


EYFS Curriculum 2022-23

| Values                   | Thankfulness  | Trust  | Perseverance  | Justice   | Friendship<br>Value assembly                                       | Truthfulness   |
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| Term                     | Term 1  | Term 2   | Term 3  | Term 4  | Term 5   | Term 6   |
| Topic Title              | Look at me!   | Let's Celebrate!   | Help! Help!<br>Class assembly   | Wonderful World   | Look Up!   | Go Green!  |
| Big Question             | What is special about me?   | How do we celebrate differently in our communities?  | Who can help us?  | How is our world special?                                 | What's up high?  | How can we make a difference in our communities?   |
| Core Texts (Fiction)     | We're all wonders by RJ Palacio<br>Be more Bernard by Simon Philip and Kate Hindley<br>The Colour Monster<br>Once there were Giants<br>All are welcome by Alexandra Penfold   | When's my Birthday?<br>Where the Poppy's Now Grow<br>Santa Post by Emma Yarlett<br><br><u>Celebrations to cover:</u><br>Birthdays<br>Diwali<br>Bonfire Night<br>Remembrance<br>Christmas<br>New Year | Supertato by Sue Hendra<br>Zog and the flying doctors by Julia Donaldson<br>The hospital dog by Julia Donaldson | The runaway pea<br>The seedlings that didn't want to grow | <b>Look UP!</b><br><b>Cyril the Lonely Cloud</b><br>Whatever Next! | <b>Greta and the Giants</b><br><b>by Zoe Tucker</b><br>Somebody swallowed Stanley<br><b>Clean Up</b><br><b>Litter Bug Doug</b><br>The Last Tree by Emily Haworth-Booth |
| Core Texts (Non-Fiction) | Great Big Book of Families  | Let's Celebrate 5 days of Diwali by Ajanta and Vivek   | Real Superheroes by Julia Seal  | Do you love bugs by Matt Robertson                        | Little Kids First Big Book of Space                                | 10 things I can do to help my world.   |
| Animation                | We are all alike, we are all different  | The Bear and the Hare  | Pip   | What a wonderful world                                    | La Luna  | A whale's Tale<br><br>There's an orangutan in my bedroom   |
|                          | We are all alike, we are all different - <a href="https://www.youtube.com/watch?v=1y4YDaqgybl">https://www.youtube.com/watch?v=1y4YDaqgybl</a><br>The Bear and the Hare - <a href="https://www.literacyshed.com/bearandhare.html">https://www.literacyshed.com/bearandhare.html</a><br>Pip - <a href="https://www.youtube.com/watch?v=07d2dXHYb94">https://www.youtube.com/watch?v=07d2dXHYb94</a><br>What a wonderful world - <a href="https://www.youtube.com/watch?v=iYXBJmrsxZU">https://www.youtube.com/watch?v=iYXBJmrsxZU</a><br>La Luna - <a href="https://www.youtube.com/watch?v=z73dtVAp53s">https://www.youtube.com/watch?v=z73dtVAp53s</a><br>A whale's Tale - <a href="https://www.youtube.com/watch?v=xFPoIU5iiYQ">https://www.youtube.com/watch?v=xFPoIU5iiYQ</a> |  |   |   |  |  |

