



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, Trust, Adventure, Exploration, Happiness
Outcome	Create life cycle artwork that depicts the life of an organism
Visits/Visitors	Observing wildlife on the trail and in the pond
Core texts	<ul style="list-style-type: none"> • The Bog Baby - Jeanne Willis • Tadpole’s Promise – Jeanne Willis • Dear Green Peace – Simon James • The First Easter – Lois Rock
Story time texts	<ul style="list-style-type: none"> • Roald Dahl – ‘George’s Marvellous Medicine’ (Buttercups) • Roald Dahl – ‘Esio Trot’ (Daffodils)
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. • To explain why they have chosen to use the vocabulary that they have selected. • To independently ask what, why, how, where etc questions to check understanding and to provoke further interest.
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. • To use fronted adverbials to describe events from an exposed experience with some adult support. (First we cooked the cake, then we put it in the oven and after we ate it.) • To organise talk to support thinking and solve problems. • To orally rehearse familiar poems with adult support, such as call and response.
Personal, Social and Emotional Development – we follow the HeartSmart programme.	
Building Relationships	<ul style="list-style-type: none"> • Know that there are people who they can tell when they see something that makes them uncomfortable. • Know that personal information is important and who they can share it with. • 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"> • Understand and discuss consequences of our behavior, e.g. If I hit someone, it hurts and they are upset. • Work on short activities independently.
Self-regulation	<ul style="list-style-type: none"> • Explain to an adult what has happened when they are upset. • “Bounce back” quickly and with more independence. • Begin to solve conflicts through speaking to each other and being assertive, e.g. “Stop that, I don’t like it.” • Express their feelings and consider the feelings of others.
Physical Development	
Fine Motor Skills	<ul style="list-style-type: none"> • Is able to manipulate scissors to cut around shapes, and when using tougher materials such as card, cardboard. • Begin to start using the zip on their coat. • Pictures include 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"> • Improved hand-eye coordination 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. E.g: retrieval. • To make their own predictions. • Use play equipment with increased control and skill. • Recall a sequence of movements. • To securely know the features of a fiction book e.g: author, illustrator, title and blurb. • To remember key phrases from a familiar story when re-telling it. To know what a fiction book is.
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. • Write all of their name, with improved letter formation. • Use their knowledge of letter sounds to confidently write initial sounds. • Use their phonic knowledge to begin securely writing CVC words, segmenting their phonemes aloud • To re-read the CVC words they have written and clearly articulate the word, to check it makes sense. E.g: labels. • To spell taught tricky words correctly and form short captions e.g: The mat, A cat, To dad.
Maths – we follow the NCETM Mastering Number programme.	
Number	<ul style="list-style-type: none"> • Subitising to 5. • Building numbers out of 1's. • Cardinality of 5 using fingers, dice numicon to recognise and represent numbers. • Compare using amounts for comparison within their play and everyday experiences. • Begin to have an awareness of the composition of 5. • Say one number for each item in order: 1,2,3,4,5. (Stable-order counting) and recognise the numeral. • Be confident to form numbers to 5. • Become familiar forming numbers to 10. • Be confident with number bonds to 5. • Become familiar with number bonds to 10.
Numerical Patterns	<ul style="list-style-type: none"> • Count aloud in order to 5 and beyond. • Begin to understand the order of numbers 5-10 • Know the days 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. • Correctly name the 2D shapes. • Combine building blocks to make complex shapes (e.g. arches, crosses) • Describe a familiar route using positional language to articulate ideas.
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. E.g last week's cooking session. • Use vocabulary linked to time with increased accuracy to describe their experiences. • Can discuss chronology of who is in their family. • Happily engage in non-fiction texts, understanding the difference in the text type. • Has an awareness of time, such as the days of the week and months in a year. • Increasingly able to order and sequence daily routines based on experiences.

The Natural World	<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Begin to name known plants. • Learn the life cycle of many organisms.
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.) • Have an understanding that people are different. • Talk about their own likes and dislikes. • Comments on aspects of their familiar world such as the place they live and where they visit. • Develop positive attitudes about the difference between people • Know that there are special times in the year and people celebrate these. • Show an awareness of celebrations. Comment on similarities and differences between ones they've experienced. • Talk about different buildings and landmarks, know that there are special places of worship. • Know what a map is.
Technology	<ul style="list-style-type: none"> • Press different buttons to change an output. • Manipulate objects to change their speed.
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. • 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. • Work alongside their peers on art work sharing their resources cooperatively.
Being Imaginative and Expressive	<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. • Return to and 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. • Begin to 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. • Participates in small world play, with increased narrative, building up a storyline with their peer, which is increasingly complex and imaginative. • Express their feelings, ideas and opinions towards performances, dances or music exposed to.