



	Autumn Term	Spring Term		Summer Term		
Whole School Themes						
The Environment		Farming	Dwellings	Healthy Living		
Themes	Who Am I?	We can all be Heroes	The World Around Us	How does your Garden Grow?	Nature Explorers	
<b>Core Books</b>	<p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>• What makes me a me? – Ben Faulks &amp; David Tazzyman</li> <li>• The Three Little Pigs – retold by Susanna Davidson (illustrated by George Overwater)</li> <li>• The Christmas Story – Dorling Kindersley</li> </ul> <p><b>Non-Fiction</b></p> <ul style="list-style-type: none"> <li>• The Great Big Book of Families – Mary Hoffman and Ros Asquith</li> <li>• Will you Be My Friend? – Molly Potter</li> <li>• Let's Get Ready for School - Jane Porter</li> <li>• Diwali – Anita Nahta Amin</li> <li>• Christmas – Emily Rajj</li> </ul>	<p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>• Supertato – Sue Hendra &amp; Paul Linnet</li> <li>• How to be a Superhero – Sue Fliess</li> </ul> <p><b>Non-Fiction</b></p> <ul style="list-style-type: none"> <li>• Real Superheroes – Julia Seal</li> <li>• A Superhero Like You – Dr Ranj</li> <li>• Emergency Vehicles – Simon Tyler</li> <li>• Chinese New Year – Sharon Katz Cooper</li> <li>• The Great Race – Christopher Corr</li> </ul> <p>CBeebies - <a href="#">Let's Celebrate Chinese New Year</a></p>	<p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>• The Little Red Hen – Lesley Simms Usborne</li> </ul> <p>Pie Corbett Orally re-tell story and drawing story maps. Introducing imitation</p> <p><b>Non-Fiction</b></p> <ul style="list-style-type: none"> <li>• Duck Lifecycles – Shalini Vallepur</li> <li>• Lifecycle of a duck – Kirsty Holmes</li> <li>• Best Ever Bread Book – Doling Kindersley</li> <li>• The Easter Story – Brian Wildsmith</li> <li>• Website - <a href="#">What is Easter BBC Bitesize</a></li> </ul> <p>CBeebies- <a href="#">Let's Celebrate Easter</a></p>	<p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>• Thank You, Earth, – April Pulley Sayre</li> <li>• Jack and the Beanstalk Melanie Joyce</li> <li>• Trust Me Jack's Beanstalk Stinks – Eric Braun (PSED)</li> <li>• Katie and the Sunflowers – James Mayhew</li> <li>• Oliver's Vegetables – Vivian French</li> </ul> <p><b>Non-Fiction</b></p> <ul style="list-style-type: none"> <li>• Earth Day – Melissa Ferguson</li> <li>• Life Cycle of a Sunflower – Kirsty Homes</li> <li>• Why Eat Healthy Food? – Kay Barnham</li> </ul>	<p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>• The Very Hungry Caterpillar – Eric Carle</li> </ul> <p><b>Non-Fiction</b></p> <ul style="list-style-type: none"> <li>• Big Book of Bugs – Yuval Zommer</li> <li>• Egg to Butterfly - Rachel Tonkin</li> <li>• The Bee Book – Charlotte Milner</li> </ul>	
<b>Key Experiences</b>	<p>Home visits and transition activities</p> <p>Sharing All About Me books</p> <p>Tour of the school</p> <p>Walk around the village including trip to the bakery and recreation ground</p> <p>Introduction to Forest School</p> <p>Salvation Army visit to school for Messy Church</p>	<p>Parent visits sharing occupations</p> <p>Police and firefighter visits</p> <p>We can all be heroes celebration day</p>	<p>Incredible Eggs project to hatch ducklings from eggs</p> <p>Woodwork</p> <p>Trip to Church Farm</p> <p>Bread making</p>	<p>Earth Day Planting</p> <p>Jack and the Beanstalk performance</p> <p>Walk to the allotment</p>	<p>Live Caterpillars</p> <p>Minibeast hunts</p> <p>Mini beast lab</p> <p>Beautiful Bug Ball</p>	

