

Year Group: FS2

	AUTUMN 1 (7 weeks)	AUTUMN 2 (8 weeks)	SPRING 1 (5 weeks)	SPRING 2 (6 weeks)	SUMMER 1 (6 weeks)	SUMMER 2 (7 weeks)
Topic Title (Main theme)	What makes me special?/ Let's celebrate!	Let's celebrate!	Once upon a time...	A long, long time ago...	How do things grow?	We are explorers!
Theme by week	Week 1,2 and 3: What makes me special? Week 4 and 5: Birthdays Week 6 and 7: Autumn	Week 1 and 2: Halloween and Bonfire Night Week 3: Diwali Week 4 and 5: Winter Week 6, 7 and 8: Christmas	Week 1 and 2: Goldilocks and the three bears Week 3 and 4: Little Red Riding Hood Week 5: The Gingerbread Man	Week 1 and 2: Dinosaurs Week 3 and 4: Castles and fairytales Week 5 and 6: Easter and Spring	Week 1: Eid Week 2 and 3: Minibeasts Week 4 and 5: Fruit, vegetables and plants Week 6: Farm animals	Weeks 1 and 2: Space Weeks 3 and 4: All Around the World (Africa and the Arctic) Weeks 5, 6 and 7: Under the sea, Seaside, pirates and Summer
Core books	Week 1: Owl babies (4 days) Week 2: Elmer Week 3: The Gruffalo Week 4: Kipper's Birthday Week 5: Cake Week 6: After the Storm Week 7: The leaf thief (3 days)	Week 1: Room on the Broom Week 2: Funnybones Week 3: The Best Diwali Ever Week 4: One Snowy Night Week 5: Stickman (4 days) Week 6: Kipper's Christmas Eve Week 7: The Christmas Pine Week 8: The Nativity Play (4 days)	Week 1: Goldilocks and the three bears Week 2: Goldilocks and just the one bear Week 3: Little Red Riding Hood Week 4: Wolf's way home Week 5: The Gingerbread Man	Week 1: Harry and the dinosaurs go to school Week 2: Tyrannosaurus drip Week 3: The princess and the wizard Week 4: Sleeping beauty Week 5: Little Bear's Spring Week 6: We're going on an egg hunt (4 days)	Week 1: The Most Exciting Eid Week 2: The very hungry caterpillar Week 3: Superworm Week 4: Supertato (4 days) Week 5: Oliver's vegetables Week 6: The Little Red Hen	Week 1: Whatever Next Week 2: How to catch a star Week 3: The lion inside Week 4: A dot in the snow Week 5: The Snail and the Whale Week 6: What the ladybird heard at the seaside Week 7: Pirates Love Underpants
Parental Engagement	<u>Parental workshops:</u> F2 phonics and reading workshop (18 th September) McMillan Coffee Morning (23 rd September) <u>Parent events:</u> Clifton Park- Autumn walk (17 th October)	<u>Parental workshops:</u> Mastering Number at home workshop (8 th November) <u>Parent events:</u> Nativity (13 th December) Clifton Park- Winter walk (15 th December) Christmas Fair (21 st December)	<u>Parental workshops:</u> Oral health workshop <u>Parent events:</u>	<u>Parental workshops:</u> Family learning session with CLC (<u>Parent events:</u> Mother's Day event (7 th March) World Book Day story session (8 th March) Clifton Park- Spring walk (20 th March) Easter Activity Day (30 th March)	<u>Parental workshops:</u> <u>Parent events:</u> Eid Festival (25 th April)	<u>Parental workshops:</u> <u>Parent events:</u> Father's Day event (14 th June) Colour dash (20 th June) Clifton Park- Summer walk (3 rd July) Summer Fair (4 th July) Sports Day
Hook (Engage)	Starting FS2 (Week 1) Letter from Kipper asking for help to plan his birthday party (week 4)	Invitation to a Halloween Party (Week 1) Elf of the shelf arrival (week 6)	Broken chair/ empty porridge bowl etc in roleplay area (Week 1)	Dinosaur eggs found in the classroom (Week 1)	Caterpillars arrive (Week 2) Evil Pea kidnaps Poppy the dog (Week 4) Chick eggs arrive (week 6)	Crashed rocket in school grounds (Week 1)
Experiences	Attend a Birthday Party Play party games Bake some buns Throw autumn leaves in the air Hunt for conkers Ride a bike Learn a poem Use wax crayons to do leaf rubbings Try new food- chapatis	Dress up for Halloween Make a potion Watch a firework display Use a sparkler Smash ice with a stick outside Build a snowman Make something using a stick Post a letter in a post box Play party games Do the Hokey Cokey	Dance in the rain Attend a Chinese New Year Party Try new food- spring rolls etc Make a mud pie Bake gingerbread men	Go on an Easter egg hunt Take part in a competition Decorate a hard boiled egg Try new food- hot cross buns Roll down a grassy hill Make perfume using flower petals Create art using nature	Have an outdoor picnic Grow a seed into a plant Grow caterpillars into butterflies Watch chicks hatch from eggs Visit a farm Feed animals Go on a minibeast hunt Try new food-fruit and vegetables	Have an outdoor picnic Build a giant sandcastle Walk barefoot in the sand Paddle in the sea Try new food- ice lollies, ice cream Blow bubbles Attend a beach party Learn to play hopscotch

		<p>Watch a movie with popcorn Watch a pantomime Try new food- Hot dogs, chocolate apples, Christmas pudding and mince pies Take part in a show Sing some Christmas carols</p>			<p>Make bread from scratch</p>	
Trips/ Visits	<p><u>Trips:</u> Clifton Park- Autumn walk (17th October)</p> <p><u>Visitors:</u> Big Talk- RSE (15th September) Bonfire safety workshop- fire service</p>	<p><u>Trips:</u> Clifton Park- Winter walk (15th December)</p> <p><u>Visitors:</u> Pantomime (5th December) Breakfast with Santa (20th December)</p>	<p><u>Visitors:</u> Oral health workshop E-safety workshop (30th January)</p>	<p><u>Trips:</u> Clifton Park- Spring walk (20th March)</p> <p><u>Visitors:</u> Road safety workshop (5th March)</p>	<p><u>Trips:</u> Chatsworth Farm (22nd May)</p> <p><u>Visitors:</u> Bee keeper</p>	<p><u>Trips:</u> Clifton Park- Summer walk (3rd July) Cleethorpes (12th July)</p>
