




Wembury Primary School

EYFS Progression of Skills & Curriculum Overview

Area of Learning	Autumn 1 Me and My Community	Autumn 2 Autumn Sparkle and Shine	Spring 1 Winter Wonderland Once Upon a Time	Spring 2 Ready, Steady Grow Spring	Summer 1 Long Ago Stories and Rhymes	Summer 2 Animal Safari Minibeasts
Foundational Knowledge	Children will gain knowledge and experiences to feel safe, settled and confident, understanding themselves, their emotions, relationships, routines, rules, and how to care for themselves and others.	Children will explore autumn, seasonal change and celebrations, learning how people mark special occasions. They will build vocabulary, confidence, social skills, and a sense of belonging through stories, rhymes and shared experiences.	Children will develop understanding of winter, traditional stories and story characters. They will retell events, describe details, and learn about celebrations and cultural traditions, building vocabulary, listening and expressive skills.	Children will explore growth, change and new life, observing springtime and living things. They will describe observations, ask questions, share ideas, and develop independence, cooperation and responsibility.	Children will explore past and present, noticing how life, toys and experiences have changed. They will ask and answer questions, organise and sequence ideas, and share memories and experiences confidently.	Children will learn about animals, habitats, lifecycles and weather. They will build vocabulary, observation and descriptive skills, while developing confidence, social skills and understanding of the natural world through stories and hands-on experiences.
Themes	Looking after ourselves People Who Help Us Our Local Area Our Families Friends	Autumn Diwali Nursery Rhyme Week Remembrance Day Bonfire Night Christmas	Arctic Animals Winter clothes Traditional Stories Story Characters Valentine's Day Chinese New Year	Pancake Day Favourite Foods Keeping Healthy Exercise Spring Easter	Our families Parents and Grandparents Looking after babies How we have grown and changed Timelines	Pets Animals around the world Stories from other cultures Lifecycles Weather
Enrichment Activities	Visits from People who help us Walk around our Local Area Harvest Festival Stay and Play with parents - Special tea	Nursery Rhyme Week/ Dress Up Autumn Walk in our local area Making bread Visit to the Theatre Royal Nativity Performance Christmas Jumper/Dinner Day Christmas Service at the Church	Ice Experiments Stay and Play with parents - Storytelling Winter walk in local area Making Gingerbread Puppet making Chinese New Year	Visit to local Farm shop Visit to Farm Tadpoles Growing seeds Vegetable Patch World Book Day Easter egg hunt Easter service at the Church	Visit from a parent and baby Summer walk in the local area Stay and Play with parents - Our History National Storytelling Week Visit to local church	Visit to local zoo Minibeast Hunt Explore different pets Visit from a vet Animal walk around our local area
Core Texts	The Family Book by Todd Parr Once There Were Giants by Martin Waddell The Rainbow Fish by Marcus Pfister Emergency by Margaret May	The Little Red Hen by Ladybird First Favourite Tales Leaf Man by Lois Ehlert Kipper's Birthday by Mick Inkpen Diwali Non Fiction Text The Christmas Story	Winter Poem - Lady Winter's Rap The Gruffalo's Child by Julia Donaldson The Gingerbread Man by Gail Yerrill Goldilocks and The Three Bears by Sarah Delmedge	The Gigantic Turnip by Aleksei Tolstoy Jack and the Beanstalk by Miles Kelly Handa's Surprise by Eileen Browne Rosie's Walk by Pat Hutchins Farmer Duck by Martin Waddell Click, Clack Moo by Doreen Cronin and Betsy Lewin	Dogger by Shirley Hughes The Baby's Catalogue by Janet and Allen Ahlberg Peepo! By Janet and Allen Ahlberg Oi Frog by Kes Gray Information texts about life in the past	Dear Zoo by Rod Campbell The Very Hungry Caterpillar by Eric Carle Minibeast Riddles Animal Poems Information texts about Rainforset Animals