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|                          | There's an orangutan in my bedroom - <a href="https://www.youtube.com/watch?v=oA10-oZi4Xc">https://www.youtube.com/watch?v=oA10-oZi4Xc</a>                                  |   |   |  |  |   |
| Poems and rhymes         | Traditional rhymes<br>e.g. Wind the bobbin<br>up, If you're happy<br>and you know it.   | Birthday song<br>Fireworks Poem (Zim<br>Zam Zoom)   |                                 | More nursery rhymes  | Space Poem (Zim Zam<br>Zoom)   | More nursery rhymes   |
| Supporting texts         | Peepo by Janet and<br>Allan Ahlberg<br>Owl Babies<br>The Rainbow Fish<br>Elmer<br><br>The Family Book by<br>Todd Parr<br>Only One You by<br>Linda Kranz<br>The rainbow fish | The Jolly Christmas<br>Postman by Janet<br>and Allan Ahlberg<br>Elmer's Christmas<br>Let's Celebrate –<br>Special Days Around<br>the World<br>Little Glow | Emergency! By<br>Margaret Mayo<br>A superhero like you<br>by Dr Ranj<br>No dragons for tea by<br>Jean E Pendziwol | What did the tree<br>see? (Past and<br>present)<br>Yucky worms by<br>Vivian French<br>The Very Hungry<br>Caterpillar by Eric<br>Carle<br>Superworm by Julia<br>Donaldson<br>The Tiny Seed<br>Oliver's Vegetables<br>Jack and the<br>Beanstalk<br>Jasper's Beanstalk<br>Here We Are | Man on the moon by<br>Simon Bartram<br>The darkest Dark by<br>Chris Hadfield<br>Beegu<br>My pet star<br><br>Man on the moon<br>Aliens Love<br>Underpants<br>Beegu<br>How to Catch a Star | One Plastic Bag Isatou<br>Ceesay and the<br>Recycling Women of<br>the Gambia<br>A planet full of plastic<br><br>The Journey Home<br>10 things I can do to<br>help my world<br>My First Heroes – Eco<br>Warriors<br>The Blue Giant |
| Possible visits/visitors |   | All Saints Church   | Dentist, police, fire,<br>nurse, vets   | Lydiard Park, farm,<br>Westonbirt  | Amanda Butler to talk<br>about African animals   | Local Litter Pick   |
| Role Play                | Home corner<br>Doctor's surgery<br>Baby clinic  | Home corner<br>Party<br>Post Office<br>Santa's Grotto   | Police station<br>Vets<br>Fire station<br>Doctors   | Zoo<br>Pet shop<br>Farm<br>Potting shed  | Space centre<br>Weather station  | Garden centre<br>Recycling centre<br>Travel agents<br>Rainforest explorers  |
| Launch                   | First day at school<br>mementos -<br>Hand print and string  | Children to each bring<br>a photo of a<br>celebration they have<br>been part of to share<br>with the class.   | Superhero day<br>Dress up day as<br>superheroes   | Wildlife hunt around<br>school   | Sky eyes outside walk<br>(using a mirror) –<br>what is up there?   | Planting day  |
| Landing                  | We're all alike, we're<br>all different video.  | Class Party   | Heroes Day<br>Come to school<br>dressed as one of<br>your heroes  | Trip to Westonbirt   | Amanda Butler to visit<br>to talk about African<br>animals   | Write own '3 things I<br>can do to help my<br>world' books.   |

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| Themed Weeks             | Arts Week 10 <sup>th</sup><br>October   |  |   | Wellbeing Week 20 <sup>th</sup><br>Feb                     | Science and Environment Week<br>22 <sup>nd</sup> May       |   |
| Assessment opportunities | Analyse Pre-school and nursery assessments<br>In-house - Baseline assessments<br>National Reception Baseline Assessment<br>Baseline analysis<br>Little Wandle phonics Assessments | On-going observations<br>Little Wandle phonics Assessments | On-going observations<br>Little Wandle phonics Assessments<br>Summative assessments | On-going observations<br>Little Wandle phonics Assessments | Little Wandle phonics Assessments<br>Summative assessments | Little Wandle phonics Assessments<br>Foundation Stage Profile Assessments |

