



EYFS Curriculum Overview & Progression Document

EYFS Curriculum

Communication and Language

Listening, Attention and Understanding

Demonstrate good listening skills during both one to one and group discussions.
 Understands how to listen and why listening is important.
 Maintains attention in different contexts, attend to other people both familiar and unfamiliar.
 Shows an interest in stories read to them.
 Responds appropriately to what they hear with relevant questions, comments and actions.
 Enjoys listening and responding to stories.
 Holds conversation when engaged in back and forth exchanges with teachers/peers.
 Develop understanding of new vocabulary.
 Understands and uses plurals and tenses correctly when speaking.
 Can ask and respond to questions such as who, when, why, where and how.
 Understands a range of complex sentence structures including negatives, plurals and tense markers
 Beginning to understand humour, e.g. nonsense rhymes, jokes

Communication and Language

Speaking

Learn new vocabulary from fictional stories, non-fiction books and rhymes.
 Use new vocabulary throughout the day and explain to others the meaning of new vocabulary.
 Offer well-articulated ideas, explanations and thoughts in well-formed sentences.
 Develop social phrases such as “good morning, how are you?”
 Participate in small group, class, and 1:1 discussions, offering their own ideas, using recently introduced vocabulary.
 Express ideas and feelings about their experiences using full sentences, including use of tenses and conjunctions.
 Links statements and sticks to main themes when engaged in conversation.
 Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words
 Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.

Personal, Social and Emotional Development

Self-Regulation

Show an understanding of their own feelings and those of others.
 Talk about emotions and what causes different feelings.
 Begin to regulate their behaviour accordingly, using strategies taught.
 To be able to wait for what they want and control their immediate impulses.
 Express their feelings and consider the feelings of others.
 Is more able to manage their feelings and tolerate situations in which their wishes cannot be met
 Give focused attention, responding appropriately even when engaged in an activity.
 Show an ability to follow instructions involving several ideas or actions.

Personal, Social and Emotional Development

Managing Self

Confident to try new activities and show independence, resilience, and perseverance in the face of challenges.
 Explain the reasons for rules, know right from wrong and try to behave accordingly.
 Can describe their competencies, what they can do well and are getting better at, describing themselves in positive but realistic terms
 Has a clear idea about what they want to do in their play and how they want to go about it.
 Manage their own basic hygiene and personal needs including dressing, going to the toilet and understanding the importance of healthy food choices.
 Children to understand how to brush their teeth correctly and why it is important.
 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

Personal, Social and Emotional Development

Building Relationships

Build constructive and respectful relationships.
 Work and play cooperatively and take turns with others.
 Demonstrate what they have learnt about social interactions during their play.
 Form positive attachments with adults and friendships with peers.
 Show sensitivity to their own and others’ needs.
 Become increasingly flexible and cooperative as they become more aware of others needs and behaviours.
 Express interests and fascinations to teachers and peers.
 Encourage independence when negotiating and resolving disagreements.

<u>Physical Development</u>		<u>Physical Development</u>	
Gross Motor Skills Revise and refine the fundamental movement skills, rolling, crawling, walking, jumping, running, hopping, skipping and climbing. Further develop and refine a range of ball skills including throwing, catching, kicking, passing, aiming and batting. Develop overall body strength, coordination and agility when playing and participating in physical education sessions. Use core muscle strength to achieve good posture when sitting at a table or on the floor. Confidently use a range of small and large apparatus. Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance. Demonstrates spatial awareness when travelling. Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise		Fine Motor Skills Shows a preference for a dominant hand. Hold a pencil effectively in preparation for fluent writing –using the tripod grip in almost all cases. Use a range of small tools i.e., scissors, paintbrushes, cutlery. Begin to show accuracy and care when drawing. Begins to use anticlockwise movement and retrace vertical lines. Can form recognisable letters, which are mostly formed correctly.	
<u>Literacy</u> Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using own words and recently introduced vocabulary. Anticipate key events in stories. Use what, where, why, when and how questions to discuss and respond to stories and texts. Use and understand recently introduced vocabulary during discussions and role-play.	<u>Literacy</u> Word Reading Provide opportunities for children to access a wide range of texts and genres. Recognise own name. Say a sound for each letter of the alphabet and at least 10 digraphs. Read words consistent with phonic knowledge by sound-blending. Blend sounds into words so that they can read short words made up of known letter-sound correspondence. Read some common exception words match with the school's phonic programme Read, Write INC. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.		<u>Literacy</u> Writing Gives meaning for marks they make. Write recognisable letters, most of which are correctly formed. Enjoys creating texts to communicate meaning for a wide range of purposes. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. Say a sentence aloud before attempting to write it. Re-read what they have written to check that it makes sense. Form lower-case and capital letters accurately. Develop understanding of sentence structure by using capital letters, finger spaces and full stops. Begin to develop an understanding of some word classes e.g. nouns and adjectives.

