



Curriculum Overview

Reception	Autumn		Spring		Summer	
	This is Me	Let's Celebrate	Once Upon a Time	People Who Help Us	Ready, Steady, Grow!	What a Wonderful World
Driving subject	Personal, Social, Emotional Development	Understanding the World (People, Cultures and Communities) Religious Education	Understanding the World (Past and Present) History	Personal, Social, Emotional Development Understanding the World	Understanding the World (The Natural World) Science	Understanding the world Geography Science
Key knowledge/outcomes	<p>Things were different in the past (linked to personal history) How to recognise, label, verbalise and manage feelings. There are different roles in our society and how these people help us.</p> <p>To know and understand the rules and expectations of the classroom and the wider school.</p> <p>To develop resilience and independence.</p> <p>To understand we are all different and what makes us unique.</p>	<p>Different families celebrate different festivals.</p> <p>Similarities and differences between festivals.</p> <p>Respect for others beliefs different from our own.</p> <p>Be able to talk about life in Chichester compared to other countries/places.</p>	<p>To have a repertoire of traditional tales that they can recall</p> <p>To compare things in the past to now e.g., toys, transport</p>	<p>Know there are different jobs.</p> <p>Know some jobs care for people in society.</p> <p>Talk about a range of jobs.</p>	<p>Changes in seasons/ environments for growing.</p> <p>Diverse environments needed to grow.</p> <p>Growing for a purpose/pleasure.</p> <p>Parts of plants and their functions.</p> <p>Life cycle of plants, animals and humans.</p>	<p>Different animals require different habitats (e.g. pets, farm and wild).</p> <p>How animals are adapted to their environments (e.g. camouflage) and lifestyles (e.g. sharp claws for digging)</p> <p>To discuss environmental issues: reduce, reuse, recycle and polluting the oceans.</p>
Core Vocabulary	<p>Family, home, community, friends.</p> <p>Emotion e.g.: happy, sad, anger, excitement, fear, frustrated.</p>	<p>Same, different, beliefs, Celebration, festival.</p>	<p>Past, present, then, now, before, same, different.</p>	<p>Community</p> <p>Job roles e.g.: police, doctor, vet</p>	<p>Fruit, vegetable, growing, life cycle, weather (sunny, rainy, windy etc), seasons (summer, autumn, winter, spring)</p> <p>Parts of a plant (seed, stem, leaf, flower, roots).</p> <p>Life cycle, animals, humans, egg, baby, child, toddler, hatch,</p>	<p>Space, planets, astronauts, rocket, map, country, world, Earth, climate.</p>

