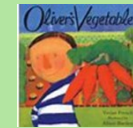
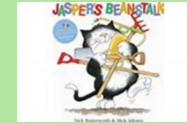
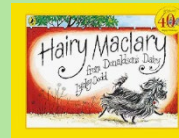
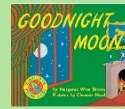
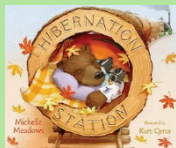
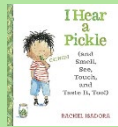
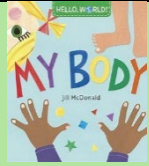


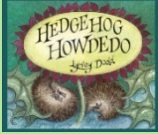
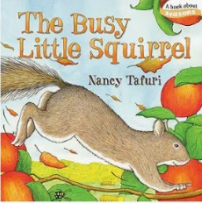
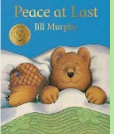


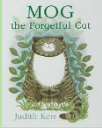
# EYFS Curriculum



Development Matters has been used to inform this curriculum

Nursery			
Term	Autumn	Spring	Summer
Themes	Good to be Me Autumn World Nursery Rhyme Week Christmas	Journeys Chinese New Year Favourite Stories Incredible Eggs Easter	Plants Pets Farm Seaside
Core Texts	   	    	   



	 	 	 
<p><b>Rhymes</b></p>	<p>Humpty dumpty  Baa, baa black sheep  Twinkle, twinkle, little star  Row, row, row your boat  Rain, rain go away  Pat a cake  Little Miss Muffet  Star light star bright  Jack and Jill  Polly put the kettle on</p> <p>World Nursery Rhyme Week  Twinkle Twinkle  Old MacDonald  The big ship sails  Incy wincy spider  Five currant buns</p> <p>Mary had a baby boy  Rudolph, Rudolph</p>	<p>Brush your teeth  Head, shoulders, knees and toes  If you're happy and you know it  Sleeping bunnies  Dingle, dangle scarecrow  Wind the bobbin up  The farmer's in his den</p> <p>The grand old Duke of York  This little piggy went to market  The bear went over the mountain  Down in the jungle  ·Incy wincy spider  I'm a little teapot  The wheels on the bus  ·Old McDonald had a farm  Miss Polly had a dolly  Mary had a little lamb</p>	<p>5 little speckled frogs  5 little ducks  5 little men in a flying saucer  1,2,3,4,5 once I caught fish alive  Two little dickie birds  Three blind mice  Five current buns  5 little monkeys jumping on the bed  One finger, one thumb</p>

	Twinkle twinkle Christmas star		
<b>Communication and Language</b>			
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<p>YN pupils to; Understand the rules for good listening Understand a simple question or instruction. Sing songs, join in with rhymes and familiar stories.</p> <p>We will listen to others 1:1, in small groups and whole class. We will be prompted to have eyes looking, ears listening, lips closed and to use a thinking thumb in group times We will join in with daily rhyme time and learn the weekly rhyme. We listen to daily stories. We will have daily carpet sessions with verbal and visual reminders of how to be a good listener. We will sing a rhyme of the week and timetable daily rhyme and story sessions. We will support children in answering questions and following instructions.</p> <p><b>Key Vocabulary:</b> Listen, wait, proud cloud, sunshine, rain cloud, What? Why? Who? Rhyme</p>	<p>YN pupils to; Understand why questions. Discuss their own ideas and learn new vocabulary. Sing a large repertoire of songs. Know many rhymes.</p> <p>We will listen to others and initiate conversation. We will use a 'speaking bear' at carpet times. We will respond to others with appropriate comments. We will have learnt many rhymes though 'rhyme of the week'. We will be able to join in and sing favourite rhymes. We will learn new vocabulary.</p> <p><b>Key Vocabulary:</b> Journey, hunt Spring Favourite Chinese New Year, emperor, zodiac Easter</p>	<p>YN pupils to; Talk about familiar books and be able to tell a long story. Express a point of view. Use talk to organise their play.</p> <p>We will be familiar with a wide range of books and traditional tales. We will share these at story times and will revisit these in the continuous provision. We will use story props to retell familiar stories. We will use a wide range of vocabulary in our play. We will communicate with adults and peers about our thoughts.</p> <p><b>Key Vocabulary:</b> retell, traditional tale, once upon a time, character, setting</p>
<b>Personal, Social and Emotional Development</b>			
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	YN pupils to	YN pupils to;	YN pupils to; Remember rules without adult support.

	<p>Develop confidence in our Early Years environment. Learn Sammy Sunshine’s rules and routines. Select and use activities and resources independently. Talk about feelings. Manage their own care needs independently.</p> <p>We will support children in their play to develop confidence. We will remind each other of the classroom rules and routines in the daily welcome session. We will talk about our feelings in the daily welcome session. We will use ‘now’ and ‘next’ boards as well as a visual timetable when needed. We will access the quiet area, with ‘mood monsters’. We will wash hands before eating and access toilets independently. We will encourage children to talk and listen to each other. We will encourage and support children with activity choices and resources.</p> <p><b>Key Vocabulary:</b> Mood monster, feeling, happy, sad, angry, excited, proud, walking feet, plan, do, review, choose</p>	<p>Increasingly follow rules and understand why they are important. Extend and elaborate play ideas. Talk about feelings using appropriate vocabulary.</p> <p>We will be familiar with the classroom rules and routines. Visual reminders will help us. We will be asked through songs and as part of daily routine how we feel. We will listen to others when sharing feelings and emotions. We will use the mood monsters when sharing our feelings and emotions.</p> <p><b>Key Vocabulary:</b> make, create, pretend, build, construct, change, journey, feeling, emotion, mood, thoughts</p>	<p>Talk about feelings and how to resolve conflicts. Discuss healthy choices.</p> <p>We will know and follow the classroom rules- Listening ears, indoor voices, walking feet, look after our classroom and be kind to everyone. We will take some responsibility for the resources in our classroom and looking after them. We will say how we feel using the mood monsters and recognise the feelings of others. We discuss scenarios and will share ideas about how to resolve conflicts. We will know some healthy choices including fruit and vegetables, teeth brushing, exercise and sleeping well. We will take part in activities and discussions with the school nursing team and health visitors.</p> <p><b>Key Vocabulary:</b> Teeth, decay, fruit, vegetables, choice, exercise, heart, sleep, rest</p>
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**Physical Development**