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	Christingle Performance						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
<b>Communication and Language</b>	Listening, Attention and Understanding		Listening, Attention and Understanding		Listening, Attention and Understanding		Listening, Attention and Understanding
	<p>To understand how to listen carefully and why listening is important</p> <p>To follow simple directions, e.g. go and get your water bottle/book bag.</p> <p>To begin to understand and respond to a variety of questions, such as who, what, where and when</p>		<p>To ask questions to find out more, e.g. to ask questions about occupations following parent talks or about illustrations or vocabulary in books</p> <p>To be able to respond to instructions with two or more steps</p> <p>To use talk to work out problems, and organise thinking and activities</p> <p>To understand and respond to a variety of questions, such as who, what, where and when and begin to understand why and how questions</p>		<p>To understand and respond to who, what, where, when, why and how questions.</p> <p>To have conversations with adults and peers with back-and-forth exchanges</p>		<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversations when engaged in back-and-forth exchanges with their teacher and peers</p>
	Speaking		Speaking		Speaking		Speaking
	<p>To talk to peers, teacher and key staff members during the day e.g. sharing their All About Me books, talking about their family, friends and home</p> <p>To speak in front of a small group during guided reading sessions</p> <p>To use short sentences when speaking in the first person accurately and develop social phrases e.g. "Good morning, how are you?", "I know it's __ because __" (Stem sentences)</p> <p>To learn and use new vocabulary throughout the day</p>		<p>To answer a question in front of whole class</p> <p>To talk in longer sentences using conjunctions e.g. and, because</p> <p>To share work or Tapestry photos with the whole class, describing events or work in some detail</p> <p>To use talk to explain how things work and why they might happen, e.g. use of incubator in the lifecycle of the duck</p>		<p>To use well-formed sentences using a range of different tenses</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>To talk to different adults around the school</p>		<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate</p> <p>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>

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<b>Personal, Social and Emotional Development</b>	<b>Self-regulation</b>	<b>Self-regulation</b>	<b>Self-regulation</b>	<b>Self-regulation</b>
	<p>To recognise different emotions and say how they might be feeling – autumn 1</p> <p>To talk about what makes them special and unique, using All About Me books to support with this</p> <p>To begin to consider the feelings of others and talk about how another might be feeling – autumn 2</p>	<p>To express their own feelings and consider the feelings of others.</p> <p>To think about the perspective of others.</p> <p>To begin to be able to focus during longer whole class lessons</p> <p>To adapt behaviour to a range of situations e.g. visits from parents, school trip, Forest School</p>	<p>To identify and moderate their own feelings socially and emotionally.</p> <p>To be able to focus during longer whole class lessons</p> <p>To set a target and reflect on progress throughout e.g. choosing to take part in a Rocket Challenge</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</p>
	<b>Managing self</b>	<b>Managing self</b>	<b>Managing self</b>	<b>Managing self</b>
	<p>To use the toilet and wash hands independently</p> <p>To put coat on independently and to change shoes for Forest School independently</p> <p>To learn and manage classroom routines independently, including snack and lunchtime routines</p> <p>To undress themselves and dress themselves for PE. Support may be required for fastenings and turning clothing the correct way around</p> <p>To talk about the Golden Rules of the school</p>	<p>To begin to understand Growth Mindset and have a can-do attitude</p> <p>To begin to show resilience in the face of challenge and new experiences e.g. first school trip</p> <p>To be able to fasten own coat using zips and buttons</p> <p>To manage the changing routine for PE independently, including fastenings and organisation of clothing.</p>	<p>To talk about their own Growth Mindset and the Growth Mindset of others</p> <p>To show resilience and perseverance in the face of challenges and new experiences e.g. swimming/transition to year 1</p> <p>To talk about how to keep safe</p> <p>To talk about how to keep healthy</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices</p>
	<b>Building Relationships</b>	<b>Building Relationships</b>	<b>Building Relationships</b>	<b>Building Relationships</b>

