

EYFS Book Curriculum Overview

Autumn 1: What makes me special?



Autumn 2: Are you brave?



Spring 1: What is it like in the cold?



Spring 2: What would be a good pet?



Summer 1: How does your garden grow?



Summer 2: Do you like to be beside the Seaside?



EYFS Curriculum Progress Maps

Communication & Language Educational Programme – (Statutory Framework)

The development of children’s spoken language underpins all seven areas of learning and development. Children’s **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the **conversations they have with adults and peers throughout the day in a language-rich environment is crucial**. By commenting on what children are interested in or doing, and echoing back what they **say with new vocabulary added**, practitioners will build children’s language effectively. **Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems**, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and **sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures**

What makes me special?	Are you brave?	What is it like in the cold?	What would be a good pet?	How does your garden grow?	Do you like to be beside the Seaside?
<p>Who are you? Who is in my family? Are we all the same? How can I look after myself? What do we play with?</p>	<p>What happens in Autumn time? What happens on Bonfire night? How can we tell someone is brave? What makes a great superhero? How do we keep safe long ago? Who would live in a castle? How do we celebrate Christmas?</p>	<p>How do I know it’s Winter? What is it like in the cold places around the world? Which animals live in the cold? How do penguins live? What’s it like to be an explorer in the cold? Which foods will warm us up?</p>	<p>What kind of pets do we have? What do we need to do to look after our pets? What kind of exotic pets could we have? What happens to the animals at Spring time?</p>	<p>Where does this beanstalk go? How do I grow a beanstalk? What kind of flowers can we grow? Can I eat what I grow? What can we grow in hot countries? Who lives in the garden? What do the birds like eat in the garden?</p>	<p>Why do we have holidays at the seaside? What is different and what is the same about seaside holidays now and then? What can we find on the beach? What lives in the sea? How can we keep ourselves safe at the beach? How can we look after the beach and the sea??</p>

Communication & Language

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> - Understand how to listen carefully and why listening is important. - Engage in story times. <p><u>Speaking</u></p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <ul style="list-style-type: none"> - Learn new vocabulary. - Use new vocabulary through the day. <p>Articulate their ideas and thoughts in well-formed sentences.</p> <ul style="list-style-type: none"> - Connect one idea or action to another using a range of connectives. - Describe events in some detail. - Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. - Develop social phrases. 			<p><u>Start to work towards ELG Spring 2 (earlier if the child is ready)</u></p> <p><u>Listening, Attention and Understanding</u></p> <p>ELG</p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p><u>Speaking</u></p> <p>ELG: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <ul style="list-style-type: none"> - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of 		

Personal Social and Emotional Development

Personal, Social, Emotional Development Overview (Statutory Framework)

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.

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Self-Regulation

- See themselves as a valuable individual.
- Express their feelings and consider the feelings of others.

Managing Self

- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally
- Manage their own needs. : Personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing:
- regular physical activity • healthy eating • tooth brushing
 - sensible amounts of ‘screen time’ • having a good sleep routine
 - being a safe pedestrian

Building Relationships

- Think about the perspectives of others.
- Build constructive and respectful relationships

Start to work towards ELG Spring 2 (earlier if the child is ready)

Self-Regulation ELG

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions

Managing Self

ELG - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;

- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

Building Relationships ELG Work and play cooperatively and take turns with others;

- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others’ needs.

Physical Development

Physical Development Overview (Statutory Framework)

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 wellbeing. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence

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<p>Introduction to PE Unit 1 To move safely and sensibly in a space with consideration of others. To use equipment safely and responsibly. To develop moving safely and stopping with control To use different travelling actions whilst following a path. To work with others co-operatively and play as a group. To follow, copy and lead a partner.</p> <p>Introduction to PE Unit 2</p>	<p>Fundamentals: Unit 1 To develop balancing whilst stationary and on the move To develop running and stopping. To develop changing direction. To develop jumping and landing. To develop hopping and landing with control. To explore different ways to travel.</p> <p>Fundamentals: Unit 2 To develop balancing. To develop running and stopping To develop changing direction</p>	<p>Gymnastics: Unit 1 To copy and create shapes with your body. To be able to create shapes whilst on apparatus. To develop balancing and taking weight on different body parts. To develop jumping and landing safely. To develop rocking and rolling. To copy and create short sequences linking actions together.</p> <p>Dance: Unit 1 To use counts of 8 to know when to change action.</p>	<p>Gymnastics: Unit 2 To create short sequences using shapes, balances and travelling actions To develop balancing and safely using apparatus. To develop jumping and landing safely from a height. To develop rocking and rolling To explore travelling around, over and through apparatus. To create short sequences linking actions together and including apparatus.</p> <p>Dance Unit 2 To use counting to help to stay in time with the music</p>	<p>Games: Unit 1 To work safely and develop running and stopping. To develop throwing and learn how to keep score. To be able to play games showing an understanding of the different roles within it. To follow instructions and move safely when playing tagging games. To work co-operatively and learn to take turns. To work with others to play team games.</p> <p>Ball Skills: Unit 1 To develop rolling a ball to a target.</p>	<p>Games : Unit 2 To develop accuracy when throwing and practise keeping score. To follow instructions and move safely when play tagging games To learn to play against an opponent. To play by the rules and develop coordination. To explore striking a ball and keeping score. To work co-operatively as a team.</p> <p>Ball Skills : Unit 2 To develop rolling and tracking a ball.</p>

<p>To move around safely in space To follow instructions and stop safely. To stop safely and develop control when using equipment. To follow instructions and play safely as a group. To follow a path and take turns. To work co-operatively with a partner.</p> <p><u>Fine Motor Skills</u> I will know how to use a knife fork and spoon by practising in my classroom I will be taught how to use scissors I will be taught how to hold a pencil properly in RWI sessions I will learn the correct formation of the letters that I have been taught</p>	<p>To develop jumping. To develop hopping. To explore different ways to travel using equipment</p> <p><u>Fine Motor Skills</u> I will know how to use a knife fork and spoon by practising in my classroom I will continue to practise my scissor skills I will make sure I hold my pencil properly in RWI sessions I will be taught how use a paint brush properly using strokes I will learn the correct formation of the letters that I have been taught and practise the formation of the ones I have been previously been taught</p>	<p>To explore different body parts and how they move. To explore different body parts and how they move and remember and repeat actions. To express and communicate ideas through movement exploring directions and levels. To copy and repeat actions showing confidence and imagination. To move with control and coordination, linking, copying and repeating actions.</p> <p><u>Fine Motor Skills</u> I will know how to use a knife fork and spoon by practising in my classroom I will continue to practise my scissor skills I will make sure I hold my pencil properly in RWI sessions I will be taught how use a paint brush properly using strokes I will learn the correct formation of the letters that I have been taught and practise the formation of the ones I have been previously been taught</p>	<p>when copying and creating actions. To be able to move safely with confidence and imagination, communicating ideas through movement. To explore movement using a prop with control and co-ordination. To move with control and coordination, expressing ideas through movement. To move with control and coordination, copying, linking and repeating actions. To remember and repeat actions, exploring pathways and shapes.</p> <p><u>ELG Fine Motor Skills</u> - I will be working towards holding a pencil effectively tripod grip in almost all cases; - I will be working toward using scissors confidently - I will be working toward using a paint brush confidently using appropriate brush strokes - I will be working toward using cutlery properly - I will begin show accuracy and care when drawing</p>	<p>To develop stopping a rolling ball To develop accuracy when throwing to a target. To develop bouncing and catching a ball. To develop dribbling a ball with your feet To develop kicking a ball.</p> <p><u>ELG Fine Motor Skills</u> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing</p>	<p>To develop accuracy when throwing to a target To develop dribbling with hands. To develop throwing and catching with a partner. To develop dribbling a ball with your feet To develop kicking a ball to a target.</p> <p><u>ELG Fine Motor Skills</u> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing</p>
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Mathematical

Mathematical Development Overview (Statutory Framework)

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 ten-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.

