**Early Years Reception Curriculum 2024 / 2025**

**Year A**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Launch Point**  **/ Key Question**  **\*note these will be adapted / changed and led by children’s interests over time** | **Who am I and Who are you?**  **We’re Going on a Bear Hunt!** | **Celebrations!** | **Out of This World!** | **Treasure** | **Wild World** | **Them Bones, Them Bones** |
| **Key Progressive Texts** | **We’re Going on a Bear Hunt! – Michael Rosen**  **Monkey puzzle- Julia Donaldson**  **Stick man- Julia Donaldson**  **Smartest Giant in town - Julia Donaldson**  **Peace at last- J.Murphy**  **Harry and his bucket full of dinosaurs** | **Farmer duck- M. Waddell**  **Oliver’s vegetables**  **Oliver’s fruit salad**  **Handa’s surprise** | **Aliens love underpants- C.F**  **The smeds and the smoos- Julia Donaldson**  **How to catch a star**  **Goodnight spaceman**  **Seven ways to catch a moon- M.P Robertson**  **The way back home**  **The Dinosaur who pooped a planet- Tom Fletcher**  **Man on the moon** | **Pirates love underpants- Claire Freedman**  **Captain Beastlie books** | **The crocodile who didn’t like water- G. Merino**  **Jungle Boogie**  **Handa’s Surprise** | **Funnybones- Allen Ahlberg**  **The Skeleton Book-Robert Winston** |
| **Presentation of Learning / Experiences** | **Home corner** | **Chinese take away**  **Nativity role play**  **Diwali festival** | **Space station** | **Pirate ship** | **Vet role play**  **Jungle area**  **Igloo** | **Hospital role play** |
| **Extra-Curricular Events or Opportunities**  **\*note these are dependent on the specific cohort needs and cultural capital** | **Forest school**  **Parent visitors** | Harvest Festival  Farm to Fork  Local farmer visit  Priest visit  Community visitors from other faiths | Planetarium experience | **Field work- treasure map experience** | Animal experience trip or visitor | Visit from a nurse or doctor |

**Year B**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Launch Point**  **/ Key Question**  **\*note these will be adapted / changed and led by children’s interests over time** | **My 5 Senses** | **Shadows and Light**  **Christmas** | **Fantasy and Adventure** | **Jurassic Journey** | **Materials** | **People who help us** |
| **Key Progressive Texts** | **What makes me a me? – Ben Faulks**  **& David Tazzyn**  **Look, listen, taste, touch and smell – P. Nettleton**  **The hungry caterpillar – Eric Carle** | **Draw me a star- Eric Carle**  **Owl Babies- Martin Waddell**  **Lights- Monica Hughes**  **Oscar and the moth- Geoff Warring** | **Classic fairytales (Jack and the Beanstalk, The Gingerbread Man, Little Red Riding Hood etc)**  **Room on the Broom- Julia Donaldson**  **The Gruffalo- Julia Donaldson**  **Captain Beastlie series** | **Crunch, Munch, Dinosaur Lunch** | **The 3 Little Pigs**  **Ivy saves the ocean** | **Burglar Bill – Allan Ahlberg**  **Cops and Robbers- Allan Ahlberg**  **People who help us book series** |
| **Presentation of Learning / Experiences** | **Home Corner**  **Dr Surgery** | **Diwali festival- making diva lamps** | **Castle role play** | **Archaeologist’s digging area** |  | **Hospital/Vet/**  **Optician/**  **Dentist/Police role play** |
| **Extra-Curricular Events or Opportunities**  **\*note these are dependent on the specific cohort needs and cultural capital** | **Visit from a Dr**  **Forest school**  **Parent visitors** | **Visit from Hindu**  **Visit from Jewish person- Passover**  **Nativity role play** | **Visit from a storyteller**  **Field work** | **Jurassic workshop** |  | **Visit from a key worker or fire brigade** |

**Reception**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Communication & Language** | Understand how to listen to others and why it is important. (A/B)  Listens to others in small groups or one to one and respond with relevant comments. (A/B)  To listen to adults talking and know to put their hand up to share ideas. (A/B)  Listen to familiar stories and recall. (A/B)  To use talk to communicate basic needs effectively.(A/B)  To talk about themselves and find out about others by asking relevant questions. (A/B)  To engage in storytime including joining in with repeated refrains. (A/B)  To sing songs. (A/B)  To speak about a range of texts.(A/B)  Introduce new vocabulary related to topic; family, unique, different, family tree, parents, grandparents, siblings, map, house, apartment, bungalow, journey.(Year A)  Introduce new vocabulary related to senses, touch, sight, smell, hearing, taste, body (Year B) | To compare different festivals and celebrations. (Year A)  To make comments about their observations using new vocabulary learnt.(A/B)  Articulate their thoughts and ideas in well formed sentences. (A/B)  To begin to talk about why things happen using new vocabulary learnt. (A/B)  Use a range of connectives in speech (but/because/so/also) (A/B)  Describe events and experiences from home in some detail.(Year A)  Know the difference between fiction and non-fiction texts.