ST CHARLES'

VC ACADEMY

EYFS Curriculum

EYFS Long Term Progression Plan and Curriculum Coverage

How has our curriculum been planned?

In designing the revised curriculum for our EYFS children we have embraced the seven key features of effective practice…

- We want the best for every child, and realise all children deserve to have an equal chance of success.
- We pride ourselves on providing consistent and high-quality care for our children in the enabling environment and through adult interactions.
- Our curriculum Long Term Plan covers everything the children need to know overtime in a carefully sequenced plan from the beginning of Nursery to the end of Reception.
- We understand effective pedagogy is a mix of different approaches and that children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching.
- We continually assess our children as we teach and play alongside them using our knowledge of child development. We check what children have learnt and where children are not on-track, give extra support.
- Our team recognises the importance of providing children with the skills to develop Self-regulation and executive function. We use Characteristics of effective learning to support our planning.
- Our partnership with our parents is key to our children being able to thrive in the early years. We recognise that parents have a significant impact on their child's learning and strive to support them in as many ways as we can.

Our curriculum is based on the Revised Development Matters document which gives statements for the typical development of children.

Our flexible Short Term Planning is drawn from our ambitious Long Term Curriculum Plan and Curriculum Coverage document and allows our skilful practitioners to be reflective and responsive to individual children, their unique starting points, interests and their learning journeys.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme Let's…	**Let's find out, all about me**	**Let's celebrate!**	**Let's explore adventure through colour, darkness and the light**	**Let's go on a journey**	**Let's find out, what's growing outside**	**Let's find out who can help us.**
Enquiries	NEW BEGINNINGS / GETTING TO KNOW OURSELVES AND EACH OTHER	UNDERSTANDING WHAT WE ENJOY/ HOW WE HAVE CHANGED/OTHER CULTURAL CELEBRATIONS	OBSERVING/TESTING/PROBLEM SOLVING/JOINING/CHANGING MATERIALS	OBSERVING/ TESTING /PROBLEM SOLVING / WORKING TOGETHER WHAT'S THE SEASON NOW?	PLANTING/GARDENING /SPRING/CHANGES/ LIFE CYCLES/LOOKING AFTER OUR WORLD	JOBS/SUMMER/GETTING READY FOR CHANGE (TRANSITION TO Y1/F2 AND FOR NEW STARTERS)
Significant Cultural Events and **Key Experiences**	Starting School, Black History week Rock Star Day Children in Need	Bonfire Night, Remembrance Day White ribbon day Divali, Birthdays, Eid, hannukah, Christmas	Chinese New Year, Valentine's Day, Safer Internet Day Shrove Tuesday, Beginning of Lent, Ash Wednesday	Lent Easter Mother's Day Science Day World Book Day	Ramadan/Eid	Birthdays, Sports Day, Moving up… Transition Den Building Day **Father's Day**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Overview of Jigsaw Programme and skills covered across the year. **For coverage and lesson by lesson break down see additional Jigsaw planning**					
PSED	**F1 Self-regulation** • Becoming more outgoing with unfamiliar people, in the safe context of their setting **Managing Self** • Develop their sense of responsibility and • membership of a community **Building Relationships** • Begin to understand how other's might be feeling		**F1 Self-regulation** • 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 **Managing Self** • Increasingly follow rules, understanding why they are important **Building Relationships** • Play with one or more other children, extending and elaborating play ideas		**F1 Self-regulation** • Show more confidence in new social situations **Managing Self** • Do not always need an adult to remind them of a rule **Building Relationships** • Help to find solutions to conflicts and rivalries. E.g. accepting that not everyone can be Spider-Man in the game and suggest other ideas	
	F2 Self-regulation • Identify and moderate their own feelings socially and emotionally **Managing Self** • See themselves as a valuable individual **Building Relationships** • Build constructive and respectful relationships		**F2 Self-regulation** • Show resilience /perseverance in the face of challenge **Managing Self** • Manage their own needs **Building Relationships** • Express their feelings and consider the feelings of others		**F2 Self-regulation** • Show an understanding of their own feelings, those of others; begin to regulate their behaviour accordingly • Set and work towards 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/actions **Managing Self** • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Explain the reasons for rules, know right from wrong and try to behave accordingly • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding • the importance of healthy food choices **Building Relationships** • Work and play cooperatively and take turns with others Form positive attachments to adults and friendship with peers	

