Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Themes/Interests/ Lines of Enquiry	What's so special about me? All about me, my school, my community, my family, my village Autumn Harvest Festival	How have toys changed over time? Autumn Halloween Bonfire Night Diwali Christmas/Father Christmas story	Who was the first person to fly?	What can we learn from women in the past? Pancake Day Easter Planting/Gardening/Spring New beginnings, life cycles	What animals live in our local river?	Why do we go to the seaside?	
Possible texts	Elmer Beegu The Scarecrow's Wedding Families, Families, Families Everyone is Welcome Here Little Red Hen Handa's Surprise Charlie the Firefighter Non-fiction texts — police, firemen, nurses, dentists etc Traditional Tales Elmer the Elephant (PSED) Colour Monster (Emotions) Funnybones Supertato	Lost in the toy museum Toys in Space Old Bear Stick Man Rama and Sita The Jolly Christmas Postman, Mog's Christmas Excitable Edgar Non-fiction texts	Man on the Moon Whatever next I am Amelia Earhart Non-fiction books	A picture book of Florence nightingale Fantastically great women who changed the world Fantastically great women, who worked wonders Non-fiction books Life cycle non-fiction	Aaaagh Spider Bustle in the Bushes Mad about minibeasts Non-fiction books	Gracie the Lighthouse Cat The Lighthouse keepers' lunch What the ladybird heard Life cycle non-fiction Rainbow Fish The Snail and the Whale Commotion in the Ocean Pirates love underpants Non-fiction books	Early Learning Goals
Communication and Language	- Understand how to listen carefully and why listening is important - Engage in story times - Join in with repeated refrains - Understand how and when to move between areas of the classroom / school Indoor role play – home corner enhanced throughout the year Outdoor roleplay: Library	- Ask questions to find out more and to check they understand what has been said to them - Develop social phrases - Engage in story times - Answer simple questions about a story (retrieval) Indoor role play – home corner enhanced throughout the year Outdoor roleplay: Christmas Grotto/Toy shop	isten carefully to rhymes and so	- Describe events in some detail - Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen - Answer more detailed questions about a book Indoor role play – home corner enhanced throughout the year Outdoor roleplay: Hospital	- Listen to and talk about stories to build familiarity and understanding - Engage in non-fiction books - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Indoor role play – home corner enhanced throughout the year Outdoor roleplay: Water/leafy area or fishing area	- 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 Indoor role play — home corner enhanced throughout the year Outdoor roleplay: Outdoor beach area	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 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, 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.					

	- See themselves as a valuable		- Show resilience and persever		- Think about the perspectives of others		ELG: Self-Regulation
	 Build constructive and respectful relationships Express their feelings and consider the feelings of others 		- Identify and moderate their own feelings socially and		- Manage their own needs		Children at the expected level of development will:
			emotionally				- Show an understanding of their own feelings and those
	 Express their own feelings using colours 	ng basic vocabulary and	 Work towards their own simple goals Form turn-taking and compromise behaviours 		Summer 1 – Drug education (Keeping safe). What are medicines		of others, and begin to regulate their behaviour accordingly;
	- Show and understand the rule	es of the setting	- Understand staying warm an		and why and when do some people use them? (DAT)		
		g	constraint one, and a constraint		6 0 11 11 116 1 1		 Set and work towards simple goals, being able to wait for what they want and control their immediate impulses
	Autumn 1 - Beginning and Belonging. Do I understand			ow do I keep myself safe?	Summer 2 - Healthy lifestyles. H	ow do I stay healthy?	when appropriate;
	simple ways to help my school	feel like a safe, happy	, s	, , , , , , , , , , , , , , , , , , , ,			
	place? RR		Spring 2 - Managing Change.	What are changes and why			- Give focused attention to what the teacher says, responding appropriately even when engaged in
	Autumn 2 - Family and Friends	What is a friend?	do they happen?				activity, and show an ability to follow instructions
	Action 2 - Family and Friends	. What is a mena?					involving several ideas or actions.
							ELG: Managing Self
Personal, Social and		Children at the expected level of development will:					
Emotional		- Be confident to try new activities and show independence, resilience and perseverance in the face					
Development		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: 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.