(A/B)  Know to use non-fiction texts to find out information about the things that interest them. (A/B)  Express their ideas and feelings about their experiences using increasing detail. (A/B)  Introduce new vocabulary related to topics: celebration, tradition, culture, Hinduism, Diwali, Christmas, Nativity, Shadow, Light source, dark, light (A/B) | To ask questions to find out more and to check they understand what has been said to them. (A/B)  To retell stories in their own words. (Year B)  Talk about selected non-fiction to develop deep familiarity with new knowledge and vocabulary. (Year A)  Learn rhymes, poems and songs.(Year A/B)  To have fun with rhyming words in books, poems and songs. (Year A/B)  Begin to clap out syllables in words and notice monosyllabic words.(A/B)  To describe familiar texts with detail and using full sentences.(Year B)  To know different features of texts (Contents page, page numbers, speech marks etc) (A/B)  Introduce new vocabulary related to topic- non-fiction, contents, information, facts, photographs, labels, planets, space, gravity, meteor, solar system (Year A)  Introduce new vocabulary related to topic- Fiction, Plot, Characters, Blurb, Storyline, Ending, Beginning, Author, Hero, Heroine (Year B) | To describe familiar texts with detail and using full sentences (A/B)  To begin to ask questions about familiar aspects of their environment and their learning. (A/B)  To talk confidently about why things happen using new vocabulary learnt. (Year B)  To engage in meaningful conversations with others. (A/B)  Introduce new vocabulary related to topics- map, key, North, South, East, West, directions, landmarks  (Year A)  Introduce new vocabulary related to topic – fossil, skeletons, coprolite, archaeologist, history, carnivore, herbivore (Year B) | To name and sort objects and explain their choices.(Year B)  To begin to research using a search engine.(A/B)  To describe and compare articulating clearly.(A/B)  To develop vocabulary based on facts that interest them and use this vocabulary in conversation with others. (A/B)  To engage in meaningful conversations with others.(A/B)  Begin to use talk to help work out problems and organise thoughts.(A/B)  Explain why things might happen and how things might work.(A/B)  To use correct word endings (e.g bigg**est)** (A/B)  Introduce new vocabulary related to topic- Predator, prey, food chain, carnivore, herbivore, Country, Continent, Habitat, Mammal, Reptile, Wild, Domestic (Year A)  Introduce new vocabulary related to topic- solid, liquid, man-made, natural, features, material, wood, plastic, pollution, metal, texture (Year B) | To be able to give facts about a specified subject. (A/B)  To pay attention to the things that interest them for extended periods of time (20 minutes) (A/B)  Understand a range of complex sentence structures such as negatives, plurals and tense markers.(A/B)  Use talk to organise, sequence and clarify thinking, ideas, feelings and events.(A/B)  Talk extensively about things that are of particular importance to them.(A/B)  To engage in meaningful conversations with others (A/B)  To talk about the world that we live in and how there are similarities and differences when looking at different aspects. (A/B)  To use the future tense ‘will’ accurately in conversation (Transition).(A/B)  Introduce new vocabulary related to topics – skeleton, skull, spine, ribs, pelvis, leg bone, vertebrate, invertebrate, exoskeleton. (Year A)  Introduce new vocabulary related to topic – Job, Profession, Career, Key Worker, Nurse, Doctor, Optician, Dentist, Builder, Librarian, Hairdresser, Future (Year B) |
| **ELG** |  | | | | | |
| **Personal, Social and Emotional Development** | To be able to talk about the relationships they have at home with their family and friends.  Understand how it feels to belong and that we are all similar/different. (Jigsaw)  Start to recognise and manage my feelings (Jigsaw)  Work with others to make school a good place to be (Jigsaw)  Understand that it is good to be kind and use gentle hands (Jigsaw)  Begin to understand that we all have the right to learn and play (Jigsaw)  Learn what it means to be responsible (Jigsaw)  To manage their own needs such as toileting and dressing/undressing with support.  To ask for help from an adult when needed.  To demonstrate friendly behaviour to form friendships with others.  To know that every family is unique and to celebrate difference to others.  To build respectful relationships with adults and peers.  To understand how to be a good friend.  To join in with whole group activities.  To choose an activity independently.  To use their experiences of adult behaviours to guide their social interactions with others.  To understand the need for rules and safety and begin to follow these when adult is not present.  To learn about important dates in their lives.  To begin taking turns with their friends. | To learn about a range of different festivals.  Understand that everyone is good at different things (Jigsaw)  Understand that being different makes us special (Jigsaw)  Know that we are all different but similar at the same time (Jigsaw)  Talk about why my home is special to me (Jigsaw)  Talk about how to be a kind friend (Jigsaw)  Stand up for myself in appropriate ways (Jigsaw)  To understand that others may not share the same opinions.  