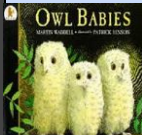
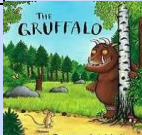
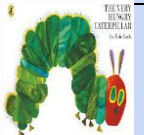
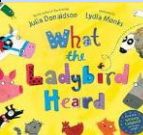
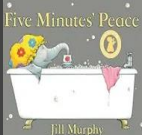
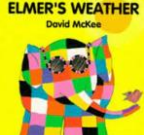
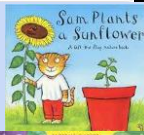
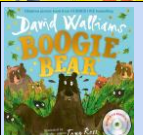
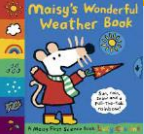
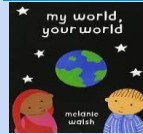


Long term plan - 2025 / 2026 F1 / F2										
	Autumn 1		Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2		
Curriculum focus	Me and My World				The Wider World		Life and Growth			
Curriculum question	Who lives in our family? PSED and P&C 7 Weeks		What changes can we see outside? Understanding the World 7 Weeks		What is the weather like around the world? UTW 6 Weeks	What does life look like around the world? UTW and P&C 5 Weeks	Can you describe the changes? UTW 6 Weeks	How are animals different? UTW and P&C 8 weeks		
Main focus	Family composition		Change to our environment- Autumn to Winter(Weather)		Weather types and keeping safe	Similarities and different	Plants and life cycles	Jungle, savannah and Artic animals		
ASPIRE - How will we weave this through?	E- Everyone is important. Individuality and inclusion		I- looking after the environment which is changing		R- How can we keep safe in different weather types?	S- Celebrating where everybody lives and how this is similar and different to where we live.	P- Taking care and nurturing a seed to grow into a flower.	A- Comparing animals including features and where they live.		
Main narrative	Owl Babies by Martin Wadell 5 Minutes Peace by Jilly Murphy Goldilocks and the Three Bears		The Gruffalo by Julia Donaldson Stick Man by Julia Donaldson The Little Reindeer by Nicola Killen		We're going on a bear hunt by Michael Rosen Elmer's weather by David McKee Maisy's wonderful weather by Lucy Cousins	Handa's Surprise by Eileen Browne Lost and Found by Oliver Jeffers	The Very Hungry Caterpillar by Eric Carle Sam plants a sunflower by Kate Petty Jack and the Beanstalk	What the Ladybird Heard by Julia Donaldson Boogie Bear by David Williams Jungle Jamboree by Jo Empson		
Toggle texts : including Drawing Club Books										
										
										
	When you joined our family by Harriet Evans Pearl and her Bunch by Momoko Abe The Colour Monster Goes To School by Anna Llenas Nibbles The Book Monster by Emma Yarett (RFP)		It was a cold, dark night - Tim Hopgood Tree - Britta The Quiet Little Firework by Nicola Coppack The Kindest Red by Ibtihaj Muhammad and S. K. Ali (RFP)		Zippity Zebra and the Windy Day by Claire Henley Meet The Weather by Caryl Heart Coming To England by Floella Benjamin (RFP)	Wild Book Day by Karl Newson (RFP) We're Going On A Lion Hunt by David Axtell Gift For Amma by Meera Sriram and Mariona Cabassa	Tad by Benji Davies The Growing Story by Ruth Krauss Flower Block by Lanisha Buttefield (RFP)	Squash and a squeeze by Julia Donaldson Pirate Stew by Neil Gaiman (RFP) The Lion Inside / The Koala Who Could by Rachel Bright and Jim Field		
Songs and rhymes	2/3 word sentences & slower paced rhymes Welcome song Twinkle, Twinkle, Little Star Pat-A-Cake Jack and Jill Polly Put The Kettle On Humpty Dumpty Little Miss Muffet		2/3 word sentences and slower paced rhymes Rain, Rain, Go Away Star Light, Star Bright Baa Baa Black Sheep Nativity songs		Action & counting songs We're Going On A Bear Hunt Head, Shoulders, Knees and Toes If You're Happy and You Know It 1, 2 Buckle My Shoe 1 Potato, 2 Potato Hickory Dickory Dock	Longer sentences Grand Old Duke Of York This Little Piggy The Bear Went Over The Mountain Down In The Jungle Old Macdonald Had A Farm	Counting Songs 3 Blind Mice 5 Little Speckled Frogs 5 Little Ducks 1,2,3,4,5 Once I Caught A Fish Alive 5 Little Men	Counting songs & complex language 5 Currant Buns 10 Green Bottles Mary, Mary, Quite Contrary 10 Fat Sausages Here We Go Round The Mulberry Bush Miss Polly Had A Dolly Zoom, Zoom, We're Going To The Moon The Animals Went In 2 by 2		
Hooks/visits and visitors			Conkers						Happy chicks	
Key people	Picasso		Robin Hood Guy Fawkes						Georges Seurat David Attenborough	
