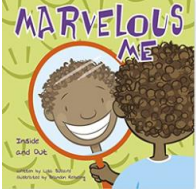
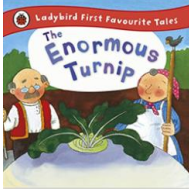
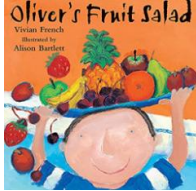
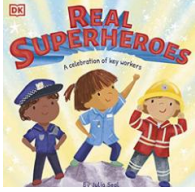



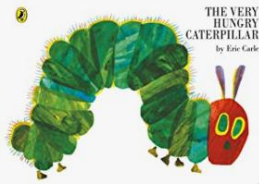
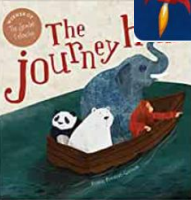


| Areas of learning                            | Autumn 1  | Autumn 2  | Spring 1   | Spring 2  | Summer 1   | Summer 2   |
|--|---|---|--|---|--|--|
| Theme  | Me and my family/<br>pets   | Animals<br>(hibernation)/<br>Celebrations   | Traditional tales  | Growing / change  | Real Heroes  | Journeys   |
| Planning around a quality text<br><br>Year A | <br><br>  | <br><br>  | <br><br>   | <br><br>  | <br><br>   | <br><br><br><br>    |
| Year B                                       | <br><br> | <br><br> | <br><br><br><br> | <br><br> | <br><br> | <br><br><br><br> |

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| <p><b>History</b></p> | <p>Talk about members of the immediate family and community. During dedicated talk time – comments and questions. Share information about the family. Look at different families.</p> <p>Listen to what children say about their family; share information about your own family, giving children time to ask questions or make comments; encourage children to share pictures of their family and listen to what they say about the pictures.</p> | <p>Listen to what children say about their family; share information about your own family, giving children time to ask questions or make comments; encourage children to share pictures of their family and listen to what they say about the pictures.</p> <p>Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. Feature fictional and non-fictional characters from a range of cultures and times in storytelling; listen to what children say about them. Draw out common themes from stories.</p> | <p>Compare and contrast characters including figures from the past. Tell oral stories – from a range stories from the past.</p> |  | <p>Name and describe familiar people and those in the community. Listen to the experiences.</p> | <p>Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. Feature fictional and non-fictional characters from a range of cultures and times in storytelling; listen to what children say about them. Draw out common themes from stories.</p> |
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| <b>Birth to three (DM)</b>      | <p>Make connections between the features of their family and other families (their own/ closest family members)</p> <p>Notice difference between People (difference in the class – eyes / hair)</p>   | <p>Make connections between the features of their family and other families (special celebrations at home –e. g Christmas /EID)</p> <p>Notice difference between People (differences at home –brothers / sisters etc.)</p>  | <p>Make connections between the features of their family and other families (families in stories)</p>                                |  | <p>Notice difference between People (people who help them – school /local community)</p>   |   |
| <b>Three to four years (DM)</b> | <p>Begin to make sense of their own life-story and family's history. (look at Grandparents)</p> <p>Continue developing positive attitudes about the differences between people. (Differences in the class – celebrate differences – cultures /home life)</p> <p>Talk about what they see, using a wide vocabulary. (see vocab list)</p> | <p>Continue developing positive attitudes about the differences between people. (look at different celebrations at home –Christmas, Diwali, Eid)</p> <p>Begin to make sense of their own life-story and family's history. (Look at Christenings / birthday / Christmas celebrations from the past)</p> <p>Talk about what they see, using a wide vocabulary. (see vocab list)</p> | <p>Continue developing positive attitudes about the differences between people. (Look at the roles of people in stories covered)</p> |  | <p>Continue developing positive attitudes about the differences between people. (Look at positive role models in the community – people who help them)</p> <p>Show interest in different occupations. (Look at different roles in school / close community – post office / library)</p> <p>Talk about what they see, using a wide vocabulary. (see vocab list)</p> | <p>Show interest in different occupations. (linked to topic of journeys – bus driver's /train drivers)</p> <p>Talk about what they see, using a wide vocabulary. (see vocab list)</p> |

