



St Joseph's Primary Reception Yearly overview 2023-2024

Area of learning	Autumn 1 -Marian Term	Autumn 2 – Remembrance Term	Spring 1 – Candlemas Term	Spring 2 – Lenten Term	Summer 1 – Rosary Term	Summer 2 – Trinity Term
Possible Themes/Interests/Lines of Enquiry	<u>Marvellous me</u> Myself, family, superheroes, bodies, health (inc oral health) RP: Home corner.	<u>The most wonderful time of the year</u> Autumn Light/Dark Spooky Diwali Bonfire Night Harvest Christmas- Christmas story RP: Farm shop	<u>Space</u> Planets Astronauts Making rockets Chinese New Year RP: Space station	<u>Around the World</u> Similarities and differences in countries Maps Local area Weather Arctic/ North pole. RP: Plane airport.	<u>Once upon a time</u> Fairy tales Stick puppets Acting out stories Ordering stories RP: Castles/ costumes.	<u>Really Wild</u> Caring for the natural world Bug houses Lifecycles (Butterfly, frog) Animals Plants RP: Animal Safari/ zoo
Experiences	Visit from key worker- dental hygienist.	Visit from firefighters? Marshmallow sparklers Making Autumn soup Nativity Pantomime Shoebboxes- project Gambia	Tasting astronaut food Dark area Winter- ice/ snow Chinese food	Tasting food Easter egg hunt Musician to come in Walk around local area Signs of spring	Perform T4W to whole school/ visitor. Fairytale ball.	Bug hunt Caterpillars Trip Pond dipping Nature area Litter picking
Key tests - VIPERS	Giraffes can't dance, Once there were giants, Owl babies, Funnybones, Goldilocks and the three bears, Supertato.	The Gruffalo, Room on the Broom, Pumpkin soup, Farmer Duck, We're going on a Bear hunt, Rosie's walk, Stickman.	The Magical Yet, Neil Armstrong NF, The Smeds and The Smoos, Planets NF, Chinese New Year NF, Whatever Next!, Q Pootle 5.	Katie in London, A is for Africa, Chapatti moon, Wombat goes walkabout.	Three Billy goats gruff. Cinderalla, The three little pigs, Jack and the beanstalk, The elves and the shoemaker, Little red riding hood. The girl who never made mistakes.	Noah's ark, Jonah and the Whale, The Ugly Five...
Communication and Language	Understand how to listen carefully and why listening is important. Good listening. Engage in story times, rhymes, and songs. VIPERS Maintain attention in whole class/groups.	Listen in familiar & new situations. Engage in story times. VIPERS Maintain attention in new situations. Ask questions to find out more and to check they	Listen attentively in a range of situations. Maintain attention during appropriate activity. Engage in non-fiction books. Consider the listener and take turns.	Understand why listening is important. Maintain attention in different contexts. Use talk to help work out problems and organise thinking and activities explain how things work	Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where	Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions.

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	<p>Follow 1 step instructions. Understand 'why' questions. Use sentences 4-6 words. Use talk to organise play. Making friends. Class prayers. Everyday vocabulary of school routines. Vocabulary of topic plus vocab ninja word of the week.</p>	<p>understand what has been said to them. Follow instructions with 2 parts in a familiar situation. Start a conversation with peers and familiar adults and continue for many turns. Develop social phrases Class prayers. Vocabulary of topic plus vocab ninja word of the day. 'What fruit or veg am I?' 'I wonder why' questions. Model correct tenses and repeat.</p>	<p>Use talk to organise/stand for something else in play. Begin to use past tense. Begin to recount past events. Exploring question words: Why, how etc. Talking in full sentences at snack shop. Vocabulary of topic plus vocab ninja word of the day.</p>	<p>and why they might happen. Ask questions to find out more and check understanding. Articulate their ideas and thoughts in well-formed sentences. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Begin to connect one idea or action to another using a range of connectives. Describe events in some detail. Listening to and responding to others ideas in small groups. Vocabulary of topic plus vocab ninja word of the day.</p>	<p>questions. Ask own questions. VIPERS Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Describe events in some detail. Express ideas about feelings and experiences. Use language to reason. Problem solving language. T4W- story telling vocabulary. Descriptive vocabulary of feelings. Vocabulary of topic plus vocab ninja word of the day.</p>	<p>Articulate their ideas and thoughts in well-formed sentences. Speak in well-formed sentences with some detail. Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas. 'What am I?' game. Describing animals and plants. Talking about lifecycles- ordering events. But, so, because. Songs, rhymes and poems about the natural world. Vocabulary of topic plus vocab ninja word of the day.</p>
<p>Learn new vocabulary Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts Use new vocabulary through the day Learn rhymes, poems, and songs. Listen to and talk about stories to build familiarity and understanding.</p>						


