



## St. Mary's RC Primary School

### Foundation Two Curriculum Overview

#### Prime Areas of Learning

Our Prime areas all learning underpin all of the teaching and the activities that we do in St Mary's EYFS classrooms. They are incorporated into every learning session and are developed in all areas of our EYFS learning environment. The prime areas are crucial for any other learning to take place.

#### These prime areas are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

#### Specific Areas of Learning

- Literacy
- Maths
- Understanding of the World
- Expressive Art and Design

### F2 Curriculum- Development Matters with Small Steps- St. Mary's RC Primary and Nursery School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Religion	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Dialogue and Encounter
Area of Learning						
Themes	All About Me	Autumn Advent and Christmas	Winter	People Who Help Us Easter and New Life	Spring Traditional Tales and Growing	We are Explorers
Communication and Language	<ul style="list-style-type: none"><li>• Understand a question or instruction that has two parts<ul style="list-style-type: none"><li>◦ Daily routines e.g. tidy up time, challenges... instruction</li></ul></li><li>• Understand 'why' questions<ul style="list-style-type: none"><li>◦ Why do you think he/she feels...?</li></ul></li><li>• Understand how to listen carefully and why listening is important</li><li>• Learn new vocabulary linked to daily routine / theme<ul style="list-style-type: none"><li>◦ See UW: All About Me</li></ul></li><li>• <u>Begin to</u> engage in story time<ul style="list-style-type: none"><li>◦ Join in with repeated refrains / fill in rhyming words</li></ul></li><li>• Listen to and <u>begin to</u> talk about stories to build familiarity and understanding<ul style="list-style-type: none"><li>◦ Discuss characters, events, setting ... character, happened</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Learn new vocabulary linked to the theme<ul style="list-style-type: none"><li>◦ See UW: ☐Diwali, Advent and Christmas</li></ul></li><li>• Engage in story time<ul style="list-style-type: none"><li>◦ Join in with repeated refrains / fill in rhyming words</li></ul></li><li>• Listen to and talk about stories to build familiarity and understanding<ul style="list-style-type: none"><li>◦ Discuss characters, events, setting ... character, happened</li></ul></li><li>• Listen carefully to rhymes and songs and <u>begin to</u> pay attention to how they sound<ul style="list-style-type: none"><li>◦ Learn rhymes, songs &amp; poems (firework poems, Christmas/Nativity songs)</li></ul></li><li>• Anticipate words, begin to adapt phrases (with support)</li></ul>	<ul style="list-style-type: none"><li>• Learn new vocabulary linked to the theme<ul style="list-style-type: none"><li>◦ See UW: Winter, snowy habitats</li></ul></li><li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li><li>• Listen to and talk about stories to build familiarity and understanding</li><li>• <u>Begin to</u> understand humour e.g. nonsense rhymes / jokes (song bag activities e.g. changing the words of familiar rhymes)</li></ul>	<ul style="list-style-type: none"><li>• Learn new vocabulary linked to the theme<ul style="list-style-type: none"><li>◦ See UW: People Who Help Us, new life (e.g. baby animals)</li></ul></li><li>• <u>Begin to</u> listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary (linked to People Who Help Us jobs)</li><li>• Listen carefully to and learn rhymes, poems and songs (linked to Easter and new life)</li></ul>	<ul style="list-style-type: none"><li>• Learn new vocabulary linked to the theme<ul style="list-style-type: none"><li>◦ See UW: Spring, growing</li></ul></li><li>• 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</li><li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li></ul>	<ul style="list-style-type: none"><li>• Learn new vocabulary linked to the theme<ul style="list-style-type: none"><li>◦ See UW: minibeasts and their habitats, exploring African cultures</li></ul></li><li>• Make comments about what they have heard and ask questions to clarify their understanding e.g. when finding out about another culture</li><li>• Understand humour more readily e.g. nonsense rhymes/jokes</li></ul>
Listening, Attention and Understanding:						
Speaking:	<ul style="list-style-type: none"><li>• Use new vocabulary throughout the day</li><li>• <u>Begin to</u> ask questions to find out more and to check they understand what has been said to them</li><li>• Model &amp; encourage questions after instructions</li><li>• <u>Begin to</u> articulate their ideas and thoughts in well-formed sentences</li><li>• Express ☐ Ideas to friends ☐ Book talk</li><li>• Develop social phrases</li><li>• Routines of the day ... greetings, How are you?</li><li>• Friendship ... Would you like to...?</li><li>• <u>Begin to</u> retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words<ul style="list-style-type: none"><li>◦ Focused &amp; linked texts – within small world / role play (Elmer, Funnybones)</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Use new vocabulary throughout the day</li><li>• <u>Begin to</u> connect one idea or action to another using a range of connectives... because, although, but..