

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Торіс	Who Do You Think You Are?	Arctic and Antarctic	Victorians	Our School	Plants	Seaside
Communication & Language	Settling in activities and carpet times. To understand why listening is important and how to listen carefully. To talk to peers and adults. Complete Language Link and Baseline Assessments	To engage in story times (singing, chanting, repeating) To begin to understand how and why questions To start to use topic- specific vocabulary To talk in front of a small group	To engage in story times (singing, chanting, repeating) To ask questions to find out more To start to use topic- specific vocabulary To develop social phrases To talk confidently with their peers and adults	To show sustained attention when listening to stories. To describe events in detail. To use new vocabulary. To talk about things that are important to them.	To retell stories with increasing detail and vocabulary. To create their own stories following the structure of beginning, middle and end. To talk with increased confidence in front of their peers.	Listening & 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 interaction. 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. 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



PSED Jigsaw	Jigsaw: Healthy Me To recognise different emotions. To wash hands independently. To begin to look after themselves (e.g. washing hands, toileting, putting on coat). To begin to understand class rules and routines. To begin to build relationships.	To talk about how they are feeling. To begin to consider the feelings of others. To begin to adapt their behaviour in different situations. To develop understanding of class and school rules. To have confidence to try new activities.	Jigsaw: Dreams and Goals To begin to regulate their emotions. To develop focus during activities. To begin to show perseverance and resilience in the face of challenge (e.g. zips and buttons when getting changed). To develop friendships. To begin to work in a group with support.	To increasingly be able to regulate their emotions. To be aware of and consider others' feelings and needs. To begin to listen to the ideas of others. To become more independent in taking turns with their peers.	Jigsaw: Changing Me To maintain focus for a sustained period of time. To understand the importance of being healthy, food choices, exercise, sleep, etc. To manage own basic needs. To show perseverance and resilience in the face of challenge. Looking after pets. Looking after our planet.	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 Jigsaw: Relationships 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 to follow instructions involving several ideas or actions. Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenges. Explain the reasons for rules, know right from wrong and try to behave
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						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	Fundamentals	Ball Skills	Dance	Sending &	Striking & Fielding	Tennis
Development	To balance, run and	To develop ball skills	To balance, run and	Receiving	To follow simple	Gross Motor Skills:
	stop, jump and begin to	(rolling, throwing and	stop, jump and begin to	To develop ball skills	instructions and rules	Negotiate space and obstacles safely with
GetSet4PE	hop, change direction	catching, dribbling and	hop, change direction	(throwing and	of a game.	consideration for
	when moving, explore	kicking a ball).	when moving, explore	catching, rolling,	To learn to play fairly	themselves and others.
	different ways of	To develop balance	different ways of	kicking, tracking and	and cooperatively and	Demonstrate strength,
	moving.	and use equipment	moving	stopping a ball).	develop	balance and coordination when playing. Move
	To move safely in a	safely.	To create a short	To work in partners	communication skills.	energetically, such as
	space and stop	To form some	sequence using	and groups.	To form recognisable	running, jumping, dancing,
	effectively.	recognisable letters	shapes, balances and	To cut out shapes	letters most correctly	hopping, skipping and
	To jump and land	(e.g. their name).	travelling movements.	effectively using	formed.	climbing. Fine Motor Skills:
	softly.	To begin to hold	To consistently use a	scissors.	To use a tripod grip	Hold a pencil effectively in
	To show a preference for a dominant hand.	scissors correctly.	tripod grip when writing.	To consistently use a	effectively and independently.	preparation for fluent
	To make marks, with		To write taught letters	tripod grip when writing.	To use scissors	writing, using the tripod grip
	encouragement to use		increasingly	To write taught letters	effectively on a range	in almost all cases. Use a range of small tools,
	a tripod grip.		accurately.	increasingly	of materials.	including scissors,
	To use a range of tools		To develop	accurately.	To use a range of tools	paintbrushes and cutlery.
	(tweezers, threading,		perseverance when		effectively.	Begin to show accuracy and
	cutting, playdough).		using scissors.		,	care when drawing.