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	To seek an adult's support when needed	To have positive relationship with members of EYFS staff	To have confidence to communicate with adults around the school	Work and play cooperatively and take turns with others
	To be confident to speak 1:1 or while in small groups to familiar adults and peers	To begin to develop key friendships	To have strong friendships	Form positive attachments to adults and friendships with peers
	To enjoy spending time with particular children and to play with children who are at the same activity	To be able to turn take with other children	To listen to the ideas of other children and agree on a solution and compromise	Show sensitivity to their own and to others' needs.
Cambs PSHE units				
	<ul style="list-style-type: none"> <li>• Transition to School</li> <li>• Beginning and Belonging</li> <li>• Me and My World</li> </ul>	<ul style="list-style-type: none"> <li>• My Emotions</li> <li>• Family and Friends</li> </ul>	<ul style="list-style-type: none"> <li>• Identities and Diversity</li> </ul>	<ul style="list-style-type: none"> <li>• My Body and Growing</li> </ul>
			<ul style="list-style-type: none"> <li>• Keeping Safe</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy Lifestyles</li> <li>• Moving on to Year 1</li> </ul>
<b>Physical Development</b>	Gross Motor Skills	Gross Motor Skills	Gross Motor Skills	Gross Motor Skills
	To move safely into a space.	To be able to use a balance bike to travel, stop and change directions	To develop body strength, balance and agility to travel across a swimming pool independently or using a woggle.	Negotiate space and obstacles safely, with consideration for themselves and others
	To run, stop, roll, crawl and walk	To combine different movements with ease and fluency, e.g. using outside equipment to create obstacle course		Demonstrate strength, balance and coordination when playing
	To be able to balance and climb	To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Including:		Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	To explore different ways of traveling along equipment and be able to jump and land safely from a small height	- Rolling and stopping - Rolling to a target - Rolling to a partner - Throwing and catching with a partner		
	To be able to sit at a table to mark make			
	Fine Motor Skills	Fine Motor Skills	Fine Motor Skills	Fine Motor Skills
	To use a dominant hand and mark make using different shapes	To use a tripod grip when using mark making tools	To hold scissors correctly to cut out small shapes and cut various materials	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
	To begin to use tripod grip when using mark making tools	To hold scissors correctly to cut along a curved line and to cut out large shapes	To draw and paint with care adding detail to pictures	

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	<p>To begin to use anticlockwise movement and retrace vertical lines in order to copy letters of the alphabet</p> <p>To hold scissors correctly to make snips in paper and cut along a straight line.</p> <p>To begin to hold cutlery correctly and use to cut food with adult support</p>	<p>To write taught letters using correct formation for the majority of letters</p> <p>To use a child safe knife to cut fruit at snack time.</p>	<p>To hold cutlery correctly and use to cut and eat food independently</p> <p>To write taught letters using correct formation and begin to control letter size and to sit letters on the line</p> <p>To use a hammer, screwdriver and a saw in woodwork sessions</p>	<p>Use a range of small tools, including scissors, paint brushes and cutlery</p> <p>Begin to show accuracy and care when drawing.</p>
	<ul style="list-style-type: none"> <li>• In line with Little Wandle teaching, children will be read books in school which are matched to their phonic knowledge. Books will be sent home weekly. <ul style="list-style-type: none"> <li>• English Core Spine texts taught through Topic based learning.</li> <li>• Book Club sessions each week to share high quality texts and establish a love of reading.</li> </ul> </li> </ul>			
<b>Literacy</b>	<b>Comprehension</b>	<b>Comprehension</b>	<b>Comprehension</b>	<b>Comprehension</b>
	<p>To independently look at a book, holding it the correct way up and turn pages one at a time from front to back</p> <p>To engage in Guided Reading groups and whole class Book Club sessions, joining in with repeated phrases and actions</p> <p>To look at a picture to talk about part of a story using some correct story language or vocabulary</p> <p>To answer who, what, where and when questions about the illustrations and stories being read to them</p>	<p>To engage in Guided Reading groups and whole class Book Club sessions, being able to talk about the story and give their opinion on the story</p> <p>To retell or act out a familiar story using props and/or a story map e.g. The Little Red Hen</p> <p>To talk about the characters in the books they are reading</p> <p>To begin to predict what might happen in the story and suggest how it might end</p>	<p>To engage in Guided Reading groups and whole class Book Club sessions and be able to talk about the story, including settling, characters, plot and predictions</p> <p>To answer who, what, where, when, how and why questions about the illustrations and stories being read to them</p> <p>Learn rhymes, poems and songs e.g. to perform on stage for Jack and the Beanstalk performance</p> <p>To use vocabulary in their play and discussions that is influenced by their experience of books</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>Anticipate – where appropriate – key events in stories</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>
	<b>Word Reading</b>	<b>Word Reading</b>	<b>Word Reading</b>	<b>Word Reading</b>

