

## **The Valley Primary School**

# EYFS Curriculum Overview 2023-2024

	Subject		
Area EYFS	KS1	Autumn	Spring
Literacy	English	Autumn 1:	Spring 1:
(Writing)	Writing	We're Going to Find the Monster by Malorie	Grandpa's Gift by Fiona
Physical Development		<ul> <li>Blackman and Dapo Adeola</li> <li>To depict the main events of the story using 3 and 5 images.</li> <li>*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; write 'm' for mummy.</li> <li>*Write some or all of their name.</li> <li>*Write some or all of their name.</li> <li>*Write some letters accurately.</li> <li>*Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>*Form lower-case letters correctly.</li> </ul> During a pretend shopping list that starts at the top of the page; write 'm' for mummy. <ul> <li>*Write some or all of their name.</li> <li>*Write some or all of their name.</li> <li>*Write some letters accurately.</li> <li>*Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>*Form lower-case letters correctly.</li> </ul> During a list of items Katie and Jack would take on their trip to London. <ul> <li>*Begin to break speech down into words.</li> <li>*Begin to break speech down into words.</li> <li>*Segment the sounds in simple words and some subsequent sounds.</li> <li>*Segment the sounds in simple words and blend them together.</li> <li>*Link sounds to letters.</li> <li>*Write labels and captions.</li> <li>*Write some letters accurately.</li> </ul>	<ul> <li>Lumbers</li> <li>To create story map and write captions/sentences describing the character who finds magic in everyday things.</li> <li>Write short sentences with words with known sound letter correspondences.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Re-read what they have written to check that it makes sense</li> <li>Form lower-case letters correctly</li> <li>Spring 2: Beegu by Alexis Deacon To write their own re-telling of the story.</li> <li>Write short sentences with words with known sound letter correspondence</li> <li>Form lower-case letters correctly</li> <li>Re-read what they have written to check that it makes sense.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s</li> </ul>
Literacy (Reading)	English Reading	Read, Write Inc Phonics	Read, Write Inc Phonics
	Redding	Read, Write Inc Guided Reading	Read, Write Inc Guided Reading
Communication & Language			



## Summer

## Summer 1: Somebody Swallowed Stanley by Sarah Roberts

To write information about the sea animals looked at in the texts.

\*Use phonic knowledge to write words in ways, which match spoken sounds. \*Spell some common irregular words. \*Write simple sentences, which can be read by themselves and others. \*Apply taught digraphs and trigraphs into writing.

\*Write words with adjacent consonants.

## Summer 2: A Midsummer Night's Dream Adapted by Brooke Jorden

To rewrite the story

\*Form lower-case and some capital letters correctly.

\*Spell words by identifying the sounds and then writing the sound with letters.

\*Write short sentences with words with known sound-letter correspondences.

\*Re-read what I have written to check that it makes sense.

### Read, Write Inc Phonics

g Read, Write Inc Guided Reading



Mathematical	Maths	Autumn 1:	Spring 1:
Development			
		Numbers 1 – 4,	Recite numbers to 10
		Numbers 5 – 8	Number bonds to 5
		Numbers 9 – 10 and ordering numbers to 10	3D shapes
		Practical number activities	Explore composition of numbers to 10
		Cardinal Values	Use a tens frame to aid counting
		Bigger and Smaller	
		Ordinal Numbers	Service O
			Spring 2:
		Autumn 2:	
			Compare objects by weight
			Know number bonds to 10
		Count the objects in two groups by counting on	Find one more or less 1 – 10
		Patterns and sequencing	Order and sequence familiar events
		Count on using a number track	Recite numbers beyond 10
		Subtraction within 5	Doubles
		Use the language more and fewer	



### <u>Summer 1:</u>

Capacity Complex repeated patterns Odd and even numbers Estimating Greater and less than