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Learning launch/enrichment	Visit to Parklands woodland area	Family members from the class invited in to share and discuss cultures. Traditions and celebrations in their households. Make Diya lamps using clay	Designing and making our own toys Exploring toys from the past	Visit from Chichester Fire Department Visit from a librarian Visit to St Wilfred' Church	Planting and Growing herbs and flowers in our outside area Observe the process of metamorphosis right before our eyes as we watch caterpillars grow into butterflies Forest school sessions	Go on a walk to discuss features of our local area Pirate dress up day
Core texts	The colour monster Only one you Super duper you	Little Glow Dipal's Diwali The Jolly Christmas Postman It's my Birthday	The Gingerbread Man Toys from the Past (Non-fiction) How to Look After your Dinosaur	Supertato Superhero like you Superworm – Julia Donaldson Real life superheroes	Jack and the beanstalk The Hungry Caterpillar As We Grow	Look up Non-fiction space text The Most important animal of all Martha maps it out Lion hunt
Additional texts (Shared Guided Reading)	The Gruffalo We're going on a beat hunt Stick man What can we see in Autumn (non-fiction)	Diwali (non-fiction) Cake – Sue Hendra Elmer's Birthday – David McKee The Jolly Postman – Allan Ahlberg The Dinosaur that Pooped Christmas – Tom Fletcher	Toys in Space The Billy Goat's Gruff History of toys (non-fiction) Little Red Riding Hood Goldilocks and the Three Bears The Three Little Pigs	Funny Bones - Zog – Julia Donaldson Police Car (non-fiction), Ambulance (non-fiction) The Selfish Crocodile The Short-sighted Giraffe Supertato, Run, Veggies, Run!	Mabel's Magical Garden Seed to sunflower Seed school All about fruit The world came to my place today The cow that laid an egg	Alien's love underpants Charlie and the Cheese monster Commotion in the Ocean Snail and the Whale The Very Ugly Bug Mad about Megabeasts
Phonics (Twinkl Phonics scheme)	Levels 1-4					
Maths (NCETM Mastering Number project)	Subitising, Counting, cardinality, ordinality, comparison and composition of numbers 1-3.	Counting, cardinality, ordinality, comparison and composition of numbers 1-5.	Subitising, Counting, cardinality, ordinality, comparison and composition of numbers.	Ordering to 10, 1 more and 1 less of numbers to 10, 5 and a bit structure, doubles to 10, number bonds to 10, odd and even numbers.	Subitising to 10, doubling, counting to 20 and beyond, composition of numbers to 10, number bonds to 10.	Subitising up to 5 on a Rekenrek, automatic recall of number bonds to 5 and some to 10, counting beyond 20, explore and represent patterns within numbers up to 10,

						including evens and odds, double facts and how quantities can be distributed equally.
Maths (White Rose scheme)	<p>Sorting and matching</p> <p>Comparing amounts (more/fewer)</p> <p>Size, mass and capacity</p> <p>Repeating patterns</p> <p>Subitising and representing 1 2 and 3</p>	<p>Subitise, represent and find 4 and 5.</p> <p>Composition of numbers 1-5.</p> <p>Circles and triangles.</p> <p>Shapes with 4 sides.</p> <p>Night and Day.</p> <p>Number formation.</p> <p>Numbots.</p>	<p>Comparing numbers to 5.</p> <p>Composition of 4 and 5.</p> <p>Number bonds to 5.</p> <p>Find and represent 6, 7 and 8.</p> <p>Know one more and one less of numbers 1-8.</p> <p>Make pairs, including odds and evens of numbers 1-8.</p> <p>Find and make doubles to 8.</p> <p>Combining two groups.</p> <p>Compare length, height, mass and capacity.</p>	<p>Find, represent, subitise and compare 9 and 10.</p> <p>Composition of numbers 0-10</p> <p>Compare numbers to 10.</p> <p>Number bonds to 10.</p> <p>Odd and even numbers.</p> <p>Recognise and find 3D shapes.</p> <p>Find and make doubles to 10.</p> <p>Identify, copy and continue more complex patterns.</p>	<p>Build numbers beyond 10 (11-20)</p> <p>Continue patterns beyond 10</p> <p>Build numbers beyond 10</p> <p>Verbal counting beyond 20</p> <p>Adding more</p> <p>Taking away</p> <p>Select shapes for a purpose</p> <p>Rotate and manipulate shapes</p> <p>Explain shape arrangements</p> <p>Compose and decompose shapes</p> <p>Copy 2-D shape pictures</p> <p>Find 2-D shapes within 3-D shapes</p>	<p>Explore sharing</p> <p>Explore grouping</p> <p>Even and odd sharing</p> <p>Play with and build doubles</p> <p>Identify units of repeating patterns</p> <p>Explore and create own pattern rules</p> <p>Replicate and build scenes and constructions</p> <p>Visualise and describe positions</p> <p>Give instructions to build</p> <p>Explore mapping</p> <p>Represent maps with models</p> <p>Create own maps from familiar places and story situations</p>