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<p>Personal, Social and Emotional Development</p>  <p>Self-regulation</p>	<p>Can talk about feelings. Welcome distractions when upset. Positive sense of self – treasure boxes and self portraits. Growth mindset 1. Increasingly follow rules. Expectations in school. Know likes and dislikes. Independently organise belongings in the morning. Snack shop- adult led. Manage personal hygiene. Healthy eating. Oral hygiene. Build constructive and respectful relationships. Ten:Ten- Religious understanding. (Mod 1 unit 1 created and loved by God) https://www.tentenresources.co.uk/one-page-overview/</p>	<p>Beginning to express their feelings and consider the perspectives of others. Begin to take turns and share resources. Independently choose where they would like to play. Continue to build constructive and respectful relationships. What makes a good friend? Bonfire safety.</p> <p>Ten:Ten – Me, my body, my health. (Mod 1 unit 2 Created and loved by God) https://www.tentenresources.co.uk/programmes/life-to-the-full-primary/eyfs/m-1/eyfs_1_created-and-loved-by-god/u-2/eyfs_1-2_me-my-body-my-health/</p>	<p>Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. Manage their own needs. Can identify kindness. Seek others to share activities and experiences.</p> <p>Children to begin to lead snack shop – good manners.</p> <p>Growth Mindset 2: The Power of Yet.</p> <p>Ten:Ten- Emotional wellbeing (Mod 1 unit 3 : Created and loved by God) https://www.tentenresources.co.uk/relationship-education-subscribers/the-programme/eyfs-mod1/ Unit 3.</p>	<p>Can make choices and communicate what they need. Begin to show persistence when faced with challenges. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work.</p> <p>Our planet- recycling. Celebrating difference in cultures.</p> <p>Ten:Ten- Living in the wider world. (Module 3 unit 2 : Created to live in community). https://www.tentenresources.co.uk/relationship-education-subscribers/the-programme/eyfs-mod3/session1-me-you-us/#1564741632194-75e53408-02c1</p>	<p>Beginning to know that children think and respond in different ways to them. Can talk about their own abilities positively. Confident to try new activities Show resilience and perseverance.</p> <p><i>Cooperation to achieve a goal.</i> <i>Descriptive vocabulary of feelings.</i> <i>Resilience and perseverance.</i></p> <p><i>GM 3: It's ok to make mistakes</i></p>	<p>Able to identify and moderate own feelings. See themselves as a unique and valued individual. Can seek out a challenge and enjoy the process. Show sensitivity to others' needs and feelings. Transition, growing up. Moving on and being independent. Reflecting on this year. Sun safety.</p> <p>Ten:Ten – Lifecycles and Religious understanding. (Mod 1 unit 4: Created and loved by God and Mod 3 unit 1 Created to live in community).</p>
<p>Religious Education</p>	<p>Creation (Also see Ten:Ten)</p>	<p>Christmas</p>	<p>Baptism</p>	<p>Easter</p>	<p>Pentecost</p>	<p>Prayer</p>

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<p>Physical Development</p> 	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes (Using a knife and fork), personal hygiene (inc oral hygiene – brushing teeth).</p> <p>Dough gym, gross motor, big spades, apparatus – climbing. Large construction Larger fine motor activities E.g: rolling out, cutting. Playdough, dressing dolls, mark making: spray bottles, chalks, paintbrushes and water.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Dough gym, making cuts, playdough, ball skills (basketball), bikes, knife and fork.</p>	<p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>Focus on scissor skills. Cut along a straight line. Increase in smaller fine motor in finger gym etc.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p> <p>Harder plasticine. Stable sitting position.</p>	<p>Combine different movements with ease and fluency</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Intricate enhancements- e.g: small beads. Cutting along a curved line. Balancability</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Sun safety Sports day Road safety (Hedgehogs etc). Tripod grip More accurate drawing Balancability</p>
<p>Real PE Focus</p>	<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility. Detailed fine motor development on 'Physical Development' skills plan.</p>					
<p>Literacy</p>	<p>Comprehension: Listen and enjoy sharing a range of books.</p>	<p>Comprehension: Experience and respond to different types of</p>	<p>Comprehension: Use picture clues to help read a simple text.</p>	<p>Comprehension: Retell stories in the correct sequence, draw on</p>	<p>Comprehension: Play influenced by experience of</p>	<p>Comprehension: Correctly sequence a story or event using</p>