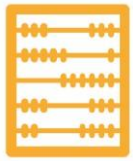
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical	**Get Set 4 PE Programme used to deliver FS2 curriculum – see additional planning**					
	F1 Gross Motor • Continue to develop their movement, balancing, riding (scooters, bikes and trikes • Use large muscle movements to wave flags, streamers, paint and make marks **Fine Motor** • Start to eat independently and learning how to use a knife and fork • Be increasingly independent as they get dressed and undressed, e.g putting coats on and doing up zips		**F1 Gross Motor** • (Team Games) Collaborate with others to manage large items, such as moving large blocks out of the shed • Start taking part in group activities which they make up for themselves, or in teams • Choose the right resources to carry out their plan safely • (Dance) Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm **Fine Motor** • Use a comfortable grip with good control when holding pens and pencils • Use one-handed tools and equipment, e.g., making snips in paper with scissors. • Be increasingly independent in meeting their own care needs		**F1 Gross Motor** • Ball Skills • Skip, hop, stand on one leg and hold a pose for a game like musical statues • (Gymnastics) Match their developing physical skills to tasks and activities in the setting e.g. crawl, walk or run across a plank. • Climb up apparatus, using alternate feet **Fine Motor** • Show preference for a dominant hand • Make healthy choices about food, drink, activity and toothbrushing	
	F2 Gross Motor • Combine different movements with ease and fluency • Further develop and refine a range of ball skills including, throwing, catching, kicking and passing • Revise and refine the fundamental movement skills e.g. rolling, crawling, jumping etc **Fine Motor** • Develop their fine motor skills so that they can use a range of tools competently, safely and confidently.		**F2 Gross Motor** • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball • Progress towards a more fluent style of moving with developing control and grace • Develop overall body strength, coordination, balance and agility needed to engage successfully with PE sessions **Fine Motor** • Use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor		**F2 Gross Motor** • Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and co-ordination • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing **Fine Motor** • Hold a pencil effectively in preparation for fluent writing • using the tripod grip in almost all areas • Use a range of small tools, including scissors, paint brushes and cutlery • Begin to show accuracy and care when drawing	