### Summer 2:

Consolidation



	Jnderstanding the World	Science	<u>Autumn 1:</u> Healthy Me	Spring 1: Squash, Bend, Twist and Stretch	Summe Young
C&L = Speaking       Call = Speaking       Participant         Learn new vocabulary       Learn new vocabulary       Call = Speaking       Participant         ED = Grass Malax       Articulate their ideas and thoughts in well-formed sentences       UTW - The vocabulary in different contexts       UTW - The vocabulary       UTW - The vocabulary<					Make con questions
PD - Gross Motor       Articulate their ideas and thoughts in well-formed sentences       IIIW - The Set on the different factors that support their health and wellbeing;       Articulate their ideas and thoughts in well-formed sentences       IIIW - The Set on the different factors that support their health and wellbeing;       Use talk to help work out problems and organise thinking and activities.       Explore the observations and outperstanding and activities.       Explore the observations and outperstanding and activities.       Know sourt induces and thoughts in well-formed sentences       Explore the observations and outperstanding and activities.       Know sourt induces and thoughts in well-formed sentences       Explore the observations and activities.       Explore the observations and activities.       Know sourt induces and thoughts in well-formed sentences       Explore the observations and animals through activities.       Know sourt induces and thoughts in well-formed sentences       Explore the observations and animals through activities.       Know sourt induces and thoughts in well-formed sentences       Know sourt induces and thoughts induces and thoughts induces and thoughts induces and thoughts induces and thought sentences and changes in the observations of mature induces and thought sentences and changes they notice.       IIIW - The Natural Ward activities and thought sentences and thought sentences an				<u>C&amp;L – Speaking</u>	Participate
their health and wellbeing:       and activities.       and activities.       abservation of activities.         physical activity using the term 'exercise':       C&L – Listening, Attention and Understanding       Know som natural with som som inductive term of the importance of substring their teeth their teeth their teeth the importance of substring their teeth their teeth their teeth t				Articulate their ideas and thoughts in well-formed	introduce
Indik about some healthy eating habits understand the importance of brushing their teeth the importance of sleep:       Inderstand simple questions about 'who', 'what', 'where', 'why' and 'how       Inderstand simple questions about 'who', 'what', 'where', 'why' and 'how         Autumn 2:       Materials Monster       UTW - The Natural World       Summer         UTW - The Natural World       Talk about the differences between materials and changes they notice.       UTW - The Natural World       UTW - The Natural World         Describe what they see, hear and feel whilst outside       Understand some important processes and changes in the atural world around them, including the seasons and changes they notice.       Explore materials with similar and/or different properties       WTW - The Natural World       UTW - The Natural World       Explore the atural world around them, including the seasons and changes in the atural world around them, including the seasons and changes they notice.       Explore the natural world around them, including the seasons and changes they notice.       Explore the natural world around them, including the seasons and changes in the atural world around them, including the seasons and changes in the natural world around them, including the seasons and changes in the natural world around them, including the seasons and changes in the atural world       Explore the natural world around them, including the seasons and changes in the atural world around them, including the seasons and changes in the natural world around them, including the seasons and changes in the atural world around them, including the seasons and changes in the natural world around them, including the seasons and changes in the atural world around them, including the					Explore th
tolk about some healthy eating habits understand the importance of sieep:       Understand simple questions about 'who', 'what', 'where', 'why' and 'how       drowing of class;         Autumn 2:       Autumn 2:       UTW - The Natural World       Talk about the differences between materials and changes they notice.       UTW - The Natural World       Summe UTW - The Natural World         Describe what they see, hear and feel whilst outside       Talk about the differences between materials and changes they notice.       UTW - The Natural World around them, including the seasons and changes in the about a special time for example festivals, celebrations       Explore materials with similar and/or different properties       UTW - The Natural World       C&L Special Control of the seasons and changes in the about a special time for example festivals, celebrations       Explore the indextra soft the life cycle of a plant and animals through arowing a class;         UTW - The Natural World       UTW - The Natural World       C&L Special Control of the life cycle of a plant and an animals.       Explore the indextra soft the life cycle of a plant and an animal.       Explore the indextra soft the life cycle of a plant and an animal.       C&L Special Control of the life cycle of a plant and an animals.       Express the using tables.			physical activity using the term 'exercise';	<u>C&amp;L – Listening, Attention and Understanding</u>	