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| <b>Reception (DM)</b> | <p>Talk about members of their immediate family and community. (Look at immediate family then move to wider family then to school and church community)</p> <p>Name and describe people who are familiar to them. (People who are in wider family / community)</p> <p>Comment on images of familiar situations in the past. (look at photos of themselves in the past / past family photos.)</p> | <p>Talk about members of their immediate family and community. (Look at their wider family then to school and church community celebrate Christmas, Diwali and Birthdays etc.)</p> <p>Name and describe people who are familiar to them. (Looking at celebrations in school / home / church – name familiar people –aunts / uncles / cousins /priest / teachers / friends)</p> <p>Comment on images of familiar situations in the past. (Look at past celebrations – how things have changed since teachers Christmas to now)</p> | <p>Talk about members of their immediate family and community. (Compare families in stories to their own – 3 bears etc.)</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Comment on images of familiar situations in the past. (Look at different versions of stories from the past – look at the illustrations)</p> | <p>Talk about members of their immediate family and community. (Look at changes – parents as children, pupils as babies)</p> <p>Comment on images of familiar situations in the past. – (images of changes from the past – baby to toddler to child)</p> | <p>Talk about members of their immediate family and community. (Look at people who helps us / positive role models. Start with family and how they help to professions – doctors/nurses etc.)</p> <p>Name and describe people who are familiar to them. (Look at people in school who help –how do they help /look at professions that help that the pupils know.)</p> <p>Comment on images of familiar situations in the past. (Look at images of professions the pupils know in the past – nurses / Drs etc.)</p> | <p>Comment on images of familiar situations in the past. (Look at past and present images of vehicles and places the pupils may have visited.)</p> |



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| <b>Geography</b>           | <p>Talk about their homes and families</p> <p>Identify the main features of them. immediate environment – school, home</p> <p>Show respect of different Cultures.</p> <p>Identify the weather – raining, snowing, cloudy, windy, thundery, sunny etc.</p> | <p>Make attempts at drawing a map of a familiar or imaginary place</p> <p>Begin naming features of the local environment – school, home, house, road, park</p> <p>Identify the weather – raining, snowing, cloudy, windy, thundery, sunny etc.</p> | <p>Identify a map; attempt to draw simple features in their familiar environment and imaginary places.</p> <p>Identify the weather – raining, snowing, cloudy, windy, thundery, sunny etc.</p> | <p>Observe closely what is around them and make comments on what they see.</p> <p>Looks closely at similarities, differences, patterns &amp; change.</p> <p>Make observations of the local environment and explain why some things occur and talk about change.</p> <p>Identify the weather – raining, snowing, cloudy, windy, thundery, sunny etc.</p> | <p>Describe some actions which people in their own community do that help maintain the area they live in</p> <p>Identify the weather – raining, snowing, cloudy, windy, thundery, sunny etc.</p> | <p>Make basic observations of the local environment.</p> <p>Use everyday language to talk about distance and relative positions (behind, next to) in the local environment.</p> <p>Find their way around school – showing and awareness of where things belong and the people within the school</p> <p>Identify the weather – raining, snowing, cloudy, windy, thundery, sunny etc.</p> |
| <b>Birth to three (DM)</b> | Explore and respond to different natural phenomena in their setting (Look and compare the weather through the year/ talk  | Explore and respond to different natural phenomena in their setting (Look and compare the weather through the year/ talk   | Explore and respond to different natural phenomena in their setting (Look and compare the weather through the year/ talk   | Explore and respond to different natural phenomena in their setting and local area. (Look and compare the weather through the   | Explore and respond to different natural phenomena in their setting (Look and compare the weather through the year/ talk   | Explore and respond to different natural phenomena in their setting and local area. (Look and compare the weather through the year/ talk about  |

