Ladygrove Primary School and Nursery Curriculum Framework

At Ladygrove Primary School and Nursery an over-arching theme is planned each half term first to develop **'Communication and Language development'**, whilst offering provocations for the children to cover a range of objectives, providing engagement, motivation, and purpose for learning.

However, these plans are subject to change: flexibility and amendments where the interests of the children and current affairs take precedent over themes to allow them to have ownership of their own learning where possible.

We believe that the most effective method of ensuring progress is a balance between adult-led activities and child-initiated learning. A bespoke curriculum has been developed by the EYFS team, selecting statements from 'Development Matters 2021' tailored to the needs of the pupils within our setting.

The Early Years Foundation curriculum consists of seven different areas that the children will learn and be assessed on throughout the year.

Children should develop the 3 prime areas. These are: Communication and language (CL), Personal, social and emotional development (PSED) and Physical development (PD). These prime areas are those most essential for a child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in 4 specific areas. These are: Literacy, Mathematics, Understanding the world (UW), Expressive arts and design (EAD). The document shows coverage and progression of themes, activities and objectives over the year.

	Autumn Term		Spring Term		Summer Term	
School ethos and values.	 ***"Every day counts and every minute matters."*** ***Character Education*** **Tough Tortoise** – Resilience **Team Ants** – Reciprocal **Resourceful Squirrel** – Resourceful **Wise Owl** – Reflective					
	School Half Termly Values					
	Respectful	Tolerant	Kindness	Persevere	Empathy	Independent
National and whole school events	Roald Dahl Story Day Harvest Festival Black History World Mental Health Day	Diwali Bonfire Anti-Bullying week Children in Need Remembrance Road Safety Christmas	New Year Chinese New Year	Comic relief World Book Day Eid Shrove Tuesday and Lent	Sports day Transition Day	Summer Fayre Careers Week STEM week

Ladygrove Primary School Curriculum Framework Overview: Reception

Theme	Fairy Tales	Celebrations	People Who Help Us	Spring has Sprung	What does a farmer do?	Dinosaurs
Visits/Experiences	Themed Dressup with with Fairy Tale book	Wonderland Visit	School nurse, Police, Fire Fighters	Living Eggs in school	Home Farm Attingham Park Mr Lawton	DWAEC visit school
Prime Areas The prime areas are fundamental building blocks for children to develop well. They draw on basic human nature to connect, to play, to move and to love. An enabling environment and positive relationships with others are crucial to developing children's learning and experiences in the three prime areas. (Fisk 2020)						
Personal, Social and Emotional Development	**Jigsaw PSHE Scheme**					
	Being Me In My World 'Who am I and how do I fit?'	**Celebrating Difference** Respect for similarity and difference. Anti-bullying and being unique	**Dreams and Goals** Aspirations, how to achieve goals and understanding the emotions that go with this	**Healthy Me** Being and keeping safe and healthy	**Relationships** Building positive, healthy relationships	**Changing Me** Coping positively with change
	Development Matters Statements					
	Three to Four Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.		**Children in Reception** See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. • Personal hygiene Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing		**ELG: Building Relationships** Children at the expected level of development will: - 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. **ELG: Managing Self** Children at the expected level of development will: - Be 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. **ELG: Self-Regulation** Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and	

	Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.	• sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian	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
Communication and Language	**Three to Four** Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	**Children in Reception** Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail.	**ELG: Listening, Attention and Understanding** Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. **ELG: Speaking** Children at the expected level of development will: - 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,

	Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."		Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.		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.	
Role Play	**Inside** Castles **Outside Shed** Home Corner	**Inside** Birthday Party **Outside** Home Corner	**Inside** Police station **Outside** Home Corner	**Inside** Garden Centre **Outside** Home Corner	**Inside** Farm Shop **Outside** Home Corner	**Inside** Dinosaur Museum **Outside** Home Corner
Physical development	**<u>Three to Four</u>** Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet.		**<u>Children in Reception</u>** Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping		**ELG: Gross Motor Skills** Children at the expected level of development will: - 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.	

	Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	• skipping • climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully:	**ELG: Fine Motor Skills** Children at the expected level of development will: - 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. **PE Lesson – Dance Unit 2/Games Unit 2 (See PE progression Document)**

<table>
<tr><td></td><td colspan="2">PE Lesson – Introduction unit 2/Fundamentals Unit 2
(See PE progression Document)</td><td colspan="2">• lining up and queuing
• mealtimes

PE Lesson – Ball Games Unit 2/ Gymnastics Unit 2
(See PE progression Document)</td><td colspan="2"></td></tr>
<tr><td colspan="7">Specific Areas
The specific areas provide the range of experiences and opportunities for children to broaden their knowledge and skills.</td></tr>
<tr><td rowspan="6">Literacy</td><td colspan="6">Phonic Knowledge</td></tr>
<tr><td>Read most single letter Set 1 Sounds m a s d t i n p g o c k u b f e
16 sounds</td><td>Read all Set 1 single letter Sounds m a s d t i n p g o c k u b f e l h r j v y w z x
25 sounds</td><td>Read all Set 1 Sounds by blending sounds to read words m a s d t i n p g o c k u b f e l h r j v y w z x sh ch qu ng th nk
31 sounds</td><td>Read all Set 1 Sounds m a s d t i n p g o c k u b f e l h r j v y w z x sh ch qu ng th nk
32 sounds
Set 2 – ay, ee, igh, ow</td><td>Read all Set 1 Sounds m a s d t i n p g o c k u b f e l h r j v y w z x sh ch qu ng th nk
32 sounds
Set 2 – ay, ee, igh, ow
Set 2 – oo, oo</td><td>Consolidate Set 1 Sounds,read 6 set 2 sounds
38 sounds</td></tr>
<tr><td colspan="6">Skills</td></tr>
<tr><td colspan="2">I can ask and answer questions about simple stories.
I can read and write three sound words.
I can use initial, middle and end sounds to convey meaning.</td><td colspan="2">I can ask and answer questions about more complex stories.
I can read and write four sound words.
I can begin to read and blend sounds to read words containing long-vowel sounds. I can read and write simple sentences using phoneme, grapheme knowledge.</td><td colspan="2">I can answer questions about a book by finding the answer in the text.
I can read and blend sounds to read words containing long vowel sounds.
I can read and write 2 or 3 sentences independently that can be read by an adult.
I can use a capital letter and a full stop to demarcate my writing.
I can re-read my writing to check that it makes sense.</td></tr>
<tr><td colspan="6">Reading Books</td></tr>
<tr><td>End of Autumn 1

RWI Book Assisted Blending using magnetic boards
Book Bag Books Lilac</td><td>End of Autumn 2

Sound blending books</td><td>End of Spring 1

RWI Book Ditties/Red story books</td><td>End of Spring 2

RWI Book Green story books</td><td>End of Summer 1

Green story books
Book Bag</td><td>End of Summer 2

RWI Book Purple story books</td></tr>
<tr><td colspan="6">Support for home</td></tr>
</table>

	Flashcards set 1 Reading corner book Lilac reading book with no words	Blending books	Photocopable Ditty sheets Red book bag books	Set 2 sound flashcards Green Book Bag books Red word list and green word list	Set 2 sound flashcards Green Book Bag books Red word list and green word list	Set 2 sound flashcards Purple Book Bag books Red word list and green word list
	Texts to Support Termly Theme					
	-Goldilocks and the Three Bears -The Elves and the Shoemaker -Little Red Riding Hood -The Kissing Hand -The Three Billy Goats Gruff	-Shine -When's My Birthday -Diwali Story - Little Owl and the Star - A Christmas Story	-Non-fiction texts about careers -Cleversticks -The Great Race	-Little Red Hen -And Tango Makes Three -Tadpole's Promise The very Hungry Caterpillar	-Oliver's Vegetables -Jasper's Beanstalk -Farmer Duck -Oi Frog	-Various Non-Fiction texts about Dinosaurs -Dinosaur Roar -Jumpus Bumpus Dinosaur Rumpus -The Dinosaur who Pooped a Planet
	Quality Storytime Texts (Books chosen from Pie Corbett Reading Spine, Book Trust recommended books by age and RWI story time suggestions)					
	Traditional Tales The Three Billy Goats Gruff The Three Little Pigs Goldilocks and the Three Bears Little Red Riding Hood The Ugly Duckling **Author Study: Julia Donaldson** The Gruffalo The Gruffalo's Child Stick Man Room on the Broom **Christmas Themed Texts** The Christmas Story The Jolly Christmas Postman		**AUTHOR Study:** **Tom Percival** Ruby's Worry Tilda Tries Again Ravi's Roar **Diversity /** **Protected Characteristics / British Values** Hair Love Handa's Surprise The Colour Monster My Hair Pink is for Boys		**Author Study:** **Sarah Griffiths** Sophie's Spectacles Douglas's Trousers **Author Study: Oliver Jeffers** How to Catch a Star Lost and Found **Recommended Reads** **(Pie Corbett)** Mixed Oi Frog Elmer Dogger	
	No Outsiders Texts					
	You Choose	Red Rockets and Rainbow Jelly	Hello Hello	The Family Book	Mommy, Mama and Me	Blue Chameleon
	Songs, rhymes and poems					
	Pat-a-cake		Wind The Bobbin Up		Old Macdonald had a farm	