Autumn 2:       Materials Monster       Talk about the differences between materials and changes they notice.       Little I         UTW - The Natural World       Explore materials with similar and/or different properties       UTW - The         Describe what they see, hear and feel whilst outside       Understand some important processes and changes in the natural world around them, including the seasons and changes they notice.       UTW - The         Talk about the differences between materials and changes they notice.       Understand some important processes and changes in the natural world around them, including the seasons and changes they notice.       Explore materials with similar and/or different properties       Spring 2:       Our Local Environment       Explore materials with similar and and an animals.       C&L Spear         UTW - Past and Present       Understand the key features of the life cycle of a plant and an animal.       Explore of a name animal.       Explore showings and labels.       Explore showings and labels.         EAD - Creating Materials       EAD - Creating Materials       Early the understand so of plants and animals through drawings and labels.       Explore showings and labels.       Explore showings and labels.			importance of brushing their teeth the importance of		drawing c
UTW - The Natural World       Explore materials with similar and/or different properties       UTW - The         Describe what they see, hear and feel whilst outside       Understand some important processes and changes in the natural world around them, including the seasons and changes they notice.       Explore materials with similar and/or different properties       Explore materials       Explore materials       Explore materials       Explore materials       Explore materials       Explore the induction of the seasons and changes in the observation of a simple stories and events.       Explore materials       Explore the induction of the seasons and changes in the observation of a simple stories and events.       Explore materials       Explore the induction of the seasons and changes in the observation of a simple stories and events.       Explore the induction of the seasons and changes in the observation of the life cycle of a plant and an animal.       Explore the induction of the life cycle of a plant and an animal.       Express the using full store the induction of plants and animals through drawings and labels.       Express the use of plants and animals through drawings and labels.       Express the use of plants and animals through drawings and labels.       Explore the induction of plants and animals through drawings and labels.       Explore the induction of plants and animals through drawings and labels.				Talk about the differences between materials and	
Talk about the differences between materials and changes they notice.natural world around them, including the seasons and changing states of matter.observation ratural world around them, including the seasons and changing states of matter.observation ratural world around them, including the seasons and changing states of matter.observation ratural worldTalk about the differences between materials with similar and/or different properties To begin to make use of props and materials when acting out a simple stories and events.Spring 2: Our Local Environment UTW - The Natural WorldC&L Special Express the using full s future ten modellingUTW - Past and Present 			<u>UTW - The Natural World</u>		<u>UTW – The</u>
To begin to make use of props and materials when acting out a simple stories and events.       Spring 2:       Class;         UTW - Past and Present       UTW - Past and Present       Understand the key features of the life cycle of a plant and an animal.       Express the using full s future ten modelling         EAD - Creating Materials       Record their observations of plants and animals through drawings and labels.       Record their observations of plants and animals through drawings and labels.       Express the use of plants and animals through drawings and labels.			Talk about the differences between materials and changes they notice.	natural world around them, including the seasons and	observation
out a simple stories and events.       UTW – The Natural World       C&L Special         UTW – Past and Present       Understand the key features of the life cycle of a plant and an animal.       Express the using full structure ten modelling         Begins to talk about a special time for example festivals, celebrations       Record their observations of plants and animals through drawings and labels.       Express the use test asigned and animals through drawings and labels.       Express the use test asigned and animals through drawings and labels.			Explore materials with similar and/or different properties	Spring 2:	-
Begins to talk about a special time for example festivals, celebrations       Understand the key features of the life cycle of a plant and an animal.       using full s future ten modelling         EAD - Creating Materials       Record their observations of plants and animals through drawings and labels.       Descin te cert enimesite end elemete hubbeir features       using full s					<u>C&amp;L Spec</u>
EAD – Creating Materials EAD – Creating Materials			Begins to talk about a special time for example festivals,	, , , ,	using full s future ten
Use their imagination as they consider what they can do Begin to sort animals and plants by their features.					modelling
			Use their imagination as they consider what they can do	Begin to sort animals and plants by their features.	



