

## Lady Boswell's Early Years Curriculum Map

|                                        | Term 1                                                                                                                                                                                                                                                                                                                                                                                     | Term 2                                                                                                                                                                                                                                        | Term 3                                                                                                                                      | Term 4                                                                                                                                                                                                                              | Term 5                                                                                                                         | Term 6                                                                                                                                                                                     |
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| <b>Topic/<br/>Curriculum<br/>Weeks</b> | <b>Colours!</b><br><br><u>Special Events</u> <ul style="list-style-type: none"> <li>➤ Teddy Bear Picnic</li> <li>➤ Lady Boswell's Church Service</li> <li>➤ Harvest Service</li> </ul>                                                                                                                                                                                                     | <b>Sparkle and Glow</b><br><br><u>Special Events</u> <ul style="list-style-type: none"> <li>➤ Diwali</li> <li>➤ Bonfire Night</li> <li>➤ Remembrance Sunday</li> <li>➤ Local area walk to the Post Office</li> <li>➤ EYFS Nativity</li> </ul> | <b>Dear Earth</b><br><br><u>Special Events</u> <ul style="list-style-type: none"> <li>➤ Book fortnight</li> <li>➤ Lunar New Year</li> </ul> | <b>Dinosaurs</b><br><br><u>Special Events</u> <ul style="list-style-type: none"> <li>➤ Trip to St Nick's Church</li> <li>➤ Fossil digging Workshop</li> <li>➤ Mother's Day</li> <li>➤ STEM week</li> <li>➤ Easter Sunday</li> </ul> | <b>Adventures</b><br><br><u>Special Events</u> <ul style="list-style-type: none"> <li>➤ Leeds Castle Trip</li> </ul>           | <b>Journeys</b><br><br><u>Special Events</u> <ul style="list-style-type: none"> <li>➤ Father's Day</li> <li>➤ Sports Day</li> <li>➤ Friendship Assembly</li> <li>➤ Careers Week</li> </ul> |
| <b>School Values:</b>                  | Kindness                                                                                                                                                                                                                                                                                                                                                                                   | Honesty                                                                                                                                                                                                                                       | Love                                                                                                                                        | Forgiveness                                                                                                                                                                                                                         | Respect                                                                                                                        | Faith                                                                                                                                                                                      |
| <b>Thinking Moves:</b>                 | At Lady Boswell's we value not only what the children learn, but also the process of how they learn. Our decision to use the 'Thinking Moves' as a method for teaching our pupils in Early Years about metacognition. Recognising how their brain is working and when this is most successful provides pupils with the tools they need to become reflective, autonomous lifelong learners. |                                                                                                                                                                                                                                               |                                                                                                                                             |                                                                                                                                                                                                                                     |                                                                                                                                |                                                                                                                                                                                            |
|                                        | Look/Listen<br>Respond<br>Use                                                                                                                                                                                                                                                                                                                                                              | Look/Listen<br>Respond<br>Use Think back<br>Justify                                                                                                                                                                                           | Look/Listen<br>Respond<br>Use Think back<br>Justify<br>Explain<br>Think ahead                                                               | Look/Listen<br>Respond<br>Use Think back<br>Justify<br>Explain<br>Think ahead<br>Zoom In/Out<br>Connect                                                                                                                             | Look/Listen<br>Respond<br>Use Think back<br>Justify<br>Explain<br>Think ahead<br>Zoom In/Out<br>Connect<br>Question<br>Picture | Look/Listen<br>Respond<br>Use Think back<br>Justify<br>Explain<br>Think ahead<br>Zoom In/Out<br>Connect<br>Question<br>Picture                                                             |
