



EYFS Reception Curriculum at Ladywood Primary School

Our curriculum is designed over a 2 year rolling program of themes and topics (Year A and Year B) which provide cross curricular links. This is to ensure that children who start in our Nursery and spend 5 terms in the Unit have maximum opportunities to explore a range of learning experiences (see overview of themes on our EYFS curriculum page). Each theme outlines the knowledge, skills and vocabulary and core texts that will be used.

Our curriculum is based around a holistic approach to incorporate the 7 areas of learning (3 prime and 4 specific). The development of children's spoken language and personal and social development, underpins all areas of learning. Please see the EYFS policy which outlines our intent, principles and practices.

The curriculum is underpinned by various supporting frameworks and recent research. These include; Statutory Framework for the early years foundation stage, Birth to 5 Matters, Development Matters, Elklan, RWI, Launchpad to Literacy, White Rose Maths and the Education Endowment Foundation (EEF).

Please also see Progression of Skills Document and Theme Overviews which provide a detailed breakdown of the knowledge, skills and vocabulary covered.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview of Themes Covered	All About Me and My Family Woodland Animals Or Space Changing Seasons: Autumn Advent and Christmas	Polar World Let's Celebrate (Diwali and Christmas) Changing Seasons: Winter	Chinese New Year Journeys Or Houses and Buildings	Monsters and Fairies Or Dragons, Knights and Castles Changing Seasons: Spring Shrove Tuesday, Lent and Easter	Traditional Tales	Jungle / Farm Animals Or Minibeasts Ourselves - Keeping Healthy and Fit Changing Seasons: Summer

FS2 Phonics	<p>RWI Read single - letter Set 1 sounds</p> <p>Begin to blend sounds into words orally</p>	<p>Read all Set 1 sounds</p> <p>Blend sounds into words orally</p>	<p>RWI Read Set 1 sounds and special friends</p> <p>Blend sounds to read words</p> <p>Read RWI short Ditty stories</p>	<p>RWI Set 1 sounds and special friends</p> <p>Blend sounds to read words</p> <p>Read RWI Red Storybooks</p>	<p>Read some RWI Set 2 sounds</p> <p>Blend sounds to read words</p> <p>Read RWI Green Books</p>	<p>Read some RWI Set 2 sounds</p> <p>Blend sounds to read words</p> <p>Read RWI Green or Purple Storybooks</p>
Personal, Social and Emotional Development FS2	<p>See themselves as a valuable individual and can develop their sense of responsibility and membership of a community - tidy things away and help to put things out</p> <p>Know the classroom rules for indoors, outdoors and those for the dining room</p> <p>Know that we all have a shared responsibility to keep the classroom tidy and safe</p> <p>Discuss the reasons why rules are important and the need for</p>	<p>Express their feelings and consider the feelings of others</p> <p>Name and recognise the emotions in themselves: happy, sad, cross, nervous, scared, excited</p> <p>Initiates conversations and takes account of what others say</p> <p>People celebrate special events - Diwali, Harvest, Baptisms, Christmas and birthdays</p>	<p>Identify and moderate their own feelings emotionally and socially</p> <p>Inform others of feelings and emotions and to say if they need something</p> <p>Name and recognise the emotions in themselves and others: happy, sad, angry, fear and calm</p> <p>Understand the importance of kindness and how we can all be kind and respectful to others</p> <p>Know the importance of using good manners - saying please and thank-you</p>	<p>Build constructive and respectful relationships</p> <p>Name and recognise the emotions in themselves and others: happy, sad, cross, nervous, scared, angry, excited</p> <p>Talks to others about own wants, needs, interests, opinions and ideas</p> <p>That making mistakes is part of the learning process</p> <p>Develop problem solving skills and the ability to reflect and comment on their own work</p>	<p>Show resilience and perseverance in the face of challenge</p> <p>Describes self in positive terms i.e. <i>I'm really good at construction, I can make detailed models, I'm a good dancer</i></p> <p>Confident to talk about their own ideas and will choose resources for chosen activities</p> <p>Make special friends and know how to be a good friend</p> <p>How to feel proud and pleased with own achievements</p>	<p>Think about the perspectives of others and is sensitive to the needs and feelings of others</p> <p>Works as part of a group or class, sharing resources and taking turns</p> <p>Forms good relationships with adults and peers</p> <p>Initiates conversation, attends to and takes account of what others say</p> <p>Make friends by taking turns in conversation</p>