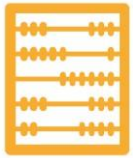
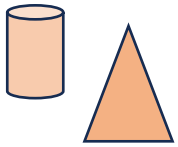
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	**F1 Listening and Attention** • Start to build a repertoire of rhymes and songs • Enjoy listening to longer stories **Speaking** • Develop communication but may continue to have problems with regular tenses and plurals • Develop communications but may continue to have problems with irregular tenses and plurals • Develop their pronunciation but may have problems saying some sounds: r, j, th, ch and sh and multi-syllabic words		**F1 Listening and Attention** • Use a wider range of vocabulary • Remember much of what happens in a longer story • Understand a question or instruction that has two parts such as: "Get your coat and wait at the door" **Speaking** • Use longer sentences of four to six words • Talk about familiar books • Start a conversation with an adult or a friend • Use talk to organise themselves and their play		**F1 Listening and Attention** • Understand 'why' questions, like "Why did……?" • Pay attention to more than one thing at a time, which can be difficult **Speaking** • Know many rhymes • To be able to tell a long story • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions • Continue a conversation for many turns	
	F2 Listening and Attention • Listen carefully to rhymes and songs, paying attention to how they sound • Engage in non-fiction books **Speaking** • Ask questions to find out more and to check they understand what has been said to them • Use talk to help work out problems and organise thinking and activities, and to explain how things work and what might happen **F2 Listening and Attention** • Understand how to listen carefully and why listening is important • Engage in story time • Listen to and talk about stories to build familiarity and understanding • Use new vocabulary in different contexts • Learn rhymes, poems, and songs **Speaking** • Learn new vocabulary and use through the day • Describe events in detail		**F2 Listening and Attention** • Articulate their ideas and thoughts in well-formed sentences • Connect one idea or action to another using a range of connectives • Re-tell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words • Listen carefully to rhymes and songs, paying attention to how they sound • Engage in non-fiction books **Speaking** • Ask questions to find out more and to check they understand what has been said to them • Use talk to help work out problems and organise thinking and activities, and to explain how things work and what might happen		**F2 Listening and Attention** • 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 interactions • Make comments about what they have heard and ask questions to clarify their understanding • Hold a conversation when engaged in back-and-forth exchanges with their peers and teachers **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, nonfiction, rhymes and poems when appropriate • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teachers.	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy Via T4W (F2)	***Monkey puzzle*** **Funnybones**	**The Enormous Turnip** **Pumpkin Soup**	**Elmer series of books** **We're Going on a Bear Hunt**	**Jack and the Beanstalk**	**The Hungry Caterpillar** **Handa's suprise**	**The Naughty Bus** **The Three Little Pigs**
Additional Key Stories/ books To be shared	*Hug* Goldilocks and the Three Bears *Brown bear Brown Bear* *What do you see?* *Can I build another me?* The Everywhere Bear Little Red Hen All kinds of people One day, so many ways Let's make faces Only one you Super duper you! The Tiger who came to tea Brush Brush Brush Keeping Clean	Where's spot? Dear Zoo You choose Each peach pear plum Hug Hairy Maclary from Donaldson's dairy Supatato / The Nativity Greta and the Giants Good Night Moon Why Should I Brush my teeth	The Train Ride Elmer series of books Humpty Dumpty Owl Babies Whatever Next To the Moon The Gruffalo Mr Gumpy's Outing Six dinner Sid A world of cities Home Iggy Peck – Architect Town and Country Let's build a house Resting and Sleeping	Rosie's walk The Train Ride Come on, Daisy! The Gingerbread Man Mr Wolves' Pancakes The Runaway Pancake, How to Make Gingerbread, Six Dinner Sid Famer Duck A Seed in Need Spring Egg Hunt Odd Egg Eating Well	Jasper's Beanstalk Tadpoles promise AArg Spider Shhh! I am the Seed That Grew the Tree Snails Worms Bug Hotel The Life cycle of the Seed Butterflies Going to the Dentist	Each Peach Pear Plumhis Which Food will you Choose Eating Well The Jolly Postman The Paper Dolls The Three Little Pigs Suddenly! is Our house Summer Why should I brush my teeth
Reading opportunities	**RWINC systematic teaching of reading – followed with fidelity/1:1 reading/Books throughout the provision**					
Overview of comprehension Activities to be incorporated during T4W, story time and through Continuous Provision	• Retell stories in the correct sequence, draw on language patterns of stories. • With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. • Give a simple opinion on a book they have read, when prompted. • Recognise repetition of words or phrases in a short passage of text. Support and provoke play influenced by experience of books • Innovate a well-known story with support. • Retell stories in the correct sequence, draw on language patterns of stories. • With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. • Give a simple opinion on a book they have read, when prompted. • Recognise repetition of words or phrases in a short passage of text.					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
T4W Age related expectations- linked to literacy and speaking (development matters)	**F1** • Enjoy listening to longer stories and can remember much of what happens. • Name the different parts of a book • Make and describe marks • Listen to and talk about stories to build familiarity and understanding. **F2** • Read some individual letters by saying the sounds for them (following the RWI programme) • Begin to form some lower case and upper case letters correctly		**F1** • Be able to talk about familiar books, and be able to tell a long story. • Use some print/mark making to convey meaning **F2** • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Make phonetically plausible attempts at writing words and captions.		**F1** • Be able to talk about familiar books, and be able to tell a long story, naming characters and identifying the setting.. Make and describe marks, begin to use initial sounds in writing (for children joining FS2 in Sep) **F2** • Use new vocabulary in different contexts. • Retell and innovate the story. • Write short sentences using phonetically plausible spelling.	
F2 ideas for specific adult supported writing opportunities (in addition to all Continuous Provision	• Making lists of friends names.	• Writing posters and invitations for Nativity play. • Writing Baptism cards and lists of items needed for new baby	• Thank you letter	• Making signs to ask people to stay away from the planted bulbs.	• Diary of bean growing/caterpillar metamorphosis	• Sun safety signs and posters for around the school.
Literacy F1	Begin to understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom	Understand the five key concepts about print: • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing	Develop phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word	Develop phonological awareness, so that they can: • recognise words with the same initial sound, such as money and mother	• Engage in extended conversations about stories, learning new vocabulary	• Write some or all their name.
Literacy F2	• Read individual letters by saying the sounds for them. • Use some of their print and	• Blend sounds into words, so that they can read short words made up of known letter–	• Read some letter groups that each represent one sound and say	• Read a few common exception words matched to the school's	• Read simple **phrases** with known letter–sound correspondences and, where	• Read simple phrases and sentences made up of words with known letter–