### er 1: **g Gardeners** ening, Attention and Understanding

mments about what they have heard and ask to clarify their understanding.

#### aking

te in small group, class and one-to-one ns, offering their own ideas, using recently ed vocabulary.

#### Natural World

ne natural world around them, making ons and drawing pictures of animals and plants

ne similarities and differences between the orld around them and contrasting environments, on their experiences and what has been read in

### <u>er 2:</u> Masterchefs

#### Natural World

ne natural world around them, making ons and drawing pictures of animals and plants

ne similarities and differences between the orld around them and contrasting environments, on their experiences and what has been read in

#### ıking

neir ideas and feelings about their experiences sentences, including use of past, present and uses and making use of conjunctions, with g and support from their teacher.



PRIMARY FEDERATION			
	with different materials for a purpose.	<u>C&amp;L Speaking</u>	
	Use their imagination as they consider what they can do with different materials for a purpose. <u>EAD - Being Imaginative and Expressive</u> Develop storylines in their pretend play.	Use new vocabulary in different contexts Articulate their ideas and thoughts in well-formed sentences <u>C&amp;L Listening, Attention and Understanding</u>	
		Understand simple questions about 'who', 'what', 'where', 'why' and 'how'	





History	<u>Autumn 2:</u>	Spring 2:	Summe
	<b>Bonfire Night and the Great Fire</b>	Local Heroes	Holido
	<ul> <li>Bontire Night and the Great Fire of London</li> <li>UTW – Past and Present</li> <li>Begins to talk about a special time for example festivals, celebrations</li> <li>Comment on images of familiar situations in the past.</li> <li>To begin to talk about how things change.</li> <li>To talk about the different seasons.</li> <li>C&amp;L – Speaking</li> <li>Describe events in some detail</li> <li>Use talk to help organise thinking and activities.</li> <li>C&amp;L – Listening, Attention and Understanding</li> <li>Answers questions about the past, present and future</li> <li>Understands and can answer simple 'how' and 'why' questions.</li> <li>EAD – Being Imaginative and Expressive</li> <li>Make imaginative and complex 'small worlds' with the resources.</li> <li>Introduces a storyline or narrative in their pretend play.</li> </ul>	<ul> <li>Local Heroes</li> <li><u>UTW - Past and Present</u></li> <li>To begin to use time language such as today, yesterday, at the weekend, etc</li> <li>To begin to talk about objects from the past</li> <li><u>EAD - Being Imaginative and Expressive</u></li> <li>Show a range of different emotions in their drawings and paintings. Choosing colours to use for a purpose.</li> <li><u>EAD - Creating with Materials.</u></li> <li>To become confident when using a range of tools and techniques.</li> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>To talk to others in depth about what they have created and how they have achieved this.</li> <li><u>UTW - People, Cultures and Communities</u></li> <li>Can describe and compare different settings and environments based on personal experiences and information gathered from stories and texts.</li> <li><u>C&amp;L - Speaking</u></li> <li>To explain how things, work and why they might happen (real events)</li> <li>Asks the meaning of new words, including abstract words, then tries to use them.</li> <li>Uses past, present and future tenses with grammar that is</li> </ul>	UTW – Past Talk about roles in soc Know som the past a what has k Understan events end storytelling <u>C&amp;L-Lister</u> Participate discussions introduced Make com questions th <u>C&amp;L – Spe</u> Participate discussions introduced Express the using full se future tens modelling



### <u>er 2:</u> ays

#### ast and Present

but the lives of the people around them and their society.

ome similarities and differences between things in t and now, drawing on their experiences and as been read in class;

and the past through settings, characters and encountered in books read in class and ng.

#### ening, Attention and Understanding

ate in small group, class and one-to-one ons, offering their own ideas, using recently ed vocabulary;

omments about what they have heard and ask ns to clarify their understanding.

#### eaking

ate in small group, class and one-to-one ons, offering their own ideas, using recently ed vocabulary;

their ideas and feelings about their experiences I sentences, including use of past, present and enses and making use of conjunctions, with ng and support from their teacher.



HE MOORLANDS	Autumn 1:	Spring 1:	Summ
Geography	Seasons	Journey's – Food UTW - People, Cultures and Communities	Our \
	<ul> <li><u>UTW - People, Cultures and Communities</u></li> <li>Talk about their immediate community/ locality for example village, street, town etc.</li> <li>Recognise some environments that are different to the one in which they live.</li> <li><u>UTW - Past and Present</u></li> <li>To begin to talk about how things change.</li> <li>To talk about the different seasons.</li> <li><u>EAD - Creating with Materials</u></li> <li>Use their imagination as they consider what they can do with different materials for a purpose.</li> </ul>	<ul> <li>Can describe and compare different settings and environments based on personal experiences and information gathered from stories and texts.</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>Can talk about some similarities and differences between life in this country and life in other countries.</li> <li>Draw information from a simple map.</li> <li><u>EAD - Creating with Materials</u></li> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>	UTW - Pe Describe from obs maps; Know sor religious on their e Explain so this cour knowled appropri <u>EAD - Cre</u> Share the used
	C&L – Listening, Attention and Understanding         Engage in non-fiction books         Understands and can answer simple 'how' and 'why' questions.         C&L – Speaking         Asks lots of questions including 'why', 'when' and 'how'         Uses talk in pretending that objects stand for something else in play	C&L - Listening, Attention and Understanding         Understand simple questions about 'who', 'what', 'where', 'why' and 'how'         C&L - Speaking         Asks the meaning of new words, including abstract words, then tries to use them         To explain how things, work and why they might happen (real events)	<u>C&amp;L – Lis</u> Listen att relevant read to c group int Make cc question Hold cor exchang <u>C&amp;L – Sp</u> Participc discussio introduce Offer exp use of re nonfictio
Foreign Languages	Autumn 1: En la selva (In the jungle) Autumn 2: Los Transportes (Transport) CL-LAU	Spring 1:Los saludos (Greetings)Spring 2:Los súperheros (Superheroes)C&L - Listening, Attention and UnderstandingListen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	Summ Las E Summ Las n



## <u>mer1:</u> Wonderful World

#### People, Cultures and Communities

be their immediate environment using knowledge observation, discussion, stories, non-fiction texts and

some similarities and differences between different us and cultural communities in this country, drawing sir experiences and what has been read in class;

n some similarities and differences between life in untry and life in other countries, drawing on edge from stories, non-fiction texts and when priate – maps.

