conversation Follow single step instructions		Establish good listening skills – good sitting, hands still, good looking, good listening Make eye contact with partner Listen to partner’s response Learn and use new vocabulary (topic-specific or linked to interests) Re-tell a familiar story. Share ideas in a small group Sing Nursery Rhymes in a group Join in discussions as a class Take turns in conversation Follow single step instructions	


Personal, Social and Emotional Development

Term	Cycle 1 Autumn 1	Cycle 1 Autumn 2	Cycle 1 Spring 1	Cycle 1 Spring 2	Cycle 1 Summer 1	Cycle 1 Summer 2
Main Theme	Marvellous Me	Festivals	Ready, Steady, Cook	Dinosaurs & Fantastic Beasts	The Great Outdoors	Record Breakers
Educational Programme 	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
Curriculum Goals	<p>To become an Independent Individual who can follow our classroom rules; persevere to achieve goals; select resources; manage their own personal needs and know how to stay fit and healthy</p> <p>To become a Fantastic Friend who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others' ideas and feelings</p>					
Overview (taken from Jigsaw scheme) 	Being Me in My World <ul style="list-style-type: none"> Understand how it feels to belong (school and family) and that we are similar and different Start to recognise and how happy and sad can be expressed Work with others and consider other people's feelings Understand why it is good to be kind and use gentle hands Understand children's rights – meaning that we should all be allowed to learn and play Understand what it means to be responsible 	Celebrating Difference <ul style="list-style-type: none"> Know how it feels to be proud of something I am good at Can tell you one way I am special and unique Know that all families are different Know there are lots of different houses and homes Can tell you how I can make new friends Can use my words to stand up for myself 	Dreams and Goals <ul style="list-style-type: none"> Understand what challenge means Can keep trying until I can do something Set a goal and work towards it Can use some kind words to encourage people Can start to think about the job I might like to do when I am older Can feel proud when I achieve a goal 	Healthy Me <ul style="list-style-type: none"> Name some parts of my body and start to understand I need to be active to stay healthy Tell you some of the things I need to do to be healthy Know what the word 'healthy' means and that some foods are healthier than others Discuss what a good bedtime routine is Can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet Know what to do if I get lost and how to say NO to a stranger 	Relationships <ul style="list-style-type: none"> Discuss their family Know how to make friends to stop myself from feeling lonely Tell you what I like about my friends Know what to say and do if someone is mean to me Use Calm Me time to manage my feelings Work together and enjoy being with my friends 	Changing Me <ul style="list-style-type: none"> Can name parts of the body and show respect for myself Name some things I can do and foods I can eat to be healthy Understand that we all grow from babies to adults Know that I grow and change Can talk about how I feel about moving to school Can share my memories of the best bits of this year in Nursery

Physical Development

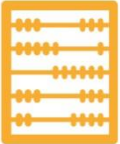
Term	Cycle 1 Autumn 1	Cycle 1 Autumn 2	Cycle 1 Spring 1	Cycle 1 Spring 2	Cycle 1 Summer 1	Cycle 1 Summer 2
Main Theme	Marvellous Me	Festivals	Ready, Steady, Cook	Dinosaurs & Fantastic Beasts	The Great Outdoors	Record Breakers
Educational Programme 	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>					
Curriculum Goals	<p>To become an Amazing Athlete who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, and use a range of equipment.</p> <p>To become a Talented Tool User who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.</p>					
Overview (Gross motor skills taken from PE Hub)	<u>Gross Motor:</u> Body Management Explore balance and managing own body. Able to extend, stretch, reach in a variety of ways and positions. Able to control body and perform specific movements on command. <u>Fine Motor Skills:</u> Continue to develop a tripod pencil grip Learn to dress independently Toilet independently Practice writing name Make snips in paper or cut along a short line Manipulates a range of tools – paintbrushes, glue, spreaders, tweezers, ribbons Model and practise making marks Thread beads	<u>Gross Motor:</u> Dance Recognise actions can be performed to music. Copy, repeat and perform some basic actions to music. <u>Fine Motor Skills:</u> Continue to develop a tripod pencil grip Learn to dress independently Toilet independently Practice writing name Make snips in paper or cut along a short line Manipulates a range of tools – paintbrushes, glue, spreaders, tweezers, ribbons Model and practise making marks Thread beads	<u>Gross Motor:</u> Manipulation and Coordination Send and receive a variety of objects with different body parts. Work with others to control objects in a space. Coordinate body parts in a variety of activities and in different ways. <u>Fine Motor Skills:</u> Continue to develop a tripod pencil grip Learn to dress independently Toilet independently Practice writing name Make snips in paper or cut along a short line Manipulates a range of tools – paintbrushes, glue, spreaders, tweezers, ribbons Model and practise making marks	<u>Gross Motor:</u> Gymnastics Develop confidence in fundamental movements. Experience jumping, sliding, rolling and moving over and under apparatus. Develop coordination and gross motor skills. <u>Fine Motor Skills:</u> Continue to develop a tripod pencil grip Learn to dress independently Toilet independently Practice writing name Make snips in paper or cut along a short line Manipulates a range of tools – paintbrushes, glue, spreaders, tweezers, ribbons Model and practise making marks Thread beads	<u>Gross Motor:</u> Speed Agility Travel Change direction at speed through both choice and instructions. Perform actions demonstrating changes in speed. Stop start, pause, prepare. <u>Fine Motor Skills:</u> Continue to develop a tripod pencil grip Learn to dress independently Toilet independently Practice writing name Make snips in paper or cut along a short line Manipulates a range of tools – paintbrushes, glue, spreaders, tweezers, ribbons Model and practise making marks Thread beads	<u>Gross Motor:</u> Cooperate and Solve Problems Organise and match items, images, colours and symbols. Work with a partner to listen, share ideas and question. Collect, distinguish and differentiate colours and create a shape as a team. <u>Fine Motor Skills:</u> Continue to develop a tripod pencil grip Learn to dress independently Toilet independently Practice writing name Make snips in paper or cut along a short line Manipulates a range of tools – paintbrushes, glue, spreaders, tweezers, ribbons Model and practise making marks