Building communication including Kagan structures	Carpet Expectations Knees To Knees		Carpet Expectations Knees To Knees		Sticky High 5		Sticky High 5 Batch Calling Four Corners		Sticky High 5 Batch Calling Four Corners	
Personal, social and emotional development including SCARF/PSHE	ELG: Listening, Attention and Understanding Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. ELG: Speaking Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.									
	<u>Healthy Relationship</u>		<u>Valuing Difference</u>		<u>Rights and Responsibilities</u>		<u>Keeping myself safe</u>		<u>Growing and Changing</u>	<u>Being My Best</u>
	ELG: Self-Regulation Children at the expected level of development will: - Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. ELG: Managing Self Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others' needs.									
Writing F1	Exploring text types through reading and modelling mark making in CP - Lists, cards									
	Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right		Distinguishes between the different marks they make and make marks on different materials using different resources.		Distinguishes between the different marks they make and make marks on different materials using different resources.		To understand print has meaning and print can have different purposes Uses combinations of lines, circles and curves, or letter-type shapes to convey meaning.		To understand print has meaning and print can have different purposes Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right. Write some letters accurately	Use some of their print and letter knowledge in their early writing Write some or all of their names
	Use some of their print and letter knowledge in their early writing Write their name		-Spell words by identifying sounds and representing them with letters		-Spell words by identifying sounds and representing them with letters		-Spell words by identifying sounds and representing them with letters		Write recognisable letters, most of which are correctly formed. - Spell words by identifying sounds in them and representing sounds and letters.	- Write simple phrases and sentences that can be read by others
Writing genres	Phonics/spelling - Name writing		Phonics/spelling - Lists Letters Cards		Phonics/spelling Facts Cards		Explanation. Facts		Explanation. Facts	Explanation. Facts.
	ELG : Writing Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed. - 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.									
	sound awareness- Phase 1 A1		Little Wandle: Phonological awareness - Phase 1 A2		Little Wandle: Phonological awareness - Phase 1 SP1		Little Wandle: Phonological awareness - Phase 1 SP2		Little Wandle: Phonological awareness - Phase 1 S1	Little Wandle: Phonological awareness - Phase 1 S2
Phonics - Phase 1 using Launch Pad for literacy skills framework and Letters and Sounds Phonics F2 - Phase 2 using Little Wandle	Little Wandle Phase 2		Little Wandle Phase 2		Little Wandle Phase 3		Little Wandle Phase 3		Little Wandle Phase 4	Little Wandle Phase 4

F1 Reading	Vocabulary: Begin to repeat and / or use actions, words and phrases from familiar stories Background knowledge: Learn about and imitate everyday actions and events from own family and cultural backgrounds using stories e.g. making and drinking tea, going to the barbers, being a cat, dog or bird Background Knowledge: Identify everyday items through stories and bring these objects to life	Vocabulary: Join in with repeated Refrains Literacy Knowledge: Enjoys rhythmic and musical activity with percussion instruments Sign recognition Recognise logos Literacy Knowledge: Fill in missing words from songs and rhymes Prediction: Children join in with familiar rhymes Background knowledge Enjoys stories about people and nature (birds, bees, snails, cats, dogs etc.)	