	Autumn	Spring	Summer
	<p>YN pupils to; Develop their fine and gross motor skills both indoors and outside. Continue to develop their movement and ball skills. Paint, chalk or make marks with water on large vertical surfaces. Use one handed tools and equipment.</p> <p>We will develop gross motor skills by accessing the outdoor area, including stepping stones, slide and large blocks Pentagon Play blocks. We will access the 'writing shed', using paint brushes, rollers, chalks. We will use scissors, drawing tools and playdough to develop fine motor skills. We will be encouraged to try a range of activities. We will be supported to use a tripod grip and how to hold scissors correctly.</p> <p><b>Key Vocabulary:</b> Walk, run, stop, tripod grip, hold, scissors, glue spreader, crayon, chalk rolling pin, cutter</p>	<p>YN pupils to; Continue to develop their movement skills by rolling, crawling, jumping, running hopping, skipping and climbing. Engage in daily dance activities linked to the theme in Nursery. Access fine motor activities.</p> <p>Children will have daily access to outdoor EYFS provision to develop gross motor skills including throwing, catching, obstacle courses, den building. We will dance daily learning when to stop and move in a variety of ways. We will have opportunities to use playdough, paint, tweezers, small loose parts and threading to develop fine motor skills.</p> <p><b>Key Vocabulary:</b> climb, build, throw, target, catch, dance, sequence, step, turn, freeze, squash, squeeze, roll, twist, cut, mould, threading, bobbin</p>	<p>YN pupils to; Collaborate with others to move large items safely. Use streamers and flags. Use a comfortable grip with good control when holding pens and pencils.</p> <p>We will move large outdoor blocks safely to construct collaboratively. We will put away resources by stacking blocks carefully. We will dance with material. We will use a range of materials to make marks with a tripod grip.</p> <p><b>Key Vocabulary:</b> stack, heavy, light, block, log, safety, bend knees, tripod grip, hold, finger, thumb</p>
<b>Literacy</b>			
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>

	<p>YN pupils to;          Develop phonological awareness.          Join in with rhymes.          Understand that print has meaning.          Talk about stories and learn new vocabulary.          Access mark making activities indoors and outside.</p> <p>We share a range of books together.          We will learn a new rhyme each week.          We will have a story of the week and a traditional tale per half term.          We will hear a variety of fiction and non fiction stories.          We will learn new vocabulary.          We will access the writing shed outside and indoor mark making activities.</p> <p><b>Key Vocabulary:</b>          Listen,          traditional tale,          rhyming word,          fiction, non fiction,          poem,          logo, sign,          name</p>	<p>YN pupils to;          Spot and suggest rhymes          Understand that print can have different purposes.          Discuss non-fiction texts and learn new vocabulary.          Hear the sound at the beginning of their name          Recognise their own name.</p> <p>We will sing rhymes every day.          We will use props from the Rhyme Basket to sing rhymes.          We will listen to rhyming stories, where we will be supported to spot and suggest rhyming words.          We will have opportunities every day to recognise our names in the Welcome session.          We will take part in rhyming and initial sound games.          We will share nonfiction books and learn new vocabulary linked to penguins and Chinese New Year.</p> <p><b>Key Vocabulary:</b>          Rhyme, initial sound,          phoneme, grapheme,          non-fiction, fiction,          first name, surname</p>	<p>YN pupils to;          Understand that we read English text from left to right.          Count and clap syllables in a word.          Write their own name.</p> <p>We will turn the pages in a book and know the print is read left to right.          We will recognise syllables when clapping our names and words in games.          We will write names without a name card on our creations.</p> <p><b>Key Vocabulary:</b>          left, right,          read, text,          syllable, clap</p>
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		<b>Mathematics</b>	
		<b>Autumn</b>	<b>Spring</b>
		<b>Summer</b>	
	<p>YN Pupils to; Self-register using 5 frames. Compare quantities using language: ‘more than’, ‘fewer than’. Talk about and explore 2D and 3D shapes. Notice patterns and arrange things in patterns. Recite numbers past 5. Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). Understand position through words alone. Sequence events in their own school day. <b>We will count, recite, notice and explore numbers and patterns.</b> <b>We will use a calendar daily, and 5 frames for self-registration and talk about what we notice.</b> <b>We will sequence events in the school day using the visual timetable.</b> <b>We will make collections of objects and will compare the quantities of these collections.</b> <b>We will subitise groups of objects.</b> <b>We will explore, play with and describe shapes.</b> <b>We will respond to simple language of position.</b></p> <p><b>Key Vocabulary:</b> <b>Five frame, notice, pattern, calendar, months of the year, days of the week,</b></p>	<p>YN pupils to; Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). Say one number for each item in order: 1, 2, 3, 4, 5. Show ‘finger numbers’ up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 Discuss routes and locations, using words like ‘in front of’ and ‘behind’. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc</p> <p><b>We will use ‘Fast eyes’ to subitise groups of up to 3 objects.</b> <b>We will represent numbers up to 5 on our fingers.</b> <b>We will count objects in our play and link numerals to amounts.</b> <b>We will talk about routes and locations.</b> <b>We will notice and talk about patterns in the nursery environment.</b></p> <p><b>Key Vocabulary:</b> <b>Count, How many altogether? One, two, three, four, five, where, in front, behind, pattern, design, stripes, spotty</b></p>	<p>YN pupils to; Compare quantities and use language of more and fewer. Solve mathematical problems with quantities up to 5. Combine shapes to make new ones. Make comparisons between objects relating to size, weight and capacity. Discuss routes and locations.</p> <p><b>We will use mathematical language in our play when comparing objects.</b> <b>We will have access to a range of objects of different shape and size.</b> <b>We will be able to talk about different routes and landmarks.</b> <b>We will know where we live and the surrounding areas,</b> <b>We will look at maps and photographs of our local area.</b></p> <p><b>Vocabulary:</b> <b>heavy, light, more, less, fewer, most, left, right, forwards, backwards, roundabout, straight on, pass, Penshaw, Washington, Sunderland</b></p>