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<p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. Pupils will:</p> <ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of 	<p>They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. Pupils will: hear and join in with the counting sequence and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number</p> <ul style="list-style-type: none"> • develop counting skills and knowledge, including: that the last number in the 	<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals 	<p>Pupils will:</p> <ul style="list-style-type: none"> • understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games <ul style="list-style-type: none"> • join in with verbal counts beyond 20, 	<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how 	<p>Pupils will: begin to generalise about 'one more than' and 'one less than' numbers within 10</p> <ul style="list-style-type: none"> • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek <p>secure knowledge of number facts through varied practice</p>

<p>numbers within 5 and talk about what they can see, to develop their conceptual subitising skills</p> <ul style="list-style-type: none"> • spot smaller numbers 'hiding' inside larger numbers <ul style="list-style-type: none"> • connect quantities and numbers to finger patterns and • explore different ways of representing numbers on their fingers • continue and copy repeated patterns 	<p>count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds</p> <ul style="list-style-type: none"> • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts <ul style="list-style-type: none"> • create repeating patterns 	<ul style="list-style-type: none"> • begin to identify missing parts for numbers within 5 <ul style="list-style-type: none"> • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when • comparing numbers • compare length, weight and capacity 	<p>hearing the repeated pattern within the counting numbers</p> <ul style="list-style-type: none"> • compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can 	<p>doubles can be arranged in a 10-frame</p> <ul style="list-style-type: none"> • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 	
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Literacy

Literacy Development Overview (Statutory Framework)

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).

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Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; -
- Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

Word Reading

- Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.

Writing

- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Re-read what they have written to check that it makes sense.

Start to work towards ELG Spring 2 (or before if child is ready)

Comprehension

ELG

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- Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading

ELG

- Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

ELG

- Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others

Read Write Inc

- Word time
- Hears initial sound phonemes.
- Learn set 1 Read Write Inc sounds
- Daily Read Write Inc. Speed sound lessons

m	a	s	d	t
i	n	p	g	o
c	k	u	b	f
e	l	h	sh	r
j	v	y	w	th
z	ch	qu	x	ng

Read Write Inc.

- Word time. Children should be ready for ditty level at the end of this term.
- Be able to independently blend CVC sounds in words. May need some support.
- Be able to read 1.1-1.7 words by sounding out. May occasionally need some support.
- Read words such as shop, chip, jump, that



Read Write Inc.

- Children should be working on Ditty level during this term. Ditty Photocopy sheets
- Can provide a more gradual approach for children needing more support. Sheets 1-10
- Instantly and confidently knows all set 1 Read Write Inc Sounds.
- Has been introduced to digraphs. Knows the digraphs sh, nk, ng, qu, th and can apply these to their reading.
- Can confidently blend cvc and ccvc words in Red



Read Write Inc Ditty Books.

Spring 2

- Children should be working on Ditty level during this term.
- Confidently reading red ditty books using skills of blending.
- Recognising sh, ch, th, nk, ng digraphs and trigraphs in reading books.
- Reads simple sentences and phrases. i.e. a cat in a hat or sit on the bus



Summer 1 & 2 Read Write Inc.

- Children should be working on green and purple level during this term.

Know and apply set 2 Read Write Inc sounds



Be able to speedily read (Fred in Your Head), without sounding out many 1.1.1.7 words.



Understanding the World

Understanding the World Overview (Statutory Framework)

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.