Celebration/Showcase (End of Theme)		<p>Nativity- parents invited to watch (13th December) Christmas party (21st December)</p>	<p>Decorating gingerbread men- parents invited in (8th February)</p>	<p>Easter bonnet parade- parents invited in (30th March)</p>	<p>Planting plants- parents invited in (16th May)</p>	<p>Graduation (18th July) Beach party (19th July)</p>
Physical Development- Gross Motor	<p>PE lessons with Live and Learn- Ball skills</p> <p>Children are taught to: Start taking part in some group activities in teams. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Continue to develop their balancing, riding (scooters, trikes and bikes) Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p>	<p>PE lessons with Live and Learn – Dance</p> <p>Children are taught to: Continue to develop their movement Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines Combine different movements with ease and fluency Learns short routines, beginning to match pace Learns longer dance routines, matching pace Replicates dances and performances Shares likes and dislikes about dances/performances Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p>	<p>PE lessons with Live and Learn – Gymnastics</p> <p>Children are taught to: Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines Develop overall body-strength, balance, co-ordination and agility. Explore travelling in different ways such as- rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Match their developing physical skills to tasks and activities in the setting. Go up steps and stairs, or climb up apparatus, using alternate feet.</p>	<p>PE lessons with Live and Learn – Boccia</p> <p>Children are taught to: Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p>	<p>PE lessons with Live and Learn - Speed, agility and quickness (SAQ)</p> <p>Children are taught to: Explore travelling in different ways such as- rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines</p>	<p>PE lessons with Live and Learn - Striking and Fielding</p> <p>Children are taught to: Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p>

<p>Physical Development- Fine Motor</p>	<p>Children are taught to: Show a preference for a dominant hand. Use one-handed tools and equipment, for example, making snips in paper with scissors. Start to eat independently and learning how to use a knife and fork.</p>	<p>Children are taught to: Use a comfortable grip with good control when holding pens and pencils and use them with increasing control. Hold their paper with their other hand when writing</p>	<p>Children are taught to: Develop their small motor skills so that they can use a range of tools competently, safely and confidently such as pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</p>	<p>Children are taught to: Form all letters correctly using the handwriting rhymes</p>	<p>Children are taught to: Write on the line. Write letters that are an even size.</p>	<p>Children are taught to: Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>
<p>Communication and Language</p>	<p>Children are taught to: Attend to adult's choice of activity Listen to stories and discussions with increasing attention and recall. Say 'Good morning' or 'Good afternoon' Say 'yes please' and 'no thank you' when asked if you want something Say please and thank you when asking for something or when given something Take turns with other children Start to understand concepts e.g. big/little and on/under Learn to understand new words and wider range of vocabulary Understand instructions with 3 key words e.g. "make dolly jump on the chair" Understand who, what and where questions. Start a conversation with an adult or friend and continue it for many turns. Play with and talk to other children.</p>	<p>Children are taught to: Attend to adult's choice of activity Listen to stories and discussions with increasing attention and recall. Say 'Good morning' or 'Good afternoon' Say 'yes please' and 'no thank you' when asked if you want something Say please and thank you when asking for something or when given something Take turns with other children Start to understand concepts e.g. big/little and on/under Learn to understand new words and wider range of vocabulary Understand instructions with 3 key words e.g. "make dolly jump on the chair" Understand who, what and where questions. Start a conversation with an adult or friend and continue it for many turns. Play with and talk to other children.</p>	<p>Children are taught to: Be able to concentrate for longer periods of time Develop integrated attention-can listen and do at the same time Say 'you're welcome' after someone says thank you Participate in make believe play with friends. Understand quite complex sentences- 6 words + Understand how and why questions. Use mostly grammatically correct sentences. Ask questions to find out more and to check they understand what has been said to them Pronounce the sounds f, v, s, z, l properly and begin to pronounce sh, ch and j sounds.</p>	<p>Children are taught to: Be able to concentrate for longer periods of time Develop integrated attention-can listen and do at the same time Say 'you're welcome' after someone says thank you Participate in make believe play with friends. Understand quite complex sentences- 6 words + Understand how and why questions. Use mostly grammatically correct sentences. Ask questions to find out more and to check they understand what has been said to them Pronounce the sounds f, v, s, z, l properly and begin to pronounce sh, ch and j sounds.