<p>Key Vocabulary</p> <p>Ready, Respectful, Safe</p> <p>Kind hands, Kind feet, Sharing</p> <p>Choose it, use it, put it away</p> <p>The Family Book</p> <p>family · different · same · love · together · home</p> <p>Once There Were Giants</p> <p>grow · change · brave · remember</p> <p>small · giants</p> <p>The Rainbow Fish</p> <p>share · kind · lonely · happy</p> <p>friend · shiny</p> <p>Emergency!</p> <p>help · safe · emergency · firefighter</p> <p>doctor · ambulance</p>	<p>The Little Red Hen</p> <p>hen · wheat · seed · bake · bread · share</p> <p>Leaf Man</p> <p>leaf · wind · journey · travel · rustle · fields</p> <p>Kipper's Birthday</p> <p>birthday · celebrate · invite · cake · friends · balloons</p> <p>Diwali (Non-Fiction)</p> <p>Diwali · festival · lights · diya · rangoli · celebrate</p> <p>The Christmas Story</p> <p>Nativity · Mary · Joseph · angel · stable · Bethlehem</p>	<p>Winter Poem</p> <p>ice cap · chilly · winter · arctic · frost · temperature</p> <p>The Gingerbread Man</p> <p>sly · bake · ingredients · suddenly · cried · halfway</p> <p>Goldilocks and The Three Bears</p> <p>pleased · peeped · clambered · big · medium · small</p>	<p>The Gigantic Turnip</p> <p>long ago · crooked · overgrown · sowed · swell · heaved</p> <p>Jack and the Beanstalk</p> <p>beanstalk · giant · offered · magic · supper · amazement</p> <p>Handa's Surprise</p> <p>fruit · basket · carry · sweet · share · surprise</p> <p>Farmer Duck</p> <p>farm · work · help · tired · kind · rest</p>	<p>Dogger</p> <p>lost · search · worried · fair · exchange · relieved</p> <p>The Baby's Catalogue</p> <p>catalogue · equipment · pram · cot · clothing · belongings</p> <p>Peepo!</p> <p>laundry · household · routine · rationing</p> <p>· family · neighbourhood</p> <p>Oi Frog</p> <p>command · rule · rhyme · pattern</p> <p>· protest · absurd</p>	<p>Dear Zoo</p> <p>heavy · fragile · zoo</p> <p>reptile · mammal · habitat · keeper</p> <p>The Very Hungry Caterpillar</p> <p>change · caterpillar · cocoon · chrysalis · butterfly · life cycle</p> <p>Minibeast Riddles</p> <p>hiding · habitat · larvae</p> <p>Animal Poems</p> <p>predator · prey · habitat · nocturnal · herbivore · carnivore</p> <p>Information Texts – Rainforest Animals</p> <p>humid · camouflage · endangered · rainforest · climate</p>
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 <p>Communication and Language</p> <p>Communication and Language is developed throughout the year through high quality interactions,</p> <p>Playing alongside the children, circle times, stories, singing, show and tell box, talking through stories, poetry basket</p>	<p>Listening, Attention and Understanding</p> <p>Children will be able to understand how to listen carefully and know why it is important.</p> <p>Children will understand an instruction that has two parts.</p> <p>Speaking</p> <p>Start a conversation with an adult or friend and continue it for many turns.</p>	<p>Listening, Attention and Understanding</p> <p>Children will listen to longer stories and remember much of what happens.</p> <p>Children will begin to understand how and why questions.</p> <p>Speaking</p> <p>Use talk to organise themselves and their play.</p> <p>Be able to express a point of view.</p>	<p>Listening, Attention and Understanding</p> <p>Children will learn new vocabulary and use it throughout the day</p> <p>Children will retell a story and follow a story without pictures or props.</p> <p>Speaking</p> <p>Children will talk in sentences using conjunctions, e.g. and, because.</p> <p>Children will be able to describe events in some detail.</p>	<p>Listening, Attention and Understanding</p> <p>Children will learn to ask questions to find out more.</p> <p>Speaking</p> <p>Children will be able to explain how things work and why things might happen.</p> <p>Listen to and talk about selected Non-fiction books to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Listening, Attention and Understanding</p> <p>Children will be able to understand a question such as who, what, where, when, why and how.</p> <p>Speaking</p> <p>Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Listening, Attention and Understanding</p> <p>Children will be able to have conversations with adults and peers with back-and-forth exchanges.</p> <p>Speaking</p> <p>Children will talk in sentences using a range of tenses.</p>
<p style="text-align: center;">Early Learning Goals</p> <p>Listening, Attention and Understanding: 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> <p>Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 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 conjunctions, with modelling and support from their teacher.</p>						