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|                                 | <p>about and describe the different seasons)</p> <p>Make connections between the features of their family and other families (Look at the pupil's homes – who lives with them)</p>  | <p>about and describe the different seasons)</p> <p>Make connections between the features of their family and other families (Where do they live? Link to weather and seasons – Winter topic)</p> | <p>about and describe the different seasons)</p>  | <p>year/ talk about and describe the different seasons)</p>  | <p>about and describe the different seasons)</p>  | <p>and describe the different seasons)</p> <p>Make connections between the features of their family and other families (Where their home is and main way of travelling.)</p>   |
| <b>Three to four years (DM)</b> | <p>Continue developing positive attitudes about the difference between people. (Look at where the different families in the class come from.)</p> <p>Begin to understand the need to respect and care for the natural environment. (Link to RE God's world. Look at the local area and how we can care for it.)</p> | <p>Talk about what they see, using a wide vocabulary. (see vocab list)</p>  | <p>Talk about what they see, using a wide vocabulary. (see vocab list)</p> <p>Begin to understand the need to respect and care for the natural environment. (Read traditional tales which are about nature –compare to other tales)</p> | <p>Talk about what they see, using a wide vocabulary. (see vocab list)</p> <p>Begin to understand the need to respect and care for the natural environment. (How can we care for living things? – children to care for their own garden / plants.)</p> | <p>Talk about what they see, using a wide vocabulary. (see vocab list)</p> <p>Show interest in different occupations (Look at people who help us look after living things.)</p> | <p>Talk about what they see, using a wide vocabulary. (see vocab list)</p> <p>Know that there are different countries in the world and talk about the difference they have experienced or seen in photos. (Through journey topic /photos and stories look at the wider world.)</p> |
| <b>Reception (DM)</b>           | <p>Explore the natural world around them. Describe what they see, hear and feel whilst outside. (Throughout the year</p>  | <p>Understand the effect of changing sessions on the natural world around them. – (Changes in weather</p>   | <p>Recognise some environments that are different to the one in which they live. (Look at the settings of traditional stories</p>   | <p>Understand the effect of changing sessions on the natural world around them. (Changes in weather</p>  | <p>Explore the natural world around them. Describe what they see, hear and feel whilst outside. (Throughout the year</p>  | <p>Recognise some environments that are different to the one in which they live. (Through the journey topic – books/images</p>   |



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|                 | <p>– pupils to experience weather and seasons.)</p> <p>Understand that some places are special to members of their community. Draw information from a simple map. (Look at the local area and identify places they know – church, library etc.) Talk about members of their immediate family and community. (Look at themselves, where they live and where immediate family live)</p> | <p>– Winter and hibernation)</p> <p>Explore the natural world around them. Describe what they see, hear and feel whilst outside. (Throughout the year – pupils to experience weather and seasons.)</p> | <p>from around the world.)</p> <p>Explore the natural world around them. Describe what they see, hear and feel whilst outside. (Throughout the year – pupils to experience weather and seasons.)</p> <p>Draw information from a simple map. (Following Henry's map pupils draw simple maps of the school – following a walk)</p> | <p>– Spring and new life /plants growing)</p> <p>Explore the natural world around them. Describe what they see, hear and feel whilst outside. (introduction to different plants through senses work. Linked to plants grown by pupils.)</p> | <p>– pupils to experience weather and seasons.)</p> <p>Understand that some places are special to members of their community. (Look at important places in the community -school, doctors etc.)</p> <p>Talk about members of their immediate family and community. (Look at people they know the community, where they live and their role.)</p> | <p>look at different places around the world.)</p> <p>Explore the natural world around them. Describe what they see, hear and feel whilst outside. (Throughout the year – pupils to experience weather and seasons.)</p> <p>Recognise some similarities and difference between life in this country and life in other countries. (Through the journey topic – books/images look at different places around the world and compare them to where the pupils live.)</p> |
| <b>ELG (DM)</b> | <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (Look at the</p>   |  | <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (Look at simple</p>   | <p>Describe their immediate environment using knowledge from observation, (Observe and describe changes in environment -</p>  |  | <p>Explain some similarities and difference between life in this country and life in other countries, drawing on knowledge from stories, non-fiction</p>   |