</p>	<p>Children are taught to: Maintains attention, concentration and sits quietly during an appropriate activity Ask friends and adults 'How are you?' Follows the rule of the game. Able to follow a story without pictures or prompts. Uses a range of tenses accurately Understand instructions with 2 or more steps Understands how and why questions. Uses connectives to say longer sentences Articulate their ideas and thoughts in well-formed sentences by connecting one idea or action to another Pronounce the sounds sh, ch, j and consonant clusters eg sp, pr, bl</p>	<p>Children are taught to: Maintains attention, concentration and sits quietly during an appropriate activity Ask friends and adults 'How are you?' Follows the rule of the game. Able to follow a story without pictures or prompts. Uses a range of tenses accurately Understand instructions with 2 or more steps Understands how and why questions. Uses connectives to say longer sentences Articulate their ideas and thoughts in well-formed sentences by connecting one idea or action to another Pronounce the sounds sh, ch, j and consonant clusters eg sp, pr, bl</p>

<p>PSED- Jigsaw</p>	<p>Jigsaw PSHE- Being Me Children are taught to: Understand how it feels to belong and that we are similar and different Start to recognise and manage their feelings Enjoy working with others to make school a good place to be Understand why it is good to be kind and use gentle hands Understand children’s rights and know that this means that we should all be allowed to learn and play Know what responsible means</p>	<p>Jigsaw PSHE- Celebrating difference Children are taught to: Identify something that they are good at and understand that everyone is good at different things Understand that being different makes us all special Know that we are all different but the same in some ways. Say why they think their home is special to them Understand what makes someone a good friend Understand which words to use to stand up for themselves when someone says or does something unkind.</p>	<p>Jigsaw PSHE- Dreams and goals Children are taught to: Understand that if they persevere they can tackle challenges Talk about a time that they didn’t give up until they achieved their goal Set goals and work towards them Use kind words to encourage people Understand the link between what they learn now and the job they might like to do when they are older Say how they feel when they achieve a goal and know what it means to feel proud.</p> <p>Jigsaw PSHE- Healthy me Children are taught to: Know what a stranger is and how to stay safe if a stranger approaches them</p>	<p>Jigsaw PSHE- Healthy me Children are taught to: Understand that they need exercise to keep their body healthy Understand how moving and resting are good for their body Know which foods are healthy and not so healthy and to be able to make healthy eating choices Know how to help themselves go to sleep and understand why sleep is good for them Wash their hands thoroughly and understand why this is important before they eat and after they go to the toilet</p>	<p>Jigsaw PSHE- Relationships Children are taught to: Identify some of the jobs that they do in their family and how they feel like they belong Know how to make friends and to stop themselves from feeling lonely Think of ways to solve problems and stay friends Begin to understand the impact of unkind words Use Calm Me time to manage their feelings Know how to be a good friend</p>	<p>Jigsaw PSHE- Changing me Children are taught to: Name parts of the body Be able to say some things that they can do and foods that they can eat to be healthy Understand that we all grow from babies to adults Express how they feel about moving to Y1. Talk about their worries and/ore the things they are looking forward to about being in Y1 Share memories of the best bits of this year in F2.</p>
<p>PSED- Looking after themselves</p>	<p>Children are taught to: Further develop the skills they need to manage the school day successfully- mealtimes Further develop the skills they need to manage the school day successfully- personal hygiene Be increasingly independent as they get dressed and undressed- put coat on. Be increasingly independent in meeting their own care needs- using the toilet, washing and drying their hands thoroughly. Know about the pants rule</p>	<p>Children are taught to: Further develop the skills they need to manage the school day successfully: lining up and queuing Be increasingly independent as they get dressed and undressed- zip coat up. Know and talk about the different factors that support their overall health and wellbeing- safety near bonfires and fireworks.</p>	<p>Children are taught to: Know and talk about the different factors that support their overall health and wellbeing- healthy eating. Make healthy choices about food, drink and activity Know and talk about the different factors that support their overall health and wellbeing- sensible amounts of screen time and sleep Knows how to keep themselves safe- stranger danger</p>	<p>Children are taught to: Know and talk about road safety Know and talk about the different factors that support their overall health and wellbeing- toothbrushing</p>		<p>Children are taught to: Know and talk about the different factors that support their overall health and wellbeing- sun safety and safety near water</p>

	<p>As well as teaching children PSED skills through Jigsaw PSHE inputs and theme inputs, children are also taught PSED skills everyday throughout the year when opportunities arise. The children are taught the following skills:</p> <ul style="list-style-type: none"> • 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. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Begin to understand how others might be feeling. • To see themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. 					