#### Creating with Materials

their creations, explaining the process they have

#### Listening, Attention and Understanding

attentively and respond to what they hear with nt questions, comments and actions when being o and during whole class discussions and small interactions.

comments about what they have heard and ask ons to clarify their understanding

conversation when engaged in back and forth inges with their teacher and peers.

#### Speaking

pate in small group, class and one-to-one sions, offering their own ideas, using recently uced vocabulary

explanations for why things might happen, making recently introduced vocabulary from stories, tion, rhymes and poems when appropriate

## mer 1: Estaciones (Seasons)

# <u>mer 2:</u> **minibestias (Minibeasts)**

<u>eaking</u>



	Can sort objects into simple groups and links vocabulary by groupings <u>EAD - Being Imaginative and Expressive</u> 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. Begin to perform solo or in groups.	<u>C&amp;L Speaking</u> Asks the meaning of new words, including abstract words, then tries to use them	Participate discussions, introduced <u>L – Compre</u> Demonstrat them by ret words and r
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------



e in small group, class and one-to-one s, offering their own ideas, using recently d vocabulary;

#### <u>ehension</u>

ate understanding of what has been read to etelling stories and narratives using their own d recently introduced vocabulary



Expressive Arts	Art	<u>Autumn 2:</u> Colour	Spring 2: Nature Sculptures	Summer 2 Joan M
	Art	ColourEAD - CM:Begin to create collaboratively, sharing ideas, resources and skills.To begin to explore a variety of tools and techniques.Create closed shapes with continuous lines, and begin to use these shapes to represent objectsTo draw with increasing complexity and detail, such as representing a face with a circle and including details.Explore colour and colour mixing for a purposeDevelop their own ideas and decide which materials to use to express them;		
		<ul> <li>Explore colour and begin mixing;</li> <li>To begin to explore a variety of tools and techniques;</li> <li>Create closed shapes with continuous lines and begin to use these shapes to represent objects;</li> <li>To draw with increasing complexity and detail, such as representing a face with a circle and including details;</li> <li>Explore colour and mixing for a purpose;</li> <li>To talk to others about what they have created;</li> <li><u>EAD - BIE:</u></li> <li>Begin to show different emotions in their drawings and paintings, like happiness and sadness;</li> <li><u>PD - FMS:</u></li> <li>Handles one-handed tools and equipment with control e.g. makes snips in paper with child scissors</li> </ul>	EAD - BIE: Create collaboratively, sharing ideas, resources and skills. PD - FMS: Use a wide range of one-handed tools and equipment.	

		tools compe





se and explore a variety of materials, tools and ues.

neir creations, explaining the process they have

pencil effectively in preparation for fluent writing – e tripod grip in almost all cases.

ange of small tools, including scissors, paint brushes Hery.

show accuracy and care when drawing.

petently, safely and confidently



D&T	Autumn 1:	Spring 1:	<u>Summer</u>
	Bags	Dips	Lunchb
	<u>CL – S:</u>	<u>CL – S:</u>	<u>CL – S:</u>
	Links sentences together using connectives 'and' and	Links ideas and sentences, sticking to a main topic	Participate in
	'because'.	Use talk to help work out problems, share feelings and organise ideas.	discussions, c introduced v
	Asks lots of questions including 'why', 'when' and 'how'.	To explain how things, work and why they might happen	Offer explan
	Tells simple events from the past in the correct order	(real events)	use of recent fiction, rhyme
	<u>CL – LAU:</u>	Asks the meaning of new words, including abstract words, then tries to use them	Express their i
	Focuses attention on one thing at a time but can independently stop what they are doing to listen (switches attention)		using full sent future tenses modelling an
	Understands and can answer simple 'how' and 'why' questions.	Shares attention between two things for a short time (dual- channelled) i.e. can do something and listen at the same	<u>CL – LAU:</u>
	Understands negatives (no, not) e.g. 'who is not wearing a hat?'	time Understand simple questions about 'who', 'what', 'where', 'why' and 'how'	Listen attentiv relevant que read to and group interad
	<u>UTW – TNW:</u> Talk about what they see, in more depth, using a wide	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	Make comm
	vocabulary.	Follows instructions involving a two-part sequence	EAD –CM:
	Explore materials with similar and/or different properties	<u>UTW – TNW:</u>	Safely use an
	EAD-CM:	Explore how materials can change e.g. ice turning into	techniques.
	Begin to create collaboratively, sharing ideas, resources and skills.	water. EAD -CM:	Share their cr used;
	Join different materials in a variety of ways.	To become confident when using a range of tools and	<u>PD – FMS:</u>
	To begin to explore a variety of tools and techniques.	techniques.	Use a range
	Create closed shapes with continuous lines, and begin to use these shapes to represent objects	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	and cutlery.
	To draw with increasing complexity and detail, such as	Create collaboratively, sharing ideas, resources and skills.	
	representing a face with a circle and including details.	To talk to others in depth about what they have created and how they have achieved this.	
	Explore colour and colour mixing for a purpose	PD - FMS:	
	To talk to others about what they have created.	Use a wide range of one-handed tools and equipment, for	
	Use their imagination as they consider what they can do with different materials for a purpose.	example uses a toothbrush, cuts a strip of paper neatly	
		Uses a knife and fork competently (but may still need to have meat cut up)	