Ladygrove Primary School Curriculum Framework Overview: Reception

	1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock The ABC Song		Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes Incy Wincy Spider Hot Cross Buns Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey		Oats, Peas, Beans and Barley Grow The sun has got his hat on! Lavenders Blue Little Bo Peep Dingle, Dangle Scarecrow The animals on the farm Three blind mice Little Boy Blue Dinosaur, Dinosaur I'm a mean old dinosaur	
	Key Vocabulary					
	Once upon a time Happily ever after Prince Princess King Queen Evil Good	Celebrate Celebration Birthday Wedding Christening Christmas Gifts Best wishes	Police officer Fire fighter Nurse Doctor Dentist Help Save Hero	Hatch Incubator Hatchling Egg Beak Feathers Brooder Chick Chicken	Farm Farmer Countryside Dairy Plant Germinate Leaf Stem Root Animals	Herbivore Carnivore Dinosaur Skeleton Fossil Extinct Eggs Palaeontologists
Maths	**Curriculum Content**					
	Week 1,2,3 Getting to Know You Opportunities for settling in, introducing the areas of provision and getting to know the children. Baseline assessments Focus on key times of the day, class routines, exploring Project, where do things belong? Positional language. **Weeks 4,5,6** Number – Match and sort, Compare amounts Measures, Shape and Spatial Thinking – Compare size, mass and capacity. Exploring pattern. **Week 7,8,9** Number – Representing 1,2 & 3. Comparing 1,2 & 3. Composition of 1,2 & 3. Measures, Shape and Spatial Thinking – Circles and triangles. Positional language		**Week 1,2,3** Number – Introducing zero. Comparing numbers to 5. Composition of 4 & 5. Measures, Shape and Spatial Thinking – Compare mass (2) Compare Capacity (2) **Weeks 4,5,6** Number – 6,7 & 8. Making pairs. Combing 2 groups. Measures, Shape and Spatial Thinking – Length & Height. Time. **Week 7,8,9** Number – Representing 1,2 & 3. Comparing 1,2 & 3. Composition of 1,2 & 3. Measures, Shape and Spatial Thinking – Circles and triangles. Positional language. **Week 10.11,12** Number – 9 & 10. Comparing numbers to 10. Bonds to 10. Measures, Shape and Spatial Thinking – 3d-shape. Pattern (2)		**Week 1,2,3** Number – Building numbers beyond 10. Counting patterns beyond 10. Measures, Shape and Spatial Thinking – Spatial reasoning (1) Match, rotate, manipulate **Weeks 4,5,6** Number – Adding more, Taking away Measures, Shape and Spatial Thinking – Spatial reasoning (2), Compose and decompose. **Week 7,8,9** Number – Doubling, sharing and grouping. Even and odd. Measures, Shape and Spatial Thinking – Spatial reasoning (3) Visualise and build. **Week 10.11,12** Number – Deepening understanding. Patterns and relationships. Measures, Shape and	