</li><li>• <u>Begin to</u> describe events in some detail e.g. sharing news, talking about celebrations e.g. Bonfire Night, Advent/Christmas celebrations</li><li>• Retell a simple story with increasing skill, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words Focused &amp; linked texts – within small world / role play (Owl Babies)</li></ul>	<ul style="list-style-type: none"><li>• Use new vocabulary in different contexts (including vocabulary from previous themes)</li><li>• Ask questions to find out more and to check they understand what has been said to them</li><li>• Articulate their ideas &amp; thoughts in well-formed sentences</li><li>• Use talk to help work out problems, organise thinking &amp; activities explain how things work/why things happen</li><li>• Retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words (Stick Man)</li></ul>	<ul style="list-style-type: none"><li>• Use new vocabulary in different contexts (including vocabulary from previous themes)</li><li>• Connect one idea or action to another using a range of connectives (I would like to be a firefighter because; retelling events at the farm)</li><li>• Describe events in some detail (farm trip recount)</li><li>• Develop and use social phrases with confidence</li></ul>	<ul style="list-style-type: none"><li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (e.g. discussing our growing cress experiment; observing the life cycle of a butterfly)</li><li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li></ul>	<ul style="list-style-type: none"><li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (e.g. when exploring the habitats of different minibeasts in our environment)</li><li>• 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</li></ul>

Personal, Social and Emotional Development	Self-Regulation:	<ul style="list-style-type: none"><li>Talk with others to solve conflicts. Help to find solutions to conflicts and rivalries ... fair, agree, turns, together, share<ul style="list-style-type: none"><li>How to compromise and negotiate to solve problems</li><li>Use ☐ book talk ☐ puppets ☐ real life experiences</li></ul></li><li><u>Begin to</u> express feelings and consider the feelings of others<ul style="list-style-type: none"><li>Identify and name emotions ... emotion, lonely, sad/happy, confident, pleased, frightened, angry, confused, disappointed, nervous/worried, excited</li><li>Link book character’s emotion to own experiences ... expression, mood, feeling/emotion (e.g. how does Elmer feel? How did the Owl Babies feel? How did Mary and Joseph feel?)</li></ul></li><li><u>Begin to</u> set own goals and show resilience and perseverance in the face of challenge<ul style="list-style-type: none"><li>Set a shared goal with a friend</li></ul></li><li><u>Begin to</u> identify and moderate own feelings socially and emotionally<ul style="list-style-type: none"><li>Focus on ☐ keeping calm ☐ being patient ☐ waiting for a turn ☐ sharing ☐ tidying up after themselves</li></ul></li></ul>	<ul style="list-style-type: none"><li>Express feelings and consider the feelings of others</li><li>Set own goals and show resilience and perseverance in the face of challenge (we keep on trying, we do not give up)</li><li>Identify and moderate own feelings socially and emotionally</li><li>Think about the perspectives of others</li></ul>	<ul style="list-style-type: none"><li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li><li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li><li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li></ul>			
	Managing Self:	<ul style="list-style-type: none"><li>Manage own self-care needs ... fasten<ul style="list-style-type: none"><li>Independent use of ☐ zips ☐ buttons ☐ coats ☐ shoes</li></ul></li><li><u>Develop confidence</u> to try new activities and show independence<ul style="list-style-type: none"><li>Access all types of enhancements (indoors &amp; outdoors)</li></ul></li><li>Know and <u>begin to</u> talk about the different factors that support their overall health and wellbeing (As part of our All About Me theme)<ul style="list-style-type: none"><li>Toothbrushing – importance and how ... clean, decay</li><li>Talk about importance of daily exercise and healthy eating ... exercise, healthy / unhealthy, heartbeat, fit</li></ul></li></ul>	<ul style="list-style-type: none"><li>Manage own self-care needs</li><li>Know and talk about the different factors that support their overall health and wellbeing:<ul style="list-style-type: none"><li>sensible amounts of ‘screen time’ (link to internet safety day)</li><li>having a good sleep routine</li><li>being a safe pedestrian (link to People Who Help Us)</li></ul></li></ul>	<ul style="list-style-type: none"><li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li><li>Explain the reasons for rules, know right from wrong and try to behave accordingly</li><li>Manage their own basic hygiene and personal needs, including dressing (full PE kits in the Summer term), going to the toilet and understanding the importance of healthy food choices (link to exploring different fruits in the Explorers theme).</li></ul>			
