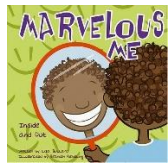

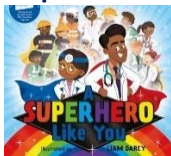
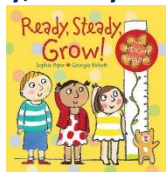




Marlborough Primary Academy
Foundation Stage Yearly Curriculum Overview 2023/2024



These themes may be adapted at various points to allow for children's interests to flow through the provision.

	Autumn 1		Autumn 2			Spring 1		Spring 2			Summer 1			Summer 2	
Themes	Marvellous ME 		Our festivals and celebrations 			Spring 1 Superheroes 		Spring 2 Ready, Steady... Grow! 			Summer 1 Wriggle and Crawl 			Summer 2 Once Upon a Time 	
Rationale	<p>This project was chosen to support children with settling into the new rules and routines of school and encourages them to make new friends and feel confident in their new class. It teaches children about being helpful and kind and how people in their family and school are important.</p> <p>PLOD/ Enquiry</p> <ul style="list-style-type: none"> • What makes me special? • What makes my family special? • My family tree • What is like where I live? • Are all homes the same? 		<p>Taking on from previous learning, children will explore different celebrations that are important for them, their families and communities. Children will explore festivals and celebrations that take place in autumn and winter, and other events that take place in their own community and in the wider world.</p> <p>Pupils will take part in a variety of creative activities and discover more about how those celebrations vary in every family and community.</p> <p>Remembrance Day, St Andrews, Halloween, Guy Fawkes Day, Bonfire night.</p>			<p>Who are the superheroes in your life? Why are they superheroes? This is a topic which uses children's interest in superheroes to then focus on the super people around us, such as doctors, police teachers, fire fighters, environmentalist, etc.</p> <p>Children will then have the opportunity to think about the kind of superhero they will like to be when they grow up. This topic, offers us lots of opportunities to learn, have fun and encourage children to dream and aspire big.</p>		<p>This term, children will be encouraged to think about how they have changed through their lives. Do they look the same now as when they were born? Lots of changes happen to the plants, weather and creatures during this time. What do we people need to grow? How about animals and plants?</p> <p>Children will have the opportunity to have closer look at all these changes, giving them a good background knowledge for future learning.</p>			<p>This half term we will be following children well known interest in outdoor learning, bugs, and creepy crawlies to encourage pupils to investigate and ask questions about minibeasts and their habitats.</p> <p>We will build on previous knowledge of growing and changing by observing and investigating the life cycle of a butterfly and exploring what minibeasts, such as snails and worms, need to survive.</p> <p>Pupils will compare the features of minibeasts and learn the names of their body parts.</p>			<p>This last project will use the wonderful and powerful world of stories, particularly fairy tales, to engage and inspire children to learn about castles and the people who lived in them.</p> <p>It will also aim to develop a love of stories and reading as well as encourage our pupils to learn, retell and act out the traditional tales we have chosen.</p> <p>With this topic we ensure we expose our children to a variety of texts, consolidate their knowledge of traditional tales and explore vocabulary that will build the foundation for future history learning.</p>	
Lead area of Learning	Prime Areas	UW	Literacy & CL	UW	EAD	Prime areas	UW	UW	PSED	PD	UW	CL	LIT	UW	LIT
Assessment & prior knowledge	Baseline assessments and gap analysis: Adapt curriculum and plan groups and individual next steps and interventions. Stages of drawing, writing and pen grip assessment. End of term phonics X 2 – Next steps, referrals. Plan Vocabulary					Ongoing observation and assessment Adapt curriculum and plan intervention and individual and group next steps. Parents evenings and IEPs Phonics assessments X 3 – Plan vocabulary					Ongoing observation and assessment Adapt curriculum and plan intervention and individual and group next steps. Parents evenings and IEPs Phonics assessments X 3 – Plan vocabulary.				
Possible hooks	Pyjama part		Food festival Halloween party Teddy's birthday picnic			Supertato – Evil Pea traps the vegetables. When I grow up dressing up party.		Egg incubator /chicks			Hungry Caterpillars sends a parcel. Our own caterpillar to look after! Minibeasts Safari			Puppet Show Royal ball Goldilocks crime scene with clues to follow.	
Events/ visitors	Harvest festival		Autumn nature walk Christmas party Father Christmas Visit			Doctor, police, nurse, or firefighters visit. TBC Pantomime		Bikeability Visit to a farm.			ART week Visit Market Hall- Bugs, A Rainforest Adventure! Forest School trip to the park			Sports Day Summer Fair	