To understand and respect why different people celebrate different things.  To recognise that they belong to different communities.  Identify their own feelings socially and emotionally (e.g. to express excitement for Christmas time)  To become more assertive in appropriate ways with peers and adults.  Invites others to join in their play.  Asks others appropriately if they can join in their play.  Begin to understand that their actions affect others.  Antibullying week | To learn right from wrong and begin to explain why things are right/wrong.  Understand that if I persevere I can tackle challenges (Jigsaw)  Set a goal and work towards it (Jigsaw)  Use kind words to encourage others (Jigsaw)  Begin to understand the link between the things I am learning now and the job I might like to do when I’m older (Jigsaw)  Say when I feel proud of myself for achieving a goal (Jigsaw)  To understand how to make the right choices and the consequences of not making the right ones.  To be able to talk about why a character has made a poor choice and what the consequences are.  To be able to talk about how the character could have made a better choice.  Learn how to adapt to different situations and changes to routine.  Safer Internet Day. | To understand that all people need help at times and describe what we can do to help others.  Understand that I need to exercise to keep my body healthy (Jigsaw)  Understand that moving and resting are good for my body (Jigsaw)  Know which foods are healthy and not healthy and make healthy choices (Jigsaw)  Understand that sleep is good for me (Jigsaw)  Know who my safe adults are (Jigsaw)  To identify ways of being helpful to others and how this will make them feel.  To talk about the effect their behaviour has on others.  To show perseverance in the face of challenge  To describe their strengths and the things they are working hard to improve. | To understand some ways in which we can look after our world and why this is important.  Identify some of the jobs I do in my family (Jigsaw)  Know how to make friends (Jigsaw)  Think of ways to solve problems with friends (Jigsaw)  Start to understand the impact of kind words (Jigsaw)  Know how to be a good friend (Jigsaw)  To develop their sense of unique self by talking about similarities and differences to others.  To think about the perspectives of others.  To explain how they can demonstrate friendly behaviour.  To manage their own needs such as toileting and dressing/undressing independently | To show an understanding of the perspectives of others and how their own ideas and opinions may vary.  Name parts of the body (Jigsaw)  Talk about some of the things I can do and the foods that keep me healthy (Jigsaw)  Understand that we all grow from babies to adults (Jigsaw)  Express how I feel about moving to my next class (Jigsaw)  Talk about the things I am worried about / looking forward to in my next class (Jigsaw)  To moderate their own feelings and behaviour with increasing control.  To independently find ways to resolve conflict with others.  To make choices confidently and independently about the resources, activities and methods they’d like to use. |
| **ELG** |  | | | | | |
| **Physical Development** | To use a dominant hand when using paintbrushes, pencils, pens and fine motor equipment.  To wash hands independently after using the toilet, sneezing, coughing or before meal times  To begin to form recognisable letters  To use climbing equipment safely and competently with some adult direction.  To begin to negotiate space effectively.  To know how to be safe in Forest school.  To know how to use scissors effectively and safely to cut out shapes with straight lines.  Copy the actions and movements of an adult with guidance.  Follow simple movement instructions e.g. run  Catch a bean bag or ball with partial consistency using correct hand position.  Hit a target with increasing consistency. | To know which hand to write with.  To begin to use anticlockwise movement and retrace vertical lines.  To use climbing equipment safely and competently.  To negotiate space effectively when running, scooting, cycling, climbing.  .  To know how to be safe in Forest school and become increasingly independent.  To know how to use scissors effectively and begin to turn paper to cut around corners.  To use cutlery safely and effectively to cut up soft foods.  Describe how to do an overarm throw.  Demonstrate how to do an overarm throw.  Develop control over an object (stop and slide, moving to throw and catch) | To show good practice with regard to exercise, eating, sleeping and hygiene and oral health and understand how these can contribute to good health..  To be able to balance and coordinate safely.  To move in a variety of ways with increasing control (rolling, crawling, jumping, hopping etc)  To use core muscle strength to achieve good posture when sitting at a table to write.  To develop ball skills such as throwing, catching, kicking, aiming and passing.  Maintain their balance whilst running and changing direction.  