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<p>Who are you? Who is in my family? Are we all the same? How can I look after myself? What do we play with?</p>	<p>What happens in Autumn time? What happens on Bonfire night? How can we tell someone is brave? Who are the superhero's that help us? How do we keep safe long ago? Who would live in a castle? How do we celebrate Christmas? How do others celebrate Christmas?</p>	<p>How do I know it's Winter? What is it like in the cold places around the world? Which animals live in the cold? How do penguins live? What's it like to be an explorer in the cold? Which foods will warm us up?</p>	<p>What kind of pets do we have? What do we need to do to look after our pets? What kind of exotic pets could we have? What happens to the animals at Spring time?</p>	<p>Where does this beanstalk go? How do I grow a beanstalk? What kind of flowers can we grow? Can I eat what I grow? What can we grow in hot countries? Who lives in the garden? What do the birds like eat in the garden?</p>	<p>Why do we have holidays at the seaside? What is different and what is the same about seaside holidays now and then? What can we find on the beach? What lives in the sea? How can we keep ourselves safe at the beach? How can we look after the beach and the sea??</p>
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Past and Present I can talk about toys in the past People Culture and Communities I can talk about members of my immediate family Can draw a map of my house The Natural World Can describe the natural world – see/hear around the school grounds RE Being Special: Where do we belong? RE Today unit- F4</p>	<p>Past and Present Talk about kings, queens, and monarch Talk about King Charles and Queen Elizabeth To know about the castles/palaces they used to live in People, Culture and Communities To know about the tradition of Bonfire night and the things that happens To know about the tradition of Christmas and the things that happens for them and other cultures Can draw a simple map for the gingerbread man The Natural World To know the name of the season Autumn and what</p>	<p>Past and Present To share stories about old explorers and explores nowadays – Robert Shakleton and David de Rothschild – compare equipment People, Culture and Communities To know about cold places – north pole, south pole – what is life like to live there - Igloos To know the animals that live there – penguins, polar bears To know where the north and south pole are compared to where we live. The Natural World To take part in winter walks</p>	<p>Past and Present To know about and David Attenborough and what he has achieved in the past – finding out about animals. David Attenborough The Natural World To know the season Spring To know some of the change at Spring time – blossom, daffodils, flowers ELG To know the body parts of a cat, fish, dog and hamster whiskers, claws, paws, To be name a lizard, snake, Pig, rat, parrot Tail, snout, beak RE</p>	<p>People, Culture and Communities To know about fruits and vegetables that grow in hot countries – pineapple, mango, bananas, avocado To know about life in Africa for children. The Natural World To name common flowers – sunflower, rose, daisy, tulips To know the animals that live in the garden. To know how we plant seeds and what happens To know about the life cycle of a butterfly.</p>	<p>Past and Present To talk about the seaside in the past and now, past present- promenade, Pier, Punch and Judy, People, Culture and Communities To know about coastal places- To know what you would find at the seaside – sea, beach, cliff, sea creatures Looking at the globe oceans – inked to the sea and the sea creatures To know the season Summer To know some of the change at summer time – hot, grow</p>

	<p>happens- leaves change colour and the trees change. To know the animals that you might see at Autumn time – squirrel, hedgehog. Be able to describe the animal body parts – tails, spikes, snout Talk and discuss changes in the natural environment conkers, pine cones</p> <p>RE Why do Christians perform nativity plays at Christmas? INCARNATION Unit F2.</p>	<p>To find out about the season Winter. To find out what happens to nature during Winter time, - , environmental changes – ice, snow, cold, bright sun To know that the trees change. Winter To know about animals in winter time that hibernate in the winter - hedgehogs, bats To be able to talk about their body parts To investigate what happens to snow/ice in different conditions – asking simple question</p> <p>RE Why is the word ‘God’ so important to Christians? Understanding Christianity GOD/ CREATION Unit F1</p>	<p>Why do Christians put a cross in an Easter garden? Understanding Christianity Unit F3</p>	<p>To identify different birds - robin, blackbird, magpie, cuckoo To know the season Summer To know some of the change at summer time – hot, grow</p> <p>RE Which places are special and why? RE Today unit- F5</p>	<p>To know body parts of different sea creatures – fish, octopus, sharks, dolphins To know about what effects the sea and the creatures – litter, pollution – what we put in the sea</p> <p>RE What times/stories are special and why? RE Today unit- F6</p>
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Expressive Arts and Design

Expressive Arts and Design Overview (Statutory Framework)

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.

What makes me special?	Are you brave?	What is it like in the cold?	What would be a good pet?	How does your garden grow?	Do you like to be beside the Seaside?
<p>Who are you? Who is in my family? Are we all the same? How can I look after myself? What do we play with?</p>	<p>What happens in Autumn time? What happens on Bonfire night? How can we tell someone is brave? Who are the superhero's that help us? How do we keep safe long ago? Who would live in a castle? How do we celebrate Christmas? How do others celebrate Christmas?</p>	<p>How do I know it's Winter? What is it like in the cold places around the world? Which animals live in the cold? How do penguins live? What's it like to be an explorer in the cold? Which foods will warm us up?</p>	<p>What kind of pets do we have? What do we need to do to look after our pets? What kind of exotic pets could we have? What happens to the animals at Spring time?</p>	<p>Where does this beanstalk go? How do I grow a beanstalk? What kind of flowers can we grow? Can I eat what I grow? What can we grow in hot countries? Who lives in the garden? What do the birds like eat in the garden?</p>	<p>Why do we have holidays at the seaside? What is different and what is the same about seaside holidays now and then? What can we find on the beach? What lives in the sea? How can we keep ourselves safe at the beach? How can we look after the beach and the sea??</p>
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Creating With Materials</u> - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills.</p> <p><u>Being Imaginative and Expressive</u> - Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p><u>Creating with Material</u> - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills.</p> <p><u>Being Imaginative and Expressive</u> - Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p><u>Creating with Material</u> - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills.</p> <p><u>Being Imaginative and Expressive</u> - Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Start to work on ELG <u>Creating with Material</u> ELG Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. <u>Being Imaginative and Expressive</u> ELG</p>	<p><u>Creating with Material</u> ELG Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. <u>Being Imaginative and Expressive</u> ELG - Invent, adapt and recount narratives and</p>	<p><u>Creating with Material</u> ELG Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. <u>Being Imaginative and Expressive</u> ELG - Invent, adapt and recount narratives and</p>