Personal, Social and Emotional Development

Children develop their personal, social and emotional skills throughout the year through daily interactions and adult modelling, Weekly Jigsaw lessons, circle times, stories, turn taking games.

Self-Regulation
 Children will be able to select and use activities and resources.
 Children will develop their sense of responsibility and membership of our school community.
 Children will recognise different emotions.
Managing Self
 Children will focus during short whole class activities.
 Children will understand the need to have rules.
 Children will learn to wash their hands independently.
Building Relationships
 Children will become more outgoing with unfamiliar people in the safe context of their setting

Self-Regulation
 Children will be able to select and use resources to achieve a goal.
 Children will talk about how they are feeling.
Managing Self
 Children will increasingly follow rules and understand why they are important.
 Children will manage their own basic needs independently.
Building Relationships
 Children will show more confidence in new social situations.
 Children will begin to develop friendships.

Self-Regulation
 Children will talk about how they are feeling and to consider other people's feelings.
 Children will be able to focus during longer whole class lessons.
Managing Self
 Children will develop appropriate ways to be assertive.
 Children will begin to find solutions to conflicts.
Building Relationships
 Children will be able to talk with others to solve conflict.
 Children will be able to express their feelings and consider the feelings of others.

Self-Regulation
 Children will identify and moderate their own feelings socially and emotionally.
Managing Self
 Children will begin to show resilience and perseverance in the face of a challenge.
 Children will develop independence when dressing and undressing.
Building Relationships
 Children will listen to the ideas of other children and agree on a solution and compromise.

Self-Regulation
 Children will be able to control their emotions using a range of techniques.
Managing Self
 Children will learn to dress themselves independently.
Building Relationships
 Children will learn to work as a group.

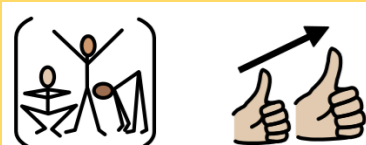
Self-Regulation
 Children will be able to think about the perspective of others.
Managing Self
 Children will show a 'can do' attitude.
Building Relationships
 Children will show sensitivity to their own needs and those of others.

Early Learning Goals

Self-Regulation: 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.

Managing Self: 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: 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

Children improve their gross and fine motor skills daily by engaging in different Fine motor

Gross Motor
 Children will develop their movement, balancing, riding and ball skills.
 Children will use large muscle movements to wave flags, paint and make marks.
 Key Vocabulary: stop, freeze, go, start, move, travel, over, above, under, below, through, around,

Gross Motor
 Children will begin to take part in some team games.
 Children will use the right resources to carry out their own plans.
 Key Vocabulary: team, group, partner, share, pass, receive, aim, target, cooperate, together, plan,


Gross Motor
 Children will revise and refine their fundamental movement skills.
 Key vocabulary: practise, travel, hop, jump, balance, control, speed, direction
Fine Motor
 Children will handle scissors, pencil and glue effectively.

Gross Motor
 Children will develop the body strength, coordination, balance and agility needed to join in successfully.
Fine Motor
 Children will form letters correctly using a tripod grip.
Oak Academy PE focus

Gross Motor
 Children will move safely with confidence and imagination, communicating ideas through movement.
Fine Motor
 Children will use a range of tools competently, carefully and safely.


Gross Motor
 Children will confidently and safely use a range of large and small apparatus indoors and outside.
Fine Motor
 Children will use a range of tools competently, carefully and safely.