Maintain balance when jumping consecutively progressing to hopping.  Children maintain balance whilst travelling over apparatus.  Jump and land appropriately, bending their knees, with some adult support. | To handle tools, objects, construction and malleable materials safely and with increasing control.  To know why it is important to handle different apparatus safely.    To form letters correctly  To experiment with different ways of moving and adapt movements to reduce risk.  To develop accuracy, competency and precision when engaging in ball activities.    Children can hold themselves in various limb positions with adequate strength and control. | To use a pencil effectively to form recognisable letters, most of which are formed correctly.  To begin to join handwriting when writing digraphs/trigraphs.  To know how to use scissors effectively.  Children can demonstrate the correct arm position for throwing at distance.  Show confidence in jumping and landing appropriately from higher surfaces without adult support. | To show good control and co-ordination in large and small movements.  To know how to handle a range of equipment and tools effectively.  To join digraphs / trigraphs independently  To know how to use scissors effectively and for a set purpose.  Children can effectively catch and select the right type of throw to achieve success. |
| **ELG** |  | | | | | |
| **Literacy** | s a t p **(week 1)**  i n m d **(week 2)**  g o c k **(week 3)**  Tricky word is  ck e u r **(week 4)**  Tricky word I  h b f l **(week 5)**  Tricky word the  **Blend to read CVC words**  **To identify sounds on a sound mat**  **Know how to write the taught letters.**  **Begin to label pictures with initial sounds and then CVC words.**  **Listens to stories and is beginning to anticipate what may happen next.**  **Listens to familiar stories and able to recall some facts.**  **Knows how to sequence familiar stories.**  **Recognise taught HFW in text.** | ff ll ss j **(week 6)**  Tricky words put, pull, full, as  v w x y **(week 7)**  Tricky words and, has, his, her  z zz qu ch **(week 8)**  Tricky words go, no, to, into  Words with s added at the end  sh th ng nk **(week 9)**  Tricky words she, push, he, of  **(Week 10)** Words with /s/ added at the end.  Words ending with s /z/  Tricky words we, me, be  **Blend to read CVC words to read short sentences, sometimes with adult support.**  **Segment to spell CVC words.**  **Begin writing some HF words from memory**  **Know how to spell some familiar words.**  **Identify sounds, including phonemes digraphs and trigraphs on a sound mat.**  **To know that a sentence starts with a capital letter and ends with a full stop and point these out in texts.**  **Uses learnt words and phrases to discuss familiar stories or during role play** | ai ee igh oa **(week 11)**  oo **oo** ar or **(week12)**  Tricky words was, you, they  ur ow oi ear **(week 13)**  Tricky words my, by, all  air er **(week 14)**  Tricky words are, sure, pure  Words with double letters  **(Week 15)** Longer words focus  **Listening to and hearing sounds in CVC and CVCC words.**  **Blend to read and segment to spell CVCC and CCVC words independently.**  **Develop confidence to read short decodeable sentences**  **Reading and spelling polysyllabic words**  **Check written work and make any changes where necessary.**  **Begin writing simple dictated captions or sentences using a capital letter, finger spaces and a full stop with the help of word and sound mats and with adult guidance.** | **(Week 16)** Review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear  **(week 17)** Review Phase 3: er air  words with double letters longer words  **(week 18)** words with two or more digraphs  **(week 19)** longer words words ending in –ing compound words  **(week 20)** longer words words with s in the middle /z/ s words ending –s words with –es at end /z/  **To begin to think of and write a short, simple sentence.**  **To know to read their writing back with adult support to check for comprehension.**  **To read short, sentences, including some familiar tricky words, with ease, beginning to use expression and intonation.** | **(week 21)** short vowels CVCC  Tricky words said, so. have, like  **(week 22)** short vowels CVCC CCVC  Tricky words some, come, love, do  **(week 23)** short vowels CCVCC CCCVC CCCVCC longer words  Tricky words were, here, little, says  **(week 24)** longer words compound words  Tricky words there, when, what, one  **(week 25)** root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est  Tricky words out, today  **To begin reading their sentences back with increasing independence to check for comprehension.**  **To make changes to their writing where necessary (editing) with some adult support.**  **To begin to read sentences including tricky words and polysyllabic words using expression and intonation.** | **(week 26)** long vowel sounds CVCC CCVC  **(week 27)** long vowel sounds CCVC CCCVC CCV CCVCC  **(week 28)**  Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words  **(week 29)** root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/  **(week 30)** root word ending in: –er, –est longer words  **Know that sentences can be extended by using a connective.**  **To develop confidence and independence to think of and write simple sentences.**  **To sometimes independently make changes to their writing where necessary, or ask when they need help.**  **To read sentences including tricky words and polysyllabic words with growing ease and fluency, using expression and intonation.** |