	Building Relationships:	<ul style="list-style-type: none"><li>Begin to see self as a valuable individual<ul style="list-style-type: none"><li>Describe self, positively ... proud, special, love (gi</li></ul></li><li>Begin to build constructive and respectful relationships<ul style="list-style-type: none"><li>Use social language to develop friendships see CL</li></ul></li></ul>	<ul style="list-style-type: none"><li>See self as a valuable individual</li><li>Build constructive and respectful relationships</li></ul>	<ul style="list-style-type: none"><li>Work and play cooperatively and take turns with others</li><li>Form positive attachments to adults and friendships with peers</li><li>Show sensitivity to their own and to others’ needs.</li><li><u>Continue to</u> see self as a valuable individual</li></ul>			
Physical Development	Gross Motor Skills:	<ul style="list-style-type: none"><li>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing<ul style="list-style-type: none"><li>Engage in and develop confidence in actions</li></ul></li><li><u>Begin to</u> develop overall body-strength, balance, co-ordination and agility.<ul style="list-style-type: none"><li>Use above actions, within obstacle courses ... balance, obstacle, spatial, prepositions</li><li>Set own physical challenge ... challenge, goal</li></ul></li><li><u>Begin to</u> use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ... straight, upright, flat</li><li>Begin to combine different movements with ease and fluency<ul style="list-style-type: none"><li>See above obstacle course</li><li>Change movements / directions quickly</li></ul></li><li><u>Begin to</u> confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group<ul style="list-style-type: none"><li>Understand rules and reasons</li></ul></li><li>Further develop and refine a range of ball skills including: throwing, catching, kicking<ul style="list-style-type: none"><li>Use different sizes / types of balls – in pairs</li></ul></li></ul> <p>Further develop the skills they need to manage the school day successfully: ☐ lining up and queuing ☐ mealtimes ☐ personal hygiene</p>	<ul style="list-style-type: none"><li><u>continue to</u> refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</li><li><u>Begin to</u> progress towards a more fluent style of moving, with developing control and grace</li><li>Develop overall body-strength, balance, co-ordination and agility.</li><li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</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, alone and in a group</li><li>Further develop and refine a range of ball skills including: passing, batting and aiming</li></ul>	<ul style="list-style-type: none"><li>Negotiate space and obstacles safely, with consideration for themselves and others</li><li>Demonstrate strength, balance and coordination when playing</li><li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li></ul>			
	Fine Motor Skills:	<ul style="list-style-type: none"><li>Use a comfortable grip with good control when holding pens and pencils<ul style="list-style-type: none"><li>Consolidate tripod grip</li></ul></li><li><u>Continue to</u> develop small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</li><li>Ensure regular engagement and develop confidence in use of tools... grip, steady, snip, twist, curve, straight</li><li><u>Begin to</u> develop the foundations of handwriting: moving towards an effective pencil grip (pinch and flip) and starting to form some letters correctly (long legged giraffe letters)</li></ul>	<ul style="list-style-type: none"><li>Develop small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</li><li><u>Begin to</u> develop the foundations of handwriting style which is fast, accurate and efficient, consolidating:<ul style="list-style-type: none"><li>Effective pencil grip</li><li>Correct letter formation (long legged giraffe letters, one armed robot letters)</li></ul></li></ul>	<ul style="list-style-type: none"><li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li><li>Form most letters correctly in all letter families (long legged giraffe, curly caterpillar, one armed robot, zig zag monsters)</li><li>Use a range of small tools, including scissors, paint brushes and cutlery</li><li><u>Begin to</u> show accuracy and care when drawing.</li></ul>			
Literacy (including Little Wandle Progression Sequence)	Reading:	<ul style="list-style-type: none"><li><u>Begin to</u> retell simple stories and narratives using their own words and <u>some</u> recently introduced vocabulary (Elmer, Funnybones, So Much)<ul style="list-style-type: none"><li>Recall key events ...</li><li>Talk about main characters... character, beginning, middle, end</li></ul></li><li><u>Begin to</u> re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment (wordless books initially: phase 2 books introduced between weeks 4-6- applying phonics knowledge to phase 2 books)</li><li>Understand the five key concepts about print, with a focus on<ul style="list-style-type: none"><li>Left to right</li><li>1-1 correspondence ... word, letter, first / last</li></ul></li></ul>	<ul style="list-style-type: none"><li>Continue to retell simple stories and narratives using their own words and <u>some</u> recently introduced vocabulary (Owl Babies, the story of The First Christmas)<ul style="list-style-type: none"><li>Recall key events ...