<p>Reading</p>	<p>Develop their phonological awareness to:</p> <p>Recognise words with the same initial sound.</p> <p>Begin to read individual letters by saying the sounds for them. (Level 2)</p> <p>Begin to use sound buttons to identify how many sounds are in a word.</p> <p>Begin to blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Begin to recognise capital letters.</p> <p>Recognise and read all Level 2 tricky words</p>	<p>Develop their phonological awareness to:</p> <p>Spot rhymes in familiar stories and poems.</p> <p>Count or clap syllables in a word.</p> <p>Can supply words with the same initial sound.</p> <p>Begin to read individual letters by saying the sounds for them. (Level 2 and some Level 3).</p> <p>Begin to use sound buttons to identify how many sounds are in a word.</p> <p>Begin to read CVC words containing known letter-sound correspondences.</p> <p>Begin to recognise capital letters.</p> <p>Begin to recognize and read Level 3 tricky words</p>	<p>Develop their phonological awareness to:</p> <p>Able to complete a rhyming string.</p> <p>Recognise all taught Level 2 & 3 sounds</p> <p>Read simple sentences containing known letter sound correspondences containing 1 or 2 common exception words</p> <p>Recognise and read L3 tricky words</p> <p>Know the letter name and letter sound for capital letters.</p>	<p>Develop their phonological awareness to:</p> <p>Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Use sound buttons to segment and read words.</p> <p>Identify words containing the same digraph or trigraph e.g. oa – boat, goat.</p>	<p>Develop their phonological awareness to:</p> <p>Recognise and use rhyme in daily conversation.</p> <p>Say a sound for each letter in the alphabet and at least 10 diagraphs</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Recognise and read Level 4 tricky words</p>	<p>Develop their phonological awareness to:</p> <p>Recognise and use rhyme in daily conversation.</p> <p>Say a sound for each letter in the alphabet and at least 10 diagraphs</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Recognise and read Level 4 tricky words</p>
<p>Comprehension</p>	<p>Repeat words and phrases from familiar stories.</p> <p>Repeat new vocabulary in a context of a story.</p> <p>Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</p> <p>Join in with repeated refrains with a story/rhyme.</p>	<p>Asks questions about stories that have been read to them.</p> <p>Begin to predict what might happen next in a story.</p> <p>Join in with repeated refrains with a story/rhyme.</p>	<p>Requests favourite stories and poems.</p> <p>Know parts of a book</p> <p>Know role of an author/illustrator</p> <p>Anticipate – where appropriate – key events in stories.</p>	<p>Answer questions about a text that has been read to them.</p> <p>Begin to use modelled vocabulary during role play for example in the Small World.</p> <p>Seek familiar texts or stories to re-read in the book area.</p>	<p>Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.</p> <p>Describe characters and events in detail.</p> <p>Recall some verses from poems.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Describe characters and events in detail.</p> <p>Recall some verses from poems.</p>