			Spatial Thinking – Spatial reasoning (4) Mapping.
	Knowledge		
	I know the value of 1,2,3	I know the value of 1,2,3,4,5,6	I know the value of each digit to 10.
	I know that there is one number name for each object that I count to 3.	I know that there is one number name for each object that I count to 6.	I know that there is one number name for each object that I count to 10.
	I know that 1,2 and 3 can be represented in a variety of ways.	I know that 4, 5 and 6 can be represented in a variety of ways.	I know that 7, 8, 9 and 10 can be represented in a variety of ways.
	I know doubles to 2	I know doubles to 3.	I know doubles to 5.
	I know number bonds to 3	I know number bonds to 6.	I know number bonds to 10.
	I know half of even numbers to 4	I know half of even numbers to 6	I know half of even numbers to 10.
	I know shapes are all around me	I know that 2D shapes are flat.	I know that 2D shapes are flat and 3D shapes are solid.
	Skills		
	I can accurately count objects, actions, and sounds to 3.	I can accurately count objects, actions, and sounds to 6.	I can accurately count objects, actions, and sounds to 10
	I can say 1 more or 1 less for numbers to 3.	I can say 1 more or 1 less for numbers to 6.	I can add or subtract single digit numbers in practical ways.
	I can subitise to 3.	I can subitise to 6.	I can subitise to 10.
	With adult support, I can gather the resources that I need to solve a problem.	With a little support, I can gather the resources that I need to solve a problem.	I can gather the resources that I need to solve a problem.
	With support, I can record a calculation using jottings.	With support, I can record a calculation using jottings and can explain this.	With support, I can record a calculation using numbers and symbols and can explain this.
	With the support of adult, I can compare and order length, weight, and capacity in practical ways.	With a little support, I can compare and order length, weight, and capacity in practical ways.	I can compare and order length, weight, and capacity in practical ways.
	I can recite some days of the week in order.	I can recite 5 days of the week in order.	I can recite 7 days of the week in order.
	I can name and identify a circle, triangle and a square and can talk about their properties.	I can name and identify a circle, a triangle, a square and a rectangle and can talk about their properties and begin to talk about 3D shapes.	I can name and identify some 2D and some 3D shapes and can talk about their properties.
	With support, I can select shapes appropriately when building.	I can select shapes appropriately when building.	I can select shapes appropriately when building and explain my choices.
	I can copy a repeating pattern.	I can copy and continue a repeating pattern.	I can continue, copy, and create repeating patterns.

Ladygrove Primary School Curriculum Framework Overview: Reception

<table>
<tr><td></td><td colspan="3"><u>Early Learning Goals</u>
Number
• 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

Number Pattern
• 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</td></tr>
<tr><td rowspan="11">Understanding the World

Substantive History concepts:
Civilisation, invasion, diversity

Substantive Geography concepts:
Locational, place, human and physical features</td><td colspan="3">Curriculum Content</td></tr>
<tr><td>Geography/Science
Investigate and explore Ladygrove Primary School - human and physical features of our school, simple maps of classroom, school grounds, exploring new environment and school ground – plants and wildlife, weather in summer and autumn.
History/R.E
Investigate and explore Self and Family – identify own likes/dislikes, chronology of own life, and talk about families, homes, celebrations – birthdays, Christmas</td><td>Geography/Science
Investigate and explore Local Area – Dawley Mound and local Street surrounding school– human and physical features, simple maps of local area seasonal changes, weather in winter and spring. Exploring the life cycle of animals (chicks and caterpillars)
History/R.E
Investigate and explore People in our community – shop keepers, teachers, police, Celebrations in our community – for example, Chinese New Year and Eid ul fir</td><td>Geography/Science
Explore and compare similarities and differences between where we live and another location. Discover different animals and where they live.