</li><li>Talk about main characters... character, beginning, middle, end</li></ul></li><li><u>Begin to</u> re-read phase 2 (Collins Big Cat) phonic books, applying their phonic knowledge, to build up their confidence in word reading, their fluency and their understanding and enjoyment</li><li>Understand the five key concepts about print, with a focus on<ul style="list-style-type: none"><li>Left to right</li><li>1-1 correspondence ... word, letter, first / last</li></ul></li><li>Continue to develop phase 1 phonological awareness, focusing on</li></ul>	<ul style="list-style-type: none"><li><u>Begin to</u> use and understand <u>some</u> recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play...fiction, non-fiction<ul style="list-style-type: none"><li>Retell story in small world / role play (in correct sequence) ...beginning, middle, end, set</li><li>Take on role of character using some story language</li><li>Talk about likes and dislikes of texts, rhymes and poems</li><li>Choose a book and begin to explain why ...because</li></ul></li><li><u>Begin to</u> anticipate - where appropriate - some key events in stories ...predict / prediction</li></ul>	<ul style="list-style-type: none"><li>Continue use and understand <u>some</u> recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play...fiction, non-fiction<ul style="list-style-type: none"><li>Retell story in small world / role play (in correct sequence) ...beginning, middle, end, set</li><li>Take on role of character using some story language</li><li>Talk about likes and dislikes of texts, rhymes and poems</li><li>Choose a book and begin to explain why ...because</li></ul></li><li>Anticipate - where appropriate - some key events in stories ...predict / prediction</li></ul>	<ul style="list-style-type: none"><li>Continue to develop phase 1 phonological awareness<ul style="list-style-type: none"><li>Oral blending and segmenting</li></ul></li><li>Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary ...sequence events</li><li>Anticipate-where appropriate-key events in stories.</li><li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.<ul style="list-style-type: none"><li><u>Begin to</u> notice some relationships between one text and another (e.g. traditional tales)</li><li><u>Begin to</u> comment on perceived links with own life experience or</li></ul></li></ul>	<ul style="list-style-type: none"><li>Continue to develop phase 1 phonological awareness<ul style="list-style-type: none"><li>Oral blending and segmenting</li></ul></li><li>Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary ...sequence events</li><li>Anticipate-where appropriate-key events in stories.</li><li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.<ul style="list-style-type: none"><li>Notice some relationships between one text and another (e.g. stories from other cultures)</li><li><u>Begin to</u> comment on perceived links with own life experience or</li></ul></li></ul>

	<ul style="list-style-type: none"><li>Continue to develop phase 1 phonological awareness, focusing on<ul style="list-style-type: none"><li>Rhythm &amp; rhyme; alliteration (initial sounds); oral blending and segmenting ... blending, segmenting</li></ul></li><li>Read individual letters by saying the sounds for them<ul style="list-style-type: none"><li>Develop phase 2 phonics skills... phoneme, grapheme, alphabet</li></ul></li><li>Blend sounds into words, so that they can read short words made up of known GPCs<ul style="list-style-type: none"><li>Phase 2 □ VC words □ CVC words</li></ul></li><li><u>Begin to</u> read a few common exception words (Little Wandle Autumn 1 tricky words)</li><li><u>Begin to</u> read simple phrases matching their phase 2 phonic knowledge</li></ul>	<ul style="list-style-type: none"><li>Rhythm &amp; rhyme; alliteration (initial sounds); oral blending and segmenting ... blending, segmenting</li><li>Read individual letters by saying the sounds for them<ul style="list-style-type: none"><li>Develop phase 2 phonics skills... phoneme, grapheme, alphabet</li></ul></li><li>Blend sounds into words, so that they can read short words made up of known GPCs<ul style="list-style-type: none"><li>Phase 2 □ VC words □ CVC words, including double letter digraphs (ff, ll, ss, zz), consonant digraphs (ng, nk, sh, ch), plus qu □ cvc+s words</li></ul></li><li><u>Begin to</u> read a few common exception words (Little Wandle Autumn 2 tricky words)</li><li><u>Begin to</u> read simple phrases / sentences /books matching their phase 2 phonic knowledge</li></ul>	<ul style="list-style-type: none"><li>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment</li><li>Continue to develop phase 1 phonological awareness, focusing on<ul style="list-style-type: none"><li>Oral blending and segmenting</li></ul></li><li>Say the sound for:<ul style="list-style-type: none"><li>For each letter of the alphabet</li><li>All phase 2 and 3 digraphs and trigraphs</li></ul></li><li><u>Begin to</u> read words consistent with their phonic knowledge<ul style="list-style-type: none"><li>All phase 3 □ CVC