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	<p>Hold a book correctly, handle with care.</p> <p>Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately.</p> <p>Know that text in English is read top to bottom and left to right.</p> <p>Know the difference between text and illustrations.</p> <p>Recognise some familiar words in print, e.g., own name or advertising logos.</p> <p>Enjoy joining in with rhyme, songs and poems.</p> <p>Explain in simple terms what is happening in a picture in a familiar story.</p> <p>Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.</p>	<p>books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories.</p> <p>Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. VIPERS</p> <p>Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.</p> <p>Sequence two events from a familiar story, using puppets, pictures from book or role-play. (nativity story).</p>	<p>Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.</p> <p>Show understanding of some words and phrases in a story that is read aloud to them.</p> <p>Express a preference for a book, song or rhyme, from a limited selection.</p> <p>Play is influenced by experience of books (small world, role play).</p>	<p>language patterns of stories.</p> <p>With prompting, show understanding of many common words and phrases in a story that is read aloud to them.</p> <p>Suggest how an unfamiliar story read aloud to them might end.</p> <p>Give a simple opinion on a book they have read, when prompted.</p> <p>Recognise repetition of words or phrases in a short passage of text.</p> <p>Play influenced by experience of books</p>	<p>books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary.</p> <p>Innovate a known story.</p> <p>Recall the main points in text in the correct sequence, using own words and include new vocabulary.</p> <p>Make simple, plausible suggestions about what will happen next in a book they are reading.</p> <p>Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted.</p>	<p>pictures and/or captions.</p> <p>Know the difference between different types of texts (fiction, nonfiction, poetry)</p> <p>When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment.</p> <p>With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p> <p>Play influenced by experience of books.</p> <p>Innovate a well-known story with support.</p>
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<p>Literacy</p> <p>Phonics</p>	<p>Word Reading: Hear general sound discrimination and be able to orally blend and segment.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.</p>	<p>Word Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.</p>	<p>Word Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.</p>	<p>Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Word Reading: Read some tricky words from e.g. said, like, have, so. Re-read what they have written to check that it makes sense.</p>
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	<p>RWI beginning set 1 Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.</p>	<p>RWI continuing set 1 Know grapheme phoneme correspondence of set 1 letters. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling Know high-frequency common words (the, to, no, go). Begin Red level.</p>	<p>RWI Red Level Consolidate skills as in Autumn 2. Recognise digraphs -ck + consonant endings - ff, ll, ss Know tricky words - the, to, and, no, go, I Blend and segment known sounds for reading and spelling VC, CVC, CVCC</p>	<p>RWI Consolidate. Begin set 2. Know the remaining grapheme - Know tricky words, the, to, he, she, we, me, be, was, my Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.</p>	<p>RWI Consolidate set 1 and 2 skills. Know trigraphs ear, ure, air Know vowel digraph er Read tricky words they, her, all, are Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Write more graphemes from memory and write a simple sentence using phonic knowledge</p>	<p>RWI Consolidate skills. Read CVCC words Know adjacent consonants – sk, cr, sl, tr, dr, scr, st, spr, pl, sw, fr, sn, sm, vr Read tricky words do, when, out what, said, have, like, so. Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling. Write longer sentences using phonic knowledge, write digraphs and trigraphs.</p>
<p>Literacy</p> <p>Kinetic Letters</p>	<p><i>Birthday cards and invitations.</i> Mark making. <i>Mark making cards.</i></p> <p>Emergent writing: Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name</p>	<p><i>T4W? Vocab, verbal retelling, hot seating, scribed.</i> <i>Shopping lists, secret notes, Christmas cards.</i></p> <p>Emergent writing: Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and</p>	<p>Space reports, writing their own questions.</p> <p>Emergent writing: Use appropriate letters for initial sounds.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it.</p> <p>Spelling: Spell to write VC and CVC words</p>	<p>Emergent writing: Build words using letter sounds in writing.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p> <p>Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes.</p>	<p>Write own story books T4W</p> <p>Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.</p> <p>Composition: Write a simple sentence with a full stop.</p>	<p>Report writing and fact files. Letter to new teacher.</p> <p>Emergent writing: Show awareness of the different audience for writing.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</p>