<p>activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing,</p> <p>Outdoor equipment (bikes, scooters, balls, balance beams, ribbons, hoops, bean bags, skipping ropes) PE lessons twice a week.</p>	<p><i>balance, steady, control, throw, catch, roll, kick</i></p> <p>Fine Motor</p> <p>Children will begin to use a tripod grip when using mark making tools.</p> <p>Key Vocabulary: pencil grip, hold, pinch, control, press, squeeze, grip, mark, line</p> <p>Oak Academy PE Focus</p> <p>Fundamental Skills</p> <p>Games</p>	<p><i>choose, collect, organise, ready, defend, attack</i></p> <p>Fine Motor</p> <p>Children will accurately draw lines, circles and shapes to draw pictures.</p> <p>Key Vocabulary: <i>line, straight, curved, circle, round, shape, square, triangle, control,</i></p> <p>Oak Academy PE focus</p> <p>Fundamental Skills</p> <p>Dance</p>	<p>Children will use cutlery appropriately.</p> <p>Key vocabulary: <i>cut, snip, trim, stick, spread, hold, control, safe, careful</i></p> <p>Oak Academy PE focus</p> <p>Fundamental Skills</p> <p>Ball Games</p>	<p>Gymnastics</p> <p>Dance</p>	<p>Oak Academy PE focus</p> <p>Fundamental Athletics</p> <p>Dance</p>	<p>Arena PE focus</p> <p>Striking and Fielding</p> <p>Swimming</p>
<p>Early Learning Goals</p> <p>Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor: 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>Literacy</p> <p>Literacy is designed to ensure all children develop secure foundations in early reading and writing. From the start of Reception, children are immersed in a language-rich environment where reading, writing, speaking and listening are prioritised across the day.</p> <p>Daily, systematic synthetic phonics teaching through Read Write Inc. which begins as soon as children start school, enabling</p>	<p>Comprehension</p> <p>Children independently explore books, holding them the correct way and turning pages.</p> <p>Children listen to and enjoy stories, rhymes and songs.</p> <p>Adults model talk around books and introduce new vocabulary linked to class topics.</p> <p>Word Reading</p> <p>Daily RWI sessions introduce Set 1 speed sounds.</p> <p>Children begin oral blending of sounds.</p> <p>Repetition and rehearsal support early sound recognition and confidence.</p> <p>Writing</p>	<p>Comprehension</p> <p>Children engage with an increasing range of familiar and unfamiliar texts.</p> <p>Children respond to stories and talk about characters and events.</p> <p>Vocabulary from texts is revisited and applied in play and discussion.</p> <p>Word Reading</p> <p>Children continue learning Set 1 speed sounds, including some digraphs.</p> <p>Children blend sounds to read CVC words and simple captions.</p> <p>Increasing word reading automaticity is developed through daily practice.</p> <p>Writing</p>	<p>Comprehension</p> <p>Children act out and begin to retell familiar stories.</p> <p>Children use recently introduced vocabulary during role play and storytelling.</p> <p>Word Reading</p> <p>Children begin to recognise and read taught red words.</p> <p>Children blend sounds to read simple sentences (RWI Ditties).</p> <p>Writing</p> <p>Children write CVC words, representing each sound with a letter.</p> <p>Children write words containing known graphemes.</p>	<p>Comprehension</p> <p>Children talk about characters, settings and events in the texts they read.</p> <p>Children answer simple questions about stories.</p> <p>Word Reading</p> <p>Children read taught red words with increasing fluency.</p> <p>Children blend sounds to read simple sentences (Red Story Books).</p> <p>Writing</p> <p>Children write phrases containing known words and graphemes</p> <p>Children write captions, representing sounds in words using their phonics knowledge.</p>	<p>Comprehension</p> <p>Children will confidently retell a story using vocabulary influenced by the book.</p> <p>Word Reading</p> <p>Children will learn Set 2 sounds and identify digraphs in words.</p> <p>Children will blend sounds to read longer sentences.</p> <p>(Green Story Books)</p> <p>Writing</p> <p>Children will begin to spell taught tricky words correctly.</p> <p>Children begin to write for a range of purposes linked to topics and stories.</p>	<p>Comprehension</p> <p>Children will be able to anticipate key events in stories and answer questions about what they have read.</p> <p>Word Reading</p> <p>Children will learn Set 2 sounds and will apply them to read sentences containing digraphs.</p> <p>(Green/Purple Story Books)</p> <p>Writing</p> <p>Children can hold a sentence in your head.</p> <p>Children can write a single-clause sentence using phonic knowledge.</p>