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	letter knowledge in their early writing. For example:; writing 'm' for mummy.	sound correspondences. • Form lower-case letters correctly	sounds for them. • Form lower-case and capital letters correctly	phonic programme. • Spell words by identifying the sounds and then writing the sound with letter/s.	necessary, a few exception words. • Read and re-read appropriate books to build up their confidence in word reading, their fluency and their understanding and enjoyment • Write short sentences with words with known sound-letter correspondences.	sound correspondences and, where necessary, a few exception words. • Read and re-read appropriate books to build up their confidence in word reading, their fluency and their understanding and enjoyment • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	See additional detailed F1 maths planning which follows Development matters 3-4 and NCETM teaching for Mastery. See additional F2 maths planning which follows NCETM teaching for mastery Shape focus taught weekly in F2 within lessons and provision					
Maths Number F1 	• Number names to 5 • correspondence to 3 • Counting irregular arrangement • Count out from a larger group to 3 • Subitising to 3 • Match number 1 2 3 to correct amounts • Recognise that amounts don't change if it has just been rearranged to 3	• Recognise groups with more and less objects – use language more than, fewer than to 3 Recognise when two or more groups have the same number of things to 3 • Exploring patterns Exploring shapes and arrangements • Exploring size and comparisons	• Number names to 10 • Correspondence to 5 Recognise smaller numbers in bigger groups • Counting back from 5 • Children need opportunities to explore a range of ways to partition a whole number – making a total • Explore how numbers can be partitioned in different ways • Recall number bonds to 3 • Select and manipulate shapes • Compose and decompose shapes • Understand position through words alone	• Number names to 10 • correspondence to 3 Counting irregular arrangements • Count out from a larger group to 3 Subitising to 3 • Match number 1 2 3 to correct amounts Recognise that amounts don't change if it has just been rearranged to 3 • Counting irregular arrangements • 3 Recognise one more one less than to 3	• Number Names to 20 • Correspondence to 5 • Counting irregular arrangements • Count out from a larger group to 5 Subitising to 5 Match number 1 2 3 to correct amounts • Recognise that amounts don't change if it has just been rearranged to 5 • Recognise one more one less than up to 5	• Number Names to 20 • 1-2 Correspondence to 5 Counting irregular arrangements • Count out from a larger group to 5 Subitising to 5 • Match number 1 2 3 to correct amounts • Recognise that amounts don't change if it has just been rearranged • Recognise one more one less than to 5
Maths Number FS2	• Learning to finish and create different patterns • Learn about the numbers 0- 4, understanding	• Subitise within 5, perceptually and conceptually, depending on the arrangements compare sets by matching,	• Increase confidence in subitising by continuing to explore patterns within 5, including structured and	• Explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.	• Subitise structured and unstructured patterns, including those which show numbers within	• Consolidate their understanding of concepts previously taught through working in a variety of