words</li></ul></li><li>Read some common exception words (Little Wandle Spring 1 tricky words)</li><li>Read simple phrases / sentences<ul style="list-style-type: none"><li>Apply phase 2-3 knowledge</li></ul></li><li>Read guided reading books aligned to phonic knowledge (phase 2 and 3)</li></ul>	<ul style="list-style-type: none"><li>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment</li><li>Continue to develop phase 1 phonological awareness, focusing on<ul style="list-style-type: none"><li>Oral blending and segmenting</li></ul></li><li>Say the sound for:<ul style="list-style-type: none"><li>For each letter of the alphabet</li><li>All phase 2 and 3 digraphs and trigraphs</li></ul></li><li><u>Begin to</u> read words consistent with their phonic knowledge<ul style="list-style-type: none"><li>All phase 3 □ CVC words, longer words, words with 2 or more digraphs, -ing words, compound words, words with s/es endings</li></ul></li><li>Read some common exception words (Little Wandle tricky words - consolidation of all words taught so far)</li><li>Read simple phrases / sentences<ul style="list-style-type: none"><li>Apply phase 2-3 knowledge</li></ul></li></ul> <p>Read guided reading books aligned to phonic knowledge (phase 2 and 3)</p>	<p>other experiences, e.g. films, books</p> <ul style="list-style-type: none"><li>Say the sound for each letter of the alphabet and for phase 2 and 3 digraphs and trigraphs</li><li>Read words consistent with their phonic knowledge by sound blending</li><li>Read phase 4 words: short vowel cvcc. ccvc, short vowel ccvcc, ccvcv, ccvccc, longer words, compound words, root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est</li><li>Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words<ul style="list-style-type: none"><li>Little Wandle Summer 1 tricky words</li></ul></li><li>Read guided reading books aligned to phonic knowledge (phase 2, 3 and 4)</li></ul>	<p>other experiences, e.g. films, books</p> <ul style="list-style-type: none"><li>Say the sound for each letter of the alphabet and for phase 2 and 3 digraphs and trigraphs</li><li>Read words consistent with their phonic knowledge by sound blending</li><li>Read phase 4 words: long vowel sounds: cvcc,ccvc, ccvcv,ccv, ccvcc; phase 4 words ending in s and es, longer words, root words ending in –ing, –ed /t/, –ed /id/ /ed/, –ed /d/</li><li>Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words</li><li>Little Wandle tricky words learned so far</li><li>Read guided reading books aligned to phonic knowledge (phase 3 and 4)</li></ul>
Writing:	<ul style="list-style-type: none"><li>Write name correctly<ul style="list-style-type: none"><li>Use correct letter formation</li></ul></li><li>Use some of their print and letter knowledge in their early writing</li><li><u>Begin to</u> form lower-case letters correctly</li><li><u>Begin to</u> spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs ... spell<ul style="list-style-type: none"><li>Use □ initial sounds □ VC □ CVC words</li><li>Write labels</li></ul></li><li><u>Begin to</u> write lists &amp; captions, focusing on ...label, caption, space<ul style="list-style-type: none"><li>Oral rehearsal / vocabulary</li></ul></li><li><u>Begin to</u> reread what they have written</li></ul>		<ul style="list-style-type: none"><li>Form most lower-case and capital letter correctly</li><li>Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs - CVC words</li><li>Write captions/phrases and <u>begin to</u> write simple sentences using known GPCs ...sentence, full stop, capital letter<ul style="list-style-type: none"><li>Include word spacing</li><li>Orally rehearse caption of sentence before writing</li></ul></li><li>Re-read what they have written to make sure it makes sense</li><li><u>Begin to</u> write a variety of □ fiction and non-fiction sentences / captions</li></ul>		<ul style="list-style-type: none"><li>Write recognisable letters (lower case and capital) most of which are formed correctly</li><li>Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs<ul style="list-style-type: none"><li>CVC words</li></ul></li><li>Write simple phrases and sentences that can be read by others<ul style="list-style-type: none"><li>Including: □ oral rehearsal of sentence before writing □ word spacing □ full stop □ capital letter</li></ul></li><li><u>Begin to</u> sequence 2-3 sentences within purposeful fiction/ nonfiction writing, such as:<ul style="list-style-type: none"><li>2-3 part story (e.g. using story map/planner: e.g. innovating Jack and the Beanstalk)</li><li>Instructions (e.g. growing cress)</li><li>Fact files (e.g. minibeast What am I clues)</li></ul></li></ul>	
Maths (Following White Rose Maths progression sequence)	<ul style="list-style-type: none"><li>Getting to Know You</li><li>Match, Sort and Compare</li><li>Talk About Measures and Patterns</li></ul>	<ul style="list-style-type: none"><li>It’s Me 1,2,3</li><li>Circles and Triangles</li><li>1,2,3,4,5</li><li>Shapes with Four Sides</li></ul>	<ul style="list-style-type: none"><li>Alive in 5</li><li>Mass and Capacity</li><li>Growing in 6,7,8</li></ul>	<ul style="list-style-type: none"><li>Length, Height and Time</li><li>Building 9 and 10</li><li>Explore 3D shapes</li></ul>	<ul style="list-style-type: none"><li>To 20 and Beyond</li><li>How Many Now?</li><li>Manipulate, Compose and Decompose</li></ul>	<ul style="list-style-type: none"><li>Sharing and Grouping</li><li>Visualise, Build and Map</li><li>Making Connections</li></ul>