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<p>them to develop accurate decoding, fluency and word reading automaticity. High-quality texts, carefully chosen to link with class topics, are used to develop comprehension, vocabulary and a love of reading.</p>	<p>Children give meaning to the marks they make through drawing, symbols and early writing.</p> <p>Fine motor skills are developed through a range of purposeful activities.</p>	<p>Children form recognisable letters using correct orientation.</p> <p>Children orally segment words in preparation for writing. recognise the difference between a letter, a word and a sentence</p>				
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<p>Early Learning Goals</p> <p>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.</p> <p>Word Reading: 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.</p> <p>Writing: 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.</p>						
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 <p>Mathematics</p> <p>Number Sense</p> <p>Children develop their early mathematical skills through daily activities that include number songs and rhymes, promotion of mathematical vocabulary in the classroom, enhanced provision activities and maths resources readily available for child exploration in continuous provision.</p> <p>Maths lessons take place four times a week using Power Maths</p>	<p>Mastering Number</p> <p>Subitising within 3.</p> <p>Counting skills: saying number names, tagging objects.</p> <p>Cardinality: understanding the "howmanyness" of small sets.</p> <p>Composition of 3 and 4 - noticing numbers are made of ones.</p> <p>Comparison: more than / fewer than (visually).</p> <p>Five-ness of 5 (hand patterns, dice 5).</p>	<p>Mastering Number</p> <p>Subitising objects and sounds (structured & unstructured).</p> <p>Comparison through matching & using more than / fewer than / equal.</p> <p>Composition of 3, 4, 5 - whole/part introduction.</p> <p>Continued counting fluency and numeral meaning links.</p>	<p>Mastering Number</p> <p>Subitising within 5 (dice patterns).</p> <p>Matching numerals to quantities up to 5.</p> <p>Counting & ordinality: staircase pattern, "1 more".</p> <p>Composition of 5, then 6 & 7 as 5 and a bit.</p> <p>Doubles - beginning to notice equal parts.</p>	<p>Mastering Number</p> <p>Subitising to 6, including structured arrangements.</p> <p>Counting larger sets, including things not seen.</p> <p>Comparison: more than / fewer than / equal, making unequal sets equal.</p> <p>Ordering numbers to 8, using "less than".</p> <p>Odd and even exploratory sorting.</p>	<p>Mastering Number</p> <p>Extending composition to numbers 8-10.</p> <p>Deepening subitising (structured & irregular).</p> <p>Strengthening counting to 10 and beyond with accuracy.</p> <p>Comparison with more abstract representations.</p>	<p>Mastering Number</p> <p>Number patterns & early structure generalisation.</p> <p>Applying number sense in problem-solving contexts.</p> <p>Consolidation of all number sense strands before Y1 transition.</p>
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<p>Number: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>						
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	<p><i>Past and Present</i></p> <p>Children will talk about the lives of people around them.</p> <p>Children will talk about important</p>	<p><i>Past and Present</i></p> <p>Children will talk about members of their immediate family and the things that they celebrate.</p>	<p><i>Past and Present</i></p> <p>Children will know about the past through settings and characters.</p>	<p><i>Past and Present</i></p> <p>Children will understand that some places are special to people in their community</p>	<p><i>Past and Present</i></p> <p>Children will talk about past and present events in their lives and what has been read to them.</p>	<p><i>People, Culture and Communities</i></p> <p>Children will recognise some similarities and differences between life in this country and life in other</p>
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Understanding the World