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	<p>card or try to write it from memory.</p> <p>Composition: Use talk to organise describe events and experiences.</p> <p>Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.</p> <p>Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.</p> <hr style="border: 1px solid #000;"/> <p style="text-align: right; font-size: small;"><i>Handwriting N.B. Fo</i></p>	<p>own symbols. Write letters and strings, sometimes in clusters like words.</p> <p>Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p> <p>Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name.</p> <p>Handwriting: Form letters from their name correctly. Begin to form some other letters.</p>	<p>independently using Phase 2 graphemes.</p> <p>Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters. Recognise that after a word there is a space</p>	<p>Spell some irregular common (tricky) words e.g. the, to, no, go independently.</p> <p>Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p>	<p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p> <p>Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.</p>	<p>Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions. Begin to discuss features of their own writing e.g. what kind of story have they written.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words</p> <p>Spell irregular common (tricky) words e.g., he, she, we, be, me independently.</p> <p>Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p>
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	<p>Begin to learn poses (Making bodies stronger) Dough gym. Pencil grip. Scared/ brave monkey.</p>	<p>Pencil grip Family stories Teaching and modelling correct formation. Dominant hand? Use of sand trays if necessary.</p>	<p>Formation of letters Position of letters on line.</p>	<p>Formation of letters Position of letters on line.</p>	<p>Formation of letters Position of letters on line.</p>	<p>Capital letters Correct formation Accurate position on line Tripod grip</p>			
<p>Mathematics</p> 	<p>Count objects, actions, and sounds. Subitise</p> <p>Matching. Sorting & Comparing Comparing amounts Comparing size, mass & capacity Exploring pattern.</p>	<p>Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10</p>	<p>Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10</p>	<p>Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10</p>	<p>Explore the composition of numbers beyond 10. Subitise Automatic recall number bonds 0-10</p>	<p>Explore the composition of numbers beyond 10. Subitise Automatic recall number bonds 0-10</p>			
		<p>Representin g 1,2,3 Comparing 1,2,3 Compositio n of 1,2,3 Formation of 1,2,3 Circles and triangles Positional language</p>	<p>Representin g 4,5 Comparing 4,5 Compositio n of 4,5 Formation of 4,5 One more and less Shapes with 4 sides. Time</p>	<p>Introduc in g zero Comparin g numbers to 5 Compositi on of 5</p> <p>Comparin g Mass Comparin g Capacity</p>	<p>Number 6, 7, 8 Making pairs, pairs wise, doubles Combining 2 groups Length, height. Time</p>	<p>Numbers 7, 8, 9 Making pairs. Combining groups Number bonds 3D shapes Pattern.</p>	<p>Number 10 and beyond– subitising, counting, sorting, matching, comparing, ordering Composition of numbers to 10 and beyond Counting patterns to 10 and beyond Spatial reasoning. 3D shape Match, rotate, and manipulate Pattern – AABB, BBA Sunflower Challenge</p>	<p>Adding more Taking away Number bonds Shape – spatial reasonin g</p>	<p>Doubling Sharing and groupin g Even and odd Patterns and relations hips</p>