### <u>er 1:</u> box

e in small group, class and one-to-one s, offering their own ideas, using recently d vocabulary;

anations for why things might happen, making ently introduced vocabulary from stories, nonmes and poems when appropriate;

eir ideas and feelings about their experiences entences, including use of past, present and ses and making use of conjunctions, with and support from their teacher.

ntively and respond to what they hear with uestions, comments and actions when being ad during whole class discussions and small ractions.

nments about what they have heard and ask to clarify their understanding;

and explore a variety of materials, tools and s.

r creations, explaining the process they have

ge of small tools, including scissors, paint brushes y.



		Use their imagination as they consider what they can do with different materials for a purpose; <u>PD – FMS:</u> Handles one-handed tools and equipment with control e.g. makes snips in paper with child scissors		
Cor	mputing	<u>Autumn 1:</u> Online Safety - T <u>Autumn 2:</u> Presentation Skills – T2	Spring 1: Programming with Scratch Jr - T Spring 2: Programming Toys - T	Summe Using Summe Using

	Music	Autumn 1:	Spring 1:	Summer
		Fast and	Exploring	Loud a
		Slow	high and	quiet.
		Autumn 2:	low	Summer 2
		Exploring short and long sounds.	sounds.	Explori
		EAD - BIE	Spring 2:	-
		Listen attentively, move to and talk about music,	Exploring the range of sounds	<u>EAD – BIE</u>
		expressing their feelings and responses.	that can be made	Sing a range
		Watch and talk about dance and performance art,		Perform song
		expressing their feelings and responses.	EAD – BIE	– when appr
		Sing in a group or on their own, increasingly matching the pitch and following the melody.	To perform solo or in groups.	
		Explore and engage in music making and dance.		
		Begin to perform solo or in groups.		
Physical	P.E.	Autumn 1:	<u>Spring1:</u>	Summer
Development		Games-Ball	Gymnastics & Dance	Athletic
		Skills	Spring 2:	Summer 2
		Autumn 2:	Gymnastics & Games	Athletic
		Games - Football & Games –	PD – GM	
		Netball		Further deve
			Develop the overall body strength, coordination, balance and agility needed to engage successfully with future	throwing, ca
		<u>PD – GM</u>	physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.	Negotiate sp for themselve



<u>er 1:</u> **g the Internet – T2** <u>her 2:</u> **g & Applying - T** 

### <u>er 1:</u> **and**

## e<u>r 2:</u> ring senses through Music.

ge of well-known nursery rhymes and songs;

ongs, rhymes, poems and stories with others, and oppropriate – try to move in time with music

### <u>er 1:</u> tics & Bat and Ball er 2: tics & Kwikcricket

evelop and refine a range of ball skills including: catching, kicking, passing, batting and aiming.

e space and obstacles safely, with consideration elves and others;



P35223711302247.24	1		1	1
		<ul> <li>Know and talk about the different factors that support their health and wellbeing: physical activity using the term 'exercise' talk about some healthy eating habits understand the importance of brushing their teeth the importance of sleep</li> <li>Begin to develop the fundamental movement skills they have already acquired: Rolling Crawling Walking Jumping Running Climbing</li> <li>Begin to develop some control in a range of ball skills including: throwing, catching, kicking</li> <li>Develop the overall body strength, coordination, balance and agility</li> <li>Further develop the skills they need to manage the school day successfully: lining up and queuing mealtimes personal hygiene</li> </ul>	<ul> <li>Begin to use a range of large and small apparatus indoors and outside safety.</li> <li>Know and talk about the different factors that support their health and wellbeing: physical activity using the term 'exercise' talk about some healthy eating habits understand the importance of brushing their teeth the importance of sleep</li> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>Combine different movements with ease and fluency.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, along and in a group</li> </ul>	Demonstrat playing; Move energy hopping, sk Confidently apparatus Develop th and agility physical ec including d
Personal, Social & Emotional	PSHE	Autumn 1:         Me and My         Relationships         Autumn 2:         Valuing Differences         PSE - SR         Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried';         Express their feelings and consider the feelings of others.         Understand gradually how others might be feeling;         Manage transitions between activities and daily events.         PSE - MS         Increasingly follow rules and routines;         Manage their own needs.         Develop appropriate ways to be assertive.         See themselves as a valuable individual;	Spring 1:         Keeping Safe         Spring 2:         Rights and Respect         PSE - SR         Think about the perspectives of others;         Identify and moderate their own feelings socially and emotionally         Think about the perspectives of others         PSE - MS         Increasingly follow rules and routines;         Remember rules without needing an adult to remind them;         Show resilience and perseverance in the face of challenge.         PSE - BR         Find solutions to conflicts and rivalries.	Summer Being Best Summer Growin PSE – SR Talk about 'angry' or ' Show an up others and Set and wo what they v appropriat Give focuse responding and show of ideas or act PSE – MS Increasingly