Background knowledge: To identify different objects and features from stories around the world Inference: To guess who has left items behind using mystery bags. Vocabulary Repeats and uses actions, words and phrases from familiar stories Engage in some conversation (with support) about stories, learning new vocabulary	Phonological awareness : Count and clap syllables in a word and spot and suggest rhymes Background knowledge: To notice different places and environments in the books that they read	Vocabulary: Engage in extended conversations about stories, learning new vocabulary Phonological awareness Recognise words with the same initial sound Prediction: Teacher model cause and effect	Decoding Children are beginning to orally blend in games supported by adults Literacy Knowledge: Understand the five key concepts about print Background Knowledge: Identify objects and items in stories that do not look familiar Sight Recognition: Retrieval	
	Phonological awareness - Repeated refrains Vocabulary Learn new vocabulary. Language structure Finish and complete rhymes Verbal reasoning - Retell using props	Verbal reasoning - Retell using props Inference To guess who has left items behind using mystery bags. Vocabulary Learn new vocabulary. Engage in extended conversations about stories, learning new vocabulary. (S) Language structure Finish and complete rhymes	Background Knowledge. Understand the past through settings, characters and events encountered in books. Vocabulary. Engage in extended conversations about stories learning new vocabulary. Retell using pictures. Prediction. Anticipate – where appropriate – key events in stories; Language structure Finish and complete rhymes Begin to understand the phoneme/grapheme correspondence of capital letters	Vocabulary -develop understanding about what has been read to them by retelling stories and narratives. Retrieval -recall and discuss stories that have been read to them. Literacy knowledge -begins to be aware of how stories are structured and is able to tell own stories. Story map. Language structure Finish and complete rhymes To understand the phoneme/grapheme correspondence of capital letters	Background knowledge. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Story map Language comprehension 4. Prediction - Talks about events and principal characters in stories and suggests how the story might end Vocabulary Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading Language structure	Background knowledge. Understand the past through settings, characters and events encountered in books read in class and storytelling. Retell a story book. Language comprehension. Standard 4. Language structure Finish and complete rhymes	
F1 Maths	ELG: Comprehension Children at the expected level of development will: • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate – where appropriate – key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ELG: Word Reading Children at the expected level of development will: • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words						
	Nursery rhymes	Spatial Awareness- full and empty, insider, under, over Counting- Rhymes, more, lots, same	Cardinality- Numbers 1,2,3 Counting to 5 using rhymes	Shape- Construct and arrangements Pattern- Rhymes to predict what is next	Pattern- Arrange items in lines, Sound and action patterns Measure- 'now' 'not now', 'bigger' 'small' 'low' 'high'	Comparison, counting and cardinality- number names to 5, finger counting, notice numerals	
	Number and place value - Subitising, counting, comparing and more/fewer	Numbers to 5, composing/ decomposing and measuring	Numbers to 10, cardinality, ordinality	Counting beyond 10, counting to 20 and patterns	Read and write numbers in numerals from 0 to 9 Demonstrate an understanding of the mathematical symbols of add, subtract and equal to	Recognise some common 2-D shapes. Count to 20, demonstrating that the next number in the count is one more and the previous number is one less	
	Mathematics ELG: Number Children at the expected level of development will: • Have a deep understanding of numbers to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ELG: Numerical Patterns Children at the expected level of development will: • 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 or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.						