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<p>Ongoing throughout the year</p>	<p><i>Link the number symbol with its cardinal number value. skills.</i> <i>Count beyond ten. Compare numbers can have other shapes within it, just as numbers can.</i> <i>Understand the 'one more/one less than' relationship between consecutive numbers.</i> <i>Compare length, weight, and capacity.</i></p> <p><i>Select, rotate, and manipulate shapes to develop spatial reasoning skills.</i> <i>Compose and decompose shapes so that children recognise a shape</i> <i>Continue, copy, and create repeating patterns.</i></p>					
<p>Understanding the World</p> 	<p>Chronology: <i>Talk about members of their immediate family and the relationship to them. Name and describe people who are familiar to them.</i></p> <p>Sequencing growing up.</p> <p>Enquiry: Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.</p>	<p>Chronology: use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. Reference to past- Nativity, bonfire night.</p> <p>Enquiry: Find out about key historical events and why and how we celebrate today? <i>Bonfire night, Remembrance Day, Christmas Day, Diwali.</i> Ask questions, use different sources to find answers including books.</p> <p>Comment on images of familiar situations in the past. <i>Shadows, fruit and veg tasting/ feeling. Autumn changes, -senses walk. Wind. Clothing</i></p>	<p>Chronology: Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)</p> <p>Enquiry: Find out about <i>Neil Armstrong.</i> Ask questions about space, Develop a sense of awe and wonder about the universe.</p> <p><i>Season: Winter- observations, changes in the natural world. E.g: ice/ snow.</i></p>	<p>Chronology: Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different. Our park in the past- Royal visits. Ernest Stevens</p> <p>Enquiry: Freezing and melting. Weather/ seasons senses walk. Observation of their natural environment.- buds/ signs of spring. Paper boats.</p>	<p>Chronology: Order experiences in relation to themselves and others, including stories.</p> <p>Enquiry: Weather: Summer.Clothes for Summer. Observation of the natural world- changes in nature. (Senses walk)</p>	<p>Chronology: Recount an event, orally, pictorial and/or with captions.</p> <p>Enquiry: Floating/sinking with natural objects. Weather- Summer.</p>
	<p>Respect: Themselves, special things in their own lives. Dressing dolls.</p>	<p>Respect: <i>Recognise that people have different beliefs and celebrate special times in different ways.</i></p>	<p>Respect: Understand the value of being curious and interested in finding out</p>	<p>Respect: Understand the value of being curious and interested in finding out about people within their</p>	<p>Respect: <i>Understand that some places are special to members of their community.</i></p>	<p>Respect: Animals and know how to care for an animal/pets</p>

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	Families around the world.	Recognise some similarities and differences between life in this country and life in other countries.	about the world we live in.	own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations. (Centotaph, church)	Important places in our school. (memorial garden, prayer garden, war plaque).	
	Mapping: Finding our way around our new school. Talking about what our homes looks like and where things are.	Mapping: Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc. Beebot hedgehogs.	Enquiry: Use technology and IT equipment to make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences. Use and explore magnets, metal detectors, electronics, tinker table.	Mapping: The Jolly postman- draw information from a map. Map of our local area. Treasure maps. Comment and ask questions about the different parts of the local community. E.g., weather, hill, house, farm, church, shop. Use photos and pictures to locate places and place on a simple map. Find out about their local area by talking to people, examining photographs, and visiting local places. Enquiry - comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., school nature area and the town centre	Mapping: Draw information from a simple map . Make maps of fairy-tale places. Create small world structures and make maps of them.	Mapping: Create own maps of nature area and animal habitats. Enquiry: Recognise, know, and describe features of different places. Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites. Enquiry: Understand the key features of the life cycle of a plant or animal.

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	<p>Begin to develop a sense of continuity and change by being able to compare and contrast characters from stories throughout the year, including figures from the past.</p> <p>Communication: Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside</p> <p>Observation: <i>Explore the natural world around them by being encouraged to observe the outside world through studying and drawing/ painting.</i></p>					
Expressive Arts and Design	Refer to Art and Design progression map to facilitate progression through child led interests					
	<p>Portrait skills – drawing themselves, observational work, playdough portraits, loose parts</p> <p>Artist study – Songs/rhymes/poems: Listen to songs and nursery rhymes. Share 'a poem a week' at school and at home.</p> <p>Develop storylines in their pretend play.</p>	<p>Shadow puppets Joining things Rangoli patterns Poppies Artist study – Arcimboldo, Kandinsky</p> <p>Songs/ Rhymes and Poems: Nativity, learning Christmas songs . Share 'a poem a week' at school and at home.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Artist Study – Techniques for joining – space rockets. Loose parts.</p> <p>Songs/rhymes / poems: 'The Planets' by Holst. . Share 'a poem a week' at school and at home.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Artist Study: African art Tinga. Colour mixing - sunsets. Loose parts</p> <p>Songs/ rhymes/ poems: Music from different cultures. Share 'a poem a week' at school and at home.</p> <p>Create collaboratively sharing ideas, resources, and skills.</p>	<p>Perform T4W story and own version. Fairytale ball-room dancing.</p> <p><i>Make fairytale music.</i> Songs/rhymes/poems : There was a princess long ago, 3 bears song. Share 'a poem a week' at school and at home.</p> <p>Listen attentively, move to, and talk about music, expressing their feelings and responses.</p>	<p>Artist Study – Van Gogh</p> <p>Songs/rhymes/poems:</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>
<p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups. Singing – well known nursery rhymes, familiar songs and chants.</p>						