Areas of Learning

Prime Areas

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| Communication and Language | <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> |   |   |   |  |   |
|                            | <p>Ongoing activities<br/>Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle time, PSHE times, stories, singing, speech and language interventions, Helicopter Stories, EYFS performances and daily book talk.</p>  |   |   |   |  |   |
|                            | <p><b>Listening, Attention and Understanding</b><br/>Children will be able to understand how to listen carefully and know why it is important.</p> <p><b>Speaking</b><br/>Children will talk in front of small groups and their teacher</p>   | <p><b>Listening, Attention and Understanding</b><br/>Children will begin to understand how and why questions.</p> <p><b>Speaking</b><br/>Children will use new vocabulary throughout the day.</p> | <p><b>Listening, Attention and Understanding</b><br/>Children will learn to ask questions to find out more.</p> <p><b>Speaking</b><br/>Children will talk in sentences using conjunctions, e.g. and, because.</p> | <p><b>Listening, Attention and Understanding</b><br/>Children will retell a story and follow a story without pictures or props.</p> <p><b>Speaking</b><br/>Children will engage in non-fiction books and to use new vocabulary in different contexts.</p> | <p><b>Listening, Attention and Understanding</b><br/>Children will be able to understand a question such as who, what, where, when, why and how.</p> <p><b>Speaking</b><br/>Children will use talk to organise, sequence and</p> | <p><b>Listening, Attention and Understanding</b><br/>Children will be able to have conversations with adults and peers with back-and-forth exchanges.</p> <p><b>Speaking</b><br/>Children will use talk in sentences using a range of tenses.</p> |

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|  | offering their own ideas.   |  |   |   | clarify thinking, ideas, feelings and events.  |  |
| Personal, Social and Emotional Development | <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 9 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> |  |   |   |  |  |
|  | <p>Ongoing<br/> Model positive behaviour and highlight ‘Ready, Loving, Safe’ behaviour of children in class, narrating what was kind and considerate about the behaviour.<br/> Circle times and social stories will also be ongoing.<br/> Strategies for calming and regulating emotions will be taught and developed as the year goes on.<br/> Throughout the year, 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</p>  |  |   |   |  |  |
|  | <p><b>Self-Regulation</b><br/> Children will be able to follow one step instructions.</p> <p>Children will recognise different emotions.</p> <p>Children will focus during short whole class activities.</p> <p><b>Managing Self</b><br/> Children will learn to wash their hands independently.</p> <p><b>Building Relationships</b><br/> Children will seek support from adults and gain confidence to</p>  | <p><b>Self-Regulation</b><br/> Children will talk about how they are feeling and to consider the feelings of others.</p> <p><b>Managing Self</b><br/> Children will understand the need to have rules.</p> <p><b>Building Relationships</b><br/> Children will begin to develop friendships.</p> | <p><b>Self-Regulation</b><br/> Children will be able to focus during longer whole class lessons.</p> <p><b>Managing Self</b><br/> Children will begin to show resilience and perseverance in the face of a challenge.</p> <p><b>Building Relationships</b><br/> Children will be able to use taught strategies to support in turn taking.</p> | <p><b>Self-Regulation</b><br/> Children will identify and moderate their own feelings socially and emotionally.</p> <p><b>Managing Self</b><br/> Children will develop independence when dressing and undressing.</p> <p><b>Building Relationships</b><br/> Children will listen to the ideas of other children and agree on a solution and compromise.</p> | <p><b>Self-Regulation</b><br/> Children will be able to control their emotions using a range of techniques.</p> <p><b>Managing Self</b><br/> Children will manage their own basic needs independently.</p> <p>Children will learn to dress themselves independently.</p> <p><b>Building Relationships</b><br/> Children will learn to work as a group.</p> | <p><b>Self-Regulation</b><br/> Children will be able to follow instructions of three steps or more.</p> <p><b>Managing Self</b><br/> Children will show a ‘can do’ attitude.</p> <p>Children will understand the importance of healthy food choices.</p> <p><b>Building Relationships</b><br/> Children will have the confidence to communicate with adults around the school.</p> |