	<p>everyone to follow these</p> <p>Name and recognise the emotions in themselves and others - happy, sad, cross</p> <p>Express own feelings and consider the feelings of others</p> <p>Talks to others about own wants, needs and interests</p> <p>Discuss families and people who are special to us</p> <p>Talk about family celebrations - birthdays, christenings, weddings and the significant events that take place</p>		<p>Talks to others about own wants, needs, interests and opinions and how to be a good friend</p> <p>Describe the characteristics of positive relationships and friendly behaviours</p> <p>Use books and stories to explore different families and explain that families can be made up of different people. Discuss how families offer care, love and support</p> <p>People celebrate special events - Chinese New Year</p>	<p>Celebrating achievements - how to feel proud and pleased with own achievements and those of others'</p> <p>Being a safe pedestrian</p> <p>Know what being brave means</p> <p>People celebrate special events - Easter</p>	<p>Know what being brave means - Use the stories 'Willy the Wimp' by Anthony Browne and 'Hairy Maclary from Donaldson's Dairy' by Lynley Dodd & Traditional Tales i.e. The Three Billy Goats Gruff, The Three Little Pigs</p>	<p>Talk about their own and others behaviour and the consequences of this</p> <p>Manage their own needs independently and knows the importance of personal hygiene and self-care</p> <p>Discuss the importance of caring for our environment and animals</p> <p>Name and recognise the emotion in themselves and others: happy, sad, cross, nervous, scared, angry, excited</p> <p>Discuss Transition to Year 1 - the classroom layout, adults in Y1, timetable, expectations, activities</p> <p>Describe how our bodies have changed</p>
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						<p>from when we were born, to being a toddler to a child.</p> <p>Talk about changes and how this makes us feel i.e. scared, nervous, excited, happy etc.</p>
Communication and Language FS2	<p>Understand how to listen carefully and why listening is important</p> <p>Learn new vocabulary and use this throughout the day</p> <p>Develop and use social phrases i.e. <i>Good morning, how are you, please, thank-you, can you help me please?</i></p> <p>Engage in story times, showing good listening skills</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound</p>	<p>Ask questions to find out more and to check they understand what has been said to them using <i>what</i> and <i>why</i></p> <p>Engage in back and forth conversations</p> <p>Ask own questions to clarify thinking</p> <p>Engage story, rhyme and poetry sessions</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>In rhyming activities encourage the children to predict which word will come next. Use 'call and</p>	<p>Use talk to help work out problems and organise thinking</p> <p>Model the use of problem solving words and phrases in play situations and discussions with others</p> <p>Connect ideas and actions using a range of connectives - and, but, because</p> <p>Listen to stories and describe key events</p> <p>Engage in story, rhyme and poetry sessions</p> <p>Join in with refrains and learn some</p>	<p>Understand 'why' , 'what' and 'where' 'questions</p> <p>Learn rhymes, poems and songs and discuss the meaning of new vocabulary. Use knowledge of rhyme to predict the word that will come next.</p> <p>Use new vocabulary in different contexts throughout the day</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Discuss own likes and dislikes and give own opinions.</p>	<p>Re-tell a story, once they have developed a deep familiarity with the text, sequencing the key events in order</p> <p>Engage in non-fiction books and use these to develop a deep familiarity with new knowledge and vocabulary</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Discuss own likes and dislikes and give own opinions. Recommend books to others that they have enjoyed reading</p>	<p>Sustains attentive listening, responding to what they have heard with relevant comments, questions or actions.</p> <p>Articulate their thoughts and ideas in well-formed sentences and links statements, sticking to a main theme</p> <p>Introduces a storyline or narrative into own play</p> <p>Engage in non-fiction books and use these to develop a deep familiarity with new knowledge and vocabulary.</p>