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 **more details on daily discreet planning - NCETM**	what the value of those numbers means • Use the language of comparison, including 'more than' 'fewer than'.	seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.	random arrangements. • Continue to compare sets by matching and identifying when sets are equal	• Compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.	10, in relation to 5 to identify when it is appropriate to count and when groups can be subitised	contexts and with different numbers.
Maths Pattern	**F1-** • Make and complete ABAB patterns. • Notice and begin to predict key times in the school day using • the visual timetable **F2** • Make and complete ABCABC patterns • Use language of time linked to school day	**F1** • Continue opportunities for create and identify repeating ABA patterns in real life scenarios, boy girl, long hair short hair, paperback hardback etc **F2-** • Talk about seasonal change incorporating vocabulary to do with temperature and change in daylight.	**F1** • Be able to say what will come next in an abab pattern **F2** • To be able to say what will come next in an abba or abcabc pattern	**F1** • Be able to use the visual timetable in the classroom to predict what is going to happen next **F2** • Talk about seasonal change incorporating vocabulary to do with temperature and change in daylight. • Use language of time with increasing accuracy; later, yesterday, tomorrow,	**F1 and 2-** • Explore concept of symmetry **F2-** • To be able to articulate why something is symmetrical • Use language of time with increasing accuracy; later, yesterday, tomorrow, a long time ago	**F1** • Notice and create abab patterns **F2** • Notice and create abcabc and abbabb patterns. • Be able to identify and correct a fault in a pattern
Maths Shape and Measure 	**F1** • Understand position using words and gestures Explore shape and arrangements using natural found materials **F2**	**F1 and F2** • Compose and decompose shapes so that children recognise a shape can have other shapes within it (link to Christmas tree triangles and washi tape activity) **F1**	**F1** • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc **F2** • Select, rotate and manipulate shapes to develop spatial reasoning skills.	**F1** • combine shapes **F1 and F2** • Note changes to bean stalk/sunflower as they are growing. Encourage accurate comparison from **F2** correct use of comparative language from **F1**	**F1** • Combine shapes to make new ones **F2** • begin to make increasingly accurate measurement predictions	**F1** • Choose from a variety of boxes, which is the best fit for an animal to be sent back to the zoo **F2** • Able to make predictions and test them about which container will hold the most

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	• Understand position through words alone • Create named shapes and spirals using natural found materials	• Compare two amounts that are close in size. (Height, length) **F2** • Compare two amounts that are further away in size. • Compare 3 amounts of different size (height, length) • Use balance weights to say heavier/lighter than the other			and test – explicitly teach common misconceptions around the need for both objects to be compared from the same point for accuracy	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World The Natural World 	F1 • Understand the terms 'same' and 'different' • To ask questions about the natural environment. • Children will be able to name common body parts F2 • Suggest how to show respect and care for the natural	F1 • To know about and recognise the signs of Autumn • Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. Explore conker shells, conkers, rake autumn leaves and sort Autumn leaves according to different characteristics F2 • To know about features of the world and Earth • Begin to understand the effects of the changing seasons • Go on Autumn walks and model language related to seasonal change.	F1- To know about and recognise the signs of Winter F2- • To know some important processes and changes in the natural world including states of matter (freezing/melting) • Children will locate Arctic regions and Antarctica on a map of the world	F1 • To know about and recognise the signs of Spring • Plant seeds and care for growing plants. F2 • Explore the natural world around them. Make predictions and diaries about the growth of their plant/ metamorphosis of butterfly. • Look at nonfiction texts to learn about life cycles of known animals along with parent names and names of their young • To know about features of my own immediate environment and how they might vary from another. • Experience growing and caring for a plant from a seed and from a bulb.	F1 • To observe the growth of seeds and talk about changes they see and hear, using a wide vocabulary, bud, leaf, bird song, blossom. F2 • To learn about lifecycles of plants • Understand the effects of the changing seasons. Children notice and comment on seasonal changes. • To know that some animals are nocturnal • To know about different habitats • Children will know where some of our foods come from • Children will know that some things float and some things sink	F1 • To know about and recognise the signs of Summer • Know that there are different animals in different countries of the world and talk about the differences they notice. For example, Using text Dear Zoo, How loud is a lion? • Name and identify different common features of different animals F2 • Recognise some similarities and differences between life in this country and life in other countries. • To know that some things in the world are man-made and some things are natural • To harvest grown fruit and vegetables • Children will know some plants are flowering and some are non-flowering and label parts of the plant