<p>- Watch and talk about dance and performance art, expressing their feelings and responses. - Sing in a group or on their own, increasingly matching the pitch and following the melody. - Develop storylines in their pretend play. - Explore and engage in music making and dance, performing solo or in groups.</p> <p>Sing a range of well-known nursery rhymes and songs:</p> <p><u>Drawing:</u></p> <p>To know how to hold different drawing medium (pencil, chalk etc.) with a full three finger grip.</p> <p>To know how to use different drawing apparatus (pencil, pens, chalk etc.) to create basic shapes that represent objects.</p> <p><u>Painting:</u></p> <p>To know how to hold different painting medium (paintbrush, sponge brush)</p>	<p>- Watch and talk about dance and performance art, expressing their feelings and responses. - Sing in a group or on their own, increasingly matching the pitch and following the melody. - Develop storylines in their pretend play. - Explore and engage in music making and dance, performing solo or in groups.</p> <p>Sing a range of well-known nursery rhymes and son – see ‘Reading, Rhyme, Poetry and Singing Spine’</p> <p><u>Andy Goldsworthy: Natural Sculptures</u></p> <p>To know and say the colours used in artwork.</p> <p>To know and say what they can see in the artwork (shapes, objects).</p> <p>To say if they like or dislike artwork.</p> <p>To say if they like or dislike their own artwork.</p> <p>To begin to draw landscapes and natural forms (leaves etc.) with a full three finger grip using</p>	<p>- Watch and talk about dance and performance art, expressing their feelings and responses. - Sing in a group or on their own, increasingly matching the pitch and following the melody. - Develop storylines in their pretend play. - Explore and engage in music making and dance, performing solo or in groups.</p> <p>Sing a range of well-known nursery rhymes and son – see ‘Reading, Rhyme, Poetry and Singing Spine’</p> <p><u>Drawing:</u></p> <p>To know how different apparatus (pencils, chalk, charcoal) can have different textures. For example a pencil can give straight neat lines, charcoal and chalk can be smudged easily.</p> <p>To know how to create lines and shapes that more clearly reference a given shape or concept, using a full three finger grip.</p> <p><u>Painting:</u></p> <p>To know how to use painting apparatus</p>	<p>- Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p> <p>Sing a range of well-known nursery rhymes and son – see ‘Reading, Rhyme, Poetry and Singing Spine’</p> <p><u>Edvard Munch: Painting and Oil Pastels</u></p> <p>To know and say the colours used in artwork.</p> <p>To know and say what they can see in the artwork (shapes, objects).</p> <p>To say if they like or dislike artwork.</p> <p>To say if they like or dislike their own artwork.</p> <p>To begin to draw with detail (bodies with sausage limbs, eyes, arms) with a full three finger grip.</p>	<p>stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p> <p>Sing a range of well-known nursery rhymes and son – see ‘Reading, Rhyme, Poetry and Singing Spine’</p> <p><u>Drawing:</u></p> <p>To know how to create lines that consist of differing weights (thick and thin) by changing the apparatus (pencil, charcoal, chalk) or pressure.</p> <p>To begin to experiment with different tones based on the pressure used. Firmer pressure to create a darker tone, lighter pressure to create a lighter tone.</p> <p><u>Painting:</u></p> <p>To know how to create lines that consist of differing weights (thick and thin) by changing the position of the paintbrush (using the tip or the side)</p>	<p>stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p> <p>Sing a range of well-known nursery rhymes and son – see ‘Reading, Rhyme, Poetry and Singing Spine’</p> <p><u>Esther Mahlangy Painting</u></p> <p>To know and say the colours used in artwork.</p> <p>To know and say what they can see in the artwork (shapes, objects).</p> <p>To say if they like or dislike artwork.</p> <p>To say if they like or dislike their own artwork.</p> <p>To know that some drawing utensils move/ feel differently to others (for example more efforts required for a colouring pencil compared to a felt tip pen).</p>