| **ELG** |  | | | | | |
| **Mathematics** | Get to know the Maths area of provision indoors and outdoors.  Learning class routines and key times of the day.  Match and sort.  Compare amounts.  Subitise 1, 2 and 3.  Begin to understand 1 more / less than a number to 3.  Introduce new vocabulary: fewer, greater, less, more equal.  Compare by size, mass and capacity.  Count with one to one correspondence to 10.  Count actions, sounds or abstract things.  Introduce new vocabulary: full, empty, half full, nearly full, nearly empty, biggest, smallest, longest, shortest, heaviest, lightest.  Explore patterns and repeated patterns.  Introduce new vocabulary: repeat, pattern, same, shape, size, colour.  To count by rote to 10 and beyond. | Identify representations (subitise) of 1-3  Recognise numbers 1-3 in the environment.  Understand that as we count, each number is one more /less than the number before.  Find different representations of up to 3.  Learn that circles have one curved side and triangles have 3 straight sides.  Begin to recognise all shapes in the environment.  To become competent with positional language (next to/beside/on top/ below/ behind/ near to/ beneath)  Subitise up to 5 items.  Confident with using 5 frames and adding within 5.  Count forwards and backwards to 5.  Explore one more/less within 5.  Develop confidence manipulating numbers to 5.  Describe squares and rewctangles and explain the difference between the two.  Talk about night and day and begin to order key events in their daily routine.  Use language to describe the measurement of time in simple ways: day, night, morning, afternoon, seconds, hours, minutes, later, before. | To count by rote up to 20  Confidently compare numbers understanding that quantities can be more than, equal to or fewer than other quantities.  Children estimate and make direct comparisons of mass and use balance scales to check.  Compare capacities of different size and shape containers.  Introduce new vocabulary: tall, thin, narrow, wide, shallow.  Understand that a pair is two.  Recognise that some quantities will have an odd one left over.  Combine two groups to find out how many altogether.  Become familiar with part whole models  Children competent with the language of length and height: longer, shorter, taller, wider, narrower. | Competent with counting principles up to ten.  Arrange up to 10 items into smaller groups to explore their composition.  Become confident with tens frame, bead strings and fingers.  Compare two quantities up to 10 and order three or more quantities by size.  Children explore number bonds to ten using manipulatives.  Explore and manipulate 3d shapes through block play.  Name 3d shapes (cylinder, cuboid, cube, sphere, cone and pyramid)  Describe some similarities and differences between these 3d shapes.  Children explore patterns which use items more than once (AAB, ABB, AABB) | Become competent in subitising and counting on and back within 10.  Build and identify numbers to 20 understanding tens and ones.  Recognise numbers to 20.  Children understand how to use number lines to 20.  Match arrangements of shapes and use positional language to describe where shapes are in relation to each other.  Children know that the quantity of a group can be changed by adding more or taking some away.  Children to use tens frames or number lines to create mathematical stories in meaningful contexts.  Introduce new vocabulary: First, then, now to solve mathematical problems.  Children can count on from a given number to add two amounts together.  Children can combine shapes to create new shapes.  Learn what a right angle triangle looks like. | Recognise numbers to 20 and beyond.  Double numbers to 10.  Share different amounts equally and understand that some amounts cannot be shared equally.  Odd and even numbers.  Extend problem solving and critical thinking skills.  Plan, review and discuss their strategies in everyday problem solving scenarios.  Introduce symmetry.  Make representations of places in relation to other places. |
| **ELG** |  | | | | | |