<p>Literacy- Reading- Word reading</p>	<p>Children are taught to: Develop their phonological awareness so that they can recognise words with the same initial sounds Recognise the picture side of the set 1 single letter speed sound cards and say the word Read single letter graphemes Orally blend the sounds in words</p>	<p>Children are taught to: Read single letter graphemes Speedily read single letter graphemes Orally blend the sounds in words Begin to read simple cvc words by segmenting and blending</p>	<p>Children are taught to: Speedily read single letter graphemes Read the digraphs- ss, ll, ff, zz, ck. Read words with four or five sounds words by segmenting and blending Read the common exception words l, to, the, no.</p>	<p>Children are taught to: Speedily read single letter graphemes Read the digraphs- ss, ll, ff, zz, ck. Read words with four or five sounds words by segmenting and blending Speedily read cvc words Begin to read short phrases of two or three words Read the common exception words go, into, my, me.</p>	<p>Children are taught to: Read the digraphs ch, sh, th, ng, nk, qu. Read the common exception words you, he, she, they. Speedily read words that have four or five sounds. Read sentences.</p>	<p>Children are taught to: Read the digraphs ch, sh, th, ng, nk, qu. Read the common exception words was, we, be, said. Speedily read words that have four or five sounds. Read sentences.</p>
<p>Literacy- Reading- Comprehension</p>	<p>Children are taught to: Name different parts of a book- title, front page, pages, contents page and blurb Understand that in England we read text from left to right. Comments on key events in the story Engage in conversations about stories; learning new vocabulary</p>	<p>Children are taught to: Name different parts of a book- title, front page, pages, contents page and blurb Understand that in England we read text from left to right. Comments on key events in the story Engage in conversations about stories; learning new vocabulary</p>	<p>Children are taught to: Name different parts of a book- title, front page, pages, contents page and blurb Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Understand the difference between fiction and non-fiction.</p>	<p>Children are taught to: Name different parts of a book- title, front page, pages, contents page and blurb Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Understand the difference between fiction and non-fiction.</p>	<p>Children are taught to: Name different parts of a book- title, front page, pages, contents page and blurb Anticipate and predict what might happen Talk about the features of fiction and non-fiction Can talk about what an author is</p>	<p>Children are taught to: Name different parts of a book- title, front page, pages, contents page and blurb Anticipate and predict what might happen Talk about the features of fiction and non-fiction Can talk about what an author is</p>
<p>Literacy- Writing</p>	<p>Children are taught to: Identify whether letters are tall, short or tail letters Name the four lines on the handwriting lines</p>	<p>Children are taught to: Identify whether letters are tall, short or tail letters Name the four lines on the handwriting lines</p>	<p>Children are taught to: Form all lowercase letters correctly on the lines</p>	<p>Children are taught to: Form all lowercase letters correctly on the lines</p>	<p>Children are taught to: Form capital letters correctly on the lines Write their name from memory</p>	<p>Children are taught to: Form capital letters correctly on the lines Write their name from memory</p>

	Form the first 16 single letter lowercase letters correctly- m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e Hear, say and write the initial sound in words	Form all lowercase letters correctly Hear, say and write all of the sounds in cvc words	Form the letters in their name correctly, copying from their name card Hear, say and write the sounds in words that have four or five sounds	Form the letters in their name correctly, copying from their name card Hear, say and write the sounds in words that have four or five sounds Write simple phrases or short sentences using finger spaces	Hear, say and write the sounds in longer words Write simple dictated phrases or short sentences using finger spaces	Hear, say and write the sounds in longer words Write dictated sentences using a capital letter, full stop and finger spaces
Mathematics	Children are taught to: Match and sort Compare size, mass and capacity Subitise to 4 Count accurately Understand the composition of 3 and 4 Compare amounts to 5	Children are taught to: Count up to 5 Compare amounts up to 5 Understand what whole and part means Understand the composition of 5 Count beyond 5 Continue, copy and create an AB pattern Spot and error and fix it in an AB pattern Recognise and name 2d shapes Recognise and name 3d shapes Use positional language	Children are taught to: Match numerals to quantities Order numbers to 5 Understand the composition of 5 Identify equal and unequal groups	Children are taught to: Identify one more and one less Understand the composition of 7 Subitise within 6 Double numbers Identify odd and even numbers Count larger amounts	Children are taught to: Understand how to use ten frames Represent numbers to 10 Double numbers Compare amounts up to and beyond 10 Compare and measure size, mass and capacity	Children are taught to: Experience periods of time Use words relating to time Understand what money is Use language related to money