Ways to engage parents	Parents evening RWI information session Newsletters & Weekly update on Dojo – Photos of the week’s learning. Children bring family photos for display.	Family Christmas lunch Food festival Fred’s Travel Bag Parents evening Stay and play session Parents invited to run a Christmas craft activity.	Parents evening RWI information session Newsletters Weekly update on Dojo – Photos of the week’s learning.	Mother’s day lunch Parents invited to gardening day.	ART week	Sports Day Summer Fair picnic
Key texts	Fiction: Owl Babies (M. Waddle Peace at last (J. Murphy) Non-Fiction: Home (C. Ellis) Traditional Tale: 3 little Pigs	Fiction: Mog’s birthday Room on the Broom Traditional tale: The Gingerbread Man.	Fiction Supertato A Superpower like Mine or Smartest Giant in Town	Fiction: Ergo Traditional Tale Jack and the Beanstalk	Fiction: The Very Hungry Caterpillar. The Giant Jam Sandwich Non-Fiction: Yucky Worms	Traditional Tales: Goldilocks Cinderella Rapunzel
End of day	Poetry: Fantastic First Poems Non-fiction: Inside your Body Other Fiction: Misha Makes Friends In Every House on Every Street. Super Duper You Funnybones A little bit Brave The Colour Monster The Colour Monster Goes to School The Same but Different Too I like Bees I don’t like Honey! Whatever Next -JM Home –CE In Every House on Every Street The 3 Horrid Little Pigs A new House for A Mouse	Poetry: The Great Big Cuddle Other Fiction: We Are Going on a Bear Hunt The Thief leave Where is my Teddy A Christmas Story Stick Man Ravi’s Roar TO BE BUILT THROUGH THE YEAR	Six Dinner Sid I am a Tiger Ruby’s Worry Superworm Juniper Jupiter	Oliver’s Vegetables Oliver’s Fruit salad The Gigantic Turnip Titch	Poetry: Mad about Minibeasts Non-fiction: The Big Book Bugs Yucky Worms Other Fiction: Aaaarrghh, Spider! Superworm	The Emperor New Clothes The Paper Bag Princess The Queen’s Knickers Queen Victoria’s Bathing Machine The Great Fairy Tale Disaster Prince cinders Three Billy Goat Gruff The Frog Prince Goldilocks and Just one Bear The Most Magnificent Thing The Tree Who Pushed Humpty Dumpty? After the Fall Jack and the Beaked Beanstalk
Vocabulary	PSED: Sad, happy, delighted, worried, angry, rules, respect, calm. Literacy: From texts - Hunting, silent, fuss, bounced, swooped, brave, flapped. at last’, hour, tired, nocturnal, pretending, cuckoo, leaky, refrigerator, believe, owl, hedgehog, uncomfortable, peeped, alarm, clock, yawn, phonics, letter, sound, story. UW: Challenge, school, map, family tree.	TO BE BUILT THROUGH THE YEAR				