<p>Writing</p>	<p>Copy full name from a name label.</p> <p>Be confident with making marks on a paper to represent words.</p> <p>Form recognisable lowercase letters.</p> <p>Identify and write the initial sound to represent words.</p> <p><i>Physical Development</i></p> <p>Use a range of small tools competently and confidently.</p>	<p>Independently write own name from memory.</p> <p>Form recognisable lowercase letters and capital letters.</p> <p>Write CVC words by identifying the letter sounds and writing recognisable graphemes to represent them.</p> <p>Begin to write Level 2 tricky words from memory.</p> <p><i>Physical Development</i></p> <p>Use a range of small tools competently and confidently.</p>	<p>Include Level 2 and 3 sounds in their independent writing e.g., light, cook, queen.</p> <p>Begin to write Level 3 tricky words from memory.</p> <p>Write simple captions and phrases.</p> <p><i>Physical Development</i></p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient. Begin to use tripod grip.</p>	<p>Begin to write short sentences with words with known sound-letter correspondences.</p> <p>Begin to use capital letters, finger spaces and a full stop.</p> <p><i>Physical Development</i></p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient. Use a tripod grip.</p>	<p>Use a capital letter at the beginning of a sentence and a full stop at the end.</p> <p>Use finger spaces most of the time.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Use Level 2, 3 and 4 sounds in their independent writing.</p> <p>Begin to write CVCC and CCVC words.</p> <p><i>Physical Development</i></p> <p>Hold a pencil effectively in preparation for fluent writing. Using the tripod grip in almost all cases.</p>	<p>Begin to write their surname independently.</p> <p>Write Level 2, 3 and 4 tricky words from memory.</p> <p>Write sentences which can be read by themselves and others.</p> <p><i>Physical Development</i></p> <p>Hold a pencil effectively in preparation for fluent writing. Using the tripod grip in almost all cases.</p>
<p>Communication and Language</p>	<p><u>Listening, Attention and Understanding</u></p> <p>Understand how to listen carefully and why listening is important.</p> <p>Learn and use new vocabulary.</p> <p>Engage in story times.</p> <p><u>Speaking</u></p> <p>Learn and use new vocabulary throughout the day.</p> <p>Articulate their ideas and</p>	<p><u>Listening, Attention and Understanding</u></p> <p>Engage in non-fiction books.</p> <p>Join in with repeated refrains.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p><u>Speaking</u></p> <p>Connect one idea or action to another using a range of</p>	<p><u>Listening, Attention and Understanding</u></p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text - some as exact repetition and some in their own words.</p> <p>Learn rhymes, poems and songs</p>	<p><u>Listening, Attention and Understanding</u></p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Listen to and talk about selected non-fiction to develop deep familiarity with new knowledge and vocabulary.</p> <p>Use new vocabulary in different contexts.</p> <p>Know more, so feel confident about coming up with their own ideas.</p>	<p><u>Listening, Attention and Understanding</u></p> <p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when</p>	<p><u>Listening, Attention and Understanding</u></p> <p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when</p>

	thoughts in well-formed sentences.	connectives. Discuss their thoughts, feelings and experiences of celebrations. Use some vocabulary linked to celebrations in their discussions e.g., Rangoli patterns.	<u>Speaking</u> Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Use new vocabulary in different contexts.	<u>Speaking</u> Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Use new vocabulary in different contexts.	engaged in back-and-forth exchanges with their teachers and peers. <u>Speaking</u> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses.	engaged in back-and-forth exchanges with their teachers and peers. <u>Speaking</u> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Make use of conjunctions, with modelling and support from their teacher.
Personal, Social, Emotional development	<u>Self-Regulation</u> Talk about and express my feelings and consider the feelings of others. <u>Managing Self</u> Become familiar and follow the rules and routine of school. Become increasingly independent in managing their own care needs. <u>Building Relationships</u> Build relationships with our new peers and teachers. <u>Jigsaw PSHE:</u> Being me in my world – Who	<u>Self-Regulation</u> Develop appropriate ways to be assertive. Talk with others to solve conflicts. Show sensitivity to others beliefs, cultures and traditions. Make a kindness advent calendar <u>Managing Self</u> Remember rules without needing an adult to remind them, understanding why they are important. Show resilience and perseverance in the face of challenge. <u>Building Relationships</u> Build constructive and	<u>Self-Regulation</u> Identify and moderate their own feelings socially and emotionally. Respond to new experiences that an adult brings to their attention. Show goal-directed behaviour. <u>Managing Self</u> Manage their own needs. Be independent in meeting their own care needs. Plan and think ahead about how they will explore or play with objects. <u>Building Relationships</u>	<u>Self-Regulation</u> Think about the perspectives of others. Respond to new experiences that an adult brings to their attention. Begin to correct their mistakes themselves. <u>Managing Self</u> Know and talk about different factors that support their overall health and wellbeing e.g., toothbrushing, healthy eating and being a safe pedestrian. Begin to predict sequences because they know routines. <u>Building Relationships</u>	<u>Self-Regulation</u> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Become involved in whole school activities such as assembly and sports day. <u>Managing Self</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the	<u>Self-Regulation</u> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 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. Become involved in whole school activities such as assembly and sports day. <u>Managing Self</u> Explain the reasons for rules. Manage their own basic