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|         | pupils local and school environment. Look at photos of the school and local area –make observations.) |  | maps of the local environment. Use their knowledge to draw simple maps. | growing –plants / seasons)                                     |  | <p>texts and (when appropriate) maps, (Through the journey topic – books/images and <b>simple maps</b> look at different places around the world and compare them to where the pupils live.)</p> <p>Know some similarities and difference between different cultural communities in this country, drawing on their experiences and what has been read in class. (Read stories from other cultures –. link back to traditional tales topic. Pupils to compare their own cultures and that of another country –link to pupils in the class.)</p> |
| Science | <b>Explore the natural world around them. Observe the four</b>  | <b>Explore the natural world around them. Observe the four</b> | <b>Explore the natural world around them. Observe the four</b>          | <b>Explore the natural world around them. Observe the four</b> | <b>Explore the natural world around them. Observe the four seasons over time –</b> | <b>Explore the natural world around them. Observe the four</b>   |

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|                | seasons over time<br>– understand the effect of the season on the natural world. | seasons over time<br>– understand the effect of the season on the natural world.   | seasons over time<br>– understand the effect of the season on the natural world.  | seasons over time<br>– understand the effect of the season on the natural world.<br><br>Explore natural materials indoors and outdoors, explore collections of materials, plants seeds, | understand the effect of the season on the natural world.           | seasons over time<br>– understand the effect of the season on the natural world.   |
| Birth to Three |  | Repeat actions that have an effect.<br>Explore materials with different properties.<br>Explore natural materials, indoors and outside.<br>(Experiences using ice and water. Their different prop.) | Repeat actions that have an effect.<br>Explore materials with different properties.<br>Explore natural materials, indoors and outside.<br>(Experiences using sticks, straw and stones (3 pigs). Their different prop for building.) | Explore and respond to different natural phenomena in their setting and on trips.   |   | Repeat actions that have an effect.<br>Explore materials with different properties.<br>Explore natural materials, indoors and outside.<br>(look at building with different materials link to Stanley's stick story). |
| Three to four  | Talk about what they see, using a wide vocabulary. (See vocab list)              | Use all their senses in hands-on exploration of natural materials. (ice /water)<br>Explore collections of materials with similar and/or different properties. (look at                             | Use all their senses in hands-on exploration of natural materials.<br>Explore collections of materials with similar and/or different properties. (explore   | Talk about what they see, using a wide vocabulary. (See vocab list)<br>Plant seeds and care for growing plants.<br>Understand the key features of the life                              | Talk about what they see, using a wide vocabulary. (See vocab list) | Talk about what they see, using a wide vocabulary. (See vocab list)<br>Explore and talk about different forces they can feel.<br>(Investigating how to   |

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|           |  | different solids – compare to ice)<br>Talk about what they see, using a wide vocabulary. (See vocab list)<br>Talk about the differences between materials and changes they notice. (freezing and melting ice /water)                         | different oats /cereal –thickness/sweetness)<br>Talk about what they see, using a wide vocabulary. (See vocab list)<br>Talk about the differences between materials and changes they notice. (What happens when water added- runny, lumpy etc.) | cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things (Pupils to grow and care for own plants and garden pots in EYFS)          |  | make the small cars move faster – guttering/ramps)   |
| Reception | Explore the natural world around them. Describe what they see, hear and feel whilst outside.<br>(Children to use different senses to describe their environment) | Explore the natural world around them. Describe what they see, hear and feel whilst outside.<br>(Linked to seasons / weather –pupils to have different opportunity to use senses to describe outside. Using senses – linked to work on ice.) | Explore the natural world around them. Describe what they see, hear and feel whilst outside.<br>(Linked to seasons / weather. Using senses – linked to <u>Going on Bear Hunt</u> and other stories.)  | Explore the natural world around them. Describe what they see, hear and feel whilst outside.<br>(Children to observe and describe changes in growing plants and other flowers / fruit growing round school.) |  | Explore the natural world around them. Describe what they see, hear and feel whilst outside.<br>(Children to look at the seasonal change. This to link to journey topic – if going somewhere warm / cold on a journey) |
| ELG       | Know some similarities and differences between the natural world around them and contrasting environments, drawing on their                                      | Explore the natural world around them, making observations and drawing pictures of animals and plants.<br>(Seasonal change / Hibernation)  |   | Explore the natural world around them, making observations and drawing pictures of animals and plants.<br>(Season change – Spring – new life /growing topic.)  | Explore the natural world around them, making observations and drawing pictures of animals and plants. | Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between  |