COEL	<p style="text-align: center;">Playing and Exploring Engagement</p> <p>Finding out and exploring</p> <ul style="list-style-type: none"> • Showing curiosity about objects, events and people • Using senses to explore the world around them • Engaging in open-ended activity • Showing particular interests <p>Playing with what they know</p> <ul style="list-style-type: none"> • Pretending objects are things from their experience • Representing their experiences in play • Taking on a role in their play • Acting out experiences with other people <p>Being willing to have a go</p> <ul style="list-style-type: none"> • Initiating activities • Seeking challenge • Showing a 'can do' attitude • Taking a risk, engaging in new experiences, and learning by trial and error 	<p style="text-align: center;">Active Learning Motivation</p> <p>Being involved and concentrating</p> <ul style="list-style-type: none"> • Maintaining focus on their activity for a period of time • Showing high levels of energy, fascination • Not easily distracted • Paying attention to details <p>Keeping on trying</p> <ul style="list-style-type: none"> • Persisting with activity when challenges occur • Showing a belief that more effort or a different approach will pay off • Bouncing back after difficulties <p>Enjoying achieving what they set out to do</p> <ul style="list-style-type: none"> • Showing satisfaction in meeting their own goals • Being proud of how they accomplished something- not just the end result • Enjoying meeting challenges for their own sake rather than external rewards or praise 	<p style="text-align: center;">Creative and Critical Thinking Thinking</p> <p>Having their own ideas</p> <ul style="list-style-type: none"> • Thinking of ideas • Finding ways to solve problems • Finding new ways to do things <p>Making links</p> <ul style="list-style-type: none"> • Making links and noticing g patterns in their experience • Making predictions • Testing their ideas • Developing ideas of grouping, sequences, cause and effect <p>Choosing ways to do things</p> <ul style="list-style-type: none"> • Planning, making decisions about how to approach a task, solve a problem and reach a goal • Checking how well their activities are going • Changing strategy as needed
<p style="text-align: center;">PSED Children will be learning</p>	<p>To understand the importance of sharing and taking turns.</p> <p>To show an interest in others play.</p> <p>To grow confident to try new activities.</p> <p>To understands consequences to their behaviour.</p> <p>To talk about special times.</p> <p>To enjoy taking responsibilities</p> <p>To follow class boundaries and routines.</p> <p>To demonstrate friendly behaviour.</p> <p>To form good relationships and including others in play.</p> <p>To share celebrations such as special days, and festivals</p> <p>To take part in school community events such as Christmas play.</p> <p>To show confidence in asking adults for help.</p> <p>To set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>To start to show an understanding of their own feelings and those of others.</p> <p>To understand the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>To form positive attachments to adults and friendships with peers.</p>	<p>To develop and consolidate previously learnt ways to self-regulate.</p> <p>To make our own circle of friends.</p> <p>To play in a group, extending and elaborating play ideas, e.g. building up a role-play activity</p> <p>To speak about our own needs/opinions/ideas</p> <p>To choose the resources they need for their chosen activities.</p> <p>To show an understanding of their own feelings and those of others.</p> <p>To start to explain the reasons for rules, know right from wrong and behave accordingly; (links to oracy)</p> <p>To respect the differences between people and different beliefs</p> <p>Form good relationships with children and familiar adults.</p> <p>To know the difference between right and wrong and understand actions affect others.</p> <p>To communicates freely about home.</p> <p>To work as part of a group.</p> <p>To learn how to look after their environment.</p>	<p><u>ELG: Self-Regulation –</u></p> <p>To show an understanding of their own feelings and those of others.</p> <p>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses.</p> <p>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.</p> <p><u>ELG: Managing Self</u></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p> <p>- Explain the reasons for rules, know right from wrong and try to behave accordingly;</p> <p>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><u>ELG: Building Relationships</u></p> <p>-Work and play cooperatively and take turns with others;</p> <p>- Form positive attachments to adults and friendships with peers;</p> <p>- Show sensitivity to their own and to others' needs.</p>

Communication and Language
Children will be learning

To begin to follow instructions and understand questions that have 2 parts.
 To learn and develop listening skills.
 To join in with rhymes, rhythms and refrains.
 To show interest in books.
 To listen and respond to stories.
 To look at picture books independently.
 To talk about the different characters and what they are doing.
 To sing songs.
 To talk about the books we have read.
 To enjoy listening to longer stories and can remember much of what happens.
 To talk about themselves and others.
 To begin to talk about why things happen using vocabulary learnt this term.
 To compare different festivals.
 To make comments about their observations.
 To join in with rhymes, rhythms and refrains and increase their repertoire.
 To use longer sentences of six to eight words.
 To develops pronunciation of sounds: r, j, th, ch, and sh.
 To initiate conversations with adults and peers.
 To increasingly pay attention to more than one thing at the time.

To listen with more interest and to respond to stories.
 To describe where something is with prepositions.
 To follow 2 step instructions.
 To use 'and' and 'because' in sentences.
 To act out stories and rhymes
 To maintain attention and sit quietly when appropriate.
 To use talk to organise, sequence and clarify ideas.
 To talk about the importance of healthy food and exercise in staying healthy.
 To describe familiar texts with detail.
 To use full sentences.
 To use descriptive language (adjectives)
 To listen and then complete an activity.
 To ask a range of questions
 Participate in small group, class and one-to-one discussions, offering their own ideas.
 To describe ways to care for their local environment Describe where an object is using the correct prepositions.
 To confidently follow instructions and understand questions that have 2 parts.