	<p>Participate in call and response activities. Learn poetry and rhymes using 'call and response'</p> <p>Use the visual timetable to model the use of sequencing vocabulary - first, then, next, before, after</p> <p>Model the use of questions to clarify thinking and deepen understanding</p>	<p>response' to strengthen knowledge of alliteration, assonance and rhyme.</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Re-tell familiar stories in own words and using some phrases from the story</p> <p>Take on different roles in imaginative play in order to develop negotiation and sharing skills</p> <p>Connect one idea or action using the word 'and' in conversations with others</p> <p>Share own routines to model sequencing words i.e. <i>Before tea, I took my dog for a long walk</i></p>	<p>verses by heart using 'call and response'.</p> <p>Encourage children to use knowledge of alliteration, assonance and rhyme.</p> <p>Re-tell familiar stories in own words and using some phrases from the story</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound</p>	<p>Re-tell familiar stories in own words and using some phrases from the story</p> <p>Discuss a problem and think aloud how to solve it - model the use of problem solving words - <i>so that, because, I think it's... you could...it might be...</i></p> <p>Learn rhymes, poems and songs - use call and response to help children learn repeated phrases</p>	<p>Poems and rhymes - use 'call and response' to learn some verses by heart. Discuss the words in repeated phrases from within a refrain or a verse in order to clarify the words being used. Discuss a problem and think aloud how to solve it - model the use of problem solving words - <i>so that, because, I think it's... you could...it might be...</i></p>	<p>Talk through problems and how we could solve them using problem solving words and phrases</p> <p>Explains own knowledge and asks appropriate questions to clarify understanding</p> <p>Demonstrates understanding of 'how?' and 'why?' questions by giving explanations</p> <p>Able to follow a story without pictures or props.</p> <p>Learn rhymes, poems and songs - use 'call and response' to help children learn repeated phrases</p> <p>Discuss the words in repeated phrases from within a refrain or a verse in order to clarify the words being used.</p>
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Physical Development FS2	<p>Revise and refine the movement skills already acquired i.e. rolling, crawling, walking, jumping, running, hopping, skipping and climbing</p> <p>Know how to wash and dry hands and the reasons why this is important</p> <p>Know that equipment and tools have to be used safely including knives, forks and</p>	<p>Develop and refine a range of ball skills - throwing, catching and kicking</p> <p>Develop small motor skills so a range of tools can be used competently, safely and confidently - dining room cutlery, pencils for drawing and writing, paintbrushes, gardening tools, construction</p>	<p>Develop and refine a range of ball skills - throwing and catching, kicking and passing</p> <p>Develop small motor skills so a range of tools can be used competently, safely and confidently i.e. knives, forks and spoons, pencils for drawing and writing, paintbrushes, gardening equipment and scissors</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p> <p>Develop overall body strength, balance and agility</p> <p>Develop and refine a range of ball skills - throwing and catching, kicking, aiming, passing and batting</p>	<p>Develop a more fluent style of moving with good control and grace when matching movements to music</p> <p>Further develop and refine a range of ball skills - throwing and catching, kicking, passing, batting and aiming</p> <p>Develop competence, confidence, precision and accuracy when</p>	<p>Praise good dining room etiquette - turn taking, patience, good hand hygiene, self-control, consideration to others, use of manners</p> <p>Develop the overall body strength, coordination, balance and agility needed to successfully engage in future P.E. sessions</p>

