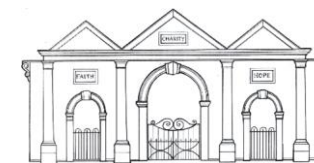
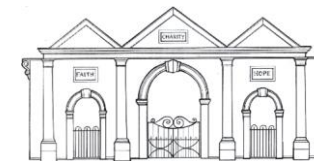


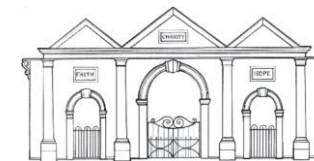
Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Who Do You Think You Are?	Arctic and Antarctic	Victorians	Our School	Plants	Seaside
Communication & Language	<p>Settling in activities and carpet times. To understand why listening is important and how to listen carefully. To talk to peers and adults.</p> <p>Complete Language Link and Baseline Assessments</p>	<p>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</p>	<p>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</p>	<p>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.</p>	<p>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.</p>	<p>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.</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</p>



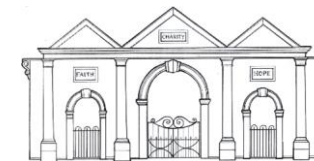
						Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher
PSED Jigsaw	<p>Jigsaw: Healthy Me To recognise different emotions. To wash hands independently. 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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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</p>



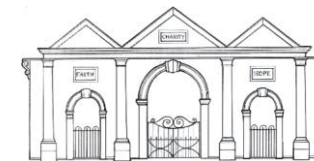
						<p>accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p>Building Relationships: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs</p>
<p>Physical Development</p> <p>GetSet4PE</p>	<p>Fundamentals To balance, run and stop, jump and begin to hop, change direction when moving, explore different ways of moving. To move safely in a space and stop effectively. To jump and land softly. To show a preference for a dominant hand. To make marks, with encouragement to use a tripod grip. To use a range of tools (tweezers, threading, cutting, playdough).</p>	<p>Ball Skills To develop ball skills (rolling, throwing and catching, dribbling and kicking a ball). To develop balance and use equipment safely. To form some recognisable letters (e.g. their name). To begin to hold scissors correctly.</p>	<p>Dance To balance, run and stop, jump and begin to hop, change direction when moving, explore different ways of moving To create a short sequence using shapes, balances and travelling movements. To consistently use a tripod grip when writing. To write taught letters increasingly accurately. To develop perseverance when using scissors.</p>	<p>Sending & Receiving To develop ball skills (throwing and catching, rolling, kicking, tracking and stopping a ball). To work in partners and groups. To cut out shapes effectively using scissors. To consistently use a tripod grip when writing. To write taught letters increasingly accurately.</p>	<p>Striking & Fielding To follow simple instructions and rules of a game. To learn to play fairly and cooperatively and develop communication skills. To form recognisable letters most correctly formed. To use a tripod grip effectively and independently. To use scissors effectively on a range of materials. To use a range of tools effectively.</p>	<p>Tennis</p> <p>Gross Motor Skills: 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 Skills: 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, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>



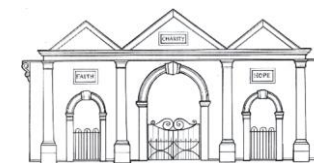
			To use a paintbrush with increased accuracy.			
Literacy Reading	<p>To independently look at and show an interest in books.</p> <p>To join in with rhymes and repeated refrains in stories.</p> <p>To make comments about stories read to them.</p> <p>To begin to recognise initial sounds.</p> <p>To recognise taught Phase 2 sounds.</p>	<p>To read books in line with their phonics understanding.</p> <p>To blend CVC words.</p> <p>To enjoy a range of books.</p> <p>To begin to answer questions about stories read to them.</p>	<p>To recognise taught Phase 2 and Phase 3 graphemes.</p> <p>To read books matching their phonic ability.</p> <p>To read sentences which contain tricky words and digraphs.</p> <p>To act out stories.</p> <p>To begin to predict what might happen next.</p> <p>To re-read books to develop confidence and fluency.</p> <p>To develop enjoyment and pleasure from books when reading.</p>	<p>To recognise taught Phase 2 and Phase 3 graphemes.</p> <p>To read books matching their phonic ability.</p> <p>To read sentences which contain tricky words and digraphs.</p> <p>To read books matched to their phonic ability.</p> <p>To sequence stories.</p> <p>To use recently introduced vocabulary during discussions and role play linked to stories.</p>	<p>To recognise taught Phase 2 and Phase 3 graphemes.</p> <p>To read books matching their phonic ability.</p> <p>To read sentences which contain tricky words and digraphs.</p> <p>To read books matched to their phonic ability.</p> <p>To answer questions linked to a text.</p> <p>To recall the main events in a story and understand that stories have a beginning, middle and end structure.</p> <p>To confidently use vocabulary linked to a text.</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 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</p>
Literacy Writing	<p>To show a preference for a dominant hand and be encouraged to use a tripod grip.</p>	<p>Write their name.</p> <p>Write some words and labels.</p>	<p>To write short captions.</p>	<p>To write labels and captions.</p> <p>To write short sentences, begin to</p>	<p>To form most letters correctly.</p> <p>To write short sentences separating</p>	<p>Writing: Write recognisable letters, most of which are correctly formed.</p>