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|  | speak to peers and adults. |  |  |  |  |  |
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| Physical Development | Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives7. 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 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 practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. |  |  |  |   |   |
|                      | Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Dough Disco and Squiggle While You Wiggle.  |  |  |  |   |   |
|                      | <p><b>Gross Motor</b><br/>Children will learn to move safely in a space.</p> <p><b>Fine Motor</b><br/>Children will begin to use a tripod grip when using mark making tools.</p>  | <p><b>Gross Motor</b><br/>Children will learn to move safely in a space in a variety of ways.</p> <p><b>Fine Motor</b><br/>Children will accurately draw lines, circles and shapes to draw pictures.</p> | <p><b>Gross Motor</b><br/>Children will jump and land safely from a height.</p> <p>Children will balance on a variety of equipment and climb.</p> <p><b>Fine Motor</b><br/>Children will handle scissors, pencil and glue effectively.</p> | <p><b>Gross Motor</b><br/>Children will move safely with confidence and imagination, communicating ideas through movement.</p> <p><b>Fine Motor</b><br/>Children will use cutlery appropriately.</p> | <p><b>Gross Motor</b><br/>Children will be able to control a ball in different ways.</p> <p><b>Fine Motor</b><br/>Children will hold scissors correctly and cut out small shapes.</p> | <p><b>Gross Motor</b><br/>Children will be able to play by the rules and develop coordination.</p> <p><b>Fine Motor</b><br/>Children will form letters correctly using a tripod grip.</p> |

Specific areas

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| Literacy | 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><b>Comprehension</b><br/>Children will independently look at a book, hold it the correct way and turn pages.</p> <p><b>Word Reading</b></p>  | <p><b>Comprehension</b><br/>Children will engage and enjoy an increasing range of books.</p> <p><b>Word Reading</b></p> | <p><b>Comprehension</b><br/>Children will act out stories using recently introduced vocabulary.</p> <p><b>Word Reading</b><br/>Children will recognise taught digraphs in</p> | <p><b>Comprehension</b><br/>Children will be able to talk about the characters in the books they are reading.</p> <p><b>Word Reading</b></p> | <p><b>Comprehension</b><br/>Children will retell a story using vocabulary influenced by their book.</p> <p><b>Word Reading</b></p> | <p><b>Comprehension</b><br/>Children will be able to answer questions about what they have read.</p> <p><b>Word Reading</b></p> |

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|   | <p>Children will segment and (orally) blend sounds together to read (or say) words.</p> <p><b>Writing</b><br/>Children will give meanings to the marks they make.<br/>Children will write initial sounds.<br/>Children will write their names.</p> | <p>Children will begin to read captions and sentences.</p> <p><b>Writing</b><br/>Children will form some letters correctly and write some CVC words.<br/>Children will write their names with correct letter formation.</p>   | <p>words and blend the sounds together.</p> <p><b>Writing</b><br/>Children will write words/labels/phrases representing the sounds with a letter/letters.<br/>Children will begin to write some tricky words.</p>   | <p>Children will read words containing tricky words and digraphs,</p> <p><b>Writing</b><br/>Children will write labels/phrases/simple sentences representing the sounds with a letter/letters.</p>   | <p>Children will read longer sentences containing phase 4 words and tricky words.</p> <p><b>Writing</b><br/>Children will write words/phrases and simple sentences which are spelt phonetically.<br/>Children begin to use finger spaces and full stops.</p>  | <p>Children will read books matched to their phonics ability.</p> <p><b>Writing</b><br/>Children will write simple phrases and sentences using recognisable letters and sounds.<br/>Children to use finger spaces, full stops and begin to use capital letters.</p>  |
| Word reading progression following Little Wandle Letters and Sounds Revised |  |   |   |  |   |  |
|   | <p>Little Wandle Phase 2 graphemes<br/>Little Wandle Phase 2 Tricky words<br/>Oral blending and segmenting<br/>Blending for reading (CVC with known GPCs)<br/>Segmenting for spelling (CVC with known GPCs)</p>                                    | <p>Little Wandle Phase 2 graphemes<br/>Little Wandle Phase 2 Tricky words<br/>Oral blending and segmenting<br/>Blending for reading (CVC with known GPCs)<br/>Segmenting for spelling (CVC with known GPCs)<br/>Reading groups with books matched to children's secure phonic knowledge</p> | <p>Little Wandle Phase 3 graphemes<br/>Little Wandle Phase 3 Tricky words<br/>Oral blending and segmenting<br/>Blending for reading (CVC with known GPCs)<br/>Segmenting for spelling (CVC with known GPCs)<br/>Reading groups with books matched to children's secure phonic knowledge</p> | <p>Little Wandle Phase 3 graphemes<br/>Little Wandle Phase 3 Tricky words<br/>Oral blending and segmenting<br/>Blending for reading (CVC with known GPCs)<br/>Segmenting for spelling (CVC with known GPCs)<br/>Reading words with two or more digraphs<br/>Reading longer words<br/>Reading groups with books matched to children's secure phonic knowledge</p> | <p>Little Wandle Phase 4 Little Wandle Phase 4 Tricky words<br/>Oral blending and segmenting<br/>Blending for reading (CCVC, CVCC. CCVCC with short vowel sounds)<br/>Segmenting for spelling (CCVC, CVCC. CCVCC with short vowel sounds)<br/>Reading groups with books matched to children's secure phonic knowledge</p> | <p>Little Wandle Phase 4 Little Wandle Phase 4 Tricky words<br/>Oral blending and segmenting<br/>Blending for reading (CCVC, CVCC. CCVCC with long vowel sounds)<br/>Segmenting for spelling (CCVC, CVCC. CCVCC with long vowel sounds)<br/>Reading longer words<br/>Reading groups with books matched to children's secure phonic knowledge</p> |
| Stimulus texts for writing  |  |   |   |  |   |  |