Physical development - Gross motor skills and PE Units F1/F2	F1 - Mini Moves cards • squatting • Creeping • Bending • Rolling Movement and dance - Dough disco and Mini Movers	F1 - Mini Moves cards • Lunging • Jumping • Stretching • Twisting Dough disco and Mini Movers/ Peer Massage	F1 - Squiggle with ribbon (focusing on spatial awareness) • Horizontal lines • Vertical lines • Big circles (clockwise and anti) quiggle with ribbons/pencils and Mini Movers	F1 - Squiggle with ribbon/sensory tuff spots (shoulder/elbow joints) • Big and small circles • Crosses (up, down/side to side) Animal exercises and Mini Movers	Invasion games. Movement and dance. Animals exercises and Mini Movers	Gymnastics. Movement and dance. Animal exercises and Mini Movers	
	Gymnastics Balance on beams, climb ladders, safety around moving equipment	Net and Wall To explore different ways to make a ball move. Throw, roll, kick and catch.	Striking and Fielding To begin to catch and throw objects of different sizes. To grasp and release a ball with two hands, to throw and catch a large and small ball	Gymnastics Hang upside down, swing backwards and forwards, roll and spin.	Net and Ball stationary ball with either foot, run with spatial awareness and negotiate space by adjusting speed and direction to avoid obsicles. Throw, roll, kick and catch.	Striking and Fielding Complete collaboration games including throwing, rolling, fetching and receiving games	
	ELG: Gross Motor Skills Children at the expected level of development will: • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.						
Physical development - Fine motor skills F1/F2	Movement and dance - Dough disco	Dough disco	Squiggle with ribbons/pencils and Mini Movers	Form lower-case and capital letters correctly. Handwriting - i, l, t, u, w, e	F1 - Dough disco (coordination and joints) • Dough clapping above head/on the ground in front • squeezing • rolling • pat Form lower-case and capital letters correctly Handwriting - c, o, a, d, n, m	F1 - Dough disco (coordination and joints) • squeezing • rolling • pat • Squeezing • Crocodile splat • up/down • Rolling Form lower-case and capital letters correctly. Handwriting - c, o, a, d, n, m	
	ELG: Fine Motor Skills Children at the expected level of development will: • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing.						
	Knowledge: Goose Fair Know simple events that are important to them Skills: F1 - To talk about events in the past using photos to support F2 - To talk about past and present events in their own lives, the lives of family members and events both in and out of school. F1 - Make observations of photos of events F1 and F2 - Ask questions F2 - know some similarities and differences between things in the past and now	Knowledge: F1 - Identify good and bad characters to support with understanding leadership and power (Gruffalo) F2 - To know about and compare and contrast characters from stories including figures from the past (Guy Fawkes) F1 - Remember things in own life story F1 - Identify times from past that are fun F2 - Bonfire Skills: F2 - Talk about past and present events in own lives and in and out of school F1 and F2 - Ask questions		Knowledge: F2 To know objects are different now F2: different ways we can travel and the history of transport F2: Explore images of familiar situations in the past such as transport Skills: F1 - Make observations of photos F2 - Identify and sort objects from the past into then and now F1 - Make links between objects in the setting and objects at home F2 - Know similarities and differences between the past and now F1 - Play with and explore objects from the past F2 - Decide whether objects are from the present or past F1 and F2 - Ask questions	Knowledge : F1 - To know ways our family can change Skills: F1 - Talk about events in the past using photos and the lives of family members F1 - Make observations of photos of themselves and others F2 - Identify and sort times from the past into then and now (then me, now me and my brother) F2 - Know similarities and differences between things in th epast and now e.g. how things have changed since they have been born	Knowledge: To know ways our family can change and to talk about how we have changed over the year (reflecting) Skills: F1 - Talk about events in the past using photos F2 - Talk about past events in their own lives and the lives of family members F1 - Make observations of photos of themselves and others F2 - Identify and sort times from the past into then and now (then me, now me and my brother) F2 - Know similarities and differences between things in th epast and now e.g. how things have changed since they have been born	
People culture and communities	ELG : Past and present Children at the expected level of development will: • Talk about the lives of the people around them and their roles in society. • 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.						
	Talk about where we belong eg our family, our school, our community To know simple traditions To know the roles of our family To know and name our immediate family To know we all are different To know why my family are important to me and talk about what they do to help	To explore different festivals and celebrations e.g. Goose Fair, Jesus' Birth Listen to and engage with a religious story	Explore religious symbols in the environment	To explore different festivals and celebrations – Father's Day To talk about a special family time Knowledge: F1 - To know what the weather is like in different places To know we can travel in different ways To know what Easter is and how people celebrate Skills: observe the school environment F1: Talk about different environments they have seen e.g. farm school beach forest school	To know ways we are special and unique – World Elmar day – to accept ourselves and one another	To know that there are different countries in the world and talk about these.	