History
Investigate animals that once lived before our time.</td></tr>
<tr><td colspan="3">Knowledge</td></tr>
<tr><td>I know that I am 4 and I will be 5 on my next birthday.</td><td>I know that I have changed since I was a baby.</td><td>I know that I will be able to do different things when I grow up.</td></tr>
<tr><td>I know that there are days of the week that repeat and go in order.</td><td>I know that there are seasons that go in order.</td><td>I know that there are months of the year that go in order.</td></tr>
<tr><td>I know that there are similarities and differences between me and my family.</td><td>I know that there are similarities and differences between my life and the life of my friends.</td><td>I know that there are similarities and differences between my life and the life of children in different countries.</td></tr>
<tr><td>I know that I celebrate special times (Birthdays, Christmas, Easter).</td><td>I know that some children celebrate in different ways.</td><td>I know that people have different beliefs and celebrate special times in different ways.</td></tr>
<tr><td>I know a church is a special place for Christians.</td><td>I know that a Mosque is a special place for a Muslim.</td><td>I know that some places and buildings are special to members of their community.</td></tr>
<tr><td>I know some of the human and physical features of my home and school.</td><td>I know some of the human and physical features of my local area (Dawley Mound)</td><td>I know some of the human and physical features of the UK (countryside).</td></tr>
<tr><td>I know that there are changes to the natural world with the changing seasons.</td><td>I know that there are four seasons and can name and describe them</td><td>I know that the seasons effect the natural world and can discuss when and how things grow.</td></tr>
</table>

	Skills		
	I can notice what I see, hear, and feel in the school grounds.	I can talk about what I see, hear, and feel in the school grounds.	Record what they see, hear, and feel in the school grounds.
	I can notice details on a simple map.	I can begin to talk about the details on a simple map.	I can draw information from a simple map.
	I can order my day on a simple timeline.	I can order my life on a simple timeline.	I can order events beyond living memory on a simple timeline. (Mum was born, I was born, toddler, child, started school)
	I can observe the changing seasons	I can talk about the changing seasons.	I can record seasonal changes observed throughout the year.
	Early Learning Goals **Past and Present** • 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 **People, Culture and Communities** • 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 **The Natural World** • 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.		
	Curriculum Content		

Expressive Arts and Design	**Music** Listen to and talk about music, sing along to and create music and dances linked to Deep Blue Sea and Circus Unit. **Art/DT** Explore with mixing colours (paint) and drawing self portraits (pencil/paint). Explore different media to create Remembrance poppies, Christmas craft, Rangoli patterns and Mendi Patterns. **Art - Drawing (Marvellous Marks)** **DT – Hibernation homes**	**Music** Listen to and talk about music, sing along to and create music and dances linked to Whatever the weather and Journeys Unit. **Art/DT** Create winter mixed media pictures eg. Paint and glitter. Create self portraits of our families and ourselves. Use a range of media to create Easter craft and Mother's Day cards. **Art – Painting (Paint my World)** **DT – Experimenting with form and function**	**Music** Listen to and talk about music, sing along to and create music and dances linked to Minibeasts and Space Unit. **Art/DT** Create self portraits using varying media and create a collage of dinosaurs using different materials. **Art – Sculpture (Animals)** **DT – Rainbow Salad**
	Knowledge		
	I know how to talk my art work.	With support, I know that I can return to and build on my previous learning, to refine my ideas.	I know that I can return to and build on my previous learning, to refine my ideas.
	I know the names of the primary colours.	I am beginning to know names of all colours.	I know the names of all colours.
	I know I can make changes to my work.	With support, I know how to make improvements to my own work.	I know how to make improvements to my own work.
	With the support of an adult, I know how to represent theories and thinking using a range of media and materials including loose parts, digital media and projection.	With a little support, I know how to represent theories and thinking using a range of media and materials including loose parts, digital media and projection	I know how to represent theories and thinking using a range of media and materials including loose parts, digital media and projection
	I know how to listen carefully to music.	I know how listen carefully to music and represent my feelings through movement.	I know that I can express my feelings about music, by listening carefully, then moving to and talking about it
	With the support of an adult, I know how to develop storylines in my play.	With a little support, I know how to develop storylines in my play.	I know how to develop storylines in my play.
	Skills		
	With the support of an adult, I can use simple drawing and animation software to represent thinking and to share ideas.	With a little support, I can use simple drawing and animation software to represent thinking and to share ideas.	I can use simple drawing and animation software to represent thinking and to share ideas.
	With the support of an adult, I can explore, use and refine a variety of artistic effects to express my ideas and feelings.	With support, I can explore, use and refine a variety of artistic effects to express my ideas and feelings.	I can explore, use and refine a variety of artistic effects to express my ideas and feelings.