rate strength, balance and coordination when

ergetically, such as running, jumping, dancing, , skipping and climbing

ntly and safely use a range of large and small us indoors and outside, along and in a group

the overall body strength, coordination, balance ty needed to engage successfully with future education sessions and other physical disciplines g dance, gymnastics, sport and swimming.

## <u>er 1:</u> g my

## <u>er 2:</u> ving and Changing

ut their feelings using words like 'happy', 'sad', or 'worried';

understanding of their own feelings and those of nd begin to regulate their behaviour accordingly;

work towards simple goals, being able to wait for and control their immediate impulses when iate;

used attention to what the teacher says, ng appropriately even hen engaged in activity w an ability to follow instructions involving several actions;

gly follow rules and routines;

ne reasons for rules, know right from wrong and nave accordingly;



PRIMARY FEDERATION			
PRIMARY IT DEPARTON	Understand why rules are important; <u>PSE – BR</u> Build constructive and respectful relationships. Begin to find solutions to conflicts and rivalries. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. <u>CL – S</u> Use a wider range of vocabulary;	Develop their sense of responsibility and membership of a community, such as the importance of environmental issues, working with others, the work of charities and organisations. <u>CL – S:</u> Use a wider range of vocabulary; Be able to express a point of view; Use longer sentences of four to six words;	Manage includin the imp <u>CL – S:</u>



ge their own basic hygiene and personal needs, ing dressing, going to the toilet and understanding portance of healthy food choices.



PRIMARY FEDERATION			
PRIMARY FEDERATION	Use longer sentences of four to six words; Be able to express a point of view; CL – LAaU:	Use new vocabulary in different contexts; Articulate their ideas and thoughts in well-formed sentences; Connect one idea or action to another using a range of	Use a wider r Be able to ex Use longer se
	Begin to understand instructions that have two parts; Understand simple questions about 'who' and 'what';	conjunctions; <u>CL – LAaU:</u>	Participate in discussions, o introduced v
	Understand simple 'who', 'what', 'where', 'why' and 'when' questions;	Begin to understand instructions that have two parts; Understand simple questions about 'who' and 'what';	Offer expland use of recent nonfiction, rh
	Understand an instruction that has two parts, such as 'ge your coat and wait at the door';	important;	Express their i using full sent future tenses
	Understand how to listen carefully; Begin to ask questions to find out more;	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary; Understand simple 'what', 'how', 'who', 'where' and	modelling an
		'why' questions;	Begin to understand s
			Listen attentiv relevant que read to and o group interac
			Make comm questions to a



ler range of vocabulary;

- o express a point of view;
- er sentences of four to six words;
- te in small group, class and one-to-one ns, offering their own ideas, using recently ed vocabulary;
- lanations for why things might happen, making cently introduced vocabulary from stories, n, rhymes and poems when appropriate;
- neir ideas and feelings about their experiences sentences, including use of past, present and nses and making use of conjunctions, with g and support from their teacher.
- understand instructions that have two parts;
- nd simple questions about 'who' and 'what';
- entively and respond to what they hear with questions, comments and actions when being nd during whole class discussions and small eractions;
- mments about what they have heard and ask to clarify their understanding;



R.E.	<u>Autumn 1:</u>	Spring 1:	Summer
	Creation	What do Jews	Gospe
	<u>Autumn 2:</u>	believe?	Summer
	Incarnation	<u>Spring 2:</u>	What is
	<u>PSE – BR:</u>	Salvation	differe
	Notice and ask questions about differences, such as skin	<u>PSE – BR:</u>	<u> PSE – BR:</u>
	colour, types of hair, gender, special needs and disabilities and so on;	Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities and so on;	Notice and colour, type disabilities a
	<u>CL – S:</u>	<u>CL – S:</u>	<u>CL – S:</u>
	Use a wider range of vocabulary;	Use a wider range of vocabulary;	Use a wider
	Learn new vocabulary;	Be able to express a point of view;	Be able to e
	Use new vocabulary throughout the day;	Use longer sentences of four to six words;	Use longer s
	Describe events in some detail;	Use new vocabulary in different contexts;	Participate i
	Use talk to help organise their thinking and activities;	Articulate their ideas and thoughts in well-formed sentences;	discussions, introduced
	<u>CL – LAaU:</u> Begin to understand instructions that have two parts;	Connect one idea or action to another using a range of conjunctions;	Offer explar use of recer nonfiction, r