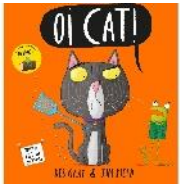
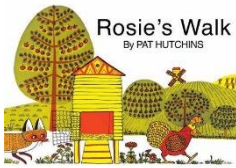
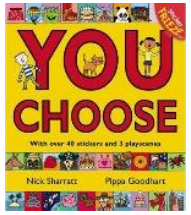
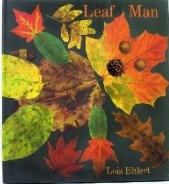
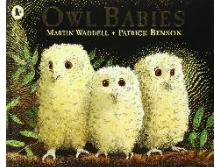
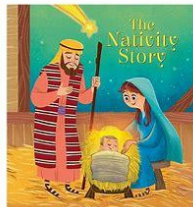
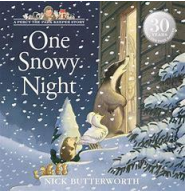
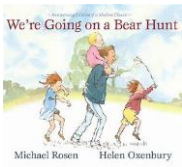
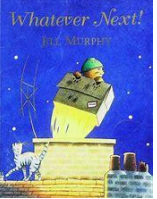
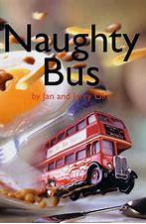
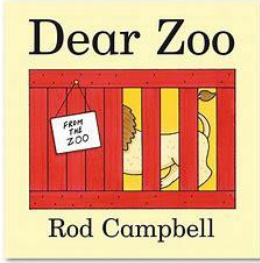
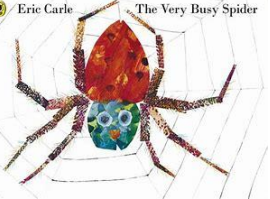
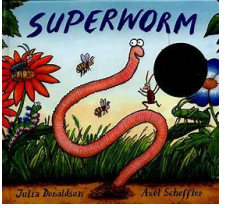
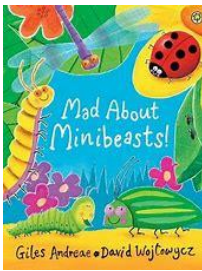
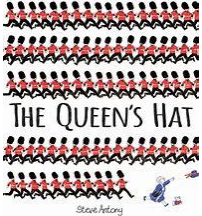
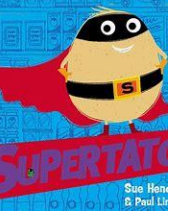
<u>Mathematics -Number</u>				<u>Mathematics - Numerical Patterns</u>
Comparison • Uses number names and symbols when comparing numbers, showing interest in large numbers • Estimates of numbers of things, showing understanding of relative size • Increasingly confident at putting numerals in order	Counting • Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 (ordinality)	Cardinality • Engages in subitising numbers to four and maybe five • Counts out up to 10 objects from a larger group • Matches the numeral with a group of items to show how many there are (up to 10)	Composition • Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects • Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three • In practical activities, adds one and subtracts one with numbers to 10 • Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-“	Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than and the same as the other quantity. Use mathematical vocabulary; more than, less than, fewer, equal to Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Verbally compose a number story before attempting to write it down i.e. I had three teddies and then two teddies came along, now I have five teddies. Explore patterns of odd and even numbers. Automatically recall number bonds to 5 and some up to 10.
				<u>Shape, Space and Measure</u> Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat

<u>Understanding the world</u> Past and Present Talk about lives of people around them and their roles in society. Confidently talk about their own past experiences. Know some similarities and differences between things in the past and now drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.	<u>Understanding the World</u> People, Culture and Communities Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps. Talk about people who are familiar to them such as immediate family. Name and describe people who are familiar to them such as police, teachers etc. Know some similarities and differences between different religious and cultural communities. Recognise that some people have different beliefs and celebrate special times in different ways. Identify and compare different celebrations such as Christmas, Diwali, Easter, Hanukah etc. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate –maps.	<u>Understanding the World</u> The Natural World Explore and make observations of the natural world for example, animals and plants and explain why some things occur. Similarities and difference in the natural world. Understand important process and changes, including seasons and changing states of matter. Use senses to describe their outdoor environment.
<u>Expressive Arts and Design</u> Creating with Materials Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build upon previous learning, having opportunities to refine their ideas. Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, pattern, texture, form, and function. Share creations, explaining the processes they have used. Make use of props and materials when role playing characters in narratives and stories.	<u>Expressive Arts and Design</u> Being imaginative and Expressive Listen attentively, move to and talk about music. Invent, adapt, and recount narratives and stories with peers and their teacher. Develop storylines in their pretend play Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and –when appropriate –try to move in time with music. Explore and engage in music making and dance, performing solo or in groups.	

EYFS Overview

This is an overview of the topics, themes or possible lines of enquiry that we may follow during the year. However, we are not restricted to these, and we may adapt our learning to take children's interests and fascinations into account.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	It's Good To Be Me	Celebrations	Whatever The Weather	Now and Then	Minibeast Detectives	The Next Chapter
Topics/themes Possible lines of enquiry.	Settling in Families What makes us special	Bonfire night Diwali Christmas autumn	Winter Different types of weather How do we make ice? How can we melt ice the quickest? Chinese New Year	Where do we live? How has the world changed? Dinosaurs Space Transport – old and new Easter	Minibeasts How to stay healthy Lifecycle of a butterfly.	What can we do now that we couldn't do at the start of the year? What would you like to be when you grow up? People who help us. Superheroes
Possible experiences/activities Enrichment	Self-portraits School walk Muddy Mondays (outdoor learning)	Autumn walk Firework paintings Rangoli patterns/Diwali dancing Nativity Muddy Mondays	Weather poems Self-portraits Make a rainbow – colour mixing with paint. Freezing water and melting ice Muddy Mondays Imagine That	Google maps to find our houses. Different types of dinosaurs- herbivores and carnivores Spring walk Muddy Mondays Transport Museum Leyland	Observe caterpillars as they change. Make fruit kababs Self-portraits Muddy Mondays	Visits from police, fire brigade, nurses etc. Muddy Mondays Forest School

Core Texts	  	   	  	  	  	  
Supporting Texts	Starting School Colour monster goes to school	The Jolly Christmas Postman Nativity Story	Poem poetry Tap the magic Tree	If I had a dinosaur Little green dinosaur Old bear Elephants can't drive a truck	Oliver's fruit salad The very hungry caterpillar	People who help us books Supertato Once there were Giants
Vocabulary	Mummy Daddy Brother Sister Family Grandparents House Happy	Autumn seasons Leaves Senses Crunchy Absent Hunt Loss	Weather Rain Snow Thunder Melt Freeze Change Experiment	Dinosaur Tyrannosaurus rex Brachiosaurus Triceratops Velociraptor Pterodactyl Fierce Dangerous	Change Grow Chrysalis Squirm Slimy Develop Beautiful Hatch	Firefighter mechanic Police Paramedic Midwife Nurse Bus driver Teacher