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|                | <p>experiences and what has been read in class.<br/>(Look at seasonal changes in their environment. Use images, video and books to look at contrasting environments.)</p>   | <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.<br/>(Season changes – Winter / Changes in state of matter – water and ice.)</p> |  | <p>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. (Images, videos and books about plants and flowers growing in different environments.)</p> |   | <p>the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.<br/>(Journey topic – looking at other countries and their contracting environment – hot /cold places).<br/>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.<br/>(Seasonal changes – Summer / sunny and melting solids in the sun.)</p> |
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| Art / DT       | <p><b>The learning and development of Art is taught throughout all areas of the curriculum as and when it compliments existing learning opportunities and more specifically through expressive arts and design.</b></p> |   |  |  |   |   |
|                | <p>Self portraits<br/>Homes / houses<br/>Colours / mixing<br/>Feelings / emotions</p>   | <p>Firework patterns<br/>Xmas decorations<br/>Poppies<br/>Candle holders</p>  | <p>Patterns<br/>Materials<br/>Models and structures - settings</p> | <p>Drawing/<br/>observations<br/>Collage<br/>Senses- investigating</p>   | <p>Texture<br/>Different tools<br/>Models and structures<br/>- heroes</p> | <p>Big and colourful<br/>Collaborative pieces<br/>Abstract art<br/>Patterns - printing</p>  |
| Birth to Three | <p>Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</p>  |   |  |  |   |   |

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|                | Start to make marks intentionally.<br>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.<br>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.<br>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.<br>Use their imagination as they consider what they can do with different materials. SP I<br>Make simple models to express their ideas.<br>Explore different materials - PD   |  |  |  |  |  |
| Three to four  | Explore different materials freely, to develop their ideas about how to use them and what to make.<br>Develop their own ideas and then decide which materials to use to express them. SP I<br>Join different materials and explore different textures.<br>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.<br>Draw with increasing complexity and detail, such as representing a face with a circle and including details.<br>Use drawing to represent ideas like movement or loud noises.<br>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.<br>Explore colour and colour mixing. |  |  |  |  |  |
| Reception      | Explore, use and refine a variety of artistic effects to express their ideas and feelings.<br>Return to and build on their previous learning, refining ideas and developing their ability to represent them.<br>Create collaboratively, sharing ideas, resources and skills.  |  |  |  |  |  |
| ELG            | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.<br>Share their creations, explaining the process they have used.<br>Make use of props and materials when role-playing characters in narratives and stories.   |  |  |  |  |  |
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| Music          | <b>Improvising leading to playing classroom instruments. Improvisation using voices and instruments.</b><br><b>Revisiting chosen nursery rhymes and/or songs, a context for the History of Music</b>  |  |  |  |  |  |
|                | Hello and Goodbye song.<br>I am special song<br>If you're happy and you know it.<br>Head, shoulder, knees and toes.<br><b>Harvest song</b><br>Nursery rhymes  | Hello and Goodbye song.<br><b>Christmas songs.</b><br>It's Diwali song<br>Nursery rhymes | Hello and Goodbye song.<br>Traditional action songs –using Charanga.<br><br>Nursery rhymes | Hello and Goodbye song.<br><br>A collection of songs about growing with actions.<br><br>Nursery rhymes | Hello and Goodbye song.<br><br>A collection of songs about resilience and real heroes.<br><br>Nursery rhymes | Hello and Goodbye song.<br><br>Transport songs – using Charanga.<br><br>Nursery rhymes |
| Birth to three | Show attention to sounds and music.   |  |  |  |  |  |