	am I and how do I fit?	respectful relationships. <u>Jigsaw PSHE:</u> Celebrating difference – respect for similarity and difference.	See themselves as a valuable individual. Express their feelings and consider the feelings of others. Talk about the perspective of others. <u>Jigsaw PSHE:</u> Dreams and goals - Aspirations, how to achieve goals and understanding the emotions that go with this	See themselves as a valuable individual. Express their feelings and consider the feelings of others. Talk about the perspective of others. <u>Jigsaw PSHE:</u> Healthy me – being and keeping safe and healthy	toilet and understanding the importance of healthy food choices. <u>Building Relationships</u> 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. <u>Jigsaw PSHE:</u> Relationships – building positive, healthy relationships	hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <u>Building Relationships</u> 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. <u>Jigsaw PSHE:</u> Changing me – coping positively with change
Physical Development	Physical Education – body management.	Physical Education – dance.	Physical Education – gymnastics.	Physical Education – ball skills.	Physical Education – speed agility, travel.	Physical Education – cooperate and solve problems
Physical Development (gross motor skills)	Revise and refine the fundamental movement skills they have already acquired: - Rolling - Crawling - Walking - Jumping - Running - Hopping - Skipping – Climbing and progress towards a more fluent style of moving, with developing control and grace. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Negotiate space and obstacles	Revise and refine the fundamental movement skills they have already acquired: - Rolling - Crawling - Walking - Jumping - Running - Hopping - Skipping – Climbing and progress towards a more fluent style of moving, with developing control and grace. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Negotiate space and obstacles	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Begin to refine a range of ball skills including: throwing, catching, kicking and batting.	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Begin to refine a range of ball skills including: throwing, catching, kicking and batting.	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop confidence, precision and accuracy when engaging in activities that involve a ball. Demonstrate strength, balance and coordination when playing. Further develop and refine a	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop confidence, precision and accuracy when engaging in activities that involve a ball. Demonstrate strength, balance and coordination when playing. Further develop and refine a

	safely, with consideration for themselves and others.	safely, with consideration for themselves and others.			range of ball skills including: throwing, catching, kicking, passing, batting and aiming.	range of ball skills including: throwing, catching, kicking, passing, batting and aiming.
Physical development (fine motor skills)	Develop their 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, spoons.	Develop their 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, spoons.	Develop the foundations of a hand writing style which is fast, accurate and efficient. Begin to show accuracy and care when drawing. Further develop the skills they need to manage the school day successfully e.g., lining up, queuing and mealtimes.	Develop the foundations of a hand writing style which is fast, accurate and efficient. Begin to show accuracy and care when drawing. Further develop the skills they need to manage the school day successfully e.g., lining up, queuing and mealtimes.	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, paintbrushes and cutlery.	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, paintbrushes and cutlery.
Understanding the World	<p><u>People, Culture and communities</u></p> <p>Talk and describe members of their family.</p> <p>Discuss people’s role within society. Talk about people who help us and job roles.</p> <p><u>The Natural World</u></p> <p>Explore the natural world around them.</p> <p>Describe what we can see, hear and feel whilst outside.</p> <p>Look for signs of Autumn in our woodland area.</p> <p><u>Past and present</u></p> <p>Discuss children’s experiences of the past to now (nursery).</p> <p>Children to look at timelines of changing from a baby, to a</p>	<p><u>People, Culture and Communities</u></p> <p>Recognise some similarities and differences between different religious celebrations, festivals and traditions. Celebrations: Diwali, Christmas, birthdays, Hanukkah.</p> <p>Recognise some similarities and differences between life in this country and life in other countries. Look at maps of where some of the covered festivals are most popular.</p> <p><u>The Natural World</u></p> <p>Where do our family live? Plot this information on a map.</p> <p>Go on a local walk to post letters, commenting on our surroundings.</p>	<p><u>The Natural World</u></p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p><u>Past and present</u></p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p><u>Discovery RE Scheme:</u></p>	<p><u>People, Culture and Communities</u></p> <p>Talk about members of their immediate family and community.</p> <p><u>The Natural World</u></p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p><u>Past and present</u></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p><u>Discovery RE Scheme:</u></p> <p><u>Theme:</u> Easter</p> <p><u>Enquiry question:</u> What is Easter?</p>	<p><u>People, Culture and Communities</u></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p><u>The Natural World</u></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them,</p>	<p><u>People, Culture and Communities</u></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p> <p><u>The Natural World</u></p>

