



Foundation

Question	Where can we see art in our lives?
Bible Verse	“He has made everything beautiful in its time.” – Ecclesiastes 3:11
Values	Gratitude, Creation, Adventure, Exploration, Happiness
Outcome	Art Gallery at Farnfield Library
Visits/Visitors	Farnfield Library
Core texts	<ul style="list-style-type: none"> • The Gruffalo – Julia Donaldson, Axel Scheffler • The Snail and the Whale – Julia Donaldson, Axel Scheffler • Room on the Broom – Julia Donaldson, Axel Scheffler
Story time texts	<ul style="list-style-type: none"> • Roald Dahl – ‘George’s Marvellous Medicine’ (Daffodils) • Roald Dahl – ‘Esio Trot’ (Buttercups)
Communication and language	
Listening, attention and understanding	<ul style="list-style-type: none"> • To make predictions on what they have heard during a story, listening carefully to the storyline. • To retell stories using repetition and known phrases from stories.
Speaking	<ul style="list-style-type: none"> • To use new vocabulary correctly (demonstrating understanding) within full sentences and apply it. (e.g I am delighted with my new trainers.) • To begin applying a range of connectives within their talk as modelled by an adult.
Personal, Social and Emotional Development – we follow the HeartSmart programme.	
Building Relationships	<ul style="list-style-type: none"> • To know that there are people who they can tell when they see something that makes them uncomfortable. • To know that personal information is important and who they can share it with. • To hold back & forth conversations, listening to their peers’ ideas and responding appropriately. • Show empathy in simple ways, e.g. finding an adult for a child who is hurt.
Managing self	<ul style="list-style-type: none"> • To understand and discuss consequences of our behavior, e.g. If I hit someone, it hurts and they are upset. • To be able to work on short activities independently.
Self-regulation	<ul style="list-style-type: none"> • To confidently explain to an adult what has happened when they are upset. • To display resilience “Bounce back” quickly and with more independence.
Physical Development	
Fine Motor Skills	<ul style="list-style-type: none"> • To be able to manipulate scissors to cut around shapes, and when using tougher materials such as card, cardboard. • Start using the zip on their coat. • Be able to draw picture which includes more detail and have a variety of different shapes and lines. Care is taken with drawing and pictures become increasingly accurate.
Gross Motor Skills	<ul style="list-style-type: none"> • Be able to throw and catch a large ball. • To develop greater balance when standing or hopping on one foot, knowing to use their arms to support balance.
Literacy	
Comprehension	<ul style="list-style-type: none"> • To answer simple questions when asked about what they have read to support retrieval practice. • To make their own predictions.
Word Reading	<ul style="list-style-type: none"> • To know and identify initial sounds in words. • To understand the difference between blending and segmenting. • To begin following and touching the phonemes and graphemes as they read them. • To begin blending to read simple cvc words using the taught phonemes. • To read a short caption. E.g. The tap.

Writing	<ul style="list-style-type: none"> Remember, hold and talk a sentence aloud. To write all of their name, with improved letter formation. To use their knowledge of letter sounds to confidently write initial sounds. To use their phonic knowledge to begin writing CVC words, segmenting the phonemes aloud. To re-read the CVC words they have written and clearly articulate the word, to check it makes sense. To spell taught tricky words correctly and form short sentences e.g.: The cat is sad.
Maths –NCETM Mastering Number programme.	
Number	<ul style="list-style-type: none"> Confidently Subitising to 5. Confidently building numbers out of 1's. Demonstrate and recognize the cardinality of 5 using fingers, dice numicon to recognise and represent numbers. Be able to compare using amounts within their play and everyday experiences. To have an awareness of the composition of 5. Be able to say one number for each item in order: 1,2,3,4,5. (Stable-order counting) and recognise the numeral. Record numbers with a developing understanding of number formation. Identify number bonds to 5.
Numerical Patterns	<ul style="list-style-type: none"> Be able to count aloud in order to 5 and beyond. Be able to understand the order of numbers 5-10. Be able to recite the day of the week. Copy, continue and create an AB pattern. Notice and correct an error in an AB pattern. Use language to describe the relationship between quantities (e.g. 'more than, less than and equal to) Are able to share objects to make an equal group.
Space Shape and Measure	<ul style="list-style-type: none"> Engage with capacity activities and share what they can see happening, knowing when something is empty or full.
Understanding the World	
Past and Present	<ul style="list-style-type: none"> Know that people around them have different roles in society and talk about their lives in depth. Understand some important processes and changes in the natural world around them, including the seasons. Comment on pictures of familiar situations that they have experienced in the past. Use vocabulary linked to time with increased accuracy to describe their experiences. Discuss the chronology of who is in their family. Understanding the difference in the text type and use non fiction texts to further their knowledge Has an awareness of time, such as the days of the week and months in a year.
The Natural World	<ul style="list-style-type: none"> Comment on the natural world around them, make observations and draw pictures of animals and plants. Know that plants grow and are usually green. Know that plants change as they grow. Know that changes occur when animals grow.
People, Culture and Communities	<ul style="list-style-type: none"> Know some stories from the Bible, including Easter. 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. Begin to engage with big ideas (R.E.) Talk about thoughts and feelings (R.E.)
Technology	<ul style="list-style-type: none"> Press different buttons to change an output. Know that they can change the speed of an object.
Expressive Art & Design	
Creating with Materials	<ul style="list-style-type: none"> Experiment with colours of paint. Shape using modelling materials. Know that art exists all around us. Select appropriate resources when designing. Know that materials can be joined using tools and techniques. Adapt their work if necessary. Know that products move.

	<ul style="list-style-type: none"> • Know that products need to be strong. • Stir, mix and pour ingredients. • Know how to select materials and explain their choices. • Know how to select colours for a purpose. • Add detail to paintings and drawings making them more representative of their subject. • Be able to work collaboratively with their peers on artwork sharing their resources cooperatively.
<p>Being Imaginative and Expressive</p>	<ul style="list-style-type: none"> • Watch and talk about dance and performance art, expressing their feelings and responses. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Understand how to build on their previous learning, refining ideas and developing their ability to represent them when creating music. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. • Record ideas in different ways (notation). • Sing along to songs with increased accuracy. • Use musical instruments for a purpose, and engage with this in their play to follow simple beats, rhythms etc. • Understand how to control the instrument to create a desired sound. • Know how to participate in small world play, with increased narrative, building up a storyline with their peer, which is increasingly complex and imaginative.