To identify rhyming words in text and speech sometimes with adult support.
 To understand some humour
 To communicate effectively, articulating their thoughts and ideas using what they have learnt.
 To listen carefully and pay attention to what is being said.
 To learn and use new vocabulary that they can use in conversations.

ELG: Listening, Attention and Understanding
 - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
 - Make comments about what they have heard and ask questions to clarify their understanding;
 - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking
 - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
 - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
 - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Physical Development Children will be learning	<p>Gross motor To move freely using suitable spaces and speed. To stack, align and balance blocks of different shapes and sizes To use climbing equipment safely and competently To understand own needs hunger/toilet/personal hygiene. To dress with little support. (PE, welly boots, coat, etc.) To use a fork and spoon at lunchtimes independence. To use beanbags and balls to explore sending and receiving To use movement to represent emotions To change direction and stop</p> <p>Fine Motor To draw lines and circles To know how to make anticlockwise movement and retrace vertical lines. To use a dominant hand. To start to hold a pencil with a 'Dynamic Tripod' grip. To start using scissors and other equipment with adult guidance To write some letters and copy their name.</p> <p>Self-care To start to manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. To put on own coats & and attempt fastenings. To pull off jumpers and cardigans with increasing</p> <p>Assessment- Development matters Before teaching children the correct pencil grip and posture for writing, or how to use a knife and fork and cut with scissors, check:</p> <ul style="list-style-type: none"> • that children have developed their upper arm and shoulder strength sufficiently: they do not need to move their shoulders as they move their hands and fingers. • that they can move and rotate their lower arms and wrists independently. 	<p>Gross motor To stand on one foot To catch a ball To experiment moving in different ways on equipment and jump landing safely. To manage own risk assessment To cross the middle line TO revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing <p>Fine Motor To handle tools, objects, construction and malleable materials safely and with increasing control. To know why it is important to handle different apparatus safely. To know how to use scissors effectively. To hold pencil appropriately and conformably. To develop good posture when sitting at a table. To use wheeled resources such as bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts.</p>	<p>To confidently and independently throw and catch different size balls. (Introduce tennis balls, ping pong balls, beach balls and balloons.) To bat, pat and hit a ball. To explore balls games with teams, rules and targets.</p> <p>ELG: Gross Motor Skills</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>ELG: Fine Motor Skills</p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.
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Reading

To recognise familiar logos and labels within the familiar environment. For example, other children's- names, local shops, etc.
 To name and talk about the different parts of a book, e.g. front cover.
 To identify title in a book.
 To listen and identify sounds in the environments.
 To understand that letter(s) on the page symbolise spoken sounds in words.
 To attempt to form letters appropriately and write their name.
 To attempt to write simple words with guidance.
 To listen to familiar stories and to recall facts.
 To look at and talk about illustrations.

Word reading - phonics

To listen to and say initial sounds in words.
 To identify, RWI set 1, taught sounds. (see phonics LT planning)

Writing

To listen to and say initial sounds in words.
 To identify, RWI set 1, taught sounds.

Handwriting

To start to form lower-case with adult support.
 Assessment- Development matters
 "Before teaching children the correct pencil grip and posture for writing, or how to use a knife and fork and cut with scissors, check:
 • that children have developed their upper arm and shoulder strength sufficiently: they do not need to move their shoulders as they move their hands and fingers.
 • that they can move and rotate their lower arms and wrists independently."

Reading

To identify title, author and illustrator.
 To answer 'how' and 'why' questions in response to prominent aspects or events in stories (e.g. "Why did the wolf huff and puff. (With prompting and support.).
 To look at and talk about illustrations and print in fiction and non-fiction books and print in the environment.
 To name and talk about the different parts of a book, e.g. front cover/ back cover/ pages.
 To engage in extended conversations about stories, learning new vocabulary.

Word reading - phonics

To recognise grapheme-phoneme correspondences all of single letter graphemes.
 To recognise all 'Set 1' diagraphs (RWI).
 To recognise most set 2 sounds (RWI- See phonics long term plan)
 To decode by sounding and blending, phoneme by phoneme, number of three-letter CVC words with known phonemes and start to grow confidence with for letter words.
 To recognise taught 'common exception words' in a text (Ditty -RWI books).