Understanding the World Past and Present:	<ul style="list-style-type: none"><li><u>Begin to</u> make sense of their own life-story and family’s history (All about Me theme: when I was a baby... Now I can...)</li></ul>	<ul style="list-style-type: none"><li>Begin to comment on images of familiar situations in the past<ul style="list-style-type: none"><li>When Mum and Dad were little ... past, history, long ago (Christmas now/Christmas when my parents were little, the first Christmas)</li></ul></li></ul>		<ul style="list-style-type: none"><li>Comment on images of familiar situations in the past (Denton in the Past: hat factories)</li><li>Talk about the lives of the people around them and their roles in society (People Who Help Us in Denton)</li><li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (jobs in Denton)</li><li>Understand the past through settings, characters and events encountered in books read in class and storytelling (The Girl Who Planted Trees: creating a timeline)</li></ul>		<ul style="list-style-type: none"><li>Talk about the lives of the people around them and their roles in society (learning about the Muslim and Jewish faiths and leaders through Eid and “Our Church Family” RE unit)</li></ul>
People, Culture and Communities:	<ul style="list-style-type: none"><li>Talk about members of their immediate family and community<ul style="list-style-type: none"><li>Describe family members ... grandparent, older, younger</li><li>Understand that there are many different types of families ...parent, step-sister / brother / mum / dad, similar, different</li></ul></li><li>Name and describe people who are familiar to them<ul style="list-style-type: none"><li>People in their local / school community... site manager, office manager, lolly pop person, shop keeper</li></ul></li></ul>	<ul style="list-style-type: none"><li><u>Begin to</u> understand that some places are special to members of their community</li><li>Talk about special places they go with their family... places of worship visited by children (link to Christmas and Diwali celebrations)</li><li><u>Begin to</u> recognise that people have different beliefs and celebrate special times in different ways (Diwali, Christmas)</li><li>Develop a knowledge and awareness of other festivals ... Harvest, Diwali, Christmas</li><li>Recognise some similarities and differences between life in this country and other countries (Christmas celebrations around the world)</li></ul>	<ul style="list-style-type: none"><li>Recognise some similarities and differences between life in this country and other countries (life in snowy places)</li><li><u>Begin to</u> recognise that people have different beliefs and celebrate special times in different ways (Chinese New Year)</li></ul>	<ul style="list-style-type: none"><li>Talk about members of their immediate family and community (People who Help Us in Denton)</li><li>Name and describe people who are familiar to them (People Who Help us in Denton)</li><li>Understand that some places are special to members of their community (places of worship in Denton)</li><li>Recognise that people have different beliefs and celebrate special times in different ways (Holi festival, Easter celebrations)</li><li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (creating maps of Denton)</li></ul>	<ul style="list-style-type: none"><li>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 (children share their family Easter celebrations)</li></ul>	<ul style="list-style-type: none"><li>Create maps of different places<ul style="list-style-type: none"><li>Create map of We’re Going on a Bear Hunt story settings</li></ul></li><li>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 (Eid celebrations: compare to different cultural celebrations)</li><li>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. (Life/Culture in African Countries: link to Baby Goes to Market)</li></ul>



Natural World:	<ul style="list-style-type: none"><li>• Explore the natural world around them<ul style="list-style-type: none"><li>◦ Exploration of the 5 senses</li></ul></li><li>• Describe what they see, hear and feel whilst outside<ul style="list-style-type: none"><li>◦ Listening walk in the local environment</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Explore the natural world around them<ul style="list-style-type: none"><li>◦ Leaves <input type="checkbox"/> sort by shape/size <input type="checkbox"/> <u>begin to</u> identify some local tree species ... nature, natural</li></ul></li><li>• Describe what they see, hear and feel whilst outside<ul style="list-style-type: none"><li>◦ Leaf shape, size &amp; colour... shape and colours words e.g. long, spiky, gold, rust, orange</li></ul></li><li>• Understand the effect of changing seasons on the natural world around them – Autumn into Winter<ul style="list-style-type: none"><li>◦ Observe / talk about changing <input type="checkbox"/> seasons ... season, summer, autumn, winter <input type="checkbox"/> changes