| **Understanding the World** | To talk about how they have changed since they were a baby and changes they might experience as they grow up. (A/B)  To understand that all families are unique and comment on the differences between families. (Year A)  Compare communities today with communities from the past (e.g. our grandparents) (Year A)  To make a simple map. (Year A)    Describe who is part of their immediate and extended family. (Year A)  To know the history of their family and to know some historical events for their family. (Year A)  Hear about the different continents of the world.(Year A)  To know that people in other countries may speak different languages. (Have basic French lessons) (Year A)  To discuss different modes of transportation and explain the most appropriate one for different journeys. (Year A)  To know that there are many countries around the world. Name some of these countries. (Year A)  Recognise the flag of our own and one other country.(Year A)  To know the names of different body parts and describe the function of some of these body parts. (Year B)  To explore the 5 senses.(Year B)  To talk about the changes they observe in their environment – Seasons link. (A/B)  Describe a special event in their lives. (A/B)  To use the iPad independently to complete a simple programme or game. (A/B)  Introduce new vocabulary linked to topic: family, history, changes, family tree, journey, map, transport, house, apartment, bungalow, distance. (Year A)  Introduce new science vocabulary: skull, spine, skeleton, senses, taste, hearing, touch, smell, sight etc (Year B) | To know how shadows are formed. (A/B)  Know about different communities and make comparisons with our own. (Year A)  To know that some foods are unhealthy. Sorting healthy and unhealthy foods and justifying reasons. (Year A)  To talk about how shadows change throughout the day.(Year B)  To experiement with changing size and shape shape of shadows. (Year B)  To name sources of light. (Year B)  To experiment with refraction. (Year B)  To talk about how Hindus celebrate Diwali.(A/B)  To know that people around the world have different religions. (A/B)  To know that Mendi and Rangoli patterns are created to celebrate Diwali. (A/B)  .  Learn about the life cycle of a plant. (Harvest) (A/B)  Name parts of a plant and explain their use. (A/B)  Use the paint programme on the computer to develop basic mouse skills (Diwali pictures) (A/B)  Introduce new vocabulary related to topics: celebration, tradition, culture, Hinduism, Diwali, Christmas, Nativity, Shadow, Light source, dark, light (A/B) | To know that we live on planet Earth and that other planets exist. Name some of these planets.(Year A)  Describe some contrasting features of planet Earth. .(Year A)  To find out about the job of an astronaut and the famous astronaut Neil Armstrong and understand the impact of his journey. .(Year A)  To find out how craters are made and learn about gravity through a simple experiment. .(Year A)  Learn about pushing, pulling and thrusting forces. (A/B)  Making treasure maps with a key. (Year B)  Understand the importance of landmarks on a map.(Year B)    Exploring maps of the world and identify some countries that they know.(Year B)  To experiment with simple commands on a Beebot with some support. (A/B)  Introduce new vocabulary related to topic- space, planets, solar system, meteor, asteroids, gravity, astronaut, forces (Year A)  Introduce new vocabulary related to topic- Fiction, Plot, Characters, Blurb, Storyline, Ending, Beginning, Author, Hero, Heroine, map, direction, landmarks, journey, key (Year B) | To understand and use positional language. (Year A)  To give others accurate directions to reach a goal. (Year A)  Making treasure maps with a key. (Year A)  Understand the importance of landmarks on a map.(Year A)    Exploring maps of the world and identify some countries that they know. (Year A)  To hear about the life of Captain Blackbeard (Year A)  To know that Christians celebrate Easter. (A/B)  To name and identify a range of different materials and to know how they are used in familiar environments.(Year A)  Predict what might happen to different materials in different scenarios. (Year A)  To select appropriate materials according to their properties and explain reasons for choice. (Year A)  To independently use a Beebot to accurately get from one point to another. (A/B)  To learn about fossils and how fossils are made. (Year B)  To identify animals by their skeleton (Year B)    To hear about the role of Mary Anning the palaeontologist (Year B)  To use vocabulary related to the topic: map, key, direction, north, south, east, west, landmark, pirate, country, continent, sea (Year A)  To use vocabulary related to the topic: palaeontologist, fossil, archaeologist, dinosaur, coprolite, history (Year B) | To know that some animals are nocturnal and describe some of their features. (Year A)  Begin to categorise animals (mammals, birds, reptiles) (Year A)  To know that humans and other animals can grow and how they are born. (Year A)  Compare features of animals that live in different habitats and why they are suited to the habitat they live in.(Year A)    Talking about the life cycle and animals and what they need to survive.(Year A)  Develop independence with mouse skills when using the computer. (A/B)  To name and identify a range of different materials and to know how they are used in familiar environments.