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	<p>To recognise their own name</p> <p>To recognise and say taught phase 2 GPCs: s a t p i n m d g o c k c k e u r h b f l</p> <p>To recognise taught tricky words is l the</p> <p>To orally blend words and begin to segment orally.</p> <p>To blend written words using taught sounds</p>	<p>To recognise and say taught phase 2 GPCs: ff ll ss j v w x y z zz qu ch sh th ng n_</p> <p>To read words with -s /s/ added at the end (hats sits) To read words ending in s /z/ (his) and with -s /z/ added at the end (bags sings)</p> <p>To recognise taught tricky words: put* pull* full* as and has his her go no to into she push* he of we me be</p> <p>To begin reading captions and sentences using taught sounds</p>	<p>To recognise and say taught phase 3 GPCs: ai ee igh oa oo oo ar or ur ow oi ear air er</p> <p>To read longer words and words with double letters</p> <p>To recognise and say taught tricky words: as you they my by all are sure pure</p>	<p>To recognise and say taught phase 3 GPCs</p> <p>To read words with double letters, longer words, words with two or more digraphs, words ending in -ing and compound words</p> <p>To read words with s /z/ in the middle</p> <p>To read words with -s /s/ /z/ at the end</p> <p>To read words with -es /z/ at the end</p> <p>To recognise all tricky words taught so far</p>	<p>To read words containing short vowels with adjacent consonants: CVCC CCVC CCVCC CCCVC CCCVCC</p> <p>To read longer words and compound words</p> <p>To read words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est</p> <p>To recognise and say taught tricky words: said so have like some come love do were here little says there when what one out today</p>	<p>To read words containing phase 3 long vowel graphemes with adjacent consonants: CVCC CCVC CCCVC CCVCC</p> <p>To read words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est</p> <p>To read longer words</p> <p>To recognise all tricky words taught so far</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read words consistent with their phonic knowledge by sound-blending</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
	<b>Writing</b>	<b>Writing</b>	<b>Writing</b>	<b>Writing</b>			
	<p>To be able to write from memory or copy their name</p> <p>To give meaning to the marks that they make while drawing or writing</p> <p>To begin to write CVC words and labels using taught sounds</p>	<p>To write their name from memory</p> <p>To independently write CVC words and labels using taught sounds</p> <p>To begin to write captions and sentences using taught sounds</p> <p>To spell some taught tricky words correctly e.g. I is the no go</p>	<p>To independently write captions and sentences using taught sounds</p> <p>To begin to use finger spaces in sentences and captions</p> <p>To begin to use capital letters and full stops in sentences</p> <p>To spell some taught tricky words correctly e.g.</p>	<p>Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p>			