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World Science and Enquiry 	**F1** Name body parts as described in Key Vocab section To notice and describe faces Describe people who are familiar to them F2 To know that we are similar (have the same body parts) and different (heights) To know that we change as we grow up Describe people who are familiar to them with a growing vocabulary	Changing materials- cooking **F1**- Talk about the differences between materials and changes they notice. Making Turnip / vegetable soup, help children to notice and use vocabulary related to changes that have occurred (hot, soft, thick) **F2** – How to make observations and take measurements ask the children to make predictions about what will happen to the vegetables as they cook	Materials and their properties **F1**- Talk about the differences between materials and changes they notice. Point out ice to the children. Ask wonder questions about where it came from, how it got there, what will happen to it **F2**- Encourage the children to make predictions and support them in setting up simple experiments about where and when ice might form and where and when ice might melt. **F1** Explore different materials Discuss properties of the materials used in the 3 pigs house. **F2** Further explore materials and their properties Support children to conduct simple experiment as to which material is most weatherproof and encourage them to make predictions and	Learn about the life cycles of plants and animals (see Natural World above. This is the main focus for UW this term)	**F1**- Explore and talk about different forces they can feel. Feel forces •Explore how things work •Explore how objects/materials are affected by forces To use your senses to observe F2 Explore how to change how things work Explore how the wind can move objects Explore how objects move in water To use your senses to observe That apply a forces changes the shape of an object **F2** -make predictions about the impact of simple forces on everyday objects. Link with boat in Mr Gumpy's outing F1 to explore what objects will sink a variety of different boats in the water area	**F1**- Talk about the differences between materials and changes they notice. Making gingerbread menhelp children to notice change in states of materials. F2 – help children to make predictions and describe changes in states of materials when making gingerbread men COOKING **F1 -** Combine and mix ingredients •Change materials by heating and cooling, including cooking F2 - Observe, measure and record how materials change when heated and cooled •Compare how materials change over time and in different * (see Natural World above)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			provide simple explanations for results Explore design and selection of materials		To make the strongest boat they can from given materials and test it with marbles in the water tray area.	
Understanding the World People and Communities 	F1- • Continue developing positive attitudes about the differences between people. • RE link. Names of our friends • To know about family structures and talk about who is part of their family • To know our school is in Hull F2 • Talk about members of their immediate family and community • Name and describe people who are familiar to them. RE link.	F1 • Continue developing positive attitudes about the differences between people. • Hear about different celebrations in different cultures. • To talk about the Christmas Story and how it is celebrated • To know that people around the world have different religions F2 • Recognise that people have different beliefs and celebrate special times in different ways. • To talk about the Christmas Story and how it is celebrated	F1 and F2 • Celebrate and experience Chinese New Year • Lead up to the start of Lent F1 • Children will understand that we wear clothes to match weather/season F2 • Environment – How can we make our school more eco-friendly?	F1 and F2 • Celebrate and experience shrove Tuesday, Ash Wednesday and the start of Lent F1 • Talk about members of the local community such as hairdresser, doctor, police, nurse and teacher • Know that it is spring and recognise the changing weather. • Go on a spring walk and notice new life F2 • Use a simple map to find places locally and in other countries • Exploring towns/cities in UK	F1 • Find out about gardening experiences in UK using photos, books and the internet F2 • Find out about gardening experiences in other countries using photos, books and the internet • Create map of journey around school and school grounds include landmarks • Children to use simple symbols to identify features on a map	F1 • Show interest in different occupations. Visit from firefighters, police, nurse. • Talk about changes we see in summer, compare to other countries F2 • Name and describe people who are familiar to them. Learn the names and meet of Y1 teachers and staff. • Discuss different jobs/occupations that people have. Who helps us in different situations? Visit from firefighters, police, nurse • Talk about transport experiences in other countries in the world and the differences seen in travelling to school