in autumn ... temperature, change, hibernation, darker, weather, wind</li></ul></li></ul> <p>Develop interest in linked:</p> <p><input type="checkbox"/> texts across themes (autumn books), fiction and nonfiction</p> <p><input type="checkbox"/> sources of technological information: finding information and images via a search engine</p>	<ul style="list-style-type: none"><li>• Explore the natural world around them (Winter walk)</li><li>• Describe what they see, hear and feel whilst outside (Winter walk, sketching winter trees)</li><li>• Understand the effect of changing seasons on the natural world around them (comparing winter to other seasons, making bird feeders)</li><li>• Continue to develop interest in linked texts across themes(winter books), fiction and non-fiction</li><li>• sources of technological information (finding information out about animals who live in snowy countries)</li><li>• 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 (exploring snowy countries, looking at how Arctic animals are adapted to their environment)</li><li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter<ul style="list-style-type: none"><li>◦ ice experiments: making ice; melting ice: Free Stick Men’s children from the ice- where will the melt the fastest?</li><li>◦ Floating and sinking experiment; make a boat for Noi’s Dad</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Explore the natural world around them, making observations and drawing pictures of animals and plants (New life theme: our farm trip and linked activities e.g. observing and drawing animals)</li><li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter<ul style="list-style-type: none"><li>◦ Melting and setting: Easter nest cakes</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Explore the natural world around them, making observations and drawing pictures of animals and plants<ul style="list-style-type: none"><li>◦ Growing theme: growing cress and making observational drawings</li><li>◦ growing broad beans,</li><li>◦ experiment: growing seeds without light/water</li><li>◦ Spring walk</li><li>◦ observing and recording the life cycle of a butterfly)</li></ul></li><li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter<ul style="list-style-type: none"><li>◦ Spring walk: changes in Spring time</li><li>◦ Observing and recording the life cycle of a butterfly</li><li>◦ Growing plants</li><li>◦ Observing both growing and dying plants</li></ul></li><li>• <u>Continue to</u> develop interest in linked: <input type="checkbox"/> texts across themes (traditional tales), fiction and non-fiction <input type="checkbox"/> sources of technological information (looking at different plants and butterflies)</li></ul>	<ul style="list-style-type: none"><li>• Explore the natural world around them, making observations and drawing pictures of animals and plants<ul style="list-style-type: none"><li>◦ Minibeast hunt in our environment</li><li>◦ Drawing different minibeasts</li><li>◦ Looking at similarities/differences in minibeasts</li></ul></li><li>• 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 (Comparison to African countries: link to Baby Goes to Market story)</li></ul>
Expressive Arts and Design  Creating with Materials:	<ul style="list-style-type: none"><li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details<ul style="list-style-type: none"><li>◦ Self portraits</li></ul></li><li>• Show different emotions in drawings and paintings<ul style="list-style-type: none"><li>◦ Drawing different faces and facial expressions</li></ul></li><li>• <u>Continue to</u> explore colour and colour mixing<ul style="list-style-type: none"><li>◦ Painting with favourite colours/colour mixing</li></ul></li><li>• Create collaboratively sharing ideas, resources and skills.<ul style="list-style-type: none"><li>◦ Elmer big art collaborative work</li></ul></li><li>• Safely use and explore a variety of materials and tools<ul style="list-style-type: none"><li>◦ Developing efficient scissor skills</li><li>◦ Explore junk modelling</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Explore new techniques<ul style="list-style-type: none"><li>◦ Firework painting using a range of techniques e.g. splat art, chalk pastel pictures, marble rolling</li><li>◦ Transient art: using Autumn artefacts</li><li>◦ Pointillism Christmas cards</li><li>◦ Salt dough Christmas tree decorations</li></ul></li><li>• Talk about new creations</li><li>• <u>Begin to</u> return to and build upon previous learning<ul style="list-style-type: none"><li>◦ Junk modelling: hibernation homes</li></ul></li><li>• Continue to explore colour and colour mixing<ul style="list-style-type: none"><li>◦ Creating autumn colours</li></ul></li><li>• Create collaboratively sharing ideas, resources and skills.<ul style="list-style-type: none"><li>◦ Creating a class Autumn tree</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Explore and use a variety of artistic effects to express their ideas and feelings<ul style="list-style-type: none"><li>◦ Cold colour collages and artwork (winter theme)</li></ul></li><li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.