	<p>spoons when having lunch</p> <p>Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Develop and refine a range of ball skills - throwing and catching</p> <p>Know and talk about the different factors that support overall health and well-being: regular physical activity and tooth brushing</p> <p>Know and observe the effects of activity on bodies i.e. increased heart rate, sweating</p> <p>Know about spatial awareness - the ability to be aware of oneself in a space (proprioception)</p> <p>Find own space and move with confidence and safety</p>	<p>equipment and scissors</p> <p>Know and talk about the different factors that support overall health and well-being: regular physical activity, tooth brushing and sensible amounts of 'screen time', healthy eating</p> <p>Know the different food groups and to be healthy you need 5 portions of fruit and vegetables a day.</p> <p>Find own space and move with confidence, imagination and safety through an obstacle course</p> <p>Refine and extend movement skills - rolling, walking, jumping, running, hopping, skipping, climbing</p> <p>Know that dance is active and the</p>	<p>Know and talk about the different factors that support overall health and well-being: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time' and having a good sleep routine helps your brain to learn</p> <p>Know and remember repeated movements, phrases and patterns</p> <p>Copy and perform simple movements</p>	<p>Develop small motor skills so a range of tools can be used competently, safely and confidently i.e. pencils for drawing and writing, paintbrushes, scissors and cutlery for eating.</p> <p>Show an understanding of the need for safety when tackling new challenges, and considers and manages some risks</p> <p>Change and vary actions depending on the task at hand</p> <p>Know and talk about the different factors that support overall health and well-being: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time' and having a good sleep routine</p>	<p>engaging in activities that involve a ball</p> <p>Further develop the skills needed to manage the school day i.e. lining up and queuing, mealtimes and personal hygiene. Praise patience, the use of good manners, turn taking and self-control</p> <p>Know the importance of good health of physical exercise, and talk about the ways to keep healthy and safe, including E-safety.</p> <p>Show improved co-ordination and agility when using bikes and scooters</p> <p>Show good posture when sitting at a table or on the floor</p> <p>Use the correct seated position when sitting at a table to write - 2 feet on the</p>	<p>Further develop and refine a range of ball skills - throwing and catching, kicking, passing, batting and aiming</p> <p>Develop the foundations of a handwriting style that is fluent, accurate and efficient</p> <p>Know and talk about the different factors that support overall health and well-being: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian</p> <p>Show good posture when sitting at a table, including the dining room or on the floor during carpet time sessions</p>
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	<p>Work with others to carry large objects and know the safety rules for carrying large blocks and wooden planks</p> <p>Holds a pencil with a comfortable grip and write own name</p>	<p>changes that occur in our bodies</p> <p>Hold a pencil with a tripod grip and write own name and other letters with the correct orientation</p> <p>Repeat and develop the skills involved in pushing, pulling, carrying lifting and stacking objects</p> <p>Change direction, speed and stop on a given command</p>		helps your brain to learn	floor and bottom to the back of the chair	Show the correct posture when sitting at a table to write - bottom to the back of the chair and feet on the floor
Literacy Fs2	<p>Read individual letters by saying the sounds for them - see RWI overviews</p> <p>Identify and say the initial sounds in words.</p> <p>Blend sounds into words, so they can read short words</p> <p>Write own name with some letters formed correctly, mostly</p>	<p>Blend sounds into words, so they can read short words</p> <p>Read a few common exception words</p> <p>Read some letter groups that each represent 1 sound</p> <p>Write own name with most / all letters formed correctly</p>	<p>Read simple phrases and sentences made up of words with known letter sound correspondences and a few exception words</p> <p>Spell words by identifying the sounds</p> <p>Write simple labels and captions, applying emerging phonic knowledge, remembering to say</p>	<p>Re-read books to build up confidence in word reading, their fluency and their understanding and enjoyment</p> <p>Form lower case and some capital letters correctly</p> <p>Write simple labels and captions, applying emerging phonic knowledge, planning what they want to</p>	<p>Spell words by identifying the sounds and make phonetically plausible attempts when writing independently</p> <p>Form lower case and some capital letters correctly</p> <p>Have a developing awareness of the fact that print carries meaning and make efforts to write with purpose -</p>	<p>Write short sentences / captions with known sound-letter correspondences dictated by the teacher</p> <p>Re-read what they have written to check that it makes sense</p> <p>Be willing to have a go at writing independently, applying phonic</p>