	<p>collection, more, fewer, now, next, same, different, subitise, big, bigger, small, smaller, sharp, pointy, curvy, round, flat, in, on, under</p>		
<b>Understanding the World</b>			
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<p>YN Pupils to; Develop positive attitudes about the differences between different people. Use all their senses in hands on exploration of natural materials. Talk about the differences between materials and the changes they notice. Talk about what they see using a wide vocabulary.</p> <p>We will have discussions about family and friends. We will learn the school rules. We will take part in seasonal walks. We will be given lots of opportunity to talk.</p> <p><b>Key Vocabulary:</b> Family, community, church, bible, God, Jesus, precious, season autumn, winter, wind, storm, weather</p>	<p>YN Pupils to; Begin to make sense of their life story and family history. Begin to understand the key features of the life-cycle of a duck. Continue to talk about what they see using a wide vocabulary.</p> <p>We will have opportunities to talk about our families and share family photos. We will talk about events in our lives eg birthday celebrations. We will make observations about what we see as the ducklings' hatch and grow. We will make observations about ducks and penguins.</p> <p><b>Key Vocabulary:</b> Family, home, love, belonging, observe, egg, incubator, duckling, feather</p>	<p>YN Pupils to; Show interest in different occupations. Explore and talk about different forces they can feel. Know that there are different countries in the world. Use a wide vocabulary in discussion. Plant seeds and care for growing plants. Begin to understand the key features of the life-cycle of a plant.</p> <p>We will listen to stories out different occupations and have opportunities to role play these occupations. We will look at maps and an atlas. We will share photographs of different parts of the world and discuss different climates and where different animals live. We will plant seeds and learn what a plant needs to grow. We will make observations about what we see as our plants grow. We will explore push and pull forces in our play.</p> <p><b>Key Vocabulary:</b></p>

			Push, pull, country, flag, England, Ireland, Scotland, Wales, Europe, Seed, growth, observe, soil, water, sun
Expressive Arts and Design			
	Autumn	Spring	Summer
	<p>YN Pupils to; Explore a variety of materials. Take part in pretend play using a variety of Nursery resources. Access a variety of drawing materials. Sing new songs.</p> <p>We will have extended periods of play to access the home corner for domestic play. We will listen to new songs weekly and be encouraged to join in. We will have opportunities to make and create using a variety of materials. including paint, workshop. We will talk about colours, materials and fastenings.</p> <p><b>Key Vocabulary:</b> Home corner, make, set the table, paint, print, collage, workshop, create</p>	<p>YN Pupils to; Begin to develop complex stories using small world resources. Develop their own ideas for using materials. Explore colour and colour mixing. Play instruments with increasing control.</p> <p>We will have daily opportunities to plan where we would like to play. We will use a range of small world materials to develop ideas and narratives. We will make and create with a range of art materials. We will explore colour mixing. We will learn the names of a range of percussion instruments. We will play these instruments, leaning to stop in time.</p> <p><b>Key Vocabulary:</b> Farm, vehicle, train, garage, blocks, town, village, city, glue, collage, paint, model, recycle, colour mix, red, yellow, blue, green, purple, orange, instrument, play, music, stop</p>	<p>YN Pupils to; Make imaginative and complex small world stories. Join different materials and explore textures. Begin to show different emotions in their drawings. Create own songs using musical instruments on our garden stage area.</p> <p>We will use a range of materials and open-ended objects in our play including planting and seaside materials. We will explore textures and experiment with joining materials together in a variety of ways. We will listen to different genres of music and play along with instruments. We will make up songs.</p> <p><b>Key Vocabulary:</b> seaside, ocean, sand, sea life, rhythm, beat, performance, fast, slow, instrumental</p>

# Reception

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Good to be Me  Autumn	Nursery Rhymes  Christmas	Winter  Arctic  Chinese New Year	World Book Day  Growing  Incredible Eggs	Friends  The Local Area  The Royal Family	Our Wonderful World  Farming
Core Texts	 	 	 	 	 	

	 		 	 	 	  
<p>Additional Texts</p>						

	   	 	  	 	 	
<p><b>Rhymes</b></p>	<p>_____ where are you? Here I am, Here I am,</p> <p>The more we get together</p> <p>I have ten little fingers</p> <p>Where is Thumbkin?</p> <p><b>Autumn Rhymes</b></p>	<p>Twinkle, twinkle chocolate bar</p> <p>Incy, wincy spider climbed up a tree</p> <p>Baa, baa, blue sheep</p> <p>5 little monkeys swinging from a tree</p>	<p>1,2, buckle my shoe Ten green bottles</p> <p>Ten in the bed</p> <p>10 fat sausages</p> <p>This old man</p> <p>One potato, two potato</p>	<p>Mary, Mary quite contrary</p> <p>Goosey, Goosey Gander</p> <p>The big ship sails</p> <p>Dr Foster went to Gloucester</p>	<p>Frere Jacques</p> <p>Ring, a ring, of roses</p> <p>Hot cross buns</p> <p>Are you sleeping?</p> <p>Oranges and lemons</p>	<p>Bobby Shaftoe's Gone to Sea</p> <p>There's a worm at the bottom of the garden,</p> <p>Incy Wincy Spider,</p> <p>There's a tiny caterpillar on a leaf</p>

	<p>All the leaves are falling down</p> <p>I'm a dingle, dangle scarecrow</p> <p>What shall we do with the bouncing pumpkin?</p>	<p><b>Christmas</b> Rudolph the red nosed reindeer</p> <p>When Santa got stuck up the chimney</p> <p>A baby was born in Bethlehem</p>	<p>Hickory, dickory, dock</p> <p>One finger, one thumb</p> <p>5 Little Polar Bears</p> <p>Let's make a pattern</p>	<p>I know an old lady who swallowed a fly</p> <p>Here we go round the mulberry bush</p> <p>Old Mother Hubbard</p> <p>When Goldilocks went to the house of the bears</p> <p>There was a princess long ago</p>	<p>London bridge is falling down</p> <p>The animals went in two by two</p> <p>Jambo</p>	<p>Fly, fly superhero fly,</p> <p>Super heroes Unite</p>
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## Communication and Language

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>YR pupils to; Understand how to listen and why it is important. Follow the rules for good listening. Engage in story and rhyme times.</p> <p><i>We will listen to each other 1:1, in small groups and whole class.</i></p> <p><i>We will enjoy listening to stories,</i></p>	<p>YR pupils to; Learn new vocabulary and collect 'wow' words. Answer why questions and follow two-part instructions.</p> <p><i>We will share stories and ask and answer questions.</i></p> <p><i>We will develop our vocabulary and collect 'wow' words</i></p>	<p>YR pupils to; Retell stories to build familiarity and understanding.</p> <p><i>We will continue to learn to listen attentively in a range of situations.</i></p> <p><i>We will be prompted to look at who is talking to us and think about what they are saying.</i></p>	<p>YR pupils to; Engage in non-fiction texts to develop a familiarity with new knowledge and vocabulary.</p> <p><i>We will continue follow the rules for good listening.</i></p> <p><i>We will learn to use questions to clarify understanding of a text or task.</i></p>	<p>YR pupils to; Retell stories in detail. Answer open ended questions to encourage more thinking and give longer answers</p> <p><i>We will articulate our ideas into sentences.</i></p> <p><i>We will show that we can use</i></p>	<p>YR children to problem solve and develop explanations. Learn new vocabulary. Articulate their ideas and use connectives in speech.</p> <p><i>We will practise retelling a story with some exact</i></p>