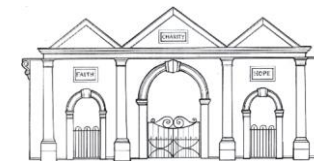
	To give meaning to marks. To write initial sounds.	Begin to write short captions. To begin to form letters correctly.	To begin to write short sentences, using their phonics knowledge. To spell some tricky words correctly. To write for a purpose, in their play.	separate words with spaces.	with spaces and beginning to punctuate using full stops. Begin to create their own stories and narrate them with one or two sentences.	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.
Maths White Rose	<p>Getting to Know You Opportunities for settling in.</p> <p>Just Like Me! Match and sort Compare amounts Compare Size, Mass and Capacity Exploring Pattern</p> <p>It's Me 1 2 3! Representing, comparing and composition of 1, 2 & 3 Circles and Triangles Positional language</p> <p>Light and Dark Representing Numbers to 5. One more and one less Shapes with 4 sides Time.</p>	<p>Alive in 5! Introducing zero Comparing numbers to 5 Composition of 4 and 5 Compare Mass Compare capacity</p> <p>Growing 6, 7, 8 Combining 2 amounts Making pairs Length and Height Time</p> <p>Building 9 and 10 Counting to 9 and 10 Comparing numbers to 10 Bonds to 10 3D shapes Spatial Awareness Patterns</p>	<p>To 20 and Beyond Building numbers beyond 10. Counting Patterns beyond 10. Spatial Reasoning Match, Rotate, Manipulate.</p> <p>First Then Now Adding More Taking Away Spatial Reasoning Compose and Decompose</p> <p>Find my Pattern Doubling Sharing and Grouping Even and Odd Spatial reasoning Visualise and Build</p> <p>On the Move Deepening Understanding Patterns and Relationships Spatial Reasoning Mapping</p>	<p>Number: Have a deep understanding of numbers 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>		



<p>Understanding the World</p>	<p>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.</p>	<p>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.</p>	<p>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).</p>	<p>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.</p>	<p>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.</p>	<p>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.</p> <p>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.</p> <p>The Natural World:</p>
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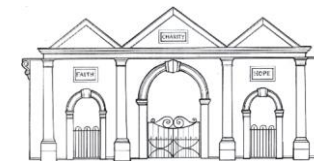


						<p>Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<p>Expressive Arts & Design</p>	<p>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.</p>	<p>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).</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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 peers and adults Sing a range of well-known nursery rhymes and songs Perform</p>

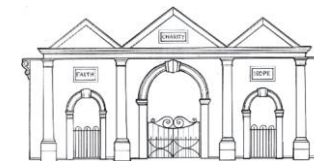


						songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music
Enrichment Activities						

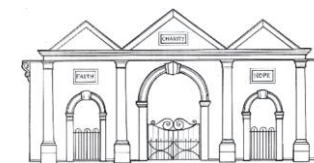
Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Jurassic World	Kenya	Great Fire of London	Farming	Animals	Seaside
Communication & Language	Settling in activities and carpet times. To understand why listening is important and how to listen carefully. To talk to peers and adults. Complete 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.



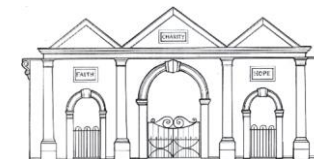
						<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p>
<p>PSED</p> <p>Jigsaw</p>	<p>Jigsaw: Being Me in My World</p> <p>To recognise different emotions.</p> <p>To wash hands independently.</p> <p>To begin to look after themselves (e.g. washing hands, toileting, putting on coat).</p> <p>To begin to understand class rules and routines.</p> <p>To begin to build relationships.</p>	<p>To talk about how they are feeling.</p> <p>To begin to consider the feelings of others.</p> <p>To begin to adapt their behaviour in different situations.</p> <p>To develop understanding of class and school rules.</p> <p>To have confidence to try new activities.</p>	<p>Jigsaw: Celebrating Differences</p> <p>To begin to regulate their emotions.</p> <p>To develop focus during activities.</p> <p>To begin to show perseverance and resilience in the face of challenge (e.g. zips and buttons when getting changed).</p> <p>To develop friendships.</p> <p>To begin to work in a group with support.</p>	<p>To increasingly be able to regulate their emotions.</p> <p>To be aware of and consider others' feelings and needs.</p> <p>To begin to listen to the ideas of others.</p> <p>To become more independent in taking turns with their peers.</p>	<p>Jigsaw: Changing Me</p> <p>To maintain focus for a sustained period of time.</p> <p>To understand the importance of being healthy, food choices, exercise, sleep, etc.</p> <p>To manage own basic needs.</p> <p>To show perseverance and resilience in the face of challenge.</p> <p>Looking after pets.</p> <p>Looking after our planet.</p>	<p>Jigsaw: Relationships</p> <p>Self-Regulation:</p> <p>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.</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>