| <b>Personal, Social and</b>            | Golden Rules                                                                                                                                                                                                                                                                                                                                                                               | Road Safety Day<br>Fire Safety talks                                                                                                                                                                                                          | Children's Mental Health Week                                                                                                               |                                                                                                                                                                                                                                     | RULER Words:<br>Quiet, Calm, Sadness                                                                                           | Healthy choices<br>Transition                                                                                                                                                              |

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| <b>Emotional Development</b>                | RULER Class Charter<br>RULER Mood Meter<br>RULER Words:<br>Curious, Co-operative, thankful<br><br><b>KEY TEXTS:</b><br>The Colour Monster                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Food and Nutrition- Pumpkin Soup<br>Following instructions<br>Characteristics of Effective Learning<br>RULER Words: Down, Angry, Grumpy, Excited<br><br><b>KEY TEXTS:</b><br>Ruby's Worry                                                                       | Online Safety Day<br>RULER Words:<br>Lonely, Embarrassed<br><br><b>KEY TEXTS:</b><br>In My Heart<br>Digiduck                                                                                                                                  | Revisit Characteristics of Effective Learning<br>RULER Words:<br>Strong, Bored, Joy<br><br><b>KEY TEXTS:</b><br>Have you filled a bucket today?                                                                 | <b>KEY TEXTS:</b><br>Perfectly Norman                                                                                                                                 | RULER Words: Proud, Worried, Trusted<br><br><b>KEY TEXTS:</b><br>Say Goodbye...Say Hello                                                                                            |
| <b>PSED ELGs</b>                            | <p><b>Early Learning Goal - Self-Regulation:</b> Children can show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>Early Learning Goal - Managing Self:</b> Children are confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>Early Learning Goal - Building Relationships:</b><br/> Children can work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.</p> |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                               |                                                                                                                                                                                                                 |                                                                                                                                                                       |                                                                                                                                                                                     |
| <b>Literacy/ Communication and Language</b> | <b>Key Texts:</b><br>'All are Welcome' by Alexandra Penfold<br>'The day the Crayons quit' by Oliver Jeffers<br>'Mixed' by Arree Chung<br>'The Smeds and the Smoos' by Julia Donaldson<br>'Mouse Paint' by Ellen Stoll Walsh<br>'Brown Bear, Brown Bear' by Eric Carle                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Key Texts:</b><br>'Little Glow' by Katie Sahota<br>'On a Beam of Light' by Jennifer Berne<br>'Leaf Man' by Lois Ehlert<br>'Pumpkin Soup' by Helen Cooper<br>'The Jolly Christmas Postman' by Allan Ahlberg<br>'A little light at Christmas' by R. J. Furness | <b>Key Texts:</b><br>'Lost and Found' by Oliver Jeffers<br>'Up and Down' by Oliver Jeffers<br>'The Emperor's Egg' by Martin Jenkins<br>'365 Penguins' by Jean Luc<br>'Leaf' by Sandra Dieckmann<br>'The Journey Home' by Frann Preston-Gannon | <b>Key Texts:</b><br>'Tom and the Island of Dinosaurs' by Ian Beck<br>'The Dinosaur's Diary' by Julia Donaldson<br>'Tyrannous Drip' by Julia Donaldson<br>'Harry and the Bucketful of Dinosaurs' by Ian Whybrow | <b>Key Texts:</b><br>'Jasper's Beanstalk' by Mick Inkpen<br>'Jack and the Beanstalk'<br>'The Smartest Giant' by Julia Donaldson<br>'Sybil the Cygnet' by Leeds Castle | <b>Key Texts:</b><br>'The Very Hungry Caterpillar'<br>'Tadpole promise' by Jeanne Willis<br>'When the babies came to stay' by Christine McDonnell<br>A variety of non-fiction texts |

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|                               | <p><b><u>Learning Focus/Genre:</u></b><br/><i>Discuss-</i> Drama<br/>Story settings<br/>Rhyme and repetition<br/>Invitations<br/>Descriptive Language<br/><i>Inform-</i> labelling, messages, posters, letters.</p>                                                                                                                                                                                                                                                                                                        | <p>'Christmas Lights' by Ruth Symons and Carolina Rabeil<br/><b><u>Learning Focus/Genre:</u></b><br/><i>Discuss-</i> Talk for writing, justifying; using 'because'.<br/><i>Inform-</i> Diwali cards, recipes, Christmas lists.<br/><i>Entertain-</i> Creating story maps, performance poetry.<br/><i>Persuade-</i> Letter writing.</p> | <p>'Dear Earth' by Isabel Otter<br/><b><u>Learning Focus/Genre:</u></b><br/><i>Inform-</i> Polar and arctic animal fact files, equipment lists, instructions for flying.<br/><i>Entertain-</i> Composing speech bubbles for storybook characters.</p> | <p><b><u>Learning Focus/Genre:</u></b><br/><i>Inform-</i> Fact files, recipes, instructions.<br/><i>Persuade-</i> Letter writing.<br/><i>Entertain-</i> Performance poetry</p> | <p><b><u>Learning Focus/Genre:</u></b><br/><i>Discuss-</i> Recount trip to Leeds Castle; using 'and' to connect ideas.<br/><i>Entertain-</i> Using narrative in my writing, 'who am I' riddles.<br/><i>Persuade-</i> Save the environment posters.<br/><i>Inform-</i> Caring for the environment rules.</p> | <p><b><u>Learning Focus/Genre:</u></b><br/><i>Inform-</i> Diary entry writing; writing in first person.<br/><i>Discuss-</i> Creating promises, sharing memories; writing in the past tense, sharing hopes and dreams; writing in the future tense, sharing opinions; using 'I' and 'because'.</p> |