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	• To know about features of the immediate environment • To know that there are many countries in the world	• To talk about how Hindus celebrate Diwali • Experience different celebrations through texts, video, food, decorations- look for similarities and differences between cultural celebrations.				• To know that people in other countries speak different languages.
Understanding the World Understanding Past and Present 	F1 • To know about their own life-story. F2 • To know how they have changed • Order familiar pictures on a simple timeline • Match objects to people of different ages	F1 • Begin to make sense of their own life-story and family's history F2. • Comment on images of familiar situations in the past (celebrations) • Know similarities and differences about things in the past and now drawing on their experiences what has been read in class	F1 • To talk about the lives of the people around us F2 • Comment on images of familiar situations in the past • Know similarities and differences about things in the past and now drawing on their experiences what has been read in class	F1 • Begin to make sense of their own life-story and family's history. F2 • Know similarities and differences about things in the past and now – to know that some houses are old and some are new	F1 • Begin to make sense of their own life-story and family's history. F2 • Comment on images of gardens in the past – coal stores, air raid shelter, veg patch • Have more independence in exploring artefacts and using in imaginative play	F1 • To know that the emergency services exist and what they do F2 • Comment on images of transport in the past – horse and cart, steam locomotives, bikes, air travel, space travel • Know similarities and differences about things in the past and now drawing on their experiences what

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						has been read in class (e.g farming) • Have more independence in exploring artefacts and using in imaginative play

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts and Design **Creating with Materials**	**F1** • Name & Explore colour • Create closed shapes with continuous lines and begin to use these shapes to represent objects • Explore objects to print with • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them • Join different materials and explore different textures **F2** • Explore, use and refine a variety of artistic effects to express their idea and feelings for drawing, painting and collage and print		**F1** • Explore colour mixing • Draw with increasing complexity and detail, such as representing a face with a circle and including details • Join different materials and explore different textures • Explore different materials freely, to develop their ideas about how to use them and what to make. • Join different materials and explore different textures. **F2** • Return to and build on their previous learning, refining ideas an developing their ability to represent them for drawing, painting and collage and print • Create collaboratively sharing ideas, resources and skills for drawing, painting and collage and print		**F1** • Develop their own ideas and then decide on the materials used to express them. • Show different emotions in their drawings and/or paintings **F2** • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, form and function for drawing, painting and collage and print • Share their creations, explaining the process they have used for drawing, painting and collage and print and sculpture	
	Whole school Art Focus Drawing – Andrew Goldsworthy **F1** **Name and explore colours –** • Create closed shapes with continuous lines and begin to use these shapes to represent objects – indoor creative area – natural objects as stimulus	**Whole school D&T focus weaving** F1 – Name colours in family groups and use them in our drawings and paintings in provision. • Model ways to join materials in family groups. During provision explore different materials and	**Whole school Art Focus – Painting – Pollock** **F1** • Explore colour mixing – brown – 1 way • Draw with increasing complexity and detail, such as representing a face with a circle and including details	**F1** In junk modelling • Explore and Join different materials and explore different textures • Explore different materials freely, to develop their ideas about how to use them and what to make – beanstalks and castles inspiration **F2**	**Whole school art focus collage – Picasso faces** **F1** . • Show different emotions in their drawings and/or paintings – inspiration Picasso **F2**	**Whole school art focus sculpture – Ewan Henderson** **F1** • Develop their own ideas and then decide on the materials used to express them – exploration of clay inspired by Ewan Henderson