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|  | <p><b>Text as a stimulus:</b></p> <p>We're all wonders by RJ Palacio<br/>Be more Bernard by Simon Philip and Kate Hindley<br/>All are welcome by Alexandra Penfold</p> | <p><b>Text as a stimulus:</b></p> <p>When's my Birthday?<br/>Where the Poppy's Now Grow<br/>The 5 days of Diwali<br/>Santa Post</p> | <p><b>Text as a stimulus:</b></p> <p>Real Superheroes by Julia Seal<br/>Supertato by Sue Hendra<br/>Zog and the flying doctors by Julia Donaldson</p> | <p><b>Text as a stimulus:</b></p> <p>The runaway pea<br/>The seedlings that didn't want to grow<br/>Do you love bugs?</p> <p>When will it be Spring?</p> | <p><b>Text as a stimulus:</b></p> <p><b>Look UP!</b><br/><b>Cyril the Lonely Cloud</b><br/>Whatever Next!</p> | <p><b>Text as a stimulus:</b></p> <p><b>Greta and the Giants by Zoe Tucker</b><br/>Who swallowed Stanley<br/><b>Clean Up</b><br/><b>Litter Bug Doug</b><br/>The Last Tree by Emily Haworth-Booth</p> |
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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.

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| Mathematics | <p><b>Number</b><br/>Children will have a deep understanding of 1-3.</p>                      | <p><b>Number</b><br/>Children will have a deep understanding of numbers 1-5.</p>     | <p><b>Number</b><br/>Children will have a deep understanding of numbers 1-8.</p>                                       | <p><b>Number</b><br/>Children will have a deep understanding of numbers 1-10.</p>           | <p><b>Number</b><br/>Children will revise number bonds to 5.</p>             | <p><b>Number</b><br/>Children will know number bonds to 10, including doubling facts.</p> |
|             | <p><b>Numerical Patterns</b><br/>Children will verbally say which group has more or less.</p> | <p><b>Numerical Patterns</b><br/>Children will compare equal and unequal groups.</p> | <p><b>Numerical Patterns</b><br/>Children will understand and explore the difference between odd and even numbers.</p> | <p><b>Numerical Patterns</b><br/>Children will add and subtract using number sentences.</p> | <p><b>Numerical Patterns</b><br/>Children will share quantities equally.</p> | <p><b>Numerical Patterns</b><br/>Children will be able to count beyond 20 and higher.</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.