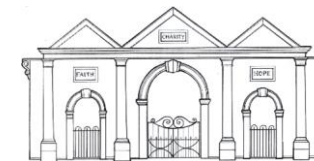
						<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenges. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p>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</p>
<p>Physical Development GetSet4PE</p>	<p>Fundamentals To balance, run and stop, jump and begin to hop, change direction when moving, explore different ways of moving. To move safely in a space and stop effectively. To jump and land softly. To show a preference for a dominant hand.</p>	<p>Games To balance, run and stop, jump and begin to hop, change direction when moving, explore different ways of moving. To work cooperatively with a partner and a team. To explore different ways to move. To use apparatus safely.</p>	<p>Gymnastics To balance, run and stop, jump and begin to hop, change direction when moving, explore different ways of moving To create a short sequence using shapes, balances and travelling movements. To consistently use a tripod grip when writing</p>	<p>Invasion To develop ball skills (throwing and catching, rolling, kicking, tracking and stopping a ball). To work in partners and groups. To cut out shapes effectively using scissors. To consistently use a tripod grip when writing.</p>	<p>Athletics To develop skills required for athletics, running at different speeds, changing direction, jumping and throwing. To learn to play fairly and cooperatively and develop communication skills. To form recognisable letters most correctly formed.</p>	<p>Tennis Gross Motor Skills: 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. Fine Motor Skills: Hold a pencil effectively in preparation for fluent</p>



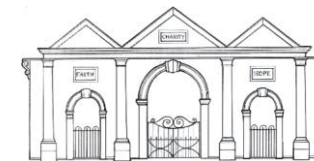
	<p>To make marks, with encouragement to use a tripod grip. To use a range of tools (tweezers, threading, cutting, playdough).</p>	<p>To form some recognisable letters. To begin to hold scissors correctly.</p>	<p>To write taught letters increasingly accurately. To develop perseverance when using scissors. To use a paintbrush with increased accuracy.</p>	<p>To write taught letters increasingly accurately.</p>	<p>To use a tripod grip effectively and independently. To use scissors effectively on a range of materials. To use a range of tools effectively.</p>	<p>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.</p>
<p>Literacy Reading</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</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. 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</p>



<p>Literacy Writing</p>	<p>To show a preference for a dominant hand and be encouraged to use a tripod grip. To give meaning to marks. To write initial sounds.</p>	<p>Write their name. Write some words and labels. Begin to write short captions. To begin to form letters correctly.</p>	<p>To write short captions. To begin to write short sentences, using their phonics knowledge. To spell some tricky words correctly. To write for a purpose, in their play.</p>	<p>To write labels and captions. To write short sentences, begin to separate words with spaces.</p>	<p>To form most letters correctly. To write short sentences separating with spaces and beginning to punctuate using full stops. Begin to create their own stories and narrate them with one or two sentences.</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>
<p>Maths White Rose</p>	<p>Getting to Know You Opportunities for settling in. Just Like Me! Match and sort Compare amounts 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. One more and one less Shapes with 4 sides Time.</p>	<p>Alive in 5! Introducing zero Comparing numbers to 5 Composition of 4 and 5 Compare Mass Compare capacity Growing 6, 7, 8 Combining 2 amounts Making pairs Length and Height Time Building 9 and 10 Counting to 9 and 10 Comparing numbers to 10 Bonds to 10 3D shapes Spatial Awareness Patterns</p>	<p>To 20 and Beyond Building numbers beyond 10. Counting Patterns beyond 10. Spatial Reasoning Match, Rotate, Manipulate. First Then Now Adding More Taking Away Spatial Reasoning Compose and Decompose Find my Pattern Doubling Sharing and Grouping Even and Odd Spatial reasoning Visualise and Build On the Move Deepening Understanding</p>	<p>Number: Have a deep understanding of numbers 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 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</p>		



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



						<p>non-fiction texts and – when appropriate – maps.</p> <p>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.</p>
<p>Expressive Arts & Design</p>	<p>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.</p>	<p>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).</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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</p> <p>Being Imaginative and Expressive Invent, adapt and recount narratives and stories with</p>



						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						