	ELG : People, culture and communities Children at the expected level of development will: • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • 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						

Jigsaw RE	What makes people special to me and others?	What is Christmas to me and others?	How do I and other people celebrate?	What is Easter to me and others?	What can I and other people learn from stories?	What makes places special to me and others?	
	Science Skills (F1 / F2) Identifying & classifying : Sort and explore collections of objects to different categories and observe the result of changes over time using photographs. Recording : Create / Use tally charts to re collate information Concluding : Share what has been found from investigations in group <i>Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties.</i> Knowledge : Animals, including humans - body parts, staying healthy	Science Skills (F1 / F2) : Ask questions: Ask questions about the natural world around them including how / why Observing over time : Talk about changes they notice (short and long term) Identifying & classifying : Sort and explore collections of objects to different categories and observe the result of changes over time using photographs. Testing : Take part in different tests, make predictions and observations Predicting : Choose between options to guess what might happen Measuring : Use different sized container to measure liquids / sand timers to measure time Concluding : Share what has been found from investigations in groups Knowledge : Plants, living things and their habitats : recognise fruits and veg, name things we can find in forest school	Science Skills (F1 / F2) Identifying & classifying : Sort and explore collections of objects to different categories and observe the result of changes over time using photographs. Recording : Create / Use tally charts to re collate information Concluding : Share what has been found from investigations in group <i>Explore and talk about the different forces that they feel Talk about materials and different changes that they notice</i>		Science Skills (F1 / F2) : Ask questions: Ask questions about the natural world around them including how / why (places, things and animals from experiences and stories) Observing over time: Talk about changes that they notice Knowledge : Animals including humans : changes to body as we grow, life cycle changes (e.g. of butterflies) Plants, living things and their habitats : changes that happen through spring Seasonal changes : Explore changes that happen linked to 4 easons, observe changes in nature.	Science Skills (F1 / F2) : Ask questions: Ask questions about the natural world around them including places, things and animals from experiences and stories. Observing over time: Talk about changes that they notice Recording : Create / Use tally charts to re collate information <i>Begin to understand the need to respect and care for the natural environment and all living things</i> Knowledge : Animals, including humans - Animals, different needs, nocturnal animals, animals in different place, taking care of animals and the environment	
	Geogrpahy / UTW Skills (F1 / F2) Field Work and Observations: Observe the school environment and describe what they can see, hear and feel whilst outside including on trips and time in Forest school. Knowledge : Our school and locality , houses in our locality	Geography Skills (F1 / F2) Location : Create simple maps of immediate environment and familiar stories. Direction : Follow directional language <i>Draw information from a simple map</i> Knowledge: Maps Keeping safe when it is hot or cold, know what the weather is like. Positional language <i>Understand the effect of changing seasons on the natural world around them</i>	Geography Skills (F1 / F2) Physical geography / human geography: Talk about different environments, drawing upon things they have experienced in photos or books. Physical language e.g. lake, river Physical geography / human geography: Describe places using geographical vocabulary and identify similarities and differences in this country and beyond. Knowledge: Weather in different places	Geography Skills (F1 / F2) Physical geography / human geography: Talk about different environments, drawing upon things they have experienced in photos or books. Physical language e.g. lake, river Physical geography / human geography: Describe places using geographical vocabulary and identify similarities and differences in this country and beyond. Knowledge: Simple geographical features linked to different areas, houses around the world <i>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</i> <i>Recognise some environments that are different from the one in which they live.</i>		Geography Skills (F1 / F2) Location : Create simple maps of immediate environment and familiar stories. Direction : Follow directional language alongside a map Knowledge: Maps Simple geographical features linked to different areas <i>Recognise some environments that are different from the one in which they live.</i>	
	ELG: The Natural World Children at the expected level of development will: • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.						