**History: Past and Present**

Children will know about their own life story and how they have changed.

**Geography: People, Culture and Communities**

Children will know about features of the immediate environment.

**Science: The Natural World**

Children will understand the terms 'same' and 'different'. Children will explore the natural world around them.

**RE: People, Culture and Communities**

Children will know what Creation teaches Christians about God.

**History: Past and Present**

Children will know some similarities and differences between things in the past and now.

**Geography: People, Culture and Communities**

Children will know that people around the world have different religions.

**Science: The Natural World**

Children will explore and ask questions about the natural world around them, including the weather and seasons.

**RE: People, Culture and Communities**

Children will know what Christians say God is like.

Children will know why Christians perform nativity plays.

**History: Past and Present**

Children will use images to identify similarities and differences between now and the past.

**Geography: People, Culture and Communities**

Children will know about people who help us within the community.

**Science: The Natural World**

Children will make observations of animals and discuss similarities and differences. Children will learn about different materials and use their senses to describe them.

**RE: People, Culture and Communities**

Children will know how different faiths celebrate special festivals.

**History: Past and Present**

Children will talk about past and present events in their lives and what has been read to them.

**Geography: People, Culture and Communities**

Children will know that there are many countries around the world.

**Science: The Natural World**

Children will make observations about plants and animals, discussing similarities and differences.

**RE: People, Culture and Communities**

Children will know why people say sorry.

Children will know why Christians put three crosses in an Easter garden.

Children will know how Easter Day is different to Good Friday.

Children will know why Christians are happy on Easter.

**History: Past and Present**

Children will know about the past through settings and characters.

**Geography: People, Culture and Communities**

Children will know that different countries have different climates.

**Science: The Natural World**

Children will talk about features of the environment they are in and learn about different environments.

**RE: People, Culture and Communities**

Children will know that we learn from stories.

Children will know how we can help others when they need it.

**History: Past and Present**

Children will know about the past through settings, characters and events.

**Geography: People, Culture and Communities**

Children will know why we need to look after our world as well as ways in which we do this.

**Science: The Natural World**

Children will know some important processes and changes in the natural world, including states of matter.

**RE: People, Culture and Communities**

Children will know what makes different places special.

Children will know how we can care for our wonderful world?



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.

Expressive Arts and Design

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| <p><b>Music: Being Imaginative</b><br/>Children will sing and perform nursery rhymes.</p> <p><b>Art &amp; Design Technology: Creating with Materials</b><br/>Children will experiment mixing with colours.</p> | <p><b>Music: Being Imaginative</b><br/>Children will experiment with different instruments and their sounds.</p> <p><b>Art &amp; Design Technology: Creating with Materials</b><br/>Children will experiment with different textures.</p> | <p><b>Music: Being Imaginative</b><br/>Children will create sound effects/narratives based around stories.</p> <p><b>Art &amp; Design Technology: Creating with Materials</b><br/>Children will safely explore different techniques for joining materials.</p> | <p><b>Music: Being Imaginative</b><br/>Children will move in time to the music.</p> <p><b>Art &amp; Design Technology: Creating with Materials</b><br/>Children will make props and costumes for different role play scenarios, drawing on skills learnt to date.</p> | <p><b>Music: Being Imaginative</b><br/>Children will play an instrument following a musical pattern.</p> <p><b>Art &amp; Design Technology: Creating with Materials</b><br/>Children will explore and use a variety of artistic effects to express their ideas and feelings.</p> | <p><b>Music: Being Imaginative</b><br/>Children will invent their own narratives, stories and poems.</p> <p><b>Art &amp; Design Technology: Creating with Materials</b><br/>Children will share creations, talk about process and evaluate their work.</p> |
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