| <b>Progression for Oracy</b>  | <b>Oracy is woven throughout daily practice and routines.</b> Children have frequent, purposeful opportunities to develop speaking and listening skills through show and tell, Class Bear Books, class assemblies, routines and rhymes, and structured talk such as think-pair-share. Oracy is further developed through the discrete teaching of <i>Thinking Moves</i> , the use of sentence stems to scaffold talk, and high-quality back-and-forth interactions between adults and children during independent learning |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                       |                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                   |
| <b>Physical</b>               | Speaks audibly to adults and peers<br>Faces the listener when speaking<br>Joins in with songs, rhymes and role play                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                        | Speaks clearly in small groups<br>Uses appropriate volume and pace<br>Uses simple gestures to support meaning                                                                                                                                         |                                                                                                                                                                                | Maintains eye contact with the listener<br>Adapts voice for different purposes<br>Speaks confidently in whole-class situations                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                   |
| <b>Linguistic</b>             | Uses single words and short phrases<br>Joins in with repeated story language<br>Begins to use modelled sentence structures                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                        | Uses full sentences to explain ideas<br>Uses new vocabulary taught through stories and topics<br>Uses simple conjunctions (and, because)                                                                                                              |                                                                                                                                                                                | Uses a widening range of vocabulary<br>Constructs sentences with descriptive language and conjunctions<br>Adapts language for different contexts                                                                                                                                                            |                                                                                                                                                                                                                                                                                                   |
| <b>Cognitive</b>              | Listens and responds to simple questions<br>Sequences ideas in simple talk<br>Uses talk to share experiences                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                        | Uses talk to organise thinking<br>Retells familiar stories using key language<br>Explains ideas with adult support                                                                                                                                    |                                                                                                                                                                                | Uses talk to plan, explain and reflect<br>Answers questions with increasing detail<br>Justifies ideas using simple reasoning                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                   |
| <b>Social &amp; Emotional</b> | Takes turns in simple conversations<br>Listens to others without interrupting<br>Shows confidence to speak in familiar contexts                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                        | Takes turns confidently in group talk<br>Responds appropriately to others' ideas<br>Shows growing confidence in group discussions                                                                                                                     |                                                                                                                                                                                | Participates confidently in collaborative talk<br>Builds on the ideas of others<br>Shows respect for different viewpoints                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                   |

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| <b>Literacy/Communication and Language ELGs</b> | <p><b>Early Learning Goal – Listening, Attention and Understanding:</b><br/>Children 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.</p> <p><b>Early Learning Goal – Speaking:</b><br/>Children 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.</p> <p><b>Early Learning Goal – Comprehension:</b><br/>Children demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> |                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                    |
| <b>Writing progression of skills</b>            | Forms clearly recognisable letters.<br>Using phonic knowledge to:<br>Write the initial sound,<br>Write phonetically plausible labels                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Write phonetically plausible labels,<br>Write phonetically plausible phrases<br>Uses finger spaces                                                                                                     | Write phonetically plausible sentences.<br>Uses finger spaces.<br>Uses capital letters.                                                                                                                                                                        | Write phonetically plausible sentences.<br>Uses finger spaces.<br>Uses capital letters.<br>Rereads writing to check it makes sense.                                                                                                           | Write phonetically plausible sentences.<br>Uses finger spaces.<br>Uses capital letters.<br>Rereads writing to check it makes sense.<br>Uses 'and' to extend ideas.                                                                   | Writes sentences using finger spaces, capital letters and full stops.<br>Spells tricky words correctly.                                                                                                                            |