	<p>remember what happens and join in with repeated refrains. We will listen carefully to rhymes and songs, paying attention to how they sound. We will have daily carpet times with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories to be shared. We will be encouraged to answer why questions. We will be given lots of opportunities to talk. We will play together in the provision and language will be modelled for us.</p> <p><b>Key Vocabulary</b> sunshine rain cloud proud cloud ready, respectful &amp;</p>	<p>from the stories we have read. We will link events in a story to our own experiences. We will discuss stories with our talk partners. We will respond to others appropriately in play. We will learn to follow two-part instructions.</p> <p><b>Key Vocabulary</b> Wow words story information fiction non-fiction questions why how when who what instructions</p>	<p>We will make predictions about what might happen next or story endings in response to texts read. We will engage in non-fiction books and discuss instructions. We will consider the listener and take turns to listen and speak in different contexts. We will discuss stories, vocabulary and non-fiction texts with our talk partners.</p> <p><b>Key Vocabulary</b> listen, looking, thinking time, reading, wait, turn, story, carpet time, join in, question, song, rhyme, poem</p>	<p>We will make story maps. We will continue to develop our vocabulary by collecting ‘wow’ words from the texts we have read.</p> <p><b>Key Vocabulary</b> Listen, wait, turn, question, song, rhyme, poem, non-fiction, information, contents page, index, glossary, first, next, what, when, who, why, how</p>	<p>language to reason and persuade. We will listen to and understand instructions about what we are doing, whilst busy with another task. We will express ideas about feelings and experiences including sharing ‘Good News.’</p> <p><b>Key Vocabulary</b> Listen, wait, turn, instruction, patient, patience, questions, I think, because, why, when, does, and, next, after</p>	<p>repetition and in our own words. We will practise articulating and creating an imaginary story in our play or in writing. We will continue to practise speaking clearly in well-formed sentences. We will be prompted to use the rich vocabulary we have been practising throughout the year.</p> <p><b>Key Vocabulary</b> Questions, why, what, when, how, explain, listen, heard, because, first, finally</p>
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	safe story setting characters problem solution					
<b>Personal, Social and Emotional Development</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<p>YR pupils to; Make new friends. Learn and follow Sammy Sunshine's Rules Discuss individuality and respect. Manage their own needs.</p> <p>We will have lots of opportunities to talk about feelings particularly relating to starting school. We will play name games and learn the names of their friends. We will learn the name of our class; Goldsworthy.</p>	<p>YR pupils to; Show awareness of others feelings. Take turns. Make choices and talk about what they are doing.</p> <p>We will learn it is important to show concern for others and show awareness of how our actions may impact on others. We will talk with others to solve conflicts and identify our feelings on the emotions board. We will begin to express our feelings and consider the</p>	<p>YR pupils to; Follow Sammy Sunshine's rules. Identify their own feelings using mood monsters.</p> <p>We will show pride in our achievements by showing our work to others. We will understand how to take time to help with big feelings. We will explain right from wrong and try to behave accordingly. We will talk about healthy and unhealthy foods and maintaining a healthy lifestyle.</p>	<p>YR pupils to; Review and discuss their own next steps for learning.</p> <p>We will engage in a show and tell session for our interests and achievements inside and outside of school. We will make choices and communicate what we need. We will name people in school we can turn to if we need help or are worried. We will learn to take pride in ourselves,</p>	<p>YR pupils to; Follow classroom and wider school rules without adult support, explaining to others why rules are necessary.</p> <p>We will continue to learn about friendships, making new friends and look further into what bullying is and what to do if we suspect someone is being bullied. We will continue to develop their knowledge of the world and the different people in it</p>	<p>YR children to think about others perspectives. Discuss reasons for success and failures in a challenge.</p> <p>We will discuss some strategies to deal with anger and frustration. We will learn strategies to negotiate with others to and to think about the perspectives of others. We will begin to learn to see ourselves as a unique and valued</p>

	<p>We will learn our school rules: Ready, Respectful and Safe and the reasons behind them will be explained and reinforced.</p> <p>We will also learn Sammy Sunshine's Rules for our setting both indoors &amp; outside;</p> <p>Indoors; listen carefully, busy hands, indoor voice, walking feet, look after our classroom, kind to everyone.</p> <p>Outdoors; Always walk slowly on the stairs, listen carefully, kind hands and feet, look after the equipment, kind to everyone.</p> <p>We will be introduced to our Y6 buddy and learn their name.</p> <p>We will use visual prompts, sunshine, rain cloud &amp; proud cloud to develop understanding of class rules and promote respect.</p>	<p>perspectives of others.</p> <p>We will learn to tolerate delay when needs are not immediately met.</p> <p>We will discuss feelings of excitement at Christmas time.</p> <p>We will share Christmas stories with our Y6 buddy.</p> <p><b>Key Vocabulary;</b>  <b>feelings</b>  <b>emotion</b>  <b>excitement</b>  <b>disappointment</b>  <b>problems</b>  <b>conflict</b>  <b>resolution</b>  <b>patience</b></p>	<p><b>Key Vocabulary;</b>  <b>Proud, pride,</b>  <b>breathing, feel,</b>  <b>feelings,</b>  <b>emotions,</b>  <b>happy, sad,</b>  <b>healthys, diet,</b>  <b>unhealthy foods,</b>  <b>rest, sleep,</b>  <b>cleanliness, germs</b></p>	<p>our work, and achievements.</p> <p>We will explain right from wrong and try to behave accordingly.</p> <p><b>Key Vocabulary;</b>  <b>helpful,</b>  <b>right, wrong,</b>  <b>worries, behaviour,</b>  <b>achievements.</b></p>	<p>and celebrating these differences.</p> <p>We will build on our knowledge of keeping healthy, making healthy life choices, how to be clean and keep clean as well as how to stay safe including road safety.</p> <p>We will learn about initiating an apology where appropriate.</p> <p>We will begin to know that others may apologise in different ways.</p> <p>We will talk about forgiveness.</p> <p><b>Key Vocabulary;</b>  <b>Healthy, unhealthy,</b>  <b>sorry, upset,</b>  <b>sad, bully, safe,</b>  <b>accident, help,</b>  <b>forgive, apologise.</b></p>	<p>individual, talk about self, abilities, and interests in positive terms.</p> <p><b>Key Vocabulary;</b>  <b>Emotion, feeling,</b>  <b>happy, sad,</b>  <b>frustration,</b>  <b>explain,</b>  <b>why,</b>  <b>turn taking,</b>  <b>my turn,</b>  <b>your turn,</b>  <b>individual,</b>  <b>unique,</b>  <b>plan, adapt.</b></p>
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	<p>We will share a Welcome Celebration of the Word, where our Y6 buddies will introduce us.</p> <p><b>Key Vocabulary;</b>  <b>busy hands</b>  <b>kind hands</b>  <b>walking feet</b>  <b>indoor voice</b>  <b>good listening</b>  <b>look after our classroom.</b>  <b>Ready to learn</b>  <b>Respectful</b>  <b>Safe</b>  <b>Timetable</b>  <b>Calendar</b></p>					
<b>Physical Development</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	YR pupils to; Develop their fine and gross motor skills both indoors and outside.	YR pupils to; Develop overall body strength, co-ordination, balance, and agility.	YR pupils to; Revise and refine both large and small motor skills.	YR pupils to develop body strength, coordination and balance.	YR pupils to; Combine movements with increased fluency. Use sequences and patterns of	YR children to develop ball skills and engage in team games. Take part in a series of competitive and