	<p>toddler to a child.</p> <p><u>Discovery RE Scheme:</u></p> <p><u>Theme:</u> Special people</p> <p><u>Enquiry question:</u> What makes people special?</p>	<p><u>Discovery RE Scheme:</u></p> <p><u>Theme:</u> Christmas</p> <p><u>Enquiry question:</u> What is Christmas?</p>	<p><u>Theme:</u> celebrations in different cultures and worldviews</p> <p><u>Enquiry question:</u> How do people celebrate?</p>		<p>including the seasons and changing states of matter.</p> <p><u>Past and present</u></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>Discovery RE Scheme:</u></p> <p><u>Theme:</u> Stories</p> <p><u>Enquiry question:</u> What can we learn from stories?</p>	<p>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.</p> <p><u>Past and present</u></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>Discovery RE Scheme:</u></p> <p><u>Theme:</u> Special places</p> <p><u>Enquiry question:</u> What makes places special?</p>
<p>Expressive Arts and Design</p>	<p><u>Creating with materials</u></p> <p>Painting pictures of ourselves, families and homes using powder and ready-mixed paint.</p> <p>Joining objects together to make a Stickman.</p> <p><u>Being imaginative and expressive</u></p> <p>Begin to develop storylines in pretend play.</p>	<p><u>Creating with materials</u></p> <p>Use a range of media to create Rangoli patterns linked to Diwali.</p> <p>Shape painting in the style of Kandinsky</p> <p>Sculpt clay to make a diva lamp.</p> <p><u>Being imaginative and expressive</u></p> <p>Watch and talk about music and dance typically used to celebrate some festivals.</p>	<p><u>Creating with materials</u></p> <p>Use and explore a variety of tools, techniques, design, texture and form. Create collaboratively, sharing ideas, resources and skills.</p> <p><u>Being imaginative and expressive</u></p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Sing a range of well-known</p>	<p><u>Creating with materials</u></p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p><u>Being imaginative and expressive</u></p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Sing a range of well-known nursery rhymes and songs. Explore and engage in music</p>	<p><u>Creating with materials</u></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (Sunflowers – Van Gogh)</p> <p>Share their creations, explaining the process they have used.</p> <p>Make purposeful, goal-directed choices to work towards an end piece.</p>	<p><u>Creating with materials</u></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make purposeful, goal-directed choices to work towards an end piece.</p> <p>Create artwork inspired by</p>

	Listen to and move to music.	Play a role in our Christmas Nativity play.	<p>nursery rhymes and songs. Explore and engage in music making and dance, performing solo or in groups.</p> <p>Develop storylines in their pretend play.</p>	<p>making and dance, performing solo or in groups.</p> <p>Develop storylines in their pretend play.</p>	<p>Create artwork inspired by famous artists</p> <p><u>Being imaginative and expressive</u></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Perform songs, rhymes, poems and stories with others.</p> <p>Move in time to music.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p>famous artists</p> <p><u>Being imaginative and expressive</u></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Perform songs, rhymes, poems and stories with others.</p> <p>Move in time to music.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>
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