	Sad Cross Cuddle Love Taste buds	Fuss Brave silent Lonely Worried Nervous excited Emotions feelings celebrate joyful	Astonished	Hunt Stomp Extinct fossil Old New Compare History Time Vehicles Transport	Observe Examine Scuttle Identify Careful Delicate	Help Responsible Helpful Hero Queen Servant Butler Corgi London City Tourism Royal
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Communication & Language						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	It's Good To Be Me	Celebrations	Whatever The Weather	Past, Present and Future	A bugs life	The Next Chapter
Educational Programme	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
Curriculum Goal	To become a Confident Communicator who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings.					
Provision to support throughout the year	Circle Time	Listen attentively to others, speak clearly to explain ideas, thoughts and feelings. Learn and practise new vocabulary, listen to and talk about stories, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts.				
	Story/Rhyme time	Learn new vocabulary, engage in and talk about books, learn rhymes, poems and songs. Introduce a 'word of the day' and use new vocabulary at every opportunity.				
	Busy Time (CP)	Practise using new vocabulary, develop social phrases, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts, engage in and talk about books, retell stories and create their own.				

Personal, Social and Emotional Development						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	It's Good To Be Me	Celebrations	Whatever The Weather	Past, Present and Future	Lifecycles	The Next Chapter
Educational Programme	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
Curriculum Goal	To become an Independent Individual who can follow the Class Rules, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy. To become a Fantastic Friend who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others' ideas and feelings.					
Provision	Families and friendships – different types of families, similarities and differences between ourselves and others Respecting ourselves and others – following the Class Rules, feelings and emotions Colour Monster- identify different feelings and learn different strategies to manage these feelings.		Personal Hygiene- the importance of washing hands. Getting changed for PE. Why is good oral health important? How do we take care of our teeth? Staying healthy, eating well and good sleep routines. Friendships – how can we be a good friend? Demonstrate sharing and cooperative playing.		Keeping safe – stranger awareness and safe strangers, road safety, sun safety, beach safety, RNLI 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	
Links to NC	Relationships & Living in the Wider World		Health & Wellbeing & Relationships		Living in the Wider World & Health & Wellbeing	

Physical Development						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	It's Good To Be Me	Celebrations	Whatever The Weather	Past, Present and Future	Lifecycles	The Next Chapter
Educational Programme	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
Curriculum Goal	To become an Amazing Athlete who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment. To become a Talented Tool User who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.					
Provision	PE – hall session Moving in different ways (floor work and apparatus) Developing the five fundamental skills – running, hopping, jumping, catching and throwing. Sweeping/brushing Threading Screwing/unscrewing Using tools (tweezers, knife and fork – loading, scissors – holding/carrying correctly, snipping) Playdough and tools. Using tools, knife and fork – cutting, pipettes, scissors – straight lines) Playdough and tools.		PE – hall session Continue to develop the five fundamental skills – running, hopping, jumping, catching and throwing. Using large rollers Weaving Using tools (scissors - curved lines and regular shapes) Using tools (enhance and consolidate previous skills as needed following assessment) Balance bikes Trim trail		PE – hall session/field Games/Athletics Continue to develop the five fundamental skills – running, hopping, jumping, catching and throwing. Ball skills – aiming at a target Fine motor - Using tools (scissors – irregular shapes) Using tools (enhance and consolidate previous skills as needed following assessment) Peddle bikes/scooters Trim trail	