	<p>using the tripod grip when writing</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some letters accurately</p> <p>Listen carefully to stories and enjoy sharing books with others and can comment on what they see and hear.</p> <p>Join in with repeated refrains and can sequence the key events in a story. Give a personal response to a text.</p> <p>Engage in extended conversations about stories, learning new vocabulary</p>	<p>Say words out loud ahead of writing in order to segment for spelling</p> <p>Re-read books to build up confidence in word reading, their fluency and their understanding and enjoyment</p> <p>Spell words by identifying the sounds</p> <p>Can recognise the differences between a fiction and a non-fiction book.</p> <p>Poem: <i>Cake-O-Saurus</i> by Celia Warren</p>	<p>what they want to write ahead of writing it</p> <p>Poem: <i>Where Am I?</i> by Mark Barfield</p>	<p>write ahead of writing</p> <p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read tricky matched to the RWI sequence</p> <p>Read simple phrases and sentences made up of words with known letter- sound correspondences</p> <p>Re-read books to build up their confidence in fluency</p> <p>Poem: <i>Zanzibar</i> by Jeanne Willis</p>	<p>writing labels, captions and sentences applying phonic knowledge when sounding out own words.</p> <p>Say a sentence out loud ahead of writing</p> <p>Read what they have written to check that it makes sense</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>Poem: <i>Oh, Oh, The Story Man</i> by Jan Dean</p>	<p>skills when sounding out own words</p> <p>Able to speak in simple and compound sentences, ready for transcription.</p> <p>Able to write more than one sentence which can be ready by themselves and others.</p> <p>Handwriting is becoming increasingly legible but may still mix upper and lower case, reverse letters and may not yet have developed an awareness of spacing between words.</p> <p>Read aloud words, simple sentences and books that are consistent with their phonic knowledge, including some common exception words - RWI Green / Purple</p>
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	<p>Poem: Bedtime March-past by Moira Andrews</p>					<p>Anticipate - where appropriate - key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p> <p>Use correct terms about books - author, illustrator, title, blurb, fiction, non-fiction, page, cover, spine, photographer, facts, information, contents page</p> <p>Poem: The Tiger by Peter Niblett</p>
<p>Mathematics FS2</p>	<p>Counting principles - one to one, stable order, cardinal, abstraction, order irrelevance</p> <p>Count objects, actions and sounds</p> <p>Subitise with amounts to 5</p>	<p>Representing numbers to 5</p> <p>Match numeral to amount</p> <p>Explore the composition of numbers to 5</p> <p>Compare length, weight and capacity</p>	<p>Use thymes to identify 1 more / 1 less</p> <p>Explore equal and unequal groups</p> <p>Subitise with amounts over 5</p> <p>Represent numbers to 8</p>	<p>Represent numbers to 10</p> <p>Order numerals to 10</p> <p>Sort 9 and 10</p> <p>Numbers to 10 Bongo</p> <p>Count back from 10 - use rhymes i.e. 10 in the bed</p>	<p>Number patterns to 20</p> <p>Matching picture to numeral</p> <p>Counting to 20 and beyond</p> <p>Ten Frame fill beyond 20</p>	<p>Counting to 20 and beyond</p> <p>Doubling within 10</p> <p>Odds and evens within 10</p> <p>Problem solving using doubling and halving</p> <p>Halving and sharing</p>