(Year B)  To select appropriate materials according to their properties and explain reasons for choice. (Year B)  To describe the properties of different materials (Year B)  To learn about insulating and waterproof materials (Year B)  To hear how some materials pollute our world (Year B)  Talk about the ways in which we can reduce pollution (Year B)  To use vocabulary linked to topic: mammal, reptile, nocturnal, wild, domestic, camouflage, prey, predator, food chain (Year A)  To use vocabulary linked to topic: material, wood, plastic, metal, insulate, waterproof, pollution, recycle (Year B) | To develop our science vocabulary of body parts (head – skull, spine etc) (A/B)  Be able to talk about their body parts and show a clear understanding of what the function is of each part. (Year A)  To explore and compare skeletons and xrays identifying parts of the body from these (Year A)  To find out about day/night light and dark. To explore how shadows are made and how they change throughout the course of the day. (Year A)  To identify and compare animals by looking at the skeleton (Year A)  To find out about the difference between Puckeridge and a contrasting city.(Year A)  Identify key landmarks in both of these environments.(Year A)  Hear about human and physical aspects of Geography. (Year A)  To make a detailed map of our route to school/home (funny bones adventure) (Year A)  To find out about the role of doctors and nurses and why they are an important part of our community.(Year B)  To explore some of the jobs of our family members (Year B)  Hear about some of the people who help our community (Year B)  To know to dial 999 in an emergency (Year B)  To explore important jobs in a contrasting culture (Year B)  To know how to stay safe near roads and how to cross a road safely (A/B)  To log on to the computer independently and open a simple programme without support. (A/B)  To use vocabulary linked to topic: skeleton, bones, fossil, skull, spine, ribs, pelvis, xray, journey, landmarks, map, human/physical features, shadow, day, night, dark, light.(Year A)  To use vocabulary linked to topic:nurse, doctor, key worker, refuse collector, career, job, emergency, road safety, water safety, community. (Year B) |
| **ELG** |  | | | | | |
| **RE** | **Recall how to make the sign of the cross and begin to understand about the trinity.**  **Recognise the words and actions of the sign of the cross.**  **Sequence the main parts of the Creation Story and recall Genesis 1:31 ‘Indeed it is very good’.**  **Recognise that creation shows God’s love for us. (Laudato Si’ 84-88)**  **Talk about how God made our wonderful world and that what God creates is good.**  **Name ways of taking care of the world as God told us to.**  **Give thanks for God’s wonderful world.**  **Recognise that God made each one of us.**  **Recognise ways in which we are unique and that God loves us for this.**  **To recognise that God is love and we can see this through the ways we show love to each other.**  **Talk about the sacrament of Baptism and recognise that this is how we join God’s family.**  **Name some of the symbols of Baptism.** | **Sequence the main parts of the Annunciation story (Luke 1:26-31, 38)**  **Recall some of the words that Mary and the Angel Gabriel said (Luke 1:26-31, 38)**  **Talk about why Mary was chosen by God to give birth to His son.**  **Recognise and name the Advent Wreath and talk about what we are preparing for.**  **Talk about how we help others during Advent and that this is how we show our love to God.**  **Retell and sequence the Nativity story (Luke 2: 4-7).**  **Recall that Jesus was born in a stable and laid in a manger. Talk about the tradition of the crib.**  **Recognise that the shepherds were told by the angels to visit Jesus. Recall the shepherds visiting the manger (Luke 2:8-20)**  **Recognise that different cultures celebrate Jesus’ birthday in different ways.** | **Recall how the Magi visited Jesus with gifts.**  **Talk about how Jesus is God’s Son and came for everyone.**  **Recognise that Jesus came to show God’s love and welcome everyone.**  **Talk about how Jesus takes care of everyone.**  **Recognise that the church prays the ‘Glory Be’ as a response to the coming of Jesus.**  **Talk about how we can show love to others in our words and actions.**  **Recognise that we are called to help the poor and the hungry.** | **Recognise and describe the key events of Holy Week.**  **Name the great commandment; Love God and love everyone. (Lk 10:25-28)**  **Talk about the season of Lent and Easter.** | **Retell the story of Jesus going back to his Father.**  **Recall and sequence the story of Pentecost.**  **Recognise that Pentecost is a special celebration in the Church.**  **Name and describe the Holy Spirit at Pentecost.**  **Recognise some of the works of the early Christian community (Acts 2:42-47)**  **Hear about the good news of Jesus lived out by the early Christian community.**  **Talk about how Sunday is a special day for the Church to celebrate.**  **Recognise that we are all God’s children and therefore all brothers and sisters.** | **Hear a simple life of St Peter and St Paul.**  **Retell the story of St Paul on the road to Damascus.**  **Talk about other Saints important to us.**  **Recognise what it means to be a friend of Jesus.**  **Recognise that Christianity is a global faith.**  **Talk about other faiths in our wider community; name and label artefacts of importance in the other faiths.** |