	<p>Access weekly PE sessions. Develop skills needed to line up and queue.</p> <p>We will develop the skills to successfully manage the school day including; using the toilet independently, good hand hygiene, lining up and managing the lunchtime routines. We will develop gross motor skills by accessing the outdoor area, using the slide, stepping, stones, large blocks and the pentagon play blocks. In weekly PE lessons we will complete a unit of work on travelling and learn to use space successfully and stop safely. We will listen carefully to instructions and play movement games. We will work</p>	<p>Use one handed tools and equipment with increasing accuracy and control.</p> <p>We will revise and refine our fundamental movement skills and experiment with moving in different ways in the outdoor area. In our weekly PE lessons we will roll, track, throw and track balls with our hands. We will also dribble a ball with our feet. We will continue to develop fine motor skills. We will learn correct letter formation in phonics lessons and we will practise the correct letter formation in handwriting lessons and use these in our writing.</p> <p><b>Key Vocabulary; movement, roll, track, throw, catch, dribble, kick, catch</b></p>	<p>We will learn to develop our expressive movement. We will learn to make different shapes with our body and learn to be still when holding a balance. We will learn to change our body shape to help us roll. We will copy, repeat and remember actions. We will use counting to help us keep in time with music. We will collaborate with our friends. We will continue to rehearse accurate letter formation including resting letters on a line.</p> <p><b>Key Vocabulary; Balance, bend, hold, land, jump, star, straight, roll, shape, still, collaborate.</b></p>	<p>We will talk about the different factors that support our overall health and wellbeing; Physical activity, healthy eating, food groups, tooth brushing, screen time, bedtime routine, road safety. We will continue to develop our fundamental movement skills of balancing, running, hopping, jumping and travelling. We will negotiate space successfully and adjust speed and direction. We will form recognisable letters with an effective pencil grip. We will rest words on a line and form ascenders and descenders correctly. We will access a series of balance bike lessons with a specialist teacher.</p>	<p>movement. Confidently use pencils with tripod grip to form letters accurately.</p> <p>We will combine different movements with ease and fluency. We will continue to develop our movement skills when running, jumping, hopping, climbing &amp; skipping. We will play a variety of games and learn to work as a team, take turns, keep the score, play against an opponent and follow the rules. We will continue to develop our confidence using scissors and small tools.</p> <p><b>Key Vocabulary; Run, jog, skip, jump, score, opponent, team work, take turns.</b></p>	<p>non-competitive challenges for Sport's Day.</p> <p>We will have the opportunity to use a range of large and small apparatus indoors and outside. We will negotiate space and obstacles safely. We will develop our strength, balance and coordination when playing. We will further develop our gymnastic skills and explore creating shapes, balances, jumps and rolls. We will copy, create, remember and repeat short sequences. We will begin to understand using levels and directions when jumping and balancing.</p>
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	<p>cooperatively and take turns. We will develop fine motor skills by accessing the EY provision; mark making, drawing, modelling, cutting &amp; joining. We will begin to learn how form phase 2 letters correctly. We will learn to use a tripod pencil grip and learn the correct letter formation for phase 2 graphemes using Oxford Owl mnemonics. We will learn how to carry and use scissors correctly.</p> <p><b>Key Vocabulary;</b> Space, travel, Movement, stop Listen, walk, run jog, hop, skip, stride, roll, tripod grip pencil control</p>	<p><b>pencil grip</b></p>		<p><b>Key Vocabulary;</b> Space, surroundings, safely, helmet, brake, frame, wheels, steer, speed, direction, control</p>		<p>We will confidently use a tripod grip and a range of small tools.</p> <p><b>Key Vocabulary;</b> Space, carefully, aware, surroundings, direction, speed, strength, coordination, play, playing, running, jumping, hopping, skipping, climbing, moving, travelling.</p>
<p><b>Literacy</b></p>						

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>YR pupils to; Learn Phase 2 sounds using the Essential Letters and Sounds Phonics Programme s,a,t,p,l,n,m,d,g,o,c,k,ck,e,u,r,ss,h,b,f,ff,l,ll</p> <p>Read phase 2 words; l, the, no, put, of, is, to, go, into, pull, as, his</p> <p>Have decodable reading books and access home reading reward scheme.</p> <p>We will listen to and enjoy sharing a range of texts. We will hold a book correctly, turn pages and handle with care. We will learn that a book has a beginning and an end, know that text in English is read top to bottom and left to right.</p>	<p>YR pupils to; Learn phase 3 sounds using the Essential Letters and Sounds Phonics Programme; j v w x y z zz qu ch sh th ng nk ai ee igh oa -es Blend and segment with these sounds.</p> <p>Read high frequency and some tricky words; he she buses we me be push was her my you</p> <p>Segment words to label drawings and write a list.</p> <p>We will experience and respond to different types of books, e.g., story books, factual/real-world books. We will ask and answer 'who', 'where' 'what' and 'when' questions linked to text and illustrations. We will make simple inferences to answer</p>	<p>YR pupils to; Learn phase 3 sounds. Blend and segment with confidence. Spell words by identifying the sounds. Write captions and labels. Essential Letters and Sounds Phonics Programme; ar, ur, oo, or, ow, oi, ear, air, ure, er, ow they, all, are, ball, tall, when, what</p> <p>We will make a simple prediction based on the pictures or text of a story. We will show understanding of some words and phrases in stories. We will continue to blend and segment. We will continue to learn harder to read and spell words in order to sight read. We will learn to orally compose a simple</p>	<p>YR pupils to make predictions in stories and empathise with characters.</p> <p>We will review previously learnt phase 3 sounds and learn harder to read and spell words; said, so, have, were, out, like, some, come, there, little, one, do, children, love We will make simple inferences about the characters and about events in stories. We will predict what might happen next from repetitive phrases and/or from what has already been read. We will discuss the significance of the title. We will identify the events/points from the text.</p>	<p>YR pupils will access; Essential Letters and Sounds phase 4. We will share information books.</p> <p>We will learn cvcc, ccvc, ccvcc, cccvc &amp; cccvcc words. They will learn word endings; -ed/ed, -ed/t, -ed/t, -er,-est. We will understand the use of capital letter and full stop and use them accurately. We will create question sentences and use a question mark to punctuate correctly. We will discuss the difference between types of texts. We will make inferences to answer a question beginning 'Why do you think...?'</p>	<p>YR pupils to; Write sentences using a capital letter and full stop. Read their own writing to check for sense.</p> <p>We will be introduced to phase 5 sounds; /ai/ &lt;ay&gt; /ow/ &lt;ou&gt; /igh/ &lt;ie&gt; /ee/ &lt;ea&gt; -le/oi/ &lt;oy&gt; /ur/ &lt;ir&gt; /(y)oo/ &lt;ue&gt; /or/ &lt;aw&gt; /w/ &lt;wh&gt; /f/ &lt;ph&gt; /(y)oo/ &lt;ew&gt; /oa/ &lt;oe&gt;/or/ &lt;au&gt; /ee/ &lt;ey&gt; /ai/ &lt;a-e&gt; /ee/ &lt;e-e&gt; /igh/ &lt;i-e&gt; /oa/ &lt;o-e&gt; /(y)oo/ &lt;u-e&gt; /s/ &lt;c&gt; We will begin to learn the harder to read and spell</p>