Writing

To spell some familiar words.
 To build captions and start leaving spaces between the words.
 To start to build a short simple sentence with less adult support.
 To recognise capital letters and start using them at the start of a sentence.
 To form most lower-case letter correctly.

Reading

To check for sense and notice if a familiar phrase or label is muddled up.
 To look at and talk about illustrations and print in fiction and non-fiction books and print in the environment.
 To listen to stories and express views about events or characters in the story, e.g. "I liked it when X fell off the boat."
 To demonstrate understanding of what has been read by retelling stories and narratives using their own words and recently introduced vocabulary.

Word reading - phonics

To read rapidly the Set 1 diagraphs and at least ay, ee, igh, ow, oo speedily.
 To decode and read aloud, accurately, short sentences containing a limited set of simple common exception words with taught grapheme-phoneme correspondences.

Writing

To write a simple sentences using phonics knowledge.
 To start thinking about spaces between words.
 To learn capital letters.
 To form most lowers case and capital letters correctly.

With adult guidance pupils will be able to:

-Add a capital letters at start of a sentence and end it with a full stop.
 -Re-read what they have written.

<p style="text-align: center;">Maths Children will be learning</p>	<p>To match objects which are the same</p> <p>To sort objects</p> <p>To compare amounts size and capacity</p> <p>To compares two groups of object.</p> <p>To record the results of their count</p> <p>To count each object, action or sound once and only once.</p> <p>To represent numbers to 3 and then 5</p> <p>To use the language of more and less to compare amounts</p> <p>To count up to 10 objects with 1:1 correspondence.</p> <p>To use number names and number language</p> <p>To match quantities to numeral within 5</p> <p>To verbally count backwards from 5</p> <p>To represent numbers using fingers, marks on paper or pictures.</p> <p>To repeat simple patterns</p> <p>To recognise circles and triangles.</p> <p>To recognise numerals up to 5</p> <p>To identify when a set can be subitised and when counting is needed.</p> <p>To subitise different arrangements, both unstructured and structured, including using the Hungarian number frame</p> <p>To make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills</p> <p>To spot smaller numbers ‘hiding’ inside larger numbers connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</p> <p>To hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous number</p> <p>To develop counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds</p> <p>To compare sets of objects by matching</p> <p>To begin to develop the language of ‘whole’ when talking about objects which have parts</p>	<p>To recognise and repeat simple patterns</p> <p>To verbally count from a number other than "one".</p> <p>To estimate the number of objects in a set</p> <p>To use ordinal numbers</p> <p>To find and recall bonds of 5</p> <p>To understand the concept of Zero</p> <p>To represent numbers 5-9</p> <p>To place the numbers in order and matching one number name to each item.</p> <p>To tell how many in a set after counting</p> <p>To count beyond 10 verbally</p> <p>To use vocabulary: ‘more than’, ‘less than’, ‘fewer’, ‘the same as’, ‘equal to’.</p> <p>To find one more</p> <p>To find one less</p> <p>To recognise square, rectangle and semicircles.</p> <p>To continue to develop subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals.</p> <p>To begin to identify missing parts for numbers within 5</p> <p>To explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame.</p> <p>To focus on equal and unequal groups when comparing numbers.</p> <p>To understand that two equal groups can be called a ‘double’ and connect this to finger patterns.</p> <p>To sort odd and even numbers according to their ‘shape’</p> <p>To continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern.</p> <p>To order numbers and play track games.</p> <p>To join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers.</p> <p>To compare mass</p> <p>To explore and compare capacity.</p>	<p>To explore and compare length.</p> <p>To explore and compare height.</p> <p>To talk, order and sequence time</p> <p>To find and recall bonds of 10</p> <p>To identify and recall double facts up to 10</p> <p>To Count verbally beyond 20</p> <p>To explore evens and odds</p> <p>To add two single-digit numbers using quantities by counting on.</p> <p>To subtract two single-digit numbers using quantities by counting on</p> <p>To share quantities equally</p> <p>Group objects</p> <p>To share objects equally</p> <p>To recognise and describe patterns</p> <p>To compare length, weight and capacity</p> <p>To identify cubes, cuboids, pyramid, cone and cylinder.</p> <p>To order numbers</p> <p>To continue to develop their counting skills, counting larger sets as well as counting actions and sounds.</p> <p>To explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame.</p> <p>To compare quantities and numbers, including sets of objects which have different attributes.</p> <p>To continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2</p> <p>begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10.</p> <p>To continue to identify when sets can be subitised and when counting is necessary.</p> <p>To develop conceptual subitising skills including when using a rekenrek.</p>
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Understanding of the world and Expressive arts and design.