Understanding the World	Children are taught to: History links: Able to say who they are and who they live with Can talk about members of immediate family in detail Can discuss similarities and differences between people in their family Sequence family members, by age, explaining who they are (baby, toddler, child, teenager, adult, elderly) Explain key differences between family members/ ages and say what they can/can't do Talks about things that they did in the past that were important to them in more detail when looking at photos- birthdays Can sort objects/images into past and present and compare similarities and differences- toys in the past and present Geography links: Can name different types of homes- terraced house, detached house, semi-detached house, bungalow, flat, cottage Can explain features of different homes	Children are taught to: History links: Begin to recognise that we celebrate certain events, such as bonfire night and remembrance day, because of what happened many years ago Geography links: Explains how life may be different for other children- Children in Need Science links: Understand and name different weather Understands that different seasons have different weather- winter Know that there are four seasons in a year and name them- winter Begin to be able to talk about some of the changes in each season- winter Can notice and talk about what happens to puddles when it's cold. Begin to understand that when water gets cold enough it freezes and becomes ice. Begin to understand that when ice warms up it melts and changes back to water. Can identify objects that are a 'source of light' and 'not a source of light'. Can identify sources of light that are natural and man-made	Children are taught to: History links: Knows the meaning of past and present Geography links: Knows what a map is used for Identifies features on a simple map (trees, house, river, mountain) Can briefly explain the difference between human and physical features Can articulate celebrations around the world and begin to explain some of the ways they celebrate- Chinese New Year Science links: Can identify and name everyday materials- wood, plastic, glass and metal Can talk about the similarities and differences between materials- hard/soft Can identify and sort different materials based on their properties and the results from experiments- hard/soft	Children are taught to: History links: Talks about things that they did in the past that were important to them in more detail from memory- Easter Uses and understands the words past and present Can sort objects/images into past and present and compare similarities and differences- castles Can name some famous people important to history- Mary Anning Geography links: Can use maps to locate objects in 'real life' around school in a group- Easter egg hunt Science links: Can talk about the similarities and differences between materials- shiny/ not shiny Can identify and sort different materials based on their properties and the results from experiments- hard/soft, shiny/ not shiny Begin to understand how magnets work and use investigate which materials are magnetic and non-magnetic Understand and name different weather	Children are taught to: History links: Talks about things that they did in the past that were important to them in more detail from memory- Eid Science links: Can identify a plant and understand it is a living thing Can say what a plant needs to survive- water, light, food Names parts of a plant Can explain the lifecycle of a sunflower Children will recognise and name some common animals and insects in the UK: Farm-pig, cow, sheep, horse, hen, duck. Insects- spider, caterpillar, butterfly, ladybird, fly, ant, bee. Can identify and say the name of baby animals: pig, cow, duck, chicken, horse, dog and cat. Children understand how certain animals grow and can talk about their life cycle- chick and butterfly RE links: Knows that people have different beliefs	Children are taught to: History links: Talks about things that they did in the past that were important to them in more detail from memory- trip to the seaside Can sort objects/images into past and present and compare similarities and differences- seashores in the past and present Geography links: Knows that a globe is a map of the world Can identify land and water on the globe Can point out some countries and continents on the globe- UK, Africa, the Arctic Knows that London is the capital city of England Knows that England is in the UK and that 4 countries make up the UK Knows that there are different countries and continents in the world and can name some other countries- UK, Africa, the Arctic Knows that different countries have different homes