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|                      | <p>Respond emotionally and physically to music when it changes.</p> <p>Move and dance to music.</p> <p>Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</p> <p>Explore their voices and enjoy making sounds.</p> <p>Join in with songs and rhymes, making some sounds.</p> <p>Make rhythmical and repetitive sounds.</p> <p>Explore a range of sound makers and instruments and play them in different ways.</p> <p>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p>  |
| Three to four        | <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>  |
| Reception            | <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>   |
| ELG                  | <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>  |
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| Physical Development | <b>Gross and fine motor skills will be taught throughout the year rather than stand alone units.</b>   |
| Birth to three       | <p>Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</p> <p>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</p> <p>Enjoy starting to kick, throw and catch balls.</p> <p>Build independently with a range of appropriate resources.</p> <p>Walk, run, jump and climb – and start to use the stairs independently.</p> <p>Spin, roll and independently use ropes and swings (for example, tyre swings).</p> <p>Sit on a push-along wheeled toy, use a scooter or ride a tricycle</p> <p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p> <p>Start eating independently and learning how to use a knife and fork.</p> <p>Develop manipulation and control.</p> |
| Three to four        | Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  |

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|           | <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Start taking part in some group activities, which they make up for themselves, or in teams.</p> <p>Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent, as they get dressed and undressed, for example, putting coats on and doing up zips.</p>   |
| Reception | <p>Watch and talk about dance and performing art, expressing their feelings and responses,</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping - climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes.</p> |
| ELG       | <p><u>Gross Motor Skills</u></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><u>Fine Motor Skills</u></p>  |



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|  | <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>  |
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| Personal, Social and Emotional Development | <b>This will be taught throughout the year rather than stand alone units.</b>  |
| Birth – three                              | <p>Find ways to calm themselves, through being calmed and comforted by their key person.</p> <p>Establish their sense of self.</p> <p>Express preferences and decisions. They also try new things and start establishing their autonomy.</p> <p>Engage with others through gestures, gaze and talk.</p> <p>Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.</p> <p>Find ways of managing transitions, for example from their parent to their key person.</p> <p>Thrive as they develop self-assurance.</p> <p>Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.</p> <p>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</p> <p>Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</p> <p>Feel strong enough to express a range of emotions.</p> <p>Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.</p> <p>Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. SI WK 6</p> <p>Be increasingly able to talk about and manage their emotions.</p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</p> <p>Develop friendships with other children. 27.I.25</p> <p>Safely explore emotions beyond their normal range through play and stories.</p> <p>Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”.</p> <p>Learn to use the toilet with help, and then independently.</p> |
| Three-four                                 | <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas. 27.I.25</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting</p>  |

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|           | <p>other ideas.</p> <p>Increasingly follow rules, understanding why they are important. SI WK6</p> <p>Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry,' or 'worried'. Autumn I</p> <p>Understand gradually how others might be feeling.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and teeth brushing.</p>  |
| Reception | <p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs.</p> <p>Personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating</li> <li>- tooth brushing</li> <li>- sensible amounts of 'screen time'</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian</li> </ul> |
| ELG's     | <p>Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>  |

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|               | <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p>Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p> |   |  |  |   |  |
| Computing     | <p><b>Linked to home topic</b></p> <p>Children to recognise that a range of technology is used in places such as homes and schools.</p> <p>Can show an interest in technological toys or real objects such as cameras or mobile phones.</p>   | <p><b>Linked to home topic</b></p> <p>Children to recognise that a range of technology is used in places such as homes and schools.</p> <p>Can show an interest in technological toys or real objects such as cameras or mobile phones.</p> |  |  | <p><b>Linked to home topic</b></p> <p>Children to recognise that a range of technology is used in places such as homes and schools.</p> <p>Can show an interest in technological toys or real objects such as cameras or mobile phones.</p> |  |
| Birth to 3    | <p>Children can count and sort objects</p> <p>Can operate simple equipment in the classroom e.g. remote control toys</p>  |   |  |  |   |  |
| Three to four | <p>Children can access an app</p> <p>They select and use technology for purposes.</p> <p>Can use ICT hardware to interact with age appropriate computer software.</p> <p>Completes a simple program on a computer – using IVB.</p> <p><b>Explore how things work – Dev M</b></p>  |   |  |  |   |  |
| Reception     | <p>The select and use technology for particular purposes. Children can use the keyboard and mouse.</p> <p>Can use ICT hardware to interact with age appropriate computer software.</p> <p>Completes a simple program on a computer – using Chromebook / ipad.</p>   |   |  |  |   |  |