	Art Context : Picasso - self portraits in dough Skills (F1 / F2) Appreciate and analyse : express interest in artwork and talk about an artist Painting : Explore a range of painting materials Sculpture : Use various given materials to make representations Reflect and evaluate : Share what they have created Knowledge: Painting: Wearing an apron, drying a painting, washing brushes Printing: To know how to use a simple object to create a print, e.g. dough cutter, stamp and how these make different marks Sculpture: To know we can pull objects apart and reconstruct them for a purpose and how to shape and model materials. To know different resources we can create things with , e.g. lego, blocks, duplo.	Art Context : Bonfire night, rubbings from around school Skills (F1 / F2) Painting : Exploring painting using different colours and tools Printing : Explore marks that can be made and print with a variety of objects Knowledge: Printing: To know rubbing crayons over a textured surface will create a rubbing (coins, leaf, bricks, trees) To know how to use objects and paper to make rubbings. Know that different objects create different marks. Use a stencil.	Art Context : Seasons changing Skills (F1 / F2) Drawing : Explore drawing using different tools, different line types Reflect and evaluate : Sharing what they have created, can say whether they like or dislike their own artwork <i>Return to and build on previous learning, refining ideas and developing their ability to represent them.</i> Knowledge: Painting : Know, recognise and name different colours and know paints can be mixed, and that when they are mixed they change colour How paints can look different Drawing : Different tools will make different marks, know about different line types	Art Context : Mother's Day Cards, building houses Skills (F1 / F2) Sculpture: Use a range of resources (wooden blocks, duplo) to represent things with a defined name and purpose. Use various materials to create representations. Knowledge: Sculpture : To know different resources we can create things with Malleable materials	Art Context : Father's Day Cards Skills (F1 / F2) Painting : Develop exploration of painting materials, tools. Reflect and evaluate : Share own creations and say what they like and dislike about them Drawing : Explore a range of drawing materials, making representations <i>Show emotions in their drawing Draw to represent things like movement Draw with increasing complexity and detail</i> Knowledge : Drawing: To name different things they can draw with and which items are appropriate for drawing. To know ideas can be expressed by marks To name different things they can draw with and which items are appropriate for drawing Know how to make drawings accurate	Art Context : Georges Seurat animal prints, Eric Carle paper art Skills : Appreciating and alaysing : Talk about art and artists sharing opinions about subjects Printing : Explore a range of printing materials and the marks that these can make to create simple representations <i>Return to and build on previous learning, refining ideas and developing their ability to represent them.</i> Knowledge: Printing : Know how to use an object to create a print Know we can combine prints to make pictures	
DT / expressive arts and design	Context: Junk modelling of their own house Knowledge: F1: To know that a stucture contains more than one object. To know how to use a one handed tool (scissors - FMS) To know how to join using sellotape and glue F2: To know how to build a free-standing structure from large items (boxes, polydrons, crates) (GMS) To know that we can join materials (paper and wood) together by using glue, hole punch and split pins To know wood is stronger than paper and card To select materials different materials for different purposes To know the ordering of actions impacts on the outcome Skills: F1:Draw on own experiences to generate and explore own ideas. Begin to communicate their ideas. Use resources in the environment to make a basic product. F2: Identify a purpose in order to generate ideas. Create designs and begins to communicate their ideas through talk and simple representations. Assemble, join and combine materials using a variety of methods: glue, hole punch, split pin, construction and sellotape and cut out shapes to create a product	Context: Split pin seasons wheel Knowledge: F1: To know how to use a one handed tool (scissors - FMS) F2: To know how to use scissors by holding them correctly (FMS) To know that we can join materials (paper) together by using hole punch and split pins To know the ordering of actions impacts on the outcome Skills: F1: Draw on own experiences, including models in the environment to generate and explore own ideas. Communicate their ideas. Use resoures in the environment to make a basic product. F2: Explore the needs of others to identify a purpose in order to generate ideas. Create designs and can communicate their ideas through talk and simple representations. Assemble, join and combine materials using a variety of methods: glue, hole punch, split pin, construction and sellotape and cut out shapes to create a product		Context: Explore mechanisms through the lense of travel Knowledge: F1 - To know that a person's actions can make something move. F2 - Make objects work by pressing parts or lifting flaps to achieve effects. To know that objects on wheels can be moved by pulling or pushing. Skills: F1:Draw on own experiences, including models in the environment to generate and explore own ideas. Communicate their ideas. Use resoures in the environment to make a basic product. F2: Explore the needs of others to identify a purpose in order to generate ideas. Create designs and can communicate their ideas through talk and simple representations.	