	<p>Can identify similarities and differences between homes in our country Talk about local environments (their road, Eastwood, Clifton Park, Parkgate) Knows that we live in Rotherham which is in England Science links: Can name parts of their body- head, arms, legs, back, neck, elbows, shoulders, knees, feet, hands, eyes, ears, mouth, nose. Understand and name different weather Understands that different seasons have different weather- autumn Know that there are four seasons in a year and name them- autumn Begin to be able to talk about some of the changes in each seasons- autumn Children will recognise and name some common animals and insects in the UK: Pets: dog, cat, fish, hamster, rabbit, guinea pig, horse Woodland- hedgehog, squirrel, rabbit, fox, badger.</p> <p>Computing links: Children can switch an ipad on and off Children can take photos on the camera on an ipad</p>	<p>RE links: Knows that people have different beliefs Knows that a religion is what people believe and worship Can name some different religions- Christianity Can name some different celebrations that different religions celebrate- Halloween, Bonfire Night, Christmas Comments on pictures of a wide range of celebrations- Halloween, Bonfire Night, Christmas Knows that there are special places of worship Can name different religious venues – Church Can name key people from religious stories- Mary, Joseph, Jesus Can tell key points from religious stories Compares similarities and differences between different celebrations Knows why religious venues are special and who goes there Knows that people have different beliefs Knows that a religion is what people believe and worship Can name some different religions- Hindu and Sikh Can name some different celebrations that different religions celebrate- Diwali Comments on pictures of a wide range of celebrations- Diwali Knows that there are special places of worship Can name different religious venues – Temple Can name key people from religious stories- Rama and Sita Can tell key points from religious stories Knows why religious venues are special and who goes there</p> <p>Computing links (in provision): Can programme simple instructions for the beebot using the arrows Can debug instructions when using the beebot</p>	<p>Begin to understand why certain materials are better to use for different things- waterproof- gingerbread man Can name their 5 senses- sight, hear, smell, touch, taste Explain what their five senses are used for Uses different vocabulary to describe taste- sweet, sour, salty Can notice and talk about what happens to oats when you add cold and hot water. Can name some healthy and unhealthy foods</p> <p>Computing links (in provision): Select brushes, colours and rubbers when drawing on paint software on the IWB Use various tools such as brush, pens, stamps, erasers and shapes with support on paint software on the IWB</p>	<p>Understands that different seasons have different weather- spring Know that there are four seasons in a year and name them- spring Begin to be able to talk about some of the changes in each seasons- spring</p> <p>RE links: Knows that people have different beliefs Knows that a religion is what people believe and worship Can name some different religions- Christianity Can name some different celebrations that different religions celebrate- Easter and Lent (Pancake day) Comments on pictures of a wide range of celebrations- Easter and Lent (Pancake day) Knows that there are special places of worship Can name different religious venues – Church Can name key people from religious stories- Jesus, Can tell key points from religious stories Compares similarities and differences between different celebrations Knows why religious venues are special and who goes there</p> <p>Computing links (in provision): Can play simple games on the Interactive Whiteboard or an ipad by pressing buttons Can play simple games on the Interactive Whiteboard or and ipad by dragging and dropping items Children can independently change games or increase levels of difficulty on games</p>	<p>Knows that a religion is what people believe and worship Can name some different religions- Islam Can name some different celebrations that different religions celebrate- Eid Comments on pictures of a wide range of celebrations- Eid Knows that there are special places of worship Can name different religious venues – Mosque Can name key people from religious stories- Can tell key points from religious stories Compares similarities and differences between different celebrations Knows why religious venues are special and who goes there</p> <p>Computing links: Children can record videos on the camera on an ipad Children can edit photos on an ipad Erases content and understands how to charge the ipads</p>	<p>Recognise some environments that are different to the one in which they live Use pictures to compare and contrast environments around the world Can identify similarities and differences between homes in other countries Makes comparisons between life for children in different countries Science links: Can identify and sort different materials based on their properties and the results from experiments- float/sinks. Begin to understand gravity Understands that the weather changes and that in different countries you have different weather Understands that in different weathers/ climates that you would need to wear different clothes Order the seasons Be able to talk about similarities and differences and compare each of the four seasons Children can recognise and name some common animals from other countries: (Polar and African animals): polar bear, penguin, arctic fox, giraffe, zebra monkey, lion etc. Children will recognise and name some common sea creatures: whale, dolphin, fish, octopus, jellyfish, starfish. Know that a scientist is someone that investigates science as their job Can name famous scientists- Neil Armstrong Know that the world is a planet Know that the world has one moon Know that there are other planets in our solar system and name some</p>