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	<p>To begin to use the correct letter formation of taught letters</p> <p>To begin to orally segment words</p>	<p>To understand the use of finger spaces and that sentences start with a capital letter and end with a full stop</p> <p>To write taught letters using correct formation for the majority of letters</p> <p>To begin to read their words, captions and sentences back to check they make sense</p>	<p>To read their captions and sentences back to check they make sense</p>	<p>Write simple phrases and sentences that can be read by others.</p>
<b>Maths</b>	Number	Number	Number	Number
	<p>To subitise numbers to 5.</p> <p>To be able to recognise and talk about representations of numbers 0-5 including the numeral, Numberblock character, Numicon shape, five frame and tally.</p> <p>To be able to draw or sort representations of numbers to 5</p> <p>To explore the composition of numbers to 5 and be able to say, for example, "3 is made up of ... and ..."</p>	<p>To be able to recognise and talk about representations of numbers 0-10 including the numeral, Numberblock character, Numicon shape, five frame and tally.</p> <p>To be able to draw or sort representations of numbers to 10</p> <p>To explore the composition of numbers to 10 and be able to say, for example, "8 is made up of ... and ..."</p> <p>To recall number bonds to 5</p> <p>To recall doubling and halving facts of numbers to 10</p>	<p>To be able to recognise and talk about representations of numbers 0-20 including the numeral, Numberblock character, Numicon shape, five frame and tally.</p> <p>To be able to draw or sort representations of numbers to 20</p> <p>To explore the composition of numbers to 20 and be able to say, for example, "14 is made up of ... and ..."</p> <p>To recall number bonds to 5 and some number bonds to 10</p> <p>To recall subtraction facts of numbers to 5</p>	<p>Have a deep understanding of number to 10, including the composition of each number</p> <p>Subitise (recognise quantities without counting) up to 5</p> <p>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>
	Numerical Patterns	Numerical Patterns	Numerical Patterns	Numerical Patterns
	<p>To count to 10</p> <p>To say one more and one less than numbers to 5</p>	<p>To count to 20</p> <p>To say one more and one less than numbers to 10</p>	<p>To count beyond 20</p> <p>To say one more and one less than numbers to 20</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system</p>

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	<p>To compare quantities to 5 and be able to say whether a group has more or less than another</p>	<p>To recognise equal and unequal groups and compare quantities to 10.</p> <p>To share quantities equally</p> <p>To solve simple addition by combining two parts to make a whole</p> <p>To solve simple addition by increasing a quantity by an amount</p> <p>To solve simple subtraction calculations</p>	<p>To recognise equal and unequal groups and compare quantities to 20</p> <p>To identify and talk about odd and even numbers</p>	<p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
	Past and Present	Past and Present	Past and Present	Past and Present
<b>Understanding the World</b>	<p>To talk about themselves and the people in their lives who are important to them. E.g. using All About Me books or posts on Tapestry</p> <p>To talk about similarities and differences between things in the past and now, comparing, for example, images of Waterbeach now and in the past and homes now and in the past</p> <p>Children like us – series</p>	<p>To talk about the lives and occupations of people in our family</p> <p>To know that emergency services exist and what they do.</p> <p>To talk about similarities and differences between things in the past and now, comparing, for example, emergency services now and in the past</p>	<p>To talk about how we can protect the earth and the environment.</p> <p>To talk about how the environment has changed over time and why we need to look after it now</p>	<p>Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>
	People, Cultures and Communities	People, Cultures and Communities	People, Cultures and Communities	People, Cultures and Communities
	<p>To know about their family and talk about who is part of their families</p> <p>To understand that families are unique and talk about similarities and differences</p>	<p>To know about people who help us within the local community</p>	<p>To know about people in our community who help to care for the environment</p> <p>To talk about how people celebrate 'Earth Day'</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps</p>