Literacy Reading	To independently look at and show an interest in books. To join in with rhymes and repeated refrains in stories. To make comments about stories read to them. To begin to recognise initial sounds. To recognise taught Phase 2 sounds.	To read books in line with their phonics understanding. To blend CVC words. To enjoy a range of books. To begin to answer questions about stories read to them.	To use a paintbrush with increased accuracy. To recognise taught Phase 2 and Phase 3 graphemes. To read books matching their phonic ability. To read sentences which contain tricky words and digraphs. To act out stories. To begin to predict what might happen next. To re-read books to develop confidence and fluency. To develop enjoyment and pleasure from books when reading.	To recognise taught Phase 2 and Phase 3 graphemes. To read books matching their phonic ability. To read sentences which contain tricky words and digraphs. To read books matched to their phonic ability. To sequence stories. To use recently introduced vocabulary during discussions and role play linked to stories.	To recognise taught Phase 2 and Phase 3 graphemes. To read books matching their phonic ability. To read sentences which contain tricky words and digraphs. To read books matched to their phonic ability. To answer questions linked to a text. To recall the main events in a story and understand that stories have a beginning, middle and end structure. To confidently use vocabulary linked to a text.	Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role- play. Word Reading: Say and sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words Writing:
	for a dominant hand and be encouraged to use a tripod grip.	Write some words and labels.	captions.	captions. To write short sentences, begin to	correctly. To write short sentences separating	Write recognisable letters, most of which are correctly formed.



	To all a second and	De sin te conite also f	To be address to something the state	a an anata succeda such		
	To give meaning to	Begin to write short	To begin to write short	separate words with	with spaces and	Spell words by identifying sounds in them and
	marks.	captions.	sentences, using their	spaces.	beginning to punctuate	representing the sounds
	To write initial sounds.	To begin to form letters	phonics knowledge.		using full stops.	with a letter or letters.
		correctly.	To spell some tricky		Begin to create their own	Write simple phrases and
			words correctly.		stories and narrate them	sentences that can be read
			To write for a purpose, in		with one or two	by others.
			their play.		sentences.	*
Maths	Getting to Know You		Alive in 5!		To 20 and Beyond	Number:
White Rose	Opportunities for settling in	1.	Introducing zero		Building numbers beyond	Have a deep understanding
	Just Like Me!		Comparing numbers to 5		10.	of numbers to 10, including
	Match and sort		Composition of 4 and 5		Counting Patterns	the composition of each
	Compare amounts		Compare Mass		beyond 10.	number. Subitise (recognise
	Compare Size, Mass and (Capacity	Compare capacity		Spatial Reasoning	quantities without counting)
	Exploring Pattern		Growing 6, 7, 8		Match, Rotate,	up to 5 Automatically recall (without reference to
	It's Me 1 2 3!		Combining 2 amounts		Manipulate.	rhymes counting or other
	Representing, comparing and composition of 1, 2 & 3		Making pairs		First Then Now	aids) number bonds up to 5
	Circles and Triangles	, , , , , , , , , , , , , , , , , , ,	Length and Height Time Building 9 and 10		Adding More	(including subtraction facts)
	Positional language				Taking Away	and some number bonds to
	Light and Dark				Spatial Reasoning	10, including double facts
	Representing Numbers to	5.	Counting to 9 and 10		Compose and	Numerical Patterns:
	One more and one less		Comparing numbers to 10	0		Verbally count beyond 20,
	Shapes with 4 sides		Bonds to 10		Find my Pattern	recognising the pattern of
	Time.		3D shapes	Doubling	the counting system Compare quantities up to	
			Spatial Awareness		Sharing and Grouping	10 in different contexts,
			Patterns		Even and Odd	recognising when one
					Spatial reasoning	quantity is greater than, less
					Visualise and Build	than or the same as the
					On the Move	other quantity Explore and
					Deepening	represent patterns within
					Understanding	numbers up to 10, including
					Patterns and	evens and odds, double
					Relationships	facts and how quantities
					Spatial Reasoning	can be distributed equally.
					Mapping	



Understanding the	To talk about	Observe and talk about	To learn about	To understand the	To show care and	Past and Present:
World	themselves and their	the changes that	significant events and	Easter Story and its	concern for living	Talk about the lives of the
wond		0	3		0	people around them and
	family.	happen in Autumn.	an individual from the	importance for	things.	their roles in society.
	To understand how	To talk about Diwali	past.	Christians.	To look at life cycles by	Know some similarities and
	they have changed	and how Hindus	To learn about the past	To observe and	looking after	differences between things
	from babies.	celebrate.	through stories and	describe the signs of	caterpillars and	in the past and now, drawing on their
	To identify similarities	To learn about	characters.	Spring.	observing the process.	experiences and what has
	and differences	Christmas story and	To find similarities and	To create simple	To plant sunflowers	been read in class.
	between themselves	own experiences of	differences between	maps of our school	and beans and other	Understand the past
	and their peers.	Christmas.	our lives and those of	and local area.	plants, and carefully	through settings characters
	To explore different	To find similarities and	another country	To make comparisons	observe the changes	and events encountered in
	families.	differences between	(Chinese New Year).	between where we live	that occur.	books read in class and
	To ask questions about	our lives and those of	To observe and	and other countries,		storytelling. People, Culture and
	the natural	another country.	describe the signs of	looking for similarities		Communities:
	environment.	To discuss different	Winter.	and differences.		Describe their immediate
	To show respect and	cultures and	To begin to understand			environment using
	care for our natural	communities.	changing states of matter			knowledge from
	environment.		(freezing).			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:



Expressive Arts & Design	To name colours and explore painting with them. To create their own role plays using props available. To sing songs with repetition. To sing in assemblies.	Explore different techniques for painting. To use colours for a purpose. To retell stories using drama. To learn and perform songs and stories as an ensemble (Nativity).	Explore different techniques for painting. To experiment with different mark making media. To be inspired by different artists. To know the names of tools. To recount and retell stories using drama. To learn and perform nursery rhymes and poems.	To mix paint to achieve a particular colour. To design and create with a purpose in mind. To learn about different genres of music. To play a selection of instruments. To begin to understand rhythm and respond to music.	To talk about their creations / art work and explain the process used. To suggest some improvements to improve their work. To develop confidence when performing with a group.	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. 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 and Expressive Invent, adapt and recount narratives and stories with
				•		Invent, adapt and recount



			songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music
Enrichment Activities			

Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Торіс	Jurassic World	Kenya	Great Fire of London	Farming	Animals	Seaside
Communication & Language	Settling in activities and carpet times. To understand why listening is important and how to listen carefully. To talk to peers and adults. Complete Language Link and Baseline Assessments	To engage in story times (singing, chanting, repeating) To begin to understand how and why questions To start to use topic- specific vocabulary To talk in front of a small group	To engage in story times (singing, chanting, repeating) To ask questions to find out more To start to use topic- specific vocabulary To develop social phrases To talk confidently with their peers and adults	To show sustained attention when listening to stories. To describe events in detail. To use new vocabulary. To talk about things that are important to them.	To retell stories with increasing detail and vocabulary. To create their own stories following the structure of beginning, middle and end. To talk with increased confidence in front of their peers.	Listening & 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 interaction. 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. Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.



Jigsaw: Being Me in	To talk about how they	Jigsaw: Celebrating	To increasingly be	Jigsaw: Changing	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 Jigsaw:
To recognise different emotions. To wash hands	To begin to consider the feelings of others. To begin to adapt their	To begin to regulate their emotions. To develop focus	emotions. To be aware of and consider others'	To maintain focus for a sustained period of time.	Relationships Self-Regulation: Show an understanding of their own feelings and those of others, and begin to
Independently. To begin to look after themselves (e.g. washing hands, toileting, putting on coat). To begin to understand class rules and routines. To begin to build relationships.	behaviour in different situations. To develop understanding of class and school rules. To have confidence to try new activities.	during activities. To begin to show perseverance and resilience in the face of challenge (e.g. zips and buttons when getting changed). To develop friendships. To begin to work in a group with support.	To begin to listen to the ideas of others. To become more independent in taking turns with their peers.	To understand the importance of being healthy, food choices, exercise, sleep, etc. To manage own basic needs. To show perseverance and resilience in the face of challenge. Looking after pets. Looking after our planet.	regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
	emotions. To wash hands independently. To begin to look after themselves (e.g. washing hands, toileting, putting on coat). To begin to understand class rules and routines. To begin to build	My Worldare feeling.To recognise different emotions.To begin to consider the feelings of others.To wash hands independently.To begin to adapt their behaviour in different situations.To begin to look after themselves (e.g. washing hands, toileting, putting on coat).To develop understand and school rules.To begin to understand class rules and routines.To begin to build	My Worldare feeling.DifferencesTo recognise different emotions.To begin to consider the feelings of others.To begin to regulate the feelings of others.To wash hands independently.To begin to adapt their behaviour in different situations.To develop focus during activities.To begin to look after themselves (e.g. washing hands, toileting, putting on coat).To develop understanding of class and school rules.To begin to show perseverance and resilience in the face of challenge (e.g. zips and buttons when getting changed).To begin to buildnew activities.To develop priendships. To begin to work in a	My World To recognise different emotions.are feeling.Differences To begin to consider the feelings of others. To wash hands independently. To begin to look after themselves (e.g. washing hands, toileting, putting on coat).are feeling.Differences To begin to adapt their behaviour in different situations. To develop understanding of class and school rules. To begin to understand class rules and routines. To begin to buildDifferences To begin to consider their emotions.able to regulate their emotions. To begin to regulate their emotions. To begin to adapt their behaviour in different situations.Differences To begin to adapt their during activities. To begin to show perseverance and resilience in the face of challenge (e.g. zips and buttons when getting changed). To develop friendships. To begin to work in aable to regulate their emotions.My World To begin to look after toileting, putting on coat).are feeling. To have confidence to try new activities.Differences To begin to show perseverance and resilience in the face of challenge (e.g. zips and buttons when getting changed). To develop friendships. To begin to work in aable to regulate their emotions.	My World To recognise different emotions.are feeling.Differences To begin to consider