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						<p>Know that there is no gravity on the moon</p> <p>Computing links: Children can name an ipad, laptop, camera and computer Children can name the parts of a laptop Children can use a mouse on a laptop Children can switch on a laptop and login using their username and password Children know about keeping safe online and not sharing personal information.</p>
<p>EAD (Art and DT)</p>	<p>Artist: Pablo Picasso</p> <p>Drawing and Painting End point: Self-portrait Children are taught to: Draws a portrait with more detail eg ears, hair, glasses Dips paint brush in the water and then onto the water colour block Use thick brushes Draws circles and squares Draws bodies with more detail eg arms, trunk, legs, fingers</p> <p>Collage End point: Hedgehog collage Children are taught to: Use glue spreaders and pva glue Adds other materials to develop models (tissue paper, glitter...)</p> <p>Sculpture End point: Plastercine Diva lamps Children are taught to: Manipulates malleable materials (rolls, cuts, squashes, pinches, twists...)</p>	<p>Artist: Georgia O’Keeffe</p> <p>Painting End point: Painting of a pumpkin Children are taught to: Use thin brushes to add detail Able to mix primary colours to make secondary colours Chooses paper from a wide selection and of which is appropriate to the task (black paint on white paper, white paint on black...)</p> <p>Printing End point: Firework picture Children are taught to: Print with small blocks, small sponges, fruit, shapes and other resources Chooses paper from a wide selection and of which is appropriate to the task (black paint on white paper, white paint on black...)</p> <p>Drawing End point: Drawing of poppies- pencil crayons Children are taught to: Draws simple representations of objects from observation Selects colours for a purpose Decides before they make marks what they are going to draw Chooses paper from a wide selection and of which is</p>	<p>Artist: Zaha Hadid</p> <p>Collage End point: Paper plate Goldilocks Children are taught to: Join items with sellotape independently Knows how to improve models (scrunch, twist, fold, bend, roll) Uses the language smooth, rough, bendy and hard to describe texture</p> <p>Collage End point: Junk model three bear’s cottage Children are taught to: Join items with sellotape independently Knows how to improve models (scrunch, twist, fold, bend, roll) Uses the language smooth, rough, bendy, hard to describe texture</p> <p>Drawing End point: Drawing a map from Little Red Riding Hood’s house to Grandma’s house on IWB/ paper Children are taught to: Draws lines of different sizes Draws accurate representations of objects, buildings and landscapes from observation</p>	<p>Artist: Andy Goldsworthy</p> <p>Sculpture and printing End point: Dinosaur fossils Children are taught to: Manipulates clay (rolls, cuts, squashes, pinches, twists...) Print with small blocks, small sponges, fruit, shapes and other resources Create patterns or meaningful pictures when printing Manipulates malleable materials to look like something recognisable</p> <p>Drawing and Painting End point: Drawing/ painting of a castle Children are taught to: Mixes powder paint with water to the correct consistency Add white or black paint to alter tint or shade Hold a paintbrush using a tripod grip Draws lines of different sizes Draws a detailed portrait where features are in proportion Draws accurate representations of objects, buildings and landscapes from observation Creates their own piece of art and begins to self-correct any mistakes</p> <p>Collage and Sculpture End point: Junk material castle Children are taught to:</p>	<p>Artist: Vincent Vangough</p> <p>Collage End point: Collage lantern for Eid Children are taught to: Join items in a variety of ways – Sellotape, masking tape, string, ribbon. Use a wide range of vocab to describe the texture- flexible, rigid, silky etc.</p> <p>Drawing End point: Drawing of ladybirds Children are taught to: Draws lines of different thickness Draws representations of objects, buildings and landscapes from memory with increasing detail Select the correct colour of paper linked to what they are drawing Creates their own piece of art and begins to self-correct any mistakes</p> <p>Painting End point: Sunflower painting Children are taught to: Mixes powder paint with water to the correct consistency Colour matching to a specific colour and shade</p>	<p>Artist: Lydia Monks (Illustrator)</p> <p>Sculpture and Painting End point: Papier mache planets Children are taught to: Creates a papier mache sculpture with support Mixes powder paint with water to the correct consistency Colour matching to a specific colour and shade Independently select additional tools (stamps, rollers etc) to improve their painting</p> <p>Collage End point: Junk material rocket Children are taught to: Knows how to secure boxes, toilet rolls, decorate bottles Join items in a variety of ways – Sellotape, masking tape, string, ribbon. Use a wide range of vocab to describe the texture- flexible, rigid, silky etc.</p> <p>Collage End point: Split pin polar bear Children are taught to: Join items in a variety of ways- split pins</p>