	<p>Link the number symbol (numeral) with its cardinal value Comparing - one more and one less</p> <p>Represent numbers to 5 using a variety of resources</p> <p>Explore the composition of numbers to 5</p> <p>Repeating patterns - extend and create ABAB patterns</p> <p>Comparing size, height and length</p>	<p>Sort 2D shapes - square, triangle, rectangle and circle into sets.</p> <p>Go on a 2D shape hunt</p> <p>Use 2D shapes to create pictures</p> <p>Comparing groups and amounts</p> <p>Use number rhymes - one elephant went out to play, five green bottles to identify 1 more and 1 less</p> <p>Time - Days of the Week, My Day: sequence events in the day</p>	<p>Composition of numbers 6,7 and 8 Combining 2 groups and adding more</p> <p>Measuring mass - heavier and lighter than</p> <p>Measuring capacity - full and empty</p> <p>Compare height - taller and shorter</p> <p>Compare length - longer and shorter</p> <p>Days of the week</p>	<p>Compare numbers within 10 Composition of 9 and 10</p> <p>3D shape - match objects</p> <p>Building and printing with 3D shapes Creating patterns with shapes</p> <p>Use of positional vocabulary - over, on, under, behind, in front of, in between</p>	<p>Estimating and counting to check.</p> <p>Order amounts from smallest to largest and vice versa</p> <p>Order numerals to 20 and fill in any missing numbers</p> <p>Capacity - which holds the most?</p> <p>Replicate my shape</p> <p>Use of tangrams - making new shapes with tangrams</p> <p>Spatial reasoning skills - select, rotate and manipulate shapes</p> <p>Counting on and adding more</p> <p>Making patterns - symmetrical and repeating</p> <p>Taking away</p>	<p>Grouping</p> <p>Making maps - from stories</p> <p>Making maps - from journeys to school</p> <p>Making maps - obstacle course</p> <p>Recognise, discuss and create patterns - symmetrical and repeating</p>
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Understanding the World FS2	All about Me - use a mirror to create own self-portrait.	Understand that some places are special to members of their community	Draw information from a simple map and locate Grimethorpe, Barnsley and the UK	Recognise some environments that are different to the one in which they live.	Describe what they see, hear and feel whilst outside.	Know some similarities and differences between things in the past and now, drawing on their experiences - discuss how we have grown and changed, share memories of the past year in school.
	Name parts of the body and facial features	Explore the natural world around them	Recognise some similarities and differences between life in this country and life in other countries	Find the UK on a map and the countries that make it.	Comment on images of familiar situations in the past i.e. what can you do now that you couldn't when you were a baby / toddler	
	Talk about members of their immediate family and community.	Understand the effect of the changing seasons on the natural world around them	Explore sound and light - sound causing a vibration, light travelling through transparent material	Use maps to follow a route or a journey. Use stories to follow simple routes	Understand the effect of the changing seasons on the natural world around them	Know that a memory is something remembered from the past, the present is now and the future is time to come
	Discuss where we live and the common features of a house	Know there are 4 seasons.	Understand the effect of the changing seasons on the natural world around them	Explore magnets and forces - push and pull	Recognise some similarities and differences between life in this country and life in other countries	Discuss the passage of time, growth and change. Use discussion, photographs and stories to prepare for moving into Year 1.
	Look at family photographs and sequence these to show a passage of time. Know the sequence of growth - baby, toddler, child	After close observation draw pictures to show the changes that are occurring as winter approaches	Discuss the things we can see and feel now it is winter.	Find Barnsley, York, London and other cities of personal interest on a map	Talk about the lives of the people around them and their roles in society.	Understand the past through settings, characters and events encountered in books and stories
	Name and describe people who are familiar to them and create a time line to show own personal history	Explore ice-melting Understand we have to keep ourselves warm.	Understand different journeys that are undertaken and the transport used.	Understand the effect of the changing seasons on the natural world around them - explore Spring in the environment. Close observational drawings of spring flowers - daffodils, tulips, snowdrops and blossom trees.	Compare and contrast characters from stories, including figures from the past i.e. the lighthouse keeper	To know there are 4 seasons and the
	Draw a family picture, knowing which family					

	<p>members are older and younger than themselves</p> <p>Understand the effect of the changing seasons on the natural world around them</p> <p>To know there are 4 seasons.</p> <p>To know in the autumn changes occur - leaves change colour and fall to the ground, seeds can be collected, the hours of daylight get shorter. After close observation, draw pictures to show autumnal changes</p> <p>Discuss how many animals hibernate including hedgehogs</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p>	<p>To know that ice is slippery and can be dangerous.</p> <p>Discuss Advent, The Nativity story and how Christmas is celebrated</p> <p>Compare and contrast characters from stories, including figures from the past</p>	<p>Name different modes of transport and explore how this has changed over time</p> <p>Explore how a magnet attracts an object and which objects they do and don't attract</p> <p>Explore floating and sinking</p>	<p>Name the parts of a daffodil - bulb, root, stem, leaf, petals, trumpet</p> <p>Explore how an object can cast a shadow</p> <p>Explore new growth and life cycles - frog and butterfly</p> <p>Know there are 4 seasons and the changes that are occurring now it is Spring i.e. buds growing, blossom etc.</p> <p>After close observation, draw pictures to show the arrival of spring</p> <p>Discuss Shrove Tuesday, Lent and the Easter Story</p>	<p>Draw information from a simple map - Use Rosie's Walk</p>	<p>changes that are occurring now it is Summer - getting warmer, going on holiday, clothes that we wear, keeping safe in the sun, looking after pets in the sun</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>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.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on</p>
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	<p>Explore the natural world around them and comment on what they see, hear, feel and smell.</p> <p>Use a world map to discuss different places visited and the places where different people live - ongoing throughout the year.</p>					<p>knowledge from stories, non-fiction texts and - when appropriate - maps</p> <p>Explore animals - wild, farm, minibeasts and pets The names of animals and the environments / habitats in which they live - farm, jungle, gardens and pets</p> <p>Discuss animal habitats and the differences / similarities between these.</p> <p>Name different fruit and talk about own likes and dislikes</p> <p>Discuss hygiene and the need to wash hands before preparing food and eating.</p> <p>Explore and name different fruits and vegetables</p>
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						<p>Know food comes from a plant or an animal</p> <p>Plan and create own fruit kebab</p> <p>Use a camera and an I-pad to take photographs around school. Name the different places around school and the adults that work in each area.</p>
Expressive Arts and Design FS2	<p>Create collaboratively, sharing ideas, resources and skills</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Focus on the artist Wassily Kandinsky and know that he is a famous artist from Russia- explore shape, line and colour in his work. Focus on the piece - circles and squares. Create</p>	<p>Develop a storyline in their pretend play</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Use the painting, 'The Magpie' by Claude Monet as a stimulus to create own winter landscape painting.</p> <p>Close observational drawings and paintings - add detail and match colours to</p>	<p>Explore and engage in music making and dance, performing solo or in groups</p> <p>Listen to Vivaldi's 'Four Seasons' to explore changes in music</p> <p>Listen to music from different cultures</p> <p>Develop own ideas and then decide which materials to use to express these.</p> <p>Show different emotions in their</p>	<p>Watch and talk about dance and performing art, expressing their feelings and responses</p> <p>Listen to music from different cultures</p> <p>Listen to Vivaldi's 'Four Seasons' to explore changes in music - focus on spring</p> <p>Develop and extend storylines in own play</p> <p>Return to and build on their previous</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Art inspired by nature - Focus on the artist Andy Goldsworthy and create own art work in a similar style. Explore features of the natural world and discuss colour, shape and texture</p> <p>Listen to music from different cultures</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Share own creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>