	- Further develop the skills	- Learn fundamental	- Combine different	- Develop fundamental	- Engage in games and follow	- Develop confidence,	
	they need to manage the	movement skills: rolling,	movements with ease and	movement skills: rolling,	rules to play games	competence, precision, and	
	school day successfully: lining	crawling, walking, jumping,	fluency	crawling, walking, jumping,	- Develop the foundations of a	accuracy when engaging in	
	up and queuing, mealtimes,	running, hopping, skipping,	- Move and perform in time	running, hopping, skipping,	handwriting style which is fast,	activities and games and follow	
	personal hygiene	climbing	to music	climbing	accurate and efficient	rules and know why we have	
	- Begin to develop	- Develop ball skills	- Know and talk about the	- Further develop and	- Use malleable materials to	rules	ELG: Gross Motor Skills
	comfortable pencil grip	- Show a range of	different factors that support	refine a range of ball skills	create more detailed	- Articulate the importance of a	Children at the expected level of development will:
	- Make meaningful marks	different movements	their overall health and	including throwing, catching,	sculptures	healthy lifestyle	- Negotiate space and obstacles safely, with
	and controls pencil mostly	- Develop pincer grip,	wellbeing: regular physical	kicking, passing, batting,	- Building bridges and	- Take part in sports day	consideration for themselves and others;
	successfully	build strength in finger	activity, healthy eating,	and aiming and show	structures with specific	- Confidently swim in the pool	- Demonstrate strength, balance and coordination when
	- Use scissors safely	movements	toothbrushing, sensible	confidence when using	purposes, solving problems	and take part in a range of	playing;
	- Simply manipulate	- Develop use of cutlery,	amounts of 'screen time',	these skills	using physical construction	games	- Move energetically, such as running, jumping, dancing,
Physical Development	malleable materials	making simple recipes	having a good sleep routine,	- Jump off large and small	- Show confidence with getting	- Talk about pool safety	hopping, skipping and climbing.
	- Jump off small objects	(buttering bread etc)	being a safe pedestrian.	objects safely	in and out of the swimming		ELG: Fine Motor Skills
	safely	- Form some letters	- Make different shapes with	- Show a range of different	pool	PE Scheme	Children at the expected level of development will:
	- Show a range of	correctly using appropriate	malleable materials	movements and combine	- Show confidence with moving	Athletics	- Hold a pencil effectively in preparation for fluent
	movements	pencil grip		them to create a sequence	in water	Swimming	writing – using the tripod grip in almost all cases;
	- Combine different		PE Scheme		- Put their face in water and		- Use a range of small tools, including scissors, paint
	movements	PE Scheme	Dance	PE Scheme	get fully wet		brushes and cutlery;
	- Confidently and safely use	Games: Fundamentals 1	Yoga (TBC)	Fundamentals 2			- Begin to show accuracy and care when drawing.
	a range of large and small	Dance: On Parade		Gym: Move	PE Scheme		begin to show accordey and care when arawing.
	apparatus indoors and				Athletics		
	outside, alone and in a				Swimming		
	group						
	- Begin to enter and exit the						
	pool safely and build						

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Read individual letters by saying the sounds for free Beed wounds into words, where the present and copinal lower case and day several to what was and and say several for words with home there sound copinal laters common from in large present and in large present and was present and and several for the present and several fo								
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Part Section				- Read some letter groups	- Read simple phrases and	- Form all lower-case and		
InterveryPhonics InterveryPhonics InterveryPhonics Recipitate own name from a large intervery of the large intervery of				that each represent one	sentences made up of	capital letters correctly		
- Recognite own many formation and list/sinclerion - Make meaningful monks to represent many formation of the common and the virtie arisingle labels of the virties ar			-	sound and say sounds for	words with known letter–	- Spell a wide range of		
Separation Sep		`		them	sound correspondences	words by identifying the		
### Adult meaningful marks tosegment source set conception words marked to spell - Lie a peach to write own ord to spell - Lie a peach to write own ord to graph - Lie a peach to write own ord to write own ord to write simple labels closely - Lie a peach to write own ord to write own ord to write simple labels - Lie a peach to write own ord to write simple labels - Lie a peach to write own ord to write simple labels - Lie a peach to write own ord to write simple labels - Lie a peach to write own ord to write simple labels - Lie a peach to write own ord to write simple labels - Lie a peach to write own ord to write own ord the funderstroading ord delaymant ord to write simple labels - Lie and the later's - Wiff = Complete a Peach Set 2 words - Mark to write own ord to write own ord to write own ord to write simple labels - Lie and understroading ord delaymant ord the funderstroading ord delaymant ord delay				- Read a few common	and, where necessary, a	sounds and then writing the	l -	
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- Live a pencil to write own name		_	•	RWI	- Re-read these books to			- Use and understand recently introduced vocabulary