| <b>Progression for Transcription</b>            | Sits upright with feet flat on the floor<br>Uses non-writing hand to stabilise paper.<br>Can grip pencil between finger and thumbs at the bottom of the pencil.<br>Forms lowercase letters accurately in line with those taught in Little Wandle.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Strengthening our grip between finger and thumbs.<br>Transitioning towards a tripod grip.<br>Forms lowercase letters accurately in line with those taught in Little Wandle.<br>Form letters accurately | Secure tripod grip.<br>Correct sitting position for writing.<br>Correct letter formation using Little Wandle formation phrases.<br>Control the size and orientation of letters.<br>Letters formed sitting along the line.<br>Spells words accurately using the | Secure tripod grip.<br>Correct sitting position for writing.<br>Correct letter formation of the 'Curly Letter family' and the 'Long letter family'.<br>Control the size and orientation of letters.<br>Letters formed sitting along the line. | Comfortable, relaxed tripod grip.<br>Correct posture for writing tasks.<br>Correct letter formation, size and orientation of 'Bouncy letter family' and the 'Zig-zag letter family'.<br>Correct letter formation of Capital Letters. | Reinforce correct posture and grip daily.<br>Develop stamina for writing.<br>Lower-case and capital letters formed correctly.<br>Write clear phonetically plausible sentences using finger spaces, capital letters and full stops. |

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|                                | Writes from left to write.<br>Writes own name with increasing accuracy.<br>Listen for most sounds in a word.<br>Write the initial sound.<br>Writes simple CVC words using taught graphemes.                                                                                                                                    | controlling the letter size.<br>Write letters sitting on a line.<br>Listen for words in a caption.<br>Listen for all sounds in a word.<br>Write phonetically plausible phrases.<br>Spells tricky words correctly.<br>Uses finger spaces.       | phonics knowledge taught through Little Wandle.<br>Spells tricky words correctly.<br>Begin to write simple sentences.                                                                                   | Spells words accurately using the phonics knowledge taught through Little Wandle.<br>Spells tricky words correctly.<br>Begin to write simple sentences.                                                                                 | Write clear phonetically plausible sentences using finger spaces, capital letters and full stops.<br>Spells tricky words correctly.                                                                                                                                           | Spells tricky words correctly.                                                                                                                                                                                              |
| <b>Writing ELG</b>             | <b>Early Learning Goal – Writing:</b> Children can write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.                                              |                                                                                                                                                                                                                                                |                                                                                                                                                                                                         |                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                             |
| <b>Phonics 'Little Wandle'</b> | <b>Autumn 1 Phase 2</b><br>s,a,t,p,i,n,m,d,g,o<br>,c,k,ck,e,u,r,h,b,f,l.<br><b>Tricky words:</b><br>is, I,the                                                                                                                                                                                                                  | <b>Autumn 2 Phase 2</b><br>ff,ll,ss,j,v,w,x,y,z,zz,<br>qu,ch,sh,th,ng,nk<br>Words ending /s/<br>Words ending s /z/<br><b>Tricky Words:</b><br>put, pull, full, as, and,<br>has, his, her, go no, to,<br>into, she, push, he, of,<br>we, me, be | <b>Spring 1 Phase 3</b><br>ai,ee,igh,oa,oo,oo,ar,<br>or,ur,ow,oi,ear,air,er<br>Words with double letters.<br>Longer words<br><b>Tricky Words:</b><br>was, you, they, my, by,<br>all,<br>are, sure, pure | <b>Spring 2 Phase 3</b><br>Words with double letters<br>Longer words<br>Words containing two or more digraphs<br>Words ending in -ing<br>Words with s /z/ in the middle<br>Words with -s/z/ at the end<br>Words with -es /z/ at the end | <b>Summer 1 Phase 4</b><br>CVCC, CCVC, CCVCC,<br>CCVC, CCCVCC<br>Words ending in suffixes:<br>-ing, -ed /t/, -ed /id/ed/, -est<br><b>Tricky words</b><br>said, so, have, like,<br>some, come, love, do,<br>were, here, little, says,<br>there, when, what, one,<br>out, today | <b>Summer 2 Phase 4</b><br>Phase 3 long vowel graphemes with adjacent consonants<br>CCVCC, CCVC, CCVCC,<br>CCVC, CCCVCC<br>Longer words and compound words<br>Words ending in suffixes:<br>-ing, -ed /t/, -ed /id/ed/, -est |
| <b>Reading ELG</b>             | <b>Early Learning Goal – Reading:</b><br>Children can say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. |                                                                                                                                                                                                                                                |                                                                                                                                                                                                         |                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                             |