						Be confident to try new activities and show independence, resilience and perseverance in the face of challenges. 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	Fundamentals	Games	Gymnastics	Invasion	Athletics	Tennis Green Mater Skiller
Development	To balance, run and	To balance, run and	To balance, run and	To develop ball skills	To develop skills	Gross Motor Skills: Negotiate space and
	stop, jump and begin to	stop, jump and begin to	stop, jump and begin to	(throwing and	required for athletics,	obstacles safely with
GetSet4PE	hop, change direction	hop, change direction	hop, change direction	catching, rolling,	running at different	consideration for
	when moving, explore different ways of	when moving, explore different ways of	when moving, explore different ways of	kicking, tracking and stopping a ball).	speeds, changing direction, jumping and	themselves and others. Demonstrate strength,
	moving.	moving. To work	moving	To work in partners	throwing.	balance and coordination
	To move safely in a	cooperatively with a	To create a short	and groups.	To learn to play fairly	when playing. Move
	space and stop	partner and a team.	sequence using	To cut out shapes	and cooperatively and	energetically, such as
	effectively.	To explore different	shapes, balances and	effectively using	develop	running, jumping, dancing, hopping, skipping and
	To jump and land	ways to move.	travelling movements.	scissors.	communication skills.	climbing.
	softly.	To use apparatus	To consistently use a	To consistently use a	To form recognisable	Fine Motor Skills:
	To show a preference	safely.	tripod grip when	tripod grip when	letters most correctly	Hold a pencil effectively in
	for a dominant hand.	-	writing	writing.	formed.	preparation for fluent



	To make marks, with encouragement to use a tripod grip. To use a range of tools (tweezers, threading, cutting, playdough).	To form some recognisable letters. To begin to hold scissors correctly.	To write taught letters increasingly accurately. To develop perseverance when using scissors. To use a paintbrush with increased accuracy.	To write taught letters increasingly accurately.	To use a tripod grip effectively and independently. To use scissors effectively on a range of materials. To use a range of tools effectively.	writing, using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
Literacy Reading	To independently look at and show an interest in books. To join in with rhymes and repeated refrains in stories. To make comments about stories read to them. To begin to recognise initial sounds. To recognise taught Phase 2 sounds.	To read books in line with their phonics understanding. To blend CVC words. To enjoy a range of books. To begin to answer questions about stories read to them.	To recognise taught Phase 2 and Phase 3 graphemes. To read books matching their phonic ability. To read sentences which contain tricky words and digraphs. To act out stories. To begin to predict what might happen next. To re-read books to develop confidence and fluency. To develop enjoyment and pleasure from books when reading.	To recognise taught Phase 2 and Phase 3 graphemes. To read books matching their phonic ability. To read sentences which contain tricky words and digraphs. To read books matched to their phonic ability. To sequence stories. To use recently introduced vocabulary during discussions and role play linked to stories.	To recognise taught Phase 2 and Phase 3 graphemes. To read books matching their phonic ability. To read sentences which contain tricky words and digraphs. To read books matched to their phonic ability. To answer questions linked to a text. To recall the main events in a story and understand that stories have a beginning, middle and end structure. To confidently use vocabulary linked to a text.	Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role- play. Word Reading: Say and 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