Literacy						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	It's Good To Be Me	Celebrations	Whatever The Weather	Past, Present and Future	Lifecycles	The Next Chapter
Educational Programme	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
Curriculum Goal	To become a Brilliant Bookworm who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt). To become a Wow Writer who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by themselves and others.					
Provision	<u>Reading</u> To say what we think a book is about by looking at the cover, to say who your favourite character is. <u>Read, Write, Inc</u> Teach set 1 sounds Reading groups Letter formation <u>Writing</u> Name copying and writing Mark making Initial sounds Letter formation	<u>Reading</u> To explain how a character is feeling, to answer simple questions about what has happened. <u>Read, Write, Inc</u> Teach set 1 sounds Read red words Reading groups Letter formation, Fred Fingers <u>Writing</u> Name copying and writing Mark making Initial sounds Write CVC words	<u>Reading</u> To use words to describe a character or setting, to say what happened first in the story. <u>Read, Write, Inc</u> Recap set 1 sounds Teach set 2 sounds Read red words Reading groups Letter formation Fred Fingers Writing groups – words, phrases <u>Writing</u> Writing phonetically decodable words, phrases and captions Letter formation	<u>Reading</u> To say what you think will happen next, to explain why something happened. <u>Read, Write, Inc</u> Recap set 1 sounds Teach set 2 sounds Read red words Reading groups Letter formation Fred Fingers Writing groups <u>Writing</u> Writing phonetically decodable words, phrases and captions Letter formation	<u>Reading</u> To explain why we like a character or story, to find a word which means ... <u>Read, Write, Inc</u> Recap set 1 and 2 sounds Read red words Reading groups Letter formation Fred Fingers Writing groups – words, phrases, sentences <u>Writing</u> Writing phonetically decodable words, simple sentences that child can read aloud.	<u>Reading</u> To say what happened at the beginning, middle and end of a story <u>Read, Write, Inc</u> Recap set 1 and 2 sounds Read red words Reading groups Letter formation Fred Fingers <u>Writing</u> Writing phonetically decodable words, simple sentences that can be read by others.

		Letter formation	Introduce writing rules – capital letters, finger spaces and full stops.	Develop an awareness of writing rules – capital letters, finger spaces and full stops.	Letter formation Begin to use and apply writing rules – capital letters, finger spaces and full stops with more consistency.	Letter formation Use and apply writing rules with more consistency – capital letters, finger spaces and full stops. Use and spell accurately tricky words within sentences.
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Mathematics						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	It's Good To Be Me	Celebrations	Whatever The Weather	Past, Present and Future	Lifecycles	The Next Chapter
Educational Programme	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
Curriculum Goal	To become a Master of Maths who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5.					
Provision	WRM – Numbers to 3 – comparing groups using mathematical vocabulary – 2D & 3D shapes One to one counting Recognising numerals 0-5 Subitising to 5. What can you see and how do you see it? Representations of numbers to 5. Identify and name 2D and 3D shapes.	WRM –number 4 & 5 Change within 5 – Number bonds within 5 – Space. One more/less Introducing part whole model. Special awareness use mathematical vocabulary such as in, on, under, next to etc.	WRM – Numbers to 10 – Comparing numbers to 10 – addition to 10 – number bonds to 10 Recognise numerals to 10 1:1 counting Composition of numbers to 10 Number rhymes compare quantities more/less/equal. What can you see and how do you see it?	WRM – subtraction - explore patterns – Measure length, height and weight. Composition of numbers Number bonds Automatic recall Making simple patterns.	WRM – Counting on and back – Numbers to 20 – numerical patterns Explore and represent patterns within numbers up to 10 including odds and even, doubling facts. Verbally count to and beyond 20 Compare numbers up to 10	WRM – Doubling, sharing, odd and even numbers Problem solving

Understanding the World						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	It's Good To Be Me	Celebrations	Whatever The Weather	Past, Present and Future	Lifecycles	The Next Chapter
Educational Programme	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
Curriculum Goal	To become an Exceptional Explorer who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places. To become a Compassionate Citizen who can help to look after their community and care for the environment, know some reasons why Cornwall is special, have an awareness of other people's cultures and beliefs.					
Provision	RE – I am special. Harvest History - Leisure and entertainment How are we the same & different? Self-portraits. History/Geography Where do we live and who are in our families? Science Humans	RE – Why is Christmas special? Diwali similarities and differences between Diwali and Christmas Science Seasonal changes – Autumn History Bonfire night why do we have it and how to stay safe	RE – Stories Jesus Heard/Told Chinese New Year Science Materials including change Weather changes	RE – Why is Easter special? Friendship Geography Where do we live? Compare and contrast our environment. History - Civilisation How has our world changed over time? How has our transport changed? Science Forces - Transport	RE – Special Places Science Living things and their habitats Minibeasts Lifecycle of a butterfly. How to stay healthy	RE - Special people Geography What would you like to be when you grow up? People who help us. Science Light – shadows History-Significant Individuals What can we do now that we couldn't do at the start of the year? Significant person at the current time