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| <b>Mathematics progression of skills</b> | Cardinality and counting<br>Exploring patterns<br>Spatial awareness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Representing numbers to 5<br>Comparing numbers to 5 (one more/one less)<br>Composition of numbers to 5<br>2D Shapes and their properties | Representing numbers to 10<br>Comparing numbers to 10 (one more/one less)<br>Composition of numbers to 10<br>Number bonds to 10<br>Patterns in numbers- odds and evens<br>Time | Representing numbers past 10<br>Comparing numbers past 10 (one more/one less)<br>Composition of numbers past 10<br>Combining two groups-Addition<br>3D shapes<br>Comparing measure- Length and Capacity | Combining groups- doubles<br>Sharing and grouping- Sharing into equal groups.<br>Sharing and grouping- finding a half<br>Subtraction<br>Comparing quantities through Money | Consolidation<br>Problem Solving<br>Patterns and relationships between number and shapes |
| <b>Maths ELGs</b>                        | <p><b>Early Learning Goal - Numbers:</b> Children have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>Early Learning Goal- Numerical Patterns:</b> Children can verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p> |                                                                                                                                          |                                                                                                                                                                                |                                                                                                                                                                                                         |                                                                                                                                                                            |                                                                                          |
| <b>R.E</b>                               | <p><b>CREATION</b><br/>Why is the word 'God' so important to Christians?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>INCARNATION</b><br/>Why do Christians perform Nativity plays at Christmas?</p>                                                     | <p><b>OLD TESTAMENT</b><br/>What can we learn from Old Testament stories?</p>                                                                                                  | <p><b>SALVATION</b><br/>Why do Christians put a cross in an Easter garden?</p>                                                                                                                          | <p><b>SPECIAL PLACES</b><br/>What makes a place special?</p>                                                                                                               | <p><b>WORLD FAITHS</b><br/>Which stories are special and why?</p>                        |

| Physical Development                                    | BEAM Balance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Write Dance Coordination                                                                                                                                                                                                                                                                                                                                                                                           | Ball Skills Target                                                                                                                                                                                                                                                                                                                                                                           | Jumping                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Agility                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Athletics/ Sports Day                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| PD ELGs                                                 | <p><b>Early Learning Goal - Gross Motor Skills:</b><br/>Children can 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> <p><b>Early Learning Goal - Fine Motor Skills:</b><br/>Children can 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.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Understanding the world - (Science, History, Geography) | <p>Harvest</p> <p><u>People, Culture and Communities</u><br/>Talk about members of their family and community.</p> <p>Explore and learn about my new school.</p> <p><u>Past and Present</u><br/>Talk about familiar situations in the past.</p>                                                                                                                                                                                                                                                                                                                                                                            | <p>Christmas Bonfire Night Diwali</p> <p><u>People, Culture and Communities</u><br/>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p><u>Past and Present</u><br/>Talk about familiar situations in the past.</p> <p>Talk about key events from the past</p> <p><u>The World</u></p> | <p>Lunar New Year</p> <p><u>People, Culture and Communities</u><br/>Draw information from a simple map.</p> <p><u>The World</u><br/>Recognise some environments that are different from the one in which we live- <b>Antarctica</b></p> <p>Understand the effect of changing seasons- <b>Winter</b></p> <p>To understand important processes in a natural world- <b>Freezing/Melting</b></p> | <p>Easter</p> <p><u>People, Culture and Communities</u><br/>Explaining similarities and differences between life in this country and life in other countries.</p> <p><u>Past and Present</u><br/>Compare and contrast characters from stories, incl figures from the past -<i>Mary Anning</i></p> <p><u>The World</u><br/>Explore the natural world around them, in particular types of plants, plants we eat and different animal diets.<br/><b>Herbivore/Carnivore</b></p> | <p>Leeds Castle Trip</p> <p><u>Past and Present</u><br/>Understand the past through settings and storytelling-<i>Leeds Castle trip</i></p> <p><u>The World</u><br/>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- <b>Clean Up!</b></p> <p>Understand the effect of changing seasons- <b>Spring</b></p> <p>Explore the natural world around them, making observations of animals (<i>Leeds</i>)</p> | <p>Careers Week</p> <p><u>People, Culture and Communities</u><br/>Know some similarities and differences between different cultural communities in this country, drawing on their experiences and what has been read in class</p> <p><u>Past and Present</u><br/>Children talk about the lives of people around them and their roles in society- <i>Careers Week</i></p> <p><u>The World</u><br/>Understand some important processes and changes in the natural world around them-</p> |