| **Expressive Arts and Design** | **Mixes primary colours with black/white and explores what happens**  **Chooses colours for particular purpose *(Self-portraits in the style of Picasso)***  **Begins to select appropriate resources**  **Begins to select brushes and other tools to paint with e.g. rollers**  **Experiments to create different textures (Link to senses)**  **Handles tools safely**  To learn a range of songs from around the world. (Music lessons)  Talk about the choice of tools or materials and what was easy or what was more difficult  Revisit storylines in their imaginative play and expand and develop them further.  To begin to express their feelings through dance and movement to music.  To use scissors safely and independently to follow lines and curves. | **Combines paint with other mediums e.g. sand/sawdust and observes effect *(Rangoli patterns Ranbir Kaur)***  **Creates simple repeated patterns using paintbrushes, dabbers and other materials *(Rangoli/Diva lamps)***  **Selects tools to shape, assemble and join e.g. sellotape, glue and masking tape *(Christmas wrapping & decorations)***  **Explores what happens with touch and texture as they build and combine materials *(Rangoli patterns)***  **- Uses simple tools to mould malleable resources *(Salt dough diva lamps & Christmas decorations)***  **Uses pieces of sandpaper and wood, a hammer and pegs *(Forest school)***  Uses simple tools and techniques competently and appropriately. ***(Jackson Pollock splatter painting)***  To learn the names of different tools and techniques that can be used to create Art. ***(Jackson Pollock splatter painting)***  To experiment with different instruments and say which ones they like and why.  To understand that pictures can be created by making observations or by using imagination.  To use scissors safely and independently for a purpose. | **Manipulates materials to achieve planned effects**  **Uses malleable resources to shape, squash, twist and create simple representations of objects**  **Uses tools to create simple props in support of role play**  To know about the artist **Van Gogh** and describe some of his work. ***(Starry Night)***  To know about the artist **Kandinsky** and describe some of his work. ***(Circle planets)***  To identify and select resources and tools to achieve a particular outcome  To use their imagination to create different works of art and talk about the process and what could have been adapted (Pollock – splatter painting)  Experiment with splatter painting, watercolour, marble printing with increasing control and confidence.  To understand and explain the need for safety with a junior hacksaw (1:1 basis) To begin to hold the saw correctly and make small marks in soft woods and card.  To use their imaginations to develop creative narratives and storylines in their play with others.  To listen to and incorporate the imaginative ideas of others in their play.  To use instruments with increasing control to create music for a purpose.  To use instruments to play along to a beat. | **Combines paint with other mediums e.g. sand/sawdust and observes effect**  **Adapts work to suit the outcome**  **Describes textiles by the way they feel *(Mother’s Day)***  **-Joins fabrics using glue *(Mother’s Day)***  **- Uses stitches to add a pattern to a piece of fabric *(Mother’s Day)***  To plan, carry out and evaluate and change where necessary across a range of expressive arts (music, drawing, painting, constructing etc)  To create and use a range of props to support and enhance role play.  To be able to safely construct with a purpose and evaluate their designs.  To learn to select the best method for joining construction pieces together (tape, glue, staple etc)  Talk about the music they hear and how it makes them feel.  Listen attentively to different types of music and increasingly match the pitch and follow the melody. | **Applies paint to different shapes/surfaces and uses to make prints on different surfaces *(Andy Warhol)***  **Generates ideas based on their own ideas**  **Talks about their finished product**  **-Explains how it works**  -  To use what they have learnt about media and materials in an original way and be able to explain their choices.    Selects appropriate resources independently and adapts work where necessary.  To know and describe the different uses and purposes of a range of media and materials.  For children to be able to safely construct with a purpose and evaluate their designs.  To listen to the creative ideas expressed by others and begin to adapt own imaginative play to incorporate the ideas of others. | **Makes a vehicle with moving wheels (People who help us vehicles Year B)**    **Says what they like and don’t like about their creative work**  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function  To describe ways of safely using and exploring a variety of materials.  Express and communicate working theories, feelings and understandings using a range of art forms e.g. movement, dance, drama, music and visual arts |
| **ELG** |  | | | | | |