## er 1: el er 2: is faith and what ence does it make?

nd ask questions about differences, such as skin pes of hair, gender, special needs and s and so on;

ler range of vocabulary;

o express a point of view;

er sentences of four to six words;

te in small group, class and one-to-one ns, offering their own ideas, using recently ed vocabulary;

planations for why things might happen, making cently introduced vocabulary from stories, n, rhymes and poems when appropriate;



2012011221			
	Understand simple questions about 'who' and 'what';	<u>CL – LAaU:</u>	Express thei
	Understand simple 'who', 'what', 'where', 'why' and 'when' questions;	Begin to understand instructions that have two parts;	using full set future tense modelling c
	Understand how to listen carefully;	Understand simple questions about 'who' and 'what';	CL – LAaU:
	Begin to ask questions to find out more;	Understand how to listen carefully and why listening is important;	Begin to un
	<u>L – W:</u>	Listen to and talk about selected non-fiction to develop a	Understand
	Add some marks to their drawings, which they give meaning to;	deep familiarity with new knowledge and vocabulary; Understand simple 'what', 'how', 'who', 'where' and 'why' questions;	Listen atten relevant qu read to and
	Use some of their print and letter knowledge in their early writing;	<u>L – W:</u>	group inter
	Write some letters accurately;	Add some marks to their drawings, which they give	Make comi questions to
	<u>UTW – PaP:</u>	meaning to;	<u>L – W:</u>
	Begin to make sense of their own life-story and family's	Make marks on their picture to stand for their name;	Add some i
	history;	Use some print and letter knowledge in their early writing;	meaning to
	To talk about a past events of personal significance;	Form most lower-case letters correctly;	Make mark
	Comment on images of familiar situations in the past;	Spell words by identifying the sounds and then writing the letters;	Use some p
	Begins to talk about a special time for example festivals, celebrations;	Write short sentences with words with known sound-letter correspondences;	Write recog formed;
	To begin to talk about how things change;	Begin to use capital letters and full stops;	Spell words
	<u>UTW – PCaC:</u>		
	Continue developing positive attitudes about the differences between people;	Re-read what has been written to check that it makes sense with an adult;	Write simple others;
	Name and describe people who are familiar to them;	<u>UTW – PaP:</u>	<u>UTW – PaP:</u>
	Begin to know that there are different countries in the world and talk about the differences they have	Begin to make sense of their own life-story and family's history;	Begin to mo history;
	experienced or seen in photos;	To talk about a past events of personal significance;	To talk abo
	Talk about members of their immediate family and community;	<u>UTW – PCaC:</u>	Talk about t roles in soci
	Understand that some places are special to members of their community;	Continue developing positive attitudes about the differences between people;	UTW – PCa
	Recognise some environments that are different to the one in which they live;	Name and describe people who are familiar to them;	Continue d differences
		Begin to know that there are different countries in the world and talk about the differences they have	Name and
		experienced or seen in photos;	Know some religious an
		Talk about members of their immediate family and community;	on their exp



neir ideas and feelings about their experiences sentences, including use of past, present and ases and making use of conjunctions, with g and support from their teacher.

#### J:

- understand instructions that have two parts;
- nd simple questions about 'who' and 'what';
- entively and respond to what they hear with questions, comments and actions when being and during whole class discussions and small eractions;
- mments about what they have heard and ask to clarify their understanding;
- e marks to their drawings, which they give to;
- arks on their picture to stand for their name;
- e print and letter knowledge in their early writing;
- ognisable letters, most of which are correctly
- ds by identifying sounds in them and ing the sounds with a letter or letters;
- ole phrases and sentences that can be read by

#### <u>P:</u>

- make sense of their own life-story and family's
- pout a past events of personal significance;
- ut the lives of the people around them and their ociety;

#### aC:

- developing positive attitudes about the es between people;
- d describe people who are familiar to them;
- ne similarities and differences between different and cultural communities in this country, drawing experiences and what has been read in class;



	Understand that some places are special to members of	Explain this cou knowle



in some similarities and differences between life in ountry and life in other countries, drawing on ledge from stories, non-fiction texts and when



	their community;	appropriate
	Recognise some environments that are different to the one in which they live;	
	Recognise that people have different beliefs and celebrate special times in different ways.	



ate, maps.