Understanding the World is taught through our Topics that are guided by Snap Science and Kapow scheme.

The children explore two topics each half term.

The topics are driven through good quality texts and children are introduced to rich topic based vocabulary.



members of their community.

People, Culture and Communities

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

Children will know about features of the immediate environment.

The Natural World

Children will describe what they see, hear and feel whilst outside.

Children respond to their senses: sights, sounds and smells in the environment.

Snap Science Documents

People, Culture and Communities

Children will explore feelings including love, respect, care and kindness.

Children will explore what it feels like to belong to a group.

People, Culture and Communities

Recognise that people have different beliefs and celebrate special times in different ways.

The Natural World

Children will explore and ask questions about the natural world around them.

Children will explore the effect of the changing seasons - Autumn

Snap Science Documents

People, Culture and Communities

Children will explore stories in the bible about Jesus.

Children will learn how Christians' celebrate Jesus's birthday.

People, Culture and Communities

Recognise some environments that are different from the one in which they live.

The Natural World

Children will explore the effect of the changing seasons - Winter

Children will explore different materials and recognise how they can change.

Snap Science Documents

People, Culture and Communities

Children will understand which people believe in God.

Children will learn what Christians believe about the Creation Story.

People, Culture and Communities

Children will identify what farm land is used for.

Children will know that simple symbols are used to identify features on a map.

The Natural World

Children will explore the effect of the changing seasons - Spring

Children will make observations about plants discussing similarities and differences.

Children will understand the things that they can do to keep healthy.

Children will understand the changes in their bodies when exercising.

Snap Science Documents

People, Culture and Communities

Children will understand what Christians believe happened to Jesus at Easter.

Children will explore how Christians celebrate Easter.

Children will explore why we have Easter eggs.

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

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

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

The Natural World

Children will understand all the seasons and how they change the environment around them.

Children will understand how they have grown and changed.

Children will be able to identify the 5 senses.

Snap Science Documents

People, Culture and Communities

Children will explore places that are special to them and how these places make them feel.

Children will identify places that are special to different religious groups

(Church, Mosque, Synagogue)

countries.

Recognise some environments that are different to the one in which they live

The Natural World

Children will make observations about animals discussing similarities and differences.

Children will identify different habitats and identify the animals that might live there.

Snap Science Documents

People, Culture and Communities

Children will explore their favourite stories.

Children will explore stories that are special to different religious groups.

(Christians, Hindus, Muslims, Jews)

Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



Expressive Arts and Design



Being Imaginative
 Children will sing and perform nursery rhymes.
Music Express

Creating with Materials
 Children will experiment with mark making using a range of resources.
 Children will experiment with different textures.

Being Imaginative
 Children will talk about music, expressing their feelings and responses.
 Children will sing and perform Christmas Songs
Music Express

Creating with Materials
 Children will explore printing using a range of objects and natural materials.
 Children will explore using salt dough and clay.
 Children will explore and use the vocabulary of manipulation, e.g. squeeze and prod.

Being Imaginative
 Children will experiment with different instruments and their sounds.
Music Express

Creating with Materials
 Children will safely explore different techniques for joining materials.

Being Imaginative
 Children will listen attentively, move to and talk about music, expressing their feelings and responses.

Children will sing and perform Easter Songs.
Music Express

Creating with Materials
 Children will use a range of resources and materials to make models linked to the farm.

Being Imaginative
 Children will play an instrument within a song.
Music Express

Creating with Materials
 Children will explore colour mixing and be able to talk about what happens when they mix two primary colours.
 Children will explore and use a variety of artistic effects to express their ideas and feelings.

Being Imaginative
 Children will sing and play instruments within a song.
 Children will perform their learning.
Music Express

Creating with Materials
 Children will return to and build on their previous learning, refining ideas and developing their ability to represent them.
 Children will share creations, talk about process and evaluate their work.

Creating with Materials: 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.

Being Imaginative: 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.