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Literacy Writing	To show a preference	Write their name.	To write short	To write labels and	To form most letters	Writing:
	for a dominant hand	Write some words and	captions.	captions.	correctly.	Write recognisable letters,
	and be encouraged to	labels.	To begin to write short	To write short	To write short	most of which are correctly
	use a tripod grip.	Begin to write short	sentences, using their	sentences, begin to	sentences separating	formed. Spell words by identifying
	To give meaning to	captions.	phonics knowledge.	separate words with	with spaces and	sounds in them and
	marks.	To begin to form letters	To spell some tricky	spaces.	beginning to punctuate	representing the sounds
	To write initial sounds.	correctly.	words correctly.			with a letter or letters.
	TO WITE IIIIIal Sourius.	conceary.			using full stops.	Write simple phrases and
			To write for a purpose, in		Begin to create their own	sentences that can be read
			their play.		stories and narrate them	by others.
					with one or two	
					sentences. To 20 and Beyond	
Maths	Getting to Know You			Alive in 5!		Number:
White Rose	Opportunities for settling in	٦.	Introducing zero		Building numbers beyond	Have a deep understanding
	Just Like Me!		Comparing numbers to 5		10.	of numbers to 10, including the composition of each
	Match and sort		Composition of 4 and 5		Counting Patterns	number. Subitise (recognise
	Compare amounts		Compare Mass		beyond 10.	quantities without counting)
	Compare Size, Mass and Capacity Exploring Pattern It's Me 1 2 3! Representing, comparing and composition of 1, 2 & 3 Circles and Triangles Positional language Light and Dark Representing Numbers to 5.		Compare capacity Growing 6, 7, 8 Combining 2 amounts Making pairs Length and Height Time Building 9 and 10		Spatial Reasoning	up to 5 Automatically recall
					Match, Rotate,	(without reference to
					Manipulate.	rhymes counting or other
					First Then Now	aids) number bonds up to 5
					Adding More	(including subtraction facts)
					Taking Away	and some number bonds to
					Spatial Reasoning	10, including double facts
			Counting to 9 and 10		Compose and	Numerical Patterns:
	One more and one less		Comparing numbers to 10		Decompose	Verbally count beyond 20,
	Shapes with 4 sides		Bonds to 10		Find my Pattern	recognising the pattern of the counting system
	Time.		3D shapes		Doubling	Compare quantities up to
			Spatial Awareness		Sharing and Grouping	10 in different contexts.
			Patterns		Even and Odd	recognising when one
					Spatial reasoning	quantity is greater than, less
					Visualise and Build	than or the same as the
					On the Move	other quantity Explore and
					Deepening	represent patterns within
l					Understanding	numbers up to 10, including
						evens and odds, double



Understanding the World	To talk about themselves and their family. To understand how they have changed from babies. To identify similarities and differences between themselves and their peers. To explore different families. To ask questions about the natural environment. To show respect and care for our natural environment.	Observe and talk about the changes that happen in Autumn. To talk about Diwali and how Hindus celebrate. To learn about Christmas story and own experiences of Christmas. To find similarities and differences between our lives and those of another country. To discuss different cultures and communities.	To learn about significant events and an individual from the past. To learn about the past through stories and characters. To find similarities and differences between our lives and those of another country (Chinese New Year). To observe and describe the signs of Winter. To begin to understand changing states of matter (freezing).	To understand the Easter Story and its importance for Christians. To observe and describe the signs of Spring. To create simple maps of our school and local area. To make comparisons between where we live and other countries, looking for similarities and differences.	Patterns and Relationships Spatial Reasoning Mapping To show care and concern for living things. To look at life cycles by looking after caterpillars and observing the process. To plant sunflowers and beans and other plants, and carefully observe the changes that occur.	facts and how quantities can be distributed equally. 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
	care for our natural		changing states of matter			knowledge from observation, discussion, stories, non-fiction texts and maps.



						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 & Design	To name colours and explore painting with them. To create their own role plays using props available. To sing songs with repetition. To sing in assemblies.	Explore different techniques for painting. To use colours for a purpose. To retell stories using drama. To learn and perform songs and stories as an ensemble (Nativity).	Explore different techniques for painting. To experiment with different mark making media. To be inspired by different artists. To know the names of tools. To recount and retell stories using drama. To learn and perform nursery rhymes and poems.	To mix paint to achieve a particular colour. To design and create with a purpose in mind. To learn about different genres of music. To play a selection of instruments. To begin to understand rhythm and respond to music.	To talk about their creations / art work and explain the process used. To suggest some improvements to improve their work. To develop confidence when performing with a group.	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 and Expressive Invent, adapt and recount narratives and stories with



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				peers and adults 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
Enrichment				
Activities				
Addividuos				