	<p>We will learn the difference between text and illustrations. We will recognise some familiar words in print. We will join in with rhyme, songs and poems and explain simply what's happening in a picture in a familiar story. We will access daily systematic phonics lessons using Essential Letters and Sound Scheme. We will learn to recognise and practise writing our name. We will learn to say sounds correctly and use phonics fingers to break down a word into the phonemes. We will also use robot arms to enable blending sounds. We will learn harder to read and spell words and the</p>	<p>yes/no questions about texts. We will sequence two events from a familiar story, using puppets, pictures from book or role-play. We will orally spell VC and CVC words by identifying the sounds. We will continue to develop our skills in blending and segmenting sounds and learn to read and spell the harder to read and spell words. Recognise that after a word there is a space. We will be prompted to hold our pencil correctly.</p> <p><b>Key Vocabulary;</b>  <b>phoneme</b>  <b>grapheme</b>  <b>blend</b>  <b>segment</b>  <b>searched, grin,</b>  <b>shriek, magnificent,</b>  <b>polite, clutched,</b>  <b>keen, grateful,</b>  <b>moors, mountains,</b>  <b>river, swamp, fields,</b>  <b>forests, reeds, feast</b></p>	<p>caption, hold it in our head and write it.</p> <p><b>Key Vocabulary;</b>  <b>Text, pictures, what, why, how, when, where, like, dislike, rhyme, play, grapheme, phoneme, blend, sound, say, segment, read, oral, out loud, caption, sentence, rehearse, repeat, check, re-read.</b></p>	<p>We will answer simple retrieval questions by finding the information in non-fiction and fiction texts. We will practise writing a simple sentence. We will say sentences out loud orally before writing them down. We will re-read sentences carefully to spot any mistakes.</p> <p><b>Key Vocabulary;</b>  <b>Digraph, read, sounding out, tricky word, CVC, sound buttons, grapheme, phoneme, blend, sound, say, segment, digraph, trigraph, friendly sounds.</b></p>	<p>We will learn to write a simple sentence including a full stop.</p> <p><b>Key Vocabulary;</b>  <b>Grapheme, phoneme, blend, sound, say, segment, digraph, trigraph, friendly sounds, syllable, sentence, sequence, story, Question, question mark, what, why, difference, non-fiction, fiction, poetry</b></p>	<p>words; oh, their, people, Mr, Mrs, your, ask ,should, would, could, asked, house, mouse, water, want, very. We will learn to write short sentences with words with known letter-sound correspondences sometimes using a capital letter and full stop.</p> <p><b>Key Vocabulary;</b>  <b>Segmenting, phonemes, graphemes, independent capital letter full stop</b></p>
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	<p>correct formation of phase 2 graphemes.</p> <p><b>Key Vocabulary.</b>  phonics  phoneme  grapheme  blend  segment  letter  word  caption  sentence  harder to read and spell word  squabbling,  towering squealing,  gathered, convinced  hollered, scurried  scurry, hibernation,  Autumn, Winter</p>					
<b>Mathematics</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	YR pupils to; Count objects, actions and sounds. Self-register using ten frames. Compare length.	YR pupils to; Subitise Link the numeral with it's cardinal number value.	YR pupils to; Count beyond 10. Compare numbers. Understand the one more than and one less than relationship	YR pupils to explore the composition of numbers up to 10. Compare length & height. Discuss time.	YR pupils to; Consolidate key skills; subitising, counting, composition, matching,	Automatically recall number bonds 0-5 and some to 10. Compose and decompose