<p>UW Children will be learning</p>	<p>To understand that class rules are there to keep everyone happy and safe. To know the names of different body parts. To investigate human body – skeleton, muscles, organs. To identify the 5 senses. To learn about the need for food and water To explore the environment at home and at school To develop awareness of other cultures and religions To recognise and describe special events . To observe the differences in different families To think about periods of the day To talk about some features of the areas where they live To know that people in other countries may speak different languages. To notice weather patterns To explore signs of Autumn To know that adults do a variety of jobs. To be able to recount changes within living memory. To recognise that people have different beliefs. and celebrate special times in different ways. To draw information from a simple map.</p>	<p>To talk about the lives of the people around them and their roles in society. To look at patterns and change in the environment. To learn about the different parts of a plant To find out about the seasons To create a simple map To explore the environment and different plants Learning where do animals live, sleep, what they eat. To show a concern for the living things To match animal baby pictures Talk about how things work. Operating simple ICT equipment To discuss daily weather/ seasons To name days of the week To recognise that people have different beliefs and celebrate special times in different ways. To know the names of common fruits and vegetables. To know that humans and other animals can grow To know that Christians celebrate Easter To explore signs of Winter. To talk about some of the changes that happen when people grow older.</p>	<p>To explore signs of spring To explore signs of summer To describe how they can look after their environment. To understand litter has a harmful effect on the areas where we live, work and play.</p> <p>ELG: People, Culture and Communities <i>Children at the expected level of development will:</i> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and-when appropriate – maps.</p> <p>ELG: The Natural World <i>Children at the expected level of development will:</i> - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<p>Forest School</p>	<p>For children new to the sessions: - Introduce FS rules and routines - Introduce the use of hammers, tent pegs, mallets and litter pickers, and learn the safety rules around its use. - Introduction of basic shelter building with support.</p> <p>All of the children will continue to develop skills to: - Dress independently and appropriately for the weather. - Find ways to join together sticks using masking tape, elastic bands, pipe cleaners or string.</p> <p>Other knowledge and skills to be developed this term: - Identify signs of autumn - Observe and identify the changes from summer to autumn.</p>	<p>All children will continue to develop skills to - Safely use the tools introduced during the autumn term. - practise shelter building with less support.</p> <p>Introduce the use of: Trowels, forks, hand drills and palm drills.</p> <p>Other knowledge and skills to be developed this term: - Identify signs of winter - Observe and identify the changes from winter to spring. - Observe and identify some trees, insect and bird species on the school grounds. - Observe the life cycles of newts and butterflies.</p>	<p>Children will continue to develop learned skills and will be introduced to the following:</p> <p>Use of loppers with 1:1 adult support. Safety around fire. Toasting/roasting technique with 1:1 support. ‘Simple’ and ‘square’ knots.</p> <p>Other knowledge and skills to be developed this term: -Observe and identify the changes from spring to summer. -Recognise human and physical features within the outdoor area.</p>

<p style="text-align: center;">EA&D</p> <p style="text-align: center;">Children will be learning to</p>	<p>To learn and sing new songs To explore and use simple tools for an outcome e.g. scissors To respond and move to music To explore colour/texture to make pictures To explore sounds of instruments. To listen with increased attention to sounds. To join in with a wider variety of role play Explore colour mixing To create portraits with support To experience free painting and craft To stick with a purpose</p> <p><u>Vocab</u> Portrait, self-portrait, themselves, collage, materials, paint, photograph, pencils, dab.</p>	<p>To repeat rhythms To move to music rhythmically To learn a wider variety of songs To build and construct with purpose To select a wider range of tools to achieve an expected outcome. To introduce storylines to their role play To design and make; Cards, biscuits, party invitations, etc. To learn how to look after paintbrushes To explore effect in different paintbrush sizes and colours.</p> <p><u>Vocab</u></p>	<p>To adapt work when necessary To develop a narrative in their play To create their own songs and add their own music.</p> <p><u>Early Learning goals</u> ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and - when appropriate – try to move in time with music.</p>
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