<ul style="list-style-type: none"><li>◦ Junk modelling boats</li></ul></li><li>• Explore New techniques<ul style="list-style-type: none"><li>◦ Using a split pin to join: split pin Stick Men</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.<ul style="list-style-type: none"><li>◦ Junk modelling emergency vehicles</li><li>◦ Create paintings/pictures/portraits of people who help us</li><li>◦ Split pin people who help us/farm animals</li><li>◦ Spring transient art</li></ul></li><li>• Explore new techniques<ul style="list-style-type: none"><li>◦ Easter cross silhouette pictures, with chalk pastels</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function<ul style="list-style-type: none"><li>◦ Observational drawings of plants using a range of techniques</li></ul></li><li>• Share their creations, explaining the process they have used</li><li>• Make use of props and materials when role playing characters in narratives and stories<ul style="list-style-type: none"><li>◦ Traditional tales (Jack and the Beanstalk, The Three Billy goats Gruff and other familiar tales)</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function<ul style="list-style-type: none"><li>◦ Observational drawings of minibeasts and fruit using a range of techniques</li></ul></li><li>• Share their creations, explaining the process they have used</li><li>• Make use of props and materials when role playing characters in narratives and stories (The Bear Hunt, Baby Goes to Market, Handa’s Surprise)</li></ul>

Being Imaginative and Expressive:	<ul style="list-style-type: none"><li>• Take part in simple pretend play<ul style="list-style-type: none"><li>◦ Family / play date role play ... role, pretend, imagine</li></ul></li><li>• <u>Begin to</u> develop complex stories using small world equipment</li><li>• <u>Begin to</u> develop storylines in their pretend play – including those linked to focus text ... story language, character, beginning, middle, end (Elmer, Funnybones)</li><li>• <u>Begin to</u> listen attentively, move to and talk about music, expressing their feelings and responses<ul style="list-style-type: none"><li>◦ How does the music make me feel? ... emotions vocabulary (see PSE) -Charanga Unit 1</li></ul></li><li>• Sing in a group or on their own<ul style="list-style-type: none"><li>◦ Engage in circle and partner songs</li><li>◦ <u>Begin to</u> make own verse for familiar song (e.g. Thank you God for This Fine Day song)</li></ul></li><li>• <u>Begin to</u> explore and engage in music making and dance (outdoor stage area)<ul style="list-style-type: none"><li>◦ Invent and dance / play music to show different emotions ... emotions vocabulary (see PSE)</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Take part in simple pretend play<ul style="list-style-type: none"><li>◦ Family / play date role play ... role, pretend, imagine</li></ul></li><li>• <u>Begin to</u> develop complex stories using small world equipment</li><li>• <u>Begin to</u> develop storylines in their pretend play – including those linked to focus text ... story language, character, beginning, middle, end (Owl Babies)</li><li>• <u>Begin to</u> listen attentively, move to and talk about music, expressing their feelings and responses<ul style="list-style-type: none"><li>◦ How does the music make me feel? ... emotions vocabulary (see PSE) -Charanga Unit 2</li></ul></li><li>• <u>Begin to</u> watch and talk about dance and performance art (traditional dance linked to Diwali)<ul style="list-style-type: none"><li>◦ What type of dance/music is it? ... adjectives to describe music; e.g. happy, sad, slow, fast, bouncy</li><li>◦ Watch live music / dance performances linked to festivals</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Listen attentively, move to and talk about music, expressing their feelings and responses (Charanga Unit 3)</li><li>• Watch and talk about dance and performance art, expressing their feelings and responses (Chinese New Year Dragon Dancing)</li><li>• Develop storylines in their pretend play.</li></ul>	<ul style="list-style-type: none"><li>• Sing in a group or on their own, increasingly matching the pitch and following the melody (Easter songs and performance)</li><li>• Explore and engage in music making and dance, performing solo or in groups (Easter songs and performance)</li><li>• Listen attentively, move to and talk about music, expressing their feelings and responses (Charanga Unit 4)</li></ul>	<ul style="list-style-type: none"><li>• Invent, adapt and recount narratives and stories with peers and their teacher (traditional tales: innovating the stories)</li><li>• Sing a range of well-known nursery rhymes and songs;</li><li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music (Charanga Unit 5, Traditional Tales songs)</li></ul>	<ul style="list-style-type: none"><li>• Listen attentively, move to and talk about music, expressing their feelings and responses (African music and dance)</li><li>• Invent, adapt and recount narratives and stories with peers and their teacher (We’re Going on a Bear Hunt: innovating the story)</li><li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music (Charanga Unit 6; re-enacting Bear Hunt outdoors; singing bear songs)</li></ul>
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