Literacy


Term	Cycle 1 Autumn 1	Cycle 1 Autumn 2	Cycle 1 Spring 1	Cycle 1 Spring 2	Cycle 1 Summer 1	Cycle 1 Summer 2
Main Theme	Marvellous Me	Festivals	Ready, Steady, Cook	Dinosaurs & Fantastic Beasts	The Great Outdoors	Record Breakers
Educational Programme 	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>					
Curriculum Goals	<p>To become a Brilliant Bookworm who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt).</p> <p>To become a Wow Writer who can use the correct tripod grip to form pre-writing shapes and write their own name.</p>					
READING Overview	Phonics RWInc single sounds Begin to continue a rhyming string Can identify the initial sound of a word and say other words that begin with a given sound Book skills Enjoy books Identify features of a book Turn page and hold the book the correct way up following L→R; Comprehension Join in with repeated refrain Tell a familiar story	Phonics RWInc single sounds Begin to continue a rhyming string Can identify the initial sound of a word and say other words that begin with a given sound Book skills Enjoy books Identify features of a book Turn page and hold the book the correct way up following L→R; Comprehension Join in with repeated refrain Tell a familiar story	Phonics RWInc single sounds Begin to continue a rhyming string Can identify the initial sound of a word and say other words that begin with a given sound Book skills Enjoy books Identify features of a book Turn page and hold the book the correct way up following L→R; Comprehension Join in with repeated refrain Tell a familiar story	Phonics RWInc single sounds Begin to continue a rhyming string Can identify the initial sound of a word and say other words that begin with a given sound Book skills Enjoy books Identify features of a book Turn page and hold the book the correct way up following L→R; Comprehension Join in with repeated refrain Tell a familiar story	Phonics RWInc single sounds Begin to continue a rhyming string Can identify the initial sound of a word and say other words that begin with a given sound Book skills Enjoy books Identify features of a book Turn page and hold the book the correct way up following L→R; Comprehension Join in with repeated refrain Tell a familiar story	Phonics RWInc single sounds Begin to continue a rhyming string Can identify the initial sound of a word and say other words that begin with a given sound Book skills Enjoy books Identify features of a book Turn page and hold the book the correct way up following L→R; Comprehension Join in with repeated refrain Tell a familiar story

	<p>Learn and use new vocabulary in everyday learning</p> <p>Understand vocabulary, characters and setting</p> <p>Answer questions about a text</p> <p>Predict and sequence main events of a story</p> <p>Use modelled story language during imaginary play and discussions about stories</p> <p>Express opinions about events and characters in stories, eg good and bad characters</p>	<p>Learn and use new vocabulary in everyday learning</p> <p>Understand vocabulary, characters and setting</p> <p>Answer questions about a text</p> <p>Predict and sequence main events of a story</p> <p>Use modelled story language during imaginary play and discussions about stories</p> <p>Express opinions about events and characters in stories, eg good and bad characters</p>	<p>Learn and use new vocabulary in everyday learning</p> <p>Understand vocabulary, characters and setting</p> <p>Answer questions about a text</p> <p>Predict and sequence main events of a story</p> <p>Use modelled story language during imaginary play and discussions about stories</p> <p>Express opinions about events and characters in stories, eg good and bad characters</p>	<p>Learn and use new vocabulary in everyday learning</p> <p>Understand vocabulary, characters and setting</p> <p>Answer questions about a text</p> <p>Predict and sequence main events of a story</p> <p>Use modelled story language during imaginary play and discussions about stories</p> <p>Express opinions about events and characters in stories, eg good and bad characters</p>	<p>Learn and use new vocabulary in everyday learning</p> <p>Understand vocabulary, characters and setting</p> <p>Answer questions about a text</p> <p>Predict and sequence main events of a story</p> <p>Use modelled story language during imaginary play and discussions about stories</p> <p>Express opinions about events and characters in stories, eg good and bad characters</p>	<p>Learn and use new vocabulary in everyday learning</p> <p>Understand vocabulary, characters and setting</p> <p>Answer questions about a text</p> <p>Predict and sequence main events of a story</p> <p>Use modelled story language during imaginary play and discussions about stories</p> <p>Express opinions about events and characters in stories, eg good and bad characters</p>
WRITING Overview	<p>Learn to form letters with correct formation</p> <p>Makes marks confidently including pre writing patterns</p> <p>Makes a good attempt to copy/write own name in a way that they or others can recognise.</p> <p><i>Lots of opportunities to write labels. lists or captions in imaginative play</i></p>	<p>Learn to form letters with correct formation</p> <p>Makes marks confidently including pre writing patterns</p> <p>Makes a good attempt to copy/write own name in a way that they or others can recognise.</p> <p><i>Lots of opportunities to write labels. lists or captions in imaginative play</i></p>	<p>Learn to form letters with correct formation</p> <p>Makes marks confidently including pre writing patterns</p> <p>Makes a good attempt to copy/write own name in a way that they or others can recognise.</p> <p><i>Lots of opportunities to write labels. lists or captions in imaginative play</i></p>	<p>Learn to form letters with correct formation</p> <p>Makes marks confidently including pre writing patterns</p> <p>Makes a good attempt to copy/write own name in a way that they or others can recognise.</p> <p><i>Lots of opportunities to write labels. lists or captions in imaginative play</i></p>	<p>Learn to form letters with correct formation</p> <p>Makes marks confidently including pre writing patterns</p> <p>Makes a good attempt to copy/write own name in a way that they or others can recognise.</p> <p><i>Lots of opportunities to write labels. lists or captions in imaginative play</i></p>	<p>Learn to form letters with correct formation</p> <p>Makes marks confidently including pre writing patterns</p> <p>Makes a good attempt to copy/write own name in a way that they or others can recognise.</p> <p><i>Lots of opportunities to write labels. lists or captions in imaginative play</i></p>

Mathematics


Term	Cycle 1 Autumn 1	Cycle 1 Autumn 2	Cycle 1 Spring 1	Cycle 1 Spring 2	Cycle 1 Summer 1	Cycle 1 Summer 2
Main Theme	Marvellous Me	Festivals	Ready, Steady, Cook	Dinosaurs & Fantastic Beasts	The Great Outdoors	Record Breakers
Educational Programme 	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
Curriculum Goals	To become a Master of Maths who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise and compare quantities					
Overview	<u>Nursery White Rose Maths</u> Units - More than, fewer than, same - Explore build with shapes and objects - Explore repeats - Hear and say number names	<u>Nursery White Rose Maths</u> Units - Begin to order number names - I see 1,2,3 - Join in with repeats - Explore position and space	<u>Nursery White Rose Maths</u> Units - Show me 1,2,3 - Move and label 1,2,3 - Explore position and routes - Explore patterns	<u>Nursery White Rose Maths</u> Units - Take and give 1,2,3 - Match, talk, push and pull - Talk about dots - Compare and sort collections	<u>Nursery White Rose Maths</u> Units - Lead on own repeats - Start to puzzle - Making patterns together - Make games and actions	<u>Nursery White Rose Maths</u> Units - Show me 5 - My own pattern - Stop at 1,2,3,4,5 Match, sort, compare
	Stories and rhymes <ul style="list-style-type: none"> - Harry and the Bucketful of Dinosaurs - Guess who? - Macdog's home - Peepo! - Each Peach Pear Plum - The Three Little Pigs - Goldilocks and the Three Bears - Peck Peck Peck - Splish, Splash, Ducky - Brown Bear. Brown bear. What do you see? - Duck in the Truck - Cat Up, Cat Down 			<ul style="list-style-type: none"> - The Three Billy Goats Gruff - Rosie's Zoo - More, Fewer, Less - Full, full, full of love - Little Red Riding Hood - Big and Small - Whatever Next! - Round and Round the Garden - Nursery rhymes and finger play collections - Crash! Boom! A math tale - The Little Red Hen - Dig dig digging - Five Little Ducks 		

Understanding the World

Term	Cycle 1 Autumn 1	Cycle 1 Autumn 2	Cycle 1 Spring 1	Cycle 1 Spring 2	Cycle 1 Summer 1	Cycle 1 Summer 2
Main Theme	Marvellous Me	Festivals	Ready, Steady, Cook	Dinosaurs & Fantastic Beasts	The Great Outdoors	Record Breakers
Educational Programme 	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
Curriculum Goals	<p>To become an Excited Explorer who can show curiosity about the world around them; noticing differences and similarities between people, animals, objects, times and places.</p> <p>To become a Compassionate Citizen who can describe features of their local area; know how to care for the environment and have an awareness of other people's cultures and beliefs.</p>					
Overview	<p>Science Labelling body parts- basic external body parts (PCC) Notices detailed features of objects in their environment- different textures, patterns, shapes and sizes- uses appropriate language (NW)</p> <p>History Sequence of time in our own lives – sequencing pictures of different stages of a child's life Discuss who is in their family- immediate family members (PPC)</p> <p>Geography Where do we live? Find it on a map? Local area walk- identify different key points in the area (library,</p>	<p>Science Day and night- the difference between them Seasons- name them and know some features of the different seasons (NW) Developing an understanding of growth and changes over time, observing and noticing weather changes- looking at the nature in the local area and garden and how it changes (NW)</p> <p>History Learn about the Nativity story and how this links to Christmas. Discuss upcoming events, e.g. Bonfire Night – who was Guy Fawkes? Diwali, Remembrance- understand the stories behind them</p>	<p>Science Growing plants and caring for them- identifying the different parts of a plant and what they need to live (NW) Bean experiments- growing beans on the window to see the roots and different parts of the plant in real time as they grow (NW) Talk about some of the things they have observed such as changes to food during cooking, freezing and mixing (NW)</p> <p>History Explore different ways of cooking then and now (PP)</p>	<p>Science Fossils- know where fossils are from and what they are made of (NW) Healthy lifestyles – looking after our bodies, good hygiene, including caring for our teeth (PSED link) Looks closely at similarities and differences whilst exploring- comparing and contrasting animals, transport, and habitats (NW)¹</p> <p>History History of Dinosaurs and when they lived- discussing brief timeline of dinosaurs and how long ago they lived (NW)</p>	<p>Science Adaptations of animals to fit habitat (NW) Comments and asks questions about their familiar world, talking about things they have observed such as plants and animals (NW). Outdoor observations- looking at the environment and noticing changes in plants and weather (NW) Comparing animal habitats- why do animals live in woods and not jungle? Similarities and differences between the them. (NW)</p>	<p>Science Talks about why things happen- exploring colour mixing, change of state (NW)</p> <p>History Reflecting of their school year e.g. then and now, identifying what went well and what they found hard. Discussing fears for next year (PP) Different record breakers- name the record breaker and discuss the records that they broke (PP)</p> <p>Geography Different locations of the Olympics and Commonwealth games- name the different countries that have hosted the Olympics and how they are chosen (NW)</p>

	<p>hospital, train station, shops, school) (NW)</p> <p>Welly Wednesdays Trees & Leaves- Know that leaves grow on trees, what trees look like during different seasons, that trees come from seeds and that some animals live in trees</p> <p>Technology IPads, Torch, interactive controls, Smartboard, TonieBox, Computers, Lightbox</p> <p>RE (Celebrations) Harvest Jeans for Genes</p>	<p>and why they are celebrated (PP)</p> <p>Geography Seasonal changes (NW)</p> <p>Welly Wednesdays British Wildlife- Know the different animal names and classify them. Identify what they eat and the tracks they leave</p> <p>Technology IPads, Beebots, Torch, interactive controls, Smartboard, TonieBox, Computers, Lightbox</p> <p>RE (Celebrations) Christmas Diwali Bonfire Night Remembrance Day Halloween Anti- Bullying Week</p>	<p>Geography Journey of food (NW)</p> <p>Welly Wednesdays Birds- Name different parts of a bird and talk about their life cycle, know what birds eat and the different feathers that they have</p> <p>Technology IPads, Beebots, Torch, interactive controls, Smartboard, TonieBox, Computers, Lightbox</p> <p>RE (Celebrations) Chinese New Year Valentines Day Children's Mental Health Week Safer Internet Day Pancake Day</p>	<p>Geography Location of fossils- looking at where fossils are found on a map and similarities between locations (NW) Map out where different fantastic beasts live- name different fantastic beasts, habitat and why they live there. Why do they live somewhere hot and not somewhere cold etc. (NW)</p> <p>Technology IPads, Beebots, Torch, interactive controls, Smartboard, TonieBox, Computers, Lightbox</p> <p>Welly Wednesdays Spring Flowers- Identify and name different spring flowers, understand plant life cycles, know what plants need to grow</p> <p>RE (Celebrations) Holi Mother's Day Ramadan Easter</p>	<p>History Looking at how the local area has changed over time- where did things used to be and are still there or gone? What did schools look like 50 years ago? (PP) Different modes of transport- naming them and understanding why we use that particular mode. Where do they go? (PP) Different types of houses- naming different house types and the features of them (PP)</p> <p>Geography Comparisons between different habitats e.g. Woods and Desert- what are the similarities and differences? Why isn't there a desert in England? (NW)</p> <p>Technology IPads, Beebots, Torch, interactive controls, Smartboard, TonieBox, Computers, Lightbox</p> <p>Welly Wednesdays Minibeasts- naming and sort different minibeasts. Know the lifecycle of a caterpillar, know the job of bees and why different minibeasts live in different places</p> <p>RE (Celebrations) Walk to School Week Father's Day</p>	<p>Technology IPads, Beebots, Torch, interactive controls, Smartboard, TonieBox, Computers, Lightbox</p> <p>Welly Wednesdays Wildflowers- know what a seed needs to be able to grow, name wildflowers, know what biodiversity means and how it can be increased, name plants that live around the world and the climate of the place they live</p>
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Expressive Arts and Design

Term	Cycle 1 Autumn 1	Cycle 1 Autumn 2	Cycle 1 Spring 1	Cycle 1 Spring 2	Cycle 1 Summer 1	Cycle 1 Summer 2
Main Theme	Marvellous Me	Festivals	Ready, Steady, Cook	Dinosaurs & Fantastic Beasts	The Great Outdoors	Record Breakers
Educational Programme 	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>					
Curriculum Goals	<p>To become a Proud Performer who can perform a talk, song, poem or dance to an audience; retell stories with expression and confidence</p> <p>To become an Imaginative Individual who enjoys creating pictures, collages and models using a variety of resources and techniques; develops story lines during imaginary play and enjoys exploring the sounds that instruments make.</p>					
Overview	Art and DT Self-portraits- drawing, sketching Collage faces- selecting the colour and texture of collage materials Mood Monsters- painting, drawing and collage Create own stickman-sculptures Music Nursery rhymes Action rhymes Clapping games Tapping/clapping syllables of own name Describing how music makes them feel	Art and DT Diwali rangoli patterns- painting- focusing on making shapes with a paintbrush Diva lamps (clay)- sculpture Firework art- finger painting, mark making, collage materials Christmas craft- collage, painting, drawing Music Nursery rhymes Action rhymes Clapping games Tapping/clapping syllables of own name Performing Christmas Nativity songs	Art and DT Vegetable printing Cooking spices used as paint Playdough meals Paintings of fruit and vegetables Music Nursery rhymes Action rhymes Clapping games Tapping/clapping syllables of own name Design your own dinner plate Percussion instruments to represent kitchen sounds Chinese Music	Art and DT Fossil making- sculpture Skeleton dinosaurs- collage Make own fantastic beast- drawing, painting, collage Fantastic beast sunset wash- drawing, painting, collage Junk model dinosaurs- sculpture, painting, collage Music Nursery rhymes Action rhymes Clapping games Tapping/clapping syllables of own name Musical dinosaurs	Art and DT Leaf rubbings- drawing, painting, rubbing Nature rainbow- collage Flower paintings- drawing, painting Pastel drawings of nature- drawing, sketching, pastel colouring Painting with berries- sketching, drawing, painting Mud creations- sculptures Music Nursery rhymes Action rhymes Clapping games Tapping/clapping syllables of own name Creating animal sounds with instruments Making instruments with natural materials	Art and DT Make own medal- sculpture, collage Self- portraits- drawing, sketching, collage Drawings of record breakers- drawing, sketching, pastels Guinness World Records book cover- drawing, sketching, painting Music Nursery rhymes Action rhymes Clapping games Tapping/clapping syllables of own name