	I can draw the physical features of a human face.	I can draw the human face and attach other body parts to my drawing.	I am beginning to draw people more accurately, e.g. head, body, 2 arms, 2 legs, feet, hair etc.
	I can express my ideas and feelings through drawing.	I can use a variety of artistic skills to represent my ideas and feelings.	I can explore, use and refine a variety of artistic effects to express my ideas and feelings.
	I can sometimes work with my friends sharing ideas, resources and skills.	I can usually work with my friends sharing ideas, resources and skills.	I can work with my friends sharing ideas, resources and skills.
	With the support of an adult, I can explore and engage in music making and dance, performing solo or in groups.	With a little support, I can explore and engage in music making and dance, performing solo or in groups.	I can explore and engage in music making and dance, performing solo or in groups.
	I can sing familiar songs and nursery rhymes.	With support, I can sing increasingly matching the pitch and following the melody.	I can sing increasingly matching the pitch and following the melody.
	I can talk about dances and performing arts.	With support, I can talk about dance and performance art, explaining my views.	I can talk about dance and performance art, explaining my views.
	Early Learning Goals **Creating with Materials** • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. **Being Imaginative and Expressive** • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.		

Computing	Curriculum Content		
<u>Technology in Our Lives</u> I can tell you about technology that is used at home and in school. I can operate simple equipment. I can use the Internet safely to play and learn.	<u>Computer Science</u> Children explore how I-Pads work (offline) and how to complete simple tasks. <u>Information Technology</u> Children learn the names of simple hardware linked to computers.	<u>Digital Literacy (including e-safety)</u> Children are taught how to use electronic devices safely and the importance of using devices alongside and adult. <u>Computer Science</u> Children will learn how to input data to create an outcome. Children will think critically to make the BeeBots move in the direction they intend it to.	<u>Information Technology</u> Children learn how to use simple programmes to produce art (offline). <u>Digital Literacy (Includes E-Safety)</u> Children are taught what to do if they see anything that upsets them and the importance of not sharing private information (passwords).

					Children discuss how much time on a device is healthy and how parents help them make healthy choices with time on electronic devices.	
	Knowledge					
	I know how to operate simple equipment – iPad, interactive whiteboard. I know how to physically follow instructions.	I know how to create shapes and text on a screen. I know what a keyboard is and begin to locate letters. I know how to move objects on a screen using a mouse or my finger.	I know that the work I create belongs to me. I know the school online safety rules and why they are important. I know the different ways information can be shown using technology: pictures, videos, text and sound. I know how adverts work. I know what 'fake news' and 'click baiting' is.	I know how to operate simple equipment – iPad, interactive whiteboard, basic mouse controls. I know how to input a simple set of instructions into a BeeBot to achieve a given outcome.	I know how to create shapes and text on a screen. I know what a keyboard is and begin to locate letters. I know how to move objects on a screen using a mouse or my finger.	I know how to create shapes and text on a screen. I know what a keyboard is and begin to locate letters. I know how to move objects on a screen using a mouse or my finger.
	Skills					
	I can show skill in making toys work by pressing parts to achieve effects such as sound, light, movement or the showing of images.	I can select and use technology for a particular purpose. I can name a keyboard and mouse and use with developing control. I can use a digital device to create. I can select and use technology for a particular purpose.	I can name at least one action to follow if I have concerns about my online safety. I can begin to use my own login username and passwords to log onto different devices and software.	I can show skill in making toys work by pressing parts to achieve effects such as sound, light, movement or the showing of images.	I can select and use technology for a particular purpose. I can name a keyboard and mouse and use with developing control. I can use a digital device to create and I can select and use technology for a particular purpose. I can name a keyboard and mouse and use with developing control.	I can show skill in making toys work by pressing parts to achieve effects such as sound, light, movement or the showing of images.

		I can name a keyboard and mouse and use with developing control.			I can use a digital device to create and I can select and use technology for a particular purpose.	