	<p>Narrate the pattern of the school day using visual timetable. White Rose Hub; Getting to know you, Match, sort and compare, Talk about measure and patterns</p> <p>We will match, sort, compare objects that are the same and different. We will make sets and sort objects into groups based on attributes such as colour, size or shape We will explore different sorting techniques and create our own sorting rules. We will compare amounts and know that sets can be compared and ordered. We will use the language of more, fewer and the same when comparing sets of objects.</p>	<p>Select, rotate and manipulate shape. White Rose Hub; It's Me 1,2,3 Circles and triangles, 12345, Shapes with 4 sides</p> <p>We will continue to self-register using ten frames and narrate the school day using the language of time. We will match the verbal number names to numerals and quantities to 5. We will count to 5 objects in different arrangements. We will create representations of 1,2,3,4 and 5 using different objects. Subitise groups of up to 5 items. We will explore the concept of 1 more and 1 less working with the numbers up to 5. Introduce the composition of numbers to 5, partitioning the whole</p>	<p>between consecutive numbers.</p> <p>We will be introduced to zero. We will learn to compare numbers to 5, subitise to 5, and learn about the composition of 4 &amp; 5. We will learn to represent 4 &amp; 5. We learn about conceptual subitising. We will compare mass and capacity. We will find and represent 6,7,&amp; 8. We will say 1 more/less. We will learn about the composition of 6,7 &amp; 8. We will make pairs-odd and even. We will make doubles. We will measure time in simple ways by counting how many days until an important event. We will recognise what occurs during</p>	<p>We will explore objects and use the language of length and height to compare them. We will use Jim and the Beanstalk as a stimulus for comparing height. We will make collections of similar objects to compare them. We will talk about time. We will find 9 &amp; 10, compare numbers to 10, represent 9 &amp; 10, subitise to 10. We will also examine 1 more, 1 less and make number bonds to 10. We will explore and name 3D shapes, recognise 2D shapes within 3D shapes, use 3D shapes for tasks, find 3D shapes in the environment, identify more complex patterns, copy and continue patterns and find</p>	<p>comparing &amp; ordering.</p> <p>We will build on numbers beyond 10 (10-13) continue patterns beyond 10, build numbers beyond 10 (14-20). We will verbally count with numbers beyond 20 &amp; verbally count patterns. We will add more, and take away. We will select shapes for a purpose, rotate and manipulate shapes. We will explain shape arrangements, compose and decompose shapes. We will copy 2D shape pictures and find 2D shapes within 3D shapes. We will continue to access mathematical continuous provision.</p> <p><b>Key Vocabulary;</b> <b>First, then, now, adding more, taking away, count on, count back,</b></p>	<p>shapes and recognise a shape within a shape. Compare capacity.</p> <p>We will explore sharing and grouping. We will explore sharing and grouping with odd and even numbers. We will learn to recognise and add equal groups. We will make arrays, doubles and make and share into equal groups. We will play with and build doubles. We will identify units of repeating pattern, create own pattern rules, explore our own pattern rules, replicate and build scenes and constructions. We will visualise from different constructions. We will describe positions and give</p>
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	<p>We will explore size, comparing and describing, height and length. We will compare mass and capacity. We will recognise that a pattern is a repeated unit. We will copy, continue and create simple patterns. We will use a visual timetable to explain the day and self-register using 10 frames. We will have opportunity for water tray exploration, balance pan exploration, singing number rhyme songs daily including props and actions – fingers. We will model sentence stems and facilitate using the correct mathematical language. We will identify and represent numbers using objects and pictorial representations</p>	<p>number to find different parts. We will identify and name circles and triangles and describe their properties. We will identify and name shapes with 4 sides and describe their properties. We will investigate how shapes can be combined to make new shapes. We will describe position of items in relation to one another.</p> <p><b>Key Vocabulary;</b> How many altogether? Count Numeral One, two three four, five Subitise Group 1 more, 1 less Shapes, flat Same/different Sort Circles, triangles, small, large, sides, corners, curved, points, straight</p>	<p>the day compared to the night.</p> <p><b>Key Vocabulary;</b> Count, subitise, more, less, how many, part, part, whole, odd, even, double, near double, compare, length, height, order, sequence, first, then, after, before, day, night, morning, afternoon, today, tomorrow</p>	<p>patterns in the environment.</p> <p><b>Key Vocabulary;</b> Long, longest, short, shortest, first, next, after that, meanwhile, finally, today, tomorrow, yesterday, timer, number, number names, count, addition, larger, smaller, odd, even, more, less, number bonds, 2D shapes, 3D shapes, stack, roll, flat, curved, cube, cuboid, sphere, cone cylinder.</p>	<p>compose and decompose. 2D shapes, 3D shapes, build, pattern, rotate, turn, flip, next to, in front, behind.</p>	<p>instructions to build. We will explore mapping and represent maps with models. We will create our own maps from familiar places and story situations. We will deepen our understanding of patterns and relationships.</p> <p><b>Key Vocabulary;</b> Double, equal, fair, even, groups, share, unfair, unequal, set, same, different. Repeating pattern, build, visualise, viewpoint, above, below, on top, next to, under, in front, behind. Explain, number story, how many, strategy, altogether, compare, experiment.</p>
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	<p>including the number line. We will refer to the ten frame, calendar and visual timetable to narrate the day.</p> <p><b>Key Vocabulary:</b> Sort ,rule, set, group, match, same, different. More, fewer, same as, most, least, Long, longer, longest Tall, taller, tallest Short, shorter, shortest weight, heavy, heavier, heaviest, light, lighter, lightest, Pattern, repeat, same, continue</p>	<p><b>In, on, under, over, beside, between, in front of, through, behind.</b></p>				
<b>Understanding the World</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	YR pupils to; Talk about families and community.	YR pupils to; Continue to explore the natural world around them.	YR pupils to; Understand some changes in the natural world around them.	YR pupils to compare and contrast characters from stories	YR pupils to; Recognise some similarities in this country and life in other countries.	Draw information from a simple map of the school and then the local area.