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Mathematics Match pictures and objects Match pictures and objects It's Me 1, 2, 3 Explore sorting rules Compare amounts Compare amounts Match pictures and objects Conceptual subitising to 5 (including subtraction facts) and 10 (14-20) Werbal counting patterns Continue patterns beyond 10 (14-20) Visualise, Build and Map obletants including subtraction facts) and some number bonds to 10, including subtraction facts) and some number bonds to 10, including subtraction facts) and some number bonds to 10, including double facts. Counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including patterns Counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Compare numbers to 10 Represent 1, 2 and 3 Represent 1, 2 and 3 Thore Compare mass Compare mass Counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including patterns Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 Conceptual subitising to 10 Conceptual subitising to 10 Represent 9 and 10 Conceptual subitising to 10 Compare amounts Compare amounts Add more Nisualise, Build and Map Identify units of repeating patterns Counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ELG: Numerical Patterns Cointing or other aids) number bonds up to 5 (including subtraction facts) and some number bonds up to 5 (including objects) Add more Explore capacity		•		• 1 less	Order and sequence		_	- Automatically recall (without reference to rhymes,
 Create simple patterns objects Identify a set Sort objects to a type Explore sorting rules Create sorting rules Compare amounts Compare amounts Create simple patterns Create simple patterns Conceptual subitising to 5 Building 9 and 10 Find 9 and 10 Find 9 and 10 Compare numbers to 10 Represent 1, 2 and 3 Represent 1, 2 and 3 Timore Conceptual subitising to 5 Building 9 and 10 Verbal counting beyond 20 Verbal counting patterns Visualise, Build and Map Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions Add more Add mor	Mathematics	•		Composition		The state of the s	-	
• Identify a set • Sort objects to a type • Explore sorting rules • Compare amounts • Compare amounts • It's Me 1, 2, 3 • Find 1, 2 and 3 • Represent 1, 2 and 3 • Represent 1, 2 and 3 • Tind a balance • Explore capacity • Verbal counting beyond 20 • Find 9 and 10 • Verbal counting beyond 20 • Verbal counting patterns • Verbal counting beyond 20 • Verbal counting patterns • Compare numbers to 10 • Represent 9 and 10 • Represent 9 and 10 • Conceptual subitising to 10 • Verbal counting beyond 20 • Verbal counting beyond 20 • Verbal counting beyond 20 • Verbal counting patterns • Create own pattern rules • Explore own pattern rules • Replicate and build scenes and constructions • Add more • Verbal counting beyond 20 • Verbal counting beyond 20 • Verbal counting patterns • Identify units of repeating patterns • Create own pattern rules • Explore own pattern rules • Replicate and build scenes and constructions			Create simple patterns	•			-	·
• Sort objects to a type • Explore sorting techniques • Create sorting rules • Compare amounts • Find 1, 2 and 3 • Represent 1, 2 and 3 • Compare mass • Compare mass • Time 4 and 10 • Compare numbers to 10 • Represent 9 and 10 • Conceptual subitising to 10		•		5	1 -		Identify units of repeating	including double facts.
 Explore sorting techniques Create sorting rules Compare amounts Explore sorting techniques Create sorting rules Compare amounts Explore sorting techniques Subitise 1, 2 and 3 Represent 9 and 10 Conceptual subitising to 10 Add more Add more Add more Children at the expected level of development will: Verbally count beyond 20, recognising the pattern of the counting system; 						Verbal counting patterns	•	El C. Numarical Patterns
• Create sorting rules • Compare amounts • Represent 1, 2 and 3 • This is a balance • Conceptual subitising to and constructions • Replicate and build scenes and constructions • Replicate and build scenes and constructions • Add more • Add more • Add more • Add more					· .		-	
• Represent 1, 2 and 3 • Find a balance • Conceptual subitising to • The counting system; • Replicate and build scenes and constructions • Replicate and build scenes and constructions • Replicate and build scenes and constructions			· ·	•	· ·	How Many Now?	I	
• 1 more • Explore capacity 10 and constructions		=	-			-		
• 1 less Compare capacity • 1 more		Compare amounts			1		and constructions	•
			• 1 less	Compare capacity	● 1 more	o., man, ala radat		

	Talk about measure and	• Composition of 1, 2 and		• 1 less	• Take away	Visualise from different	- Compare quantities up to 10 in different contexts,
	Patterns	3	Growing 6, 7, 8	Composition to 10	 How many did I take away? 	positions	recognising when one quantity is greater than, less than
	 Compare size 		 Find 6, 7 and 8 	Bonds to 10 (2 parts)	,	Describe positions	or the same as the other quantity;
	 Compare mass 	Circles and Triangles	 Represent 6, 7, and 8 	Make arrangements of	Manipulate, Compose and	Give instructions to build	- Explore and represent patterns within numbers up to
	 Compare capacity 	Identify and name	• 1 more	10	Decompose	Explore mapping	10, including evens and odds, double facts and how
	 Explore simple patterns 	circles and triangles	• 1 less	Bonds to 10 (3 parts)	 Select shapes for a purpose 	Represent maps with models	quantities can be distributed equally.