		<p>appropriate to the task (black paint on white paper, white paint on black...)</p> <p>Sculpture End point: Plastercine Diva lamps Children are taught to: Manipulates malleable materials (rolls, cuts, squashes, pinches, twists...)</p> <p>Collage End point: Making a stickman Children are taught to: Use making tape Adds other materials to develop models (tissue paper, glitter...) Use the language smooth and bumpy to describe the texture</p> <p>Drawing and Painting End point: Painting of a Christmas tree- Christmas card Children are taught to: Dips paint brush in the water and then onto the water colour block Use thin brushes to add detail Able to mix primary colours to make secondary colours Draws triangles and diamonds Chooses paper from a wide selection and of which is appropriate to the task (black paint on white paper, white paint on black...)</p> <p>Collage End point: 2024 calendar Children are taught to: Use glue spreaders and pva glue Adds other materials to develop models (tissue paper, glitter...) Use the language smooth and bumpy to describe the texture</p>	<p>Chooses paper from a wide selection and of which is appropriate to the task (black paint on white paper, white paint on black...)</p> <p>Sculpture and painting End point: Clay gingerbread men Children are taught to: Manipulates malleable materials (rolls, cuts, squashes, pinches, twists...) Manipulates malleable materials to look like something recognisable Begins to paint on other materials – card, fabric, clay Mixes powder paint with water to the correct consistency Able to mix primary colours to make secondary colours Hold a paintbrush using a tripod grip</p>	<p>Join items with sellotape independently Knows how to improve models (scrunch, twist, fold, bend, roll) Uses the language smooth, rough, bendy and hard Makes something that they give meaning to Knows how to secure boxes, toilet rolls, decorate bottles Creates their own piece of art and begins to self-correct any mistakes</p> <p>Drawing End point: Drawing of daffodils- pencil crayons Children are taught to: Draws lines of different sizes Draws accurate representations of objects, buildings and landscapes from observation Creates their own piece of art and begins to self-correct any mistakes</p> <p>Printing End point: Easter egg Children are taught to: Create patterns or meaningful pictures when printing</p> <p>Sculpture End point: Natural art using “treasure” found outside Children are taught to: Can use a variety of natural resources to create a sculpture</p> <p>Drawing End point: Self-portrait- wax crayons Children are taught to: Draws a detailed portrait where features are in proportion Chooses paper from a wide selection and of which is appropriate to the task (black paint on white paper, white paint on black...)</p>	<p>Independently select additional tools (stamps, rollers etc) to improve their painting Creates their own piece of art and begins to self-correct any mistakes</p> <p>Drawing End point: Drawing of sunflowers- chalk Children are taught to: Draws lines of different thickness Draws representations of objects, buildings and landscapes from memory with increasing detail Can select the correct colour of paper linked to what they are drawing Alter colour to meet the desired effect eg with chalk Creates their own piece of art and begins to self-correct any mistakes</p>	<p>Drawing End point: Drawing of the jungle Children are taught to: Can select the correct colour of paper linked to what they are drawing Draws lines of different thickness Draws representations of objects, buildings and landscapes from memory with increasing detail Begins spontaneously and begins to show their own background, interests and experiences</p> <p>Textiles End point: 3d fish Children are taught to: Use a running stitch to hole punched material together</p> <p>Printing End point: Rainbow fish Children are taught to: Create patterns or meaningful pictures when printing</p> <p>Painting End point: Painting of the beach Children are taught to: Mixes powder paint with water to the correct consistency Colour matching to a specific colour and shade Returns to work on another occasion to edit and improve</p> <p>Drawing End point: Self-portrait- felt tips Children are taught to: Draws a portrait of bodies of appropriate sizes eg family Returns to work on another occasion to edit and improve</p> <p>Music Make high and low pitch sounds (pitch)</p>
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						Beginning to write own compositions using symbols, pictures or patterns
EAD (Roleplay)	Uses own experiences to develop storylines	Participates in small world play related to rhymes and stories	Uses experiences and learnt stories to develop storylines	Children enhance small world play with simple resources	Uses imagination to develop own storylines Enhance with resources that they pretend are something else	Uses imagination to develop own storylines Enhance with resources that they pretend are something else
EAD (Music)	Explores instruments and is beginning to name them (drum, tambourine, maraca, triangle...) Can clap along to a simple beat	Plays a given instrument to a simple beat Make loud and quiet sounds (dynamics)	Is able to name a wide variety of instruments (also including chime bars, glockenspiels, xylophones) Knows how to use a wide variety of instruments.	Make fast and slow sounds (tempo)	Selects own instruments and plays them in time to music, matching the beat.	Make high and low pitch sounds (pitch) Beginning to write own compositions using symbols, pictures or patterns
EAD (Singing)		Sings in a group, trying to keep in time		Sings in a group, matching pitch and following melody		Sings by themselves, matching pitch and following melody