Context: Fruit Kebabs (Very Hungry Caterpillar) Knowledge: F1 - To know health and safety protocols: - washing hands before food (MS) To know which foods we do and do not like. F2 - To know health and safety protocols: washing hands before food. (MS) To know that food is important for us to grow. To know that some foods are unhealthy and ways we can make healthier choices. (MS) Skills: F1: Draw on own experiences, including models in the environment to generate and explore own ideas. Communicate their ideas. Taste different foods, describing whether we like or dislike them. Share their products with others. F2: Explore the needs of others to identify a purpose in order to generate ideas. Create designs and can communicate their ideas through talk and simple representations. Manage their own personal hygiene when cooking and understand the importance of healthy food choices (Managing self) ~~Share their products and creations.~~		
	ELG: Creating with Materials Children at the expected level of development will: • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. 16 • Make use of props and materials when role playing characters in narratives and stories						
	Play and perform - singing: To join in with repeated refrains and nursery rhymes Listening: To know we can listen to songs	Context: Nativity performance Knowledge: F1:Body percussion and untuned percussion including drums, tambourine, triangle/ To know instruments make different sounds. To know we can listen to songs. To know I can move my body in different ways in response to music. F2: To know how to use voices to make different sounds. To know how to sing in a loud and quiet voice. Body percussion and untuned percussion including drums, tambourine, triangle/ To know the names of instruments and how to play them. To know that we need to listen carefully to a piece of music to copy it and join in with repeated refrains. (LA&U) To know I can respond to music by moving fast or slow and that music might make me feel different emotions. Skills: Play and Perform: Singing	Context: Bear Hunt Play and perform instruments - To use musical instruments to explore sounds. Body percussion and untuned percussion including drums, tambourine, triangle/ Body percussion and untuned percussion including drums, tambourine, triangle/			Context: Graduation Assembly AND Jungle Jamboree Listening To listen and identify if a sound is loud or quiet/ fast and slow. Respond and review To listen to and move to a range of music Respond and Review: To know I can move my body in different ways in response to music. Create and compose: To know we can add music to create sound effects for a story. Graduation Assembly	
Music / Expressive arts and design	ELG: Being Imaginative and Expressive Children at the expected level of development will: • Invent, adapt and recount narratives and stories with peers and their teacher. • 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						

Computing	Skills : Information technology/Basic Skills: To tinker with a device. Online Safety: To explore ICT safely alongside an adult. Digital Literacy: To know devices that are used in the home	Skills : Basic Skills: To show the uses of everyday technology	Skills : Digital Literacy: To use a device to access the internet. Basic Skills: To interact positively and appropriately with technology Basic Skills: To select devices that produce or record sound	Skills : Computational Thinking: To spot patterns and change Basic Skills: To give instructions	Skills Computational Thinking: To spot patterns and change Information technology: To know that a device can show me pictures, sounds videos, words and numbers Basic Skills: To select devices that produce or record sound	Skills : Computer Science: To use and follow instructions with simple positional language Basic Skills: To name simple directions. To tell an adult how I use technology	
	Knowledge : To know that technology can be enjoyed safely together. To find everyday devices	Knowledge : Information technology: To know that a device can show me pictures, sounds videos, words and numbers To know how to make simple equipment work				Knowledge : Computer Science: To know how go/stop and simple directions affect a routine.	
MFL	Spanish song including greeting						