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	• Outside – large scale drawing with chalk, paintbrushes and water **F2** Explore, use and refine a variety of artistic effects to express their idea and feelings for drawing – as FS1 but with more control.	join them together to make own compositions with a focus on weaving. • Explore objects to print with – repeating patterns using natural materials and sponge templates. **F2** • Explore, use and refine a variety of artistic effects to express their idea and feelings for drawing and painting. • Weaving skills for D&T week	**F2** • Create collaboratively, sharing ideas, resources and skills for drawing and painting) Outside large scale painting and indoor collaborative piece.	• Return to and build on their previous learning, refining ideas an developing their ability to represent them for drawing, painting and collage and print	• Share their creations, explaining the process they have used for drawing, painting and collage and print	**F2** • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, form and function for drawing, painting and collage, print and sculpture – Ewan Henderson inspired sculpture

<table>
<tr><th></th><th colspan="2">Autumn 1</th><th colspan="2">Autumn 2</th><th colspan="2">Spring 1</th><th colspan="2">Spring 2</th><th colspan="2">Summer 1</th><th colspan="2">Summer 2</th></tr>
<tr><td rowspan="2">Expressive Arts and Design

Being Imaginative and Expressive</td><td colspan="4">F1
Listen with increased attention to sounds
Sing entire nursery rhymes
Take part in simple pretend play, using an object to represent something else even though they are not similar
Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses
Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.
F2
Listen attentively, move to and talk about music, expressing their feelings and responses
Sing in a group or on their own, increasingly matching the pitch and following the melody</td><td colspan="4">F1
Respond to what they have heard, expressing their thoughts and feelings
Sing the pitch of a tone sung by another person
Sing the melodic shape of familiar songs and begin to repeat rhythms
F2
Watch and talk about dance and performance art, expressing their feelings and responses
Explore and engage in music making and dance, performing solo or in groups
Develop storylines in play</td><td colspan="4">F1
Create their own songs, or improvise a song around one they already know
Play instruments with increasing control to express their feelings and ideas
F2
Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time to music
learn and perform a song with verses and chorus for ‘graduation ceremony’ adding untuned percussion to enhance the performance.
Develop storylines in play</td></tr>
<tr><td colspan="2">Charanga programme used to provide music curriculum

Unit 1 – Me!

F1
Listen with increased attention to sounds
Sing entire nursery rhymes
F2
Listen attentively, move to and</td><td colspan="2">Charanga programme used to provide music curriculum

Unit 2 – My Stories

F1
Sing entire nursery rhymes
F2
Sing in a group or on their own, increasingly matching the pitch and following the melody</td><td colspan="2">Charanga programme used to provide music curriculum

Unit 3 – Everyone!

F1
Sing the pitch of a tone sung by another person
Sing the melodic shape of familiar songs and begin to repeat rhythms
Develop storylines in play
F2</td><td colspan="2">Charanga programme used to provide music curriculum

Unit 4 – Our World

F1
Respond to what they have heard, expressing their thoughts and feelings
Develop storylines in play
F2</td><td colspan="2">Charanga programme used to provide music curriculum

Unit 5 –Big Bear Funk

F1
Create their own songs, or improvise a song around one they already know
Develop storylines in play</td><td colspan="2">Charanga programme used to provide music curriculum

Unit 6 –Reflect, rewind and rethink

F1
Play instruments with increasing control to express their feelings and ideas
Develop storylines in play</td></tr>
</table>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	talk about music, expressing their feelings and responses • Sing in a group or on their own, increasingly matching the pitch and following the melody **F1** • Take part in simple pretend play, using an object to represent something else even though they are not similar	• **F1 and F2** Prepare songs and performance for Nativity F1 • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	• Watch and talk about dance and performance art, expressing their feelings and responses – Chinese dragon dance • Explore and engage in music making and dance, performing solo or in groups • Develop storylines in play	• Develop storylines in play	**F2** • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time to music • Develop storylines in play	**F2** • learn and perform a song with verses and chorus for 'graduation ceremony' adding untuned percussion to enhance the performance. • Develop storylines in play