	 Copy and continue simple 	Compare circles and	 Composition of 6, 7 and 	Doubles to 10 (find a	 Rotate shapes 	Create own maps from	
	patterns	triangles	8	double)	 Manipulate shapes 	familiar places	
	 Create simple patterns 	Shapes in the environment	 Make pairs-odd and 	Doubles to 10 (make a	 Explain shape arrangements 	Create own maps and plans	
		Describe position	even	double)	 Compose shapes 	from story situations	
		Describe pesinen	 Double to 8 (find a double) 	Explore even and odd	Decompose shapes	Make Connections	
		1, 2, 3, 4, 5	Double to 8 (make a		Copy 2D shape pictures Find 2D shape a within 2D	Deepen understanding	
		• Find 4 and 5	double)	Explore 3d shapes	Find 2D shapes within 3D shapes	Patterns and relationships	
		• Subitise 4 and 5	 Combine 2 groups 	Recognise and name 3D	silapes	T directis did retailers.iips	
		• Represent 4 and 5	Conceptual subitising	shapes	Sharing and Grouping		
		• 1 more	- Company of the Company	• Find 2D shapes within	Explore sharing		
		• 1 less	Length, Height and Time	3D shapes	Sharing		
		• Composition of 4 and 5	 Explore length 	Use 3D shapes for tasks	Explore grouping		
		• Composition of 1-5	 Compare length 	• 3D shapes in the	Grouping		
			 Explore height 	environment	Even and odd sharing		
		Shapes with 4 sides	 Compare height 	Identify more complex	Play with and build doubles		
		Identify and name	 Talk about time 	patterns			
		shapes with 4 sides Combine shapes with 4	Order and sequence time	Copy and continue			
		• Combine snapes with 4 sides	1	patterns Patterns in the			
		Shapes in the		environment			
		environment	1				
		My day and night					
				ek, Months of the Year	_		
				e Counting ubitising			
	- Talk about members of	- Recognise some	- Talk about the lives of	- Talk about the lives of	- Understand that some items	- Understand that some places	ELG: Past and Present
	their immediate family and	similarities and differences	significant individuals and	significant individuals and	are special to members of	are special to members of their	Children at the expected level of development will:
	community	between life in this country	their contribution to the	their contribution to the	their community	community	
	- Name and describe	1	men commonion to me	men commonion to the		,	- Talk about the lives of the people around them and
		and life in other countries	world (Amelia Earhart)	world (Nightingale)	- Explore the natural world	- Comment on images of familiar	- I alk about the lives of the people around them and their roles in society;
	people who are familiar to	- Recognise that people			- Explore the natural world around them	- Comment on images of familiar situations in the past	
	people who are familiar to them	- Recognise that people have different beliefs and	world (Amelia Earhart)	world (Nightingale)	- Explore the natural world around them - Draw information from a	- Comment on images of familiar situations in the past - Holidays and seaside	their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and
	people who are familiar to them - Make a simple timeline of	- Recognise that people have different beliefs and celebrate special times in	world (Amelia Earhart) - Recognise some	world (Nightingale) - Compare and contrast	- Explore the natural world around them - Draw information from a simple map	- Comment on images of familiar situations in the past - Holidays and seaside - Naming popular holiday	their roles in society; - Know some similarities and differences between things
	people who are familiar to them - Make a simple timeline of key events	- Recognise that people have different beliefs and celebrate special times in different ways	world (Amelia Earhart) - Recognise some environments that are	world (Nightingale) - Compare and contrast characters from books,	- Explore the natural world around them - Draw information from a simple map - Animal habitats, which parts	- Comment on images of familiar situations in the past - Holidays and seaside - Naming popular holiday destinations and locating them	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
	people who are familiar to them - Make a simple timeline of key events - Jobs in the past and	- Recognise that people have different beliefs and celebrate special times in different ways - Research into the past	world (Amelia Earhart) - Recognise some environments that are different to the one in which they live - Compare weather/climate	world (Nightingale) - Compare and contrast characters from books, including figures from the	- Explore the natural world around them - Draw information from a simple map - Animal habitats, which parts of the world do they live?	- Comment on images of familiar situations in the past - Holidays and seaside - Naming popular holiday	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
	people who are familiar to them - Make a simple timeline of key events - Jobs in the past and present	- Recognise that people have different beliefs and celebrate special times in