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<p>with a consistent three finger grip.</p> <p>To begin to create lines and shapes that clearly represent a shape- using vertical and horizontal brush strokes.</p> <p>To begin to experiment with paint and know that when two colours are mixed they change colour.</p>	<p>appropriate shapes and marks.</p> <p>To make a sculpture in the style of Andy Goldsworthy with clear intentions.</p> <p><u>Drawing:</u></p> <p>To continue to know how to hold different drawing medium (pencil, chalk etc.) with a full three finger grip.</p> <p>To continue to know how to use different drawing apparatus (pencil, pens, chalk etc.) to create basic shapes that represent objects.</p> <p><u>Painting:</u></p> <p>To continue to know how to hold different painting medium (paintbrush, sponge brush) with a consistent three finger grip.</p> <p>To continue to create lines and shapes that clearly represent a shape- using vertical and horizontal brush strokes.</p> <p>To continue to experiment with paint and know that when two colours are mixed they change colour.</p>	<p>(paintbrush, sponge brush), with a full three finger grip, to create basic shapes that represent objects from observation or imagination.</p> <p>To know that different paintbrushes can represent different textures for an object. For example, a thin brush will provide thin lines for detail and a thick brush will provide thick lines to block paint. Explore these techniques with vertical and horizontal strokes.</p> <p>To know how to mix two primary colours to make a secondary colour.</p>	<p>To begin to draw bodies of the right size to what they are drawing.</p> <p>To be able to hold a paint brush with a consistent full three finger grip.</p> <p>To be able to use thick brushes to create thick vertical and horizontal strokes.</p> <p>To be able to use thin brushes to create thin vertical and horizontal strokes.</p> <p>To be able to mix primary colours to create secondary colours.</p> <p><u>Drawing:</u></p> <p>To continue to know how different apparatus (pencils, chalk, charcoal) can have different textures. For example a pencil can give straight neat lines, charcoal and chalk can be smudged easily.</p> <p>To continue to know how to create lines and shapes that more clearly reference a given shape or concept, using a full three finger grip.</p> <p><u>Painting:</u></p> <p>To continue to know how to use painting apparatus</p>	<p>or selecting appropriate apparatus (thicker or thinner brushes or a sponge brush).</p> <p>To be able to experiment with different colours based on their knowledge of mixing. For example, what happens when they add more blue to red to make purple or just add a little bit of blue to red to make purple.</p>	<p>To know how to create lines and shapes that clearly reference a given shape or concept.</p> <p>To know how to mix primary colours to create secondary colours.</p> <p>To know how to experiment with different variations of secondary colours by adding more or less primary colours to the paint.</p> <p>To know how to create lines that consist of differing weights (thick and thin) by changing the position of the paintbrush or selecting appropriate apparatus (for example changing to a thinner paintbrush).</p> <p><u>Drawing:</u></p> <p>To continue to know how to create lines that consist of differing weights (thick and thin) by changing the apparatus (pencil, charcoal, chalk) or pressure.</p> <p>To continue to experiment with different tones based on the pressure used. Firmer pressure to create a darker tone, lighter pressure to create a lighter tone.</p>
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			<p>(paintbrush, sponge brush), with a full three finger grip, to create basic shapes that represent objects from observation or imagination.</p> <p>To continue to know that different paintbrushes can represent different textures for an object. For example, a thin brush will provide thin lines for detail and a thick brush will provide thick lines to block paint. Explore these techniques with vertical and horizontal strokes.</p> <p>To continue to know how to mix two primary colours to make a secondary colour.</p>		<p><u>Painting:</u></p> <p>To continue to know how to create lines that consist of differing weights (thick and thin) by changing the position of the paintbrush (using the tip or the side) or selecting appropriate apparatus (thicker or thinner brushes or a sponge brush).</p> <p>To continue to be able to experiment with different colours based on their knowledge of mixing. For example, what happens when they add more blue to red to make purple or just add a little bit of blue to red to make purple.</p>
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