	<p>own art work in a similar style</p> <p>Describe and create different lines - straight, curved and zig-zag</p> <p>Close observational drawings and paintings - add detail and match colours to what they see and want to represent: Self-portraits and Autumn art work</p> <p>Draw pictures with increasing detail</p> <p>Textures - explore different textures and describe these - bumpy, rough and smooth.</p> <p>Create collage pictures showing a variety of different textures and materials Sing Nursery Rhymes</p> <p>Listen to Vivaldi's 'Four Seasons' to</p>	<p>what they see - Winter art work</p> <p>Explore the size of different brushes and create thicker / thinner lines</p> <p>Listen to music from different cultures</p> <p>Listen to Vivaldi's 'Four Seasons' to explore changes in music - focus on winter</p> <p>Name different percussion instruments</p> <p>Use a variety of percussion instruments to make different sounds Perform Christmas songs and the Nativity play Use our bodies to make a sound by clapping, tapping, stamping and singing.</p> <p>Develop storylines in pretend play</p>	<p>drawings and paintings, like happiness, sadness, fear and surprise</p> <p>Explore and name colours. Explore mixing colours to create new colours</p> <p>Notice and explore patterns in the environment - repeating and symmetrical</p> <p>Charanga: Everyone</p>	<p>learning, refining ideas and developing their ability to represent them.</p> <p>Show different emotions in their drawings and paintings - happiness, sadness, fear</p> <p>Spring art work - close observational drawings and paintings of spring flowers (daffodils, tulips, snowdrops), blossom trees and spring landscapes. Chose and match colours to represent what they are drawing</p> <p>Charanga: Our World</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Charanga: Big Bear Funk</p>	<p>Close observational drawings and paintings of fruit and vegetables.</p> <p>Choose colours and add detail when drawing and painting</p> <p>Focus on the artist - Paul Cezanne - 'The Basket of Apples', 1895 and to know that Cezanne is a famous painter from France</p> <p>Listen to Vivaldi's 'Four Seasons' to explore changes in music - focus on Summer</p> <p>Charanga: Reflect, Rewind and Replay</p>
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	<p>explore changes in music - focus on autumn</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make</p> <p>Explore colour and colour mixing</p> <p>Charanga: Me</p>	<p>Join different materials and explore different ways of assembling the resources being used - glue, tape, fasteners, paper clips</p> <p>Recognise colours and explore how colours can be mixed to create new colours</p> <p>Charanga: My Stories</p>				
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