Key vocabulary linked to NC subjects (including but not limited to) Skills	RE	belief, faith, Christian, Christianity, God, Jesus, bible, church, cross, baptism, Hindu, Hinduism, temple, Jew, Judaism, synagogue, Muslim, Islam, mosque
	History	present, past, now, then, yesterday, today, time, day, week, month, year, remember, same, different, similar, castle, king, queen, knight, legend sequence events, talk about events that have happened in children's lifetime as well as parents/grandparents, use correct tenses when speaking.
	Geography	beach, park, village, town, city, country, world, globe, earth, map, path, street, road, bridge, building, sea, river, lake, stream, forest, wood, weather, seasons Talk about places familiar to them, talk about places you've visited, explore the outdoors and discuss using our senses.
	Science	question, answer, explore, test, experiment, investigate, predict, sort, group, record, compare, describe, force, magnetic, non-magnetic, freeze, melt, boil, change, sink, float, plant, grow, flower, tree, soil, roots, stem, stalk, leaves, petals, trunk, branches, seed, bud, blossom, life-cycle, body parts, baby, adult, human, wood, metal, plastic, glass, rock, hard, rough, smooth Explore the world around them, scientific enquiry and making predictions, discussing what we found out, use senses to explore materials, sorting and classifying, identifying natural objects.
	Computing	technology, internet, iPad, app, camera, switch, digital, website, mobile phone, computer, laptop, mouse, keyboard, click, open, close, program, type, record, play, headphones, speaker, volume Sequencing, following instructions, first, then, next instructions.

Expressive Arts and Design						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	It's Good To Be Me	Celebrations	Whatever The Weather	Past, Present and Future	Lifecycles	The Next Chapter
Educational Programme	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
Curriculum Goal	To become a Dynamic Designer who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it. Effectively express their ideas by exploring, using and refining a variety of artistic effects To become a Proud Performer who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.					
Provision	Charanga Music – Me! Print – fingers, stampers Paint – setup and use Malleable materials – use rolling pins and cutters Use felt tip pens Transient art - sand art Model with construction kits Yayoi Kusama (Dot Day 15-09-2022) Kandinsky Transient art – natural loose parts Rangoli Patterns	Charanga Music – My stories Use templates and stencils with paints and sponges Wax crayon rubbings Print - outlines Paint – different brushes, different surfaces Malleable materials – roll and shape by hand Use oil pastels Model with construction kits Junk model – join with tape/glue and embellish Andy Goldsworthy – Natural Art/Transient art	Charanga Music – Everyone! Print – relief printing with rollers Paint - colour mixing Malleable materials – imprint, use mark makers collage/loose parts Collage – cut and stick Weaving Consolidate and refine previously taught skills and Use text Mix it Up by Herve Tullet Chinese New Year	Charanga Music – Our World Print – 3D shapes Junk model – Consolidate and refine previously taught skills and techniques independently Paul Klee (compare with Kandinsky)	Charanga Music – Big Bear Funk Observational drawings Paint – using water colour paints Consolidate and refine previously taught skills and techniques independently Georgia O'Keefe – flower paintings	Charanga Music – Reflect, Rewind and Replay Malleable materials – sculpture Junk model – moving parts Consolidate and refine previously taught skills and techniques independently
Key vocabulary linked to	Art	paint, draw, colour, mark-make, lines, circles, shapes, colour, mix, primary, secondary, texture, form, sculpt, shape, print, technique, pattern, artist, imprint				

NC subjects (including but not limited to)	DT	appearance, design, make, build, model, cut, join, shape, create, decorate, tools, ingredients, recipe
	Music	song, chorus, verse, tune, percussion instrument names, rhythm, pulse, beat, pitch, tempo, dynamic, compose, dance, move, perform, style