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| <b>Understanding of the World</b>           | <p><b>Early Learning Goal – Past and Present:</b><br/>Children talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>Early Learning Goal – People, Culture and Communities:</b><br/>Children 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><b>Early Learning Goal – The Natural World:</b><br/>Children 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> |                                                                                                                 |                                                                                                                                    |                                                                                                   |                                                                                                                                                      |                                                                                                                                 |
| <b>Modern Foreign Languages</b>             | Numbers and Colours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Numbers and Colours                                                                                             | Greetings/Salutations                                                                                                              | Greetings/Salutations                                                                             | Transport                                                                                                                                            | Transport                                                                                                                       |
| <b>Music (Kapow)</b>                        | Exploring Sound                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Celebration Music                                                                                               | Music and Movement                                                                                                                 | Musical stories                                                                                   | Transport                                                                                                                                            | Big band                                                                                                                        |
| <b>Creating with materials (Art and DT)</b> | Experiment with colour and colour mixing through painting- <i>Self-Portraits</i><br><br>Compare artistic effects through                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Exploring a variety of media such as chalk and rice to create patterns- <i>Rangoli Patterns</i><br>Ranbir Kaur  | Use and explore joining techniques, materials and tools to create for a purpose (DT).<br><br>Return to and build on their previous | Return to and build on their previous learning of modelling - <i>Using clay for Fossil making</i> | Children can independently select materials, tools and techniques to express their creative ideas- <i>Still life art, flowers</i><br>Georgia O'Keefe | Children share their creations, explaining the processes they have used and what they might change next time.<br>Madame Le Brun |

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|                                         | printing with paint-art inspired by Herve Tullet Kandinsky                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Explore, use and manipulate clay to create a model-Making Clay Diya lamps                          | learning of painting - Painting winter landscapes.<br><br>Monet |                                                                                                         | Van Gogh                                                                                                                              |                                                                            |
| <b>Being Imaginative and Expressive</b> | Develop storyline in their pretend play- Home corner role play area<br>Sing a range of well-known nursery rhymes and songs- French Nursery rhymes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Sing in a group or on their own increasingly matching the pitch and following the melody- Nativity | Watch and talk about dance and performance art- Dragon Dance    | Listen attentively, move to and talk about music expressing their feelings and responses- Dinosaur raps | Children can invent, adapt and recount narratives and stories with peers and their teacher- Jack and the Beanstalk, Leeds Castle trip | Children can perform songs, rhymes, poems and stories- Friendship assembly |
| <b>Expressive Arts and Design</b>       | <p><b>Early Learning Goal - Creating with materials:</b><br/>Children can 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><b>Early Learning Goal - Being Imaginative and Expressive:</b><br/>Children can 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> |                                                                                                    |                                                                 |                                                                                                         |                                                                                                                                       |                                                                            |
| <b>Forest School</b>                    | Being safe at Forest School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Respecting the environment at Forest School                                                        | Den Building                                                    | Bug Hotels                                                                                              | Natural construction                                                                                                                  | Wildlife watching                                                          |