	<p>Begin to develop an awareness of their own chronology. Explore the natural world around them. Know that there are different countries in the world. Recognise that some people have different beliefs and celebrate special times in different ways.</p> <p>We will join in with discussions about family and friends. We will learn about respect in their understanding of our school rules. We will know the name of the current season. We will know the order of the four seasons. We will describe how the seasons can affect the natural world and how things grow. e.g., acorns and conkers are found in autumn. We will take part in European Day of Languages</p>	<p>Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. Develop their vocabulary.</p> <p>We will find out about key historical events and why and how people celebrate today? Eg) Remembrance Day, Hannukah, Christmas. We will discuss past and present in relation to our own lives. We will begin to show spatial awareness and use positional language. We will know and describe the seasonal weather. We will begin to develop an understanding that baptism is being welcomed into Jesus'</p>	<p>Recognise that some environments are different to the one in which they live. Know that some places are special to members of their community. Continue to develop an awareness that some people have different beliefs and celebrate special times in different ways. Continue to develop their vocabulary.</p> <p>We will visually represent our own day on a simple timeline. We will recognise, know, and describe features of the Arctic. We will understand some important processes and changes in the natural world around us, including the seasons and changing states of matter - water to ice. We will have opportunities to</p>	<p>including figures from the past. Continue to develop their vocabulary.</p> <p>We will talk about and understand changes in our own lifetime, by creating a personal timeline. We will learn about life cycles of animals, including observing the development of ducklings with the Incredible Eggs project and learn about how we grow and change as people. We will learn that the parish family gathers to celebrate the Eucharist in church. We will begin to develop an understanding of the season of Lent as a time of preparation for Easter and take part in Lent activities and Easter celebrations in school.</p>	<p>Continue to develop positive attitudes about the differences between people. Explain the meaning of new words.</p> <p>We will talk about key roles people have in society both in the present and past. We will name and describe people who are familiar to us within our community. We will name members of the Royal family and discuss their roles. We will draw information from a simple map and identify landmarks of our local area walk. We will safely walk together around the local area to identify landmarks and create a map. We will celebrate the good news of Jesus.</p>	<p>Understand special places within the local area.</p> <p>We will talk about what is the same and different, when discussing the past with our grandparents. We will begin to learn how to care for animals and pets. We will visit Hall Hill Farm. We will continue to create own maps using grid paper and symbols including mapping the school and their journey to school. We will explore the creation of God's Wonderful world.</p> <p><b>Key Vocabulary; Maps, mapping, environment, features, landmarks, local area.</b></p>
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	<p>We will recognise the colours in the German Flag. We will take part in Autumn walks, artwork and make collections of Autumn treasures. We will begin to know that God know and loves each one of us.</p> <p><b>Key Vocabulary;</b> Family mum dad sister brother grandma grandad Community Bible Psalm God Jesus Myself precious loved Judaism Temple Hanukkah</p>	<p>family and we will share photographs of family celebrations including baptism. We will look forward to Jesus' birthday. We will perform in a Christmas Nativity Concert. We will understand that we celebrate Christmas because it is Jesus' birthday and that Mary was Jesus' mummy. We will visit Our Lady Queen of Peace church.</p> <p><b>Key Vocabulary;</b> Baptism Priest Candle Baptismal Font Water Pure White garment Oil of Chrism Judaism Hannukah Menorah Advent Waiting Christmas Jesus celebrate</p>	<p>experiment with water and ice. We will research facts about the Arctic. We will begin to understand that people celebrate in church. We will learn that Muslims worship in a Mosque. We will look at prayer mats.</p> <p><b>Key Vocabulary;</b> Timeline, day, week, first, last, them, next, days of the week – names, polar regions, changes, freeze, ice, water, melt, Arctic, habitat, prey, polar bear, arctic fox, arctic hare, caribou, seal, husky, wolf, walrus, celebrate, church, Muslim, Islam mosque, prayer mat</p>	<p>We will visit our church.</p> <p><b>Key Vocabulary;</b> Changes, baby, toddler, child, teenager, adult, elderly, ages, gather, Eucharist, Easter, Lent, prepare, growing in love, resurrection.</p>	<p>We will explore the topic of friendship and learn that Jesus gave us a rule to follow, to love one another.</p> <p><b>Key Vocabulary;</b> Royal family, coronation, jubilee, monarchy, Buckingham Palace, carriage, changing of the guard, heir to the throne maps, mapping, environment, features, landmarks, local area, Penshaw monument</p>	<p><b>Same, different, farm, farming, care for, respect.</b></p>
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		<b>Love</b> <b>Mary</b> <b>Joseph</b> <b>Shepherds</b> <b>Wisemen</b> <b>Angel</b> <b>Remembrance Day</b> <b>Bonfire Night</b>				
Expressive Art and Design						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>YR pupils to; Use a variety of art resources and affects and then talk about their work. Develop story lines in their play.</p> <p>We will learn the name of our class Goldsworthy and will look at the work of the sculptor Andy Goldsworthy. We will recreate swirls and patterns indoors and outside. We will also be learning to grip a</p>	<p>YR pupils to; Listen attentively, move to and talk about music. Learn and perform new songs.</p> <p>We will sing songs, rhymes or poems, listen to music together as a class, rehearsing to then perform the school Nativity production. We will make observational drawings linked to Autumn and make a collection of Autumn treasures.</p>	<p>YR pupils to; Develop more complex storyline in their play. Create collaboratively. Return to and build on their previous learning.</p> <p>We will explore musical instruments including body percussions. We will play instruments in time and in a simple composition.</p>	<p>YR pupils to continue to refine skills artistic skills by accessing the painting and workshop areas. Experiment with colour mixing.</p> <p>We will communicate our ideas through talking, drawing and making. We can select from and use a range of tools and equipment to perform practical tasks.</p>	<p>YR pupils to; Develop complex and imaginative story lines in play both indoors and outside using a range of vocabulary.</p> <p>We will sing a range of familiar nursery rhymes and songs and talk about how music makes us feel. We will explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Sing in a group using our garden stage area. Perform a group dance to the class.</p> <p>We will experience performing songs, rhymes, poems and stories and moving in time with the music as part of our class liturgical prayer for our school community. We will use more detail in our own illustrations.</p>

	<p>pencil and make marks through a range of shapes e.g. lines and circles. We will learn the names of many colours and use these in their work. We will explore the painting area and experience printing including with our hands and fingers. We will explore a range of materials in the creative area. We will access the home corner for domestic role play. We will use of the painting area, collage area and the workshop. We will be discussing colour names during play and discussions. We will give meaning to our marks they have made.</p> <p><b>Key Vocabulary;</b> lines circles colour-mixing</p>	<p>We will begin to understand how to use shapes to represent objects. We will explore a range of colours and how colours can be changed. We will use junk modelling materials to build and construct models. We will develop our confidence using scissors, following prompts and demonstrations.</p> <p><b>Key Vocabulary;</b> observe dark light silhouette join</p>	<p>We will convey emotions in our drawings. We will practise drawing with increasing complexity and detail. We will recognise that people have different beliefs and celebrate special times in different ways.</p> <p><b>Key Vocabulary;</b> Emotion, feeling, detail, features, circles, shapes, lines, colour</p>	<p>We will learn to explore and evaluate our own products. We will experiment with colour mixing. We will have opportunities for role play and to experiment with and describe musical sounds. We will design and make our own Mother's Day card.</p> <p><b>Key Vocabulary;</b> Observe, copy, look, notice, shape, colour, lines, represent, flower, daffodil, loud, quiet, fast, slow, instruments, play, music, sounds, singing, songs, listen.</p>	<p>We will discuss the work of Vincent Van Gogh and Goldsworthy and take inspiration from their work. We will continue to extend and develop the storylines in our play. We will independently sing, dance, roleplay and create artwork.</p> <p><b>Key Vocabulary;</b> Pitch, instruments, play, music, sounds, singing, songs, nursery rhymes, listen, loud /quiet / fast / slow, dance, shouting, listen, like, dislike, sad, happy, exciting, angry, scary, Vincent Van Gogh, sunflowers, museum, Dutch, oil painting, Starry night, yellow, observational, soft, muted, background.</p>	<p>We will continue to develop confidence when using a range of tools for painting and modelling.</p> <p><b>Key Vocabulary;</b> Print, paint, choice, smudge, clear print, ideas, explain, reason, why, tools, techniques, join, assemble, materials, glue, folds, sellotape, adapt, change, review, explain, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, purpose, independence., join in, pretend, roleplay, retell, stories, converse, conversation, represent, real life, imagination.</p>
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	<b>Autumn change red orange brown yellow role play</b>					
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