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	<p>between their families and those of their peers</p> <p>To talk about places that are important to their family e.g. their homes, countries they have visited</p> <p>To understand that people celebrate different festivals</p> <p>To talk about how people celebrate Diwali and Christmas</p> <p>To know the village that they live in and talk about some of the features of the village e.g. the bakery, the green, post office etc.</p>	<p>To talk about what life is like in other countries using children’s experiences, photos, fiction and non-fiction texts e.g. Farms around the world</p> <p>To talk about how people celebrate Chinese New Year and Easter</p>		<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>
	<b>The Natural World</b>	<b>The Natural World</b>	<b>The Natural World</b>	<b>The Natural World</b>
	<p>To explore Forest School and our outdoor space showing respect and care for the environment</p> <p>To show interest in the natural world and ask questions about their interests</p> <p>To know and recognise the signs of Autumn</p>	<p>To understand the lifecycle of a duck</p> <p>To know and recognise the signs of Winter and Spring</p> <p>To experiment with and talk about changing states of matter and changes over time e.g. freezing and melting, bread making</p> <p>To observe and talk about the lifecycle of a duck</p> <p>To know how to care for ducklings</p>	<p>To understand the lifecycle of a plant</p> <p>To plant seeds, observe their growth and talk about changes</p> <p>To know how to care for growing plants</p> <p>To observe and talk about the lifecycle of a butterfly</p> <p>To know about minibeast habitat</p> <p>To know and recognise the signs of Summer</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>

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<b>Expressive Arts and Design</b>	Creating with materials	Creating with materials	Creating with materials	Creating with materials
	<p>To know that colours will change when mixed and experiment with mixing colours</p> <p>To use colours for a particular purpose</p> <p>To create simple representations of people and objects</p> <p>To use glue and tape to join materials</p> <p>To manipulate clay or dough by rolling, squashing, pinching and twisting e.g. creating a Diva lamp</p> <p>To share their creations with adults and friends</p> <p>To begin to use puppets, small world toys and props to act out narratives</p>	<p>To experiment with different mark making tools such as pastels and chalk</p> <p>To begin to plan what they are going to create.</p> <p>To create observational drawings</p> <p>To explore different techniques for joining materials e.g. glue stick, PVA, masking tape, Sellotape</p> <p>To share their creations with adults and friends and talk about the process</p> <p>To measure and mix ingredients to create playdough and bread</p> <p>To use puppets, small world toys and props to act out narratives</p>	<p>To experiment with different mark making tools such as art pencils and watercolours</p> <p>To plan what they are going to create</p> <p>To share their creations with adults and friends, talk about the process and evaluate their own work making adaptations where necessary</p> <p>To use puppets, small world toys and props to act out narratives using known story language influenced their experiences of texts</p> <p>To know the names of woodwork tools: hammer, saw and screwdriver</p> <p>To use tools to cut and join wood using nails and screws</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function</p> <p>Share their creations, explaining the process they have used</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>
	Being Imaginative and Expressive	Being Imaginative and Expressive	Being Imaginative and Expressive	Being Imaginative and Expressive
	<p>To join in with songs and nursery rhymes</p> <p>To play percussion musical instruments exploring the sounds they can make e.g. duration (long and short), tempo (fast and slow), dynamics (loud and quiet), pitch (high and low)</p> <p>To play on the beat to accompany a song</p> <p>To perform Christmas songs on stage as part of our Christingle</p>	<p>To build a repertoire of songs</p> <p>To play percussion musical instruments to create sound effects</p> <p>To listen to a range of music, sharing own thoughts and moving in time to the music</p> <p>To play chime bars to accompany a song exploring tempo, dynamics, pitch and duration.</p> <p>To begin to create narrative based around stories</p>	<p>To perform songs on stage for our Jack and the Beanstalk performance</p> <p>To learn a dance routine to perform on stage</p> <p>To play chime bars to accompany a song exploring tempo, dynamics, pitch and duration.</p> <p>To create narratives based around stories, creating costumes and resources in play</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher</p> <p>Sing a range of well-known nursery rhymes and songs</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>

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