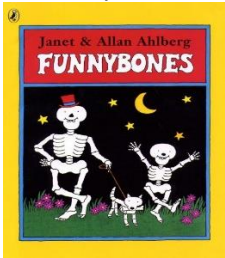
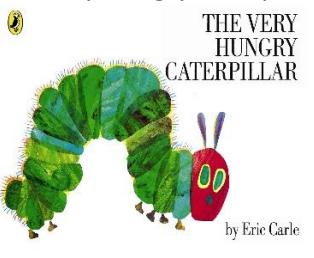
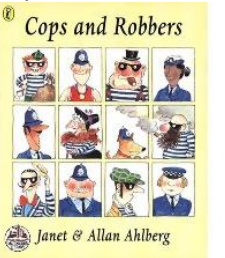
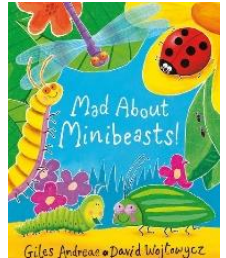
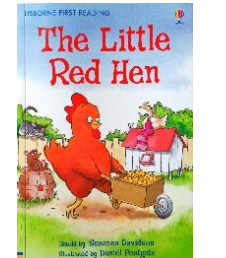






Cycle 2 Autumn 1	Cycle 2 Autumn 2	Cycle 2 Spring 1	Cycle 2 Spring 2	Cycle 2 Summer 1	Cycle 2 Summer 2
Marvellous Me	Festivals	People Who Help Us	Animals & Habitats	Traditional Tales & Growing	Around the World
Focus Texts					
Funnybones 	The Very Hungry Caterpillar 	Cop's and Robbers 	Mad about Minibeasts 	The Little Red Hen 	Here we are 
Other Texts (Bame books in green)					
Stickman Elmer the Elephant Goldilocks and the Three Bears Rainbow Fish Hey You! We're Going on a Bear Hunt The Colour Monster Cinderfella	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	Owl Babies The Very Hungry Worry Monsters Little Rabbit Foo Foo Non- Fiction books about different jobs and how to do them	Dear Zoo The Lion Inside The Three Billy Goat's Gruff Non- Fiction books about different animals and where they live	The Enormous Turnip Jasper's Beanstalk The Global Garden Non- Fiction books about plants and growing	Tinga Tinga Tales: When monkeys swing in the trees Last stop on Market Street All are welcome Non- Fiction books about the world and different countries
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	How to help people Different professions Careers How to get help when needed	Locations of different animals Features of different animals Diets of different animals Animals and their habitats	Growing Life cycles Traditional Tales Similarities between stories Different versions	Nature Our world Different locations around the world and their key features
Enrichment activities					
Local walk	Post our letters to Santa Nativity performance Pantomime	Visits from different people who help us <ul style="list-style-type: none"> - Fire fighter - Police officer - Vet - Doctor Pop Up Play Village	Visit to see different animals	Local walk Growing and looking after flowers and vegetables Trip to Prospect Park	Parents coming in to cook different things from around the world Sports Day
Key Vocabulary					
Same Different Similar Emotions Family Features	Day Night Nocturnal Festivals Celebrate Seasons	Help Support Community Profession Career	Animal Diet Habitat Environment Features	Nature Outside Environment Seedling Local area	Climate Environment Weather Housing Transport


Communication and Language

Term	Cycle 2 Autumn 1	Cycle 2 Autumn 2	Cycle 2 Spring 1	Cycle 2 Spring 2	Cycle 2 Summer 1	Cycle 2 Summer 2
Main Theme	Marvellous Me	Festivals	People Who Help Us	Animals & Habitats	Traditional Tales & Growing	Around the World
Educational Programme 	<p>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.</p>					
Curriculum Goals	<p>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</p>					
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	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 2 Autumn 1	Cycle 2 Autumn 2	Cycle 2 Spring 1	Cycle 2 Spring 2	Cycle 2 Summer 1	Cycle 2 Summer 2
Main Theme	Marvellous Me	Festivals	People Who Help Us	Animals & Habitats	Traditional Tales & Growing	Around the World
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

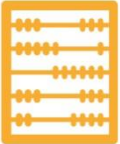
Term	Cycle 2 Autumn 1	Cycle 2 Autumn 2	Cycle 2 Spring 1	Cycle 2 Spring 2	Cycle 2 Summer 1	Cycle 2 Summer 2
Main Theme	Marvellous Me	Festivals	People Who Help Us	Animals & Habitats	Traditional Tales & Growing	Around the World
Educational Programme 	Physical activity is vital in children's all-round development, 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.					
Curriculum Goals	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. 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.					
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 2 Autumn 1	Cycle 2 Autumn 2	Cycle 2 Spring 1	Cycle 2 Spring 2	Cycle 2 Summer 1	Cycle 2 Summer 2
Main Theme	Marvellous Me	Festivals	People Who Help Us	Animals & Habitats	Traditional Tales & Growing	Around the World
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 2 Autumn 1	Cycle 2 Autumn 2	Cycle 2 Spring 1	Cycle 2 Spring 2	Cycle 2 Summer 1	Cycle 2 Summer 2
Main Theme	Marvellous Me	Festivals	People Who Help Us	Animals & Habitats	Traditional Tales & Growing	Around the World
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>White Rose Maths</u> <ul style="list-style-type: none"> Match, sort and compare Talk about measure and patterns It's me 1, 2, 3 <u>Stories to support</u> <ul style="list-style-type: none"> A Pair of Socks by Stuart J. Murphy Seaweed Soup by Stuart J. Murphy The Button Box by Margarette S. Reid Beep Beep, Vroom Vroom! by Stuart J. Murphy Where's My Teddy? by Jez Alborough It's the Bear! by Jez Alborough The Blue Balloon by Mick Inkpen Dear Zoo by Rod Campbell My First Book of Patterns by Bobby and June George We're Going on a Bear Hunt by Michael Rosen A-B-A-B-A – A Book of Pattern Play by Brian P. Cleary Anno's Counting Book by Mitsumasa Anno How to Count to One by Casper Salmon Goldilocks and the Three Bears The Gingerbread Man A Squash and a Squeeze by Julia Donaldson The Three Billy Goats Gruff 	<u>White Rose Maths</u> <ul style="list-style-type: none"> It's me 1, 2, 3 Circles and Triangles 1, 2, 3, 4, 5 Shapes with 4 sides <u>Stories and rhymes</u> <ul style="list-style-type: none"> Anno's Counting Book by Mitsumasa Anno How to Count to One by Casper Salmon Goldilocks and the Three Bears The Gingerbread Man A Squash and a Squeeze by Julia Donaldson The Three Billy Goats Gruff Circle, Triangle, Elephant! A Book of Shapes and Surprises by Kenji Oikawa and Mayuko Takeuchi Triangle by Mac Barnett and Jon Klassen Shapes, Shapes, Shapes by Tana Hoban We're Going on a Bear Hunt by Michael Rosen Rosie's Walk by Pat Hutchins Witches Four by Marc Brown Five Little Fiends by Sarah Dyer Pete the Cat and his Four Groovy Buttons by Eric Litwin Kipper's Birthday by Mick Inkpen The Very Hungry Caterpillar by Eric Carle Stella to Earth! by Simon Puttock and Philip Hopman 	<u>White Rose Maths</u> <ul style="list-style-type: none"> It's me 1, 2, 3 Circles and Triangles 1, 2, 3, 4, 5 Shapes with 4 sides <u>Stories and rhymes</u> <ul style="list-style-type: none"> Anno's Counting Book by Mitsumasa Anno How to Count to One by Casper Salmon Goldilocks and the Three Bears The Gingerbread Man A Squash and a Squeeze by Julia Donaldson The Three Billy Goats Gruff Circle, Triangle, Elephant! A Book of Shapes and Surprises by Kenji Oikawa and Mayuko Takeuchi Triangle by Mac Barnett and Jon Klassen Shapes, Shapes, Shapes by Tana Hoban We're Going on a Bear Hunt by Michael Rosen Rosie's Walk by Pat Hutchins Witches Four by Marc Brown Five Little Fiends by Sarah Dyer Pete the Cat and his Four Groovy Buttons by Eric Litwin Kipper's Birthday by Mick Inkpen The Very Hungry Caterpillar by Eric Carle Stella to Earth! by Simon Puttock and Philip Hopman 	<u>White Rose Maths</u> <ul style="list-style-type: none"> Alive in 5 Mass and Capacity Growing 6, 7, 8 	<u>White Rose Maths</u> <ul style="list-style-type: none"> Length, height and time Building 9 and 10 Explore 3D shapes 	<u>White Rose Maths</u> <ul style="list-style-type: none"> Length, height and time Building 9 and 10 Explore 3D shapes

Understanding the World

Term	Cycle 2 Autumn 1	Cycle 2 Autumn 2	Cycle 2 Spring 1	Cycle 2 Spring 2	Cycle 2 Summer 1	Cycle 2 Summer 2
Main Theme	Marvellous Me	Festivals	People Who Help Us	Animals & Habitats	Traditional Tales & Growing	Around the World
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, hospital,</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 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 helping people then and now (PP) Discuss the different jobs people do and how they have changed over the years (PP) Discuss the different uniforms and emblems and how they have changed and were created (PP)</p> <p>Geography Discuss how different countries require different</p>	<p>Science Adaptations of animals to fit habitat (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) Comparing animal habitats- why do animals live in woods and not jungle? Similarities and differences between the them. (NW)</p> <p>History History of Animals and when they lived- discussing</p>	<p>Science 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) 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)</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) Discussing how countries and cities have changed over the years (PP)</p> <p>Geography Different locations of famous landmarks (NW) Different weathers of the different countries (NW)</p>

<p>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, Beebots, Torches, interactive controls, Smartboard, TonieBox, Computers, Lightbox</p> <p>RE (Celebrations) Harvest R.E Discovery- Special People</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, Torches, interactive controls, Smartboard, TonieBox, Computers, Lightbox</p> <p>RE (Celebrations) Christmas Diwali Bonfire Night Remembrance Day Halloween Anti- Bullying Week R.E Discovery- Christmas</p>	<p>things from emergency services (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, Torches, 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 R.E Discovery- Celebrations</p>	<p>how different animals have changed over time (NW)</p> <p>Geography Location of animals- looking at where animals are found on a map and similarities between locations (NW) Map out where different animals live- name different animals, habitat and why they live there. Why do they live somewhere hot and not somewhere cold etc. (NW)</p> <p>Technology IPads, Beebots, Torches, interactive controls, Smartboard, TonieBox, Computers, Lightbox</p> <p>Welly Wednesdays Spring Flowers- Name different spring flowers, name what flowers need to grow, name structures that make up a flower, know what seeds need to germinate and explain why seedlings grow best in the dark</p> <p>RE (Celebrations) Holi Mother's Day Ramadan Easter R.E Discovery- Easter</p>	<p>History Looking at how different Traditional Tales have changed over time (PP) Discussing the different ways of growing things and how this has changed over time (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, Torches, 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 R.E Discovery- Story time</p>	<p>Different climates and key features of different countries (NW)</p> <p>Technology IPads, Beebots, Torches, 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> <p>RE (Celebrations) R.E Discovery- Special Places</p>
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Expressive Arts and Design

Term	Cycle 2 Autumn 1	Cycle 2 Autumn 2	Cycle 2 Spring 1	Cycle 2 Spring 2	Cycle 2 Summer 1	Cycle 2 Summer 2
Main Theme	Marvellous Me	Festivals	People Who Help Us	Animals & Habitats	Traditional Tales & Growing	Around the World
Educational Programme 	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.					
Curriculum Goals	To become a Proud Performer who can perform a talk, song, poem or dance to an audience; retell stories with expression and confidence 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.					
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 Make own uniform for the different emergency services Explore using natural items as paint Playdough people Paintings of different people who help us Music Nursery rhymes Action rhymes Clapping games Tapping/clapping syllables of own name Percussion instruments Chinese Music Making emergency services sounds using instruments	Art and DT Animal making- sculpture Skeleton animals- collage Make own animal- drawing, painting, collage Animal sunset wash- drawing, painting, collage Junk model animals- sculpture, painting, collage Music Nursery rhymes Action rhymes Clapping games Tapping/clapping syllables of own name Creating animal sounds with instruments Making sounds for different weathers and habitats	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 Making instruments with natural materials Adding music to Traditional Tales	Art and DT Make different items from around the world- sculpture, collage Self- portraits- drawing, sketching, collage Traditional paintings and drawings- drawing, sketching, pastels Transport- drawing, sketching, painting Music Nursery rhymes Action rhymes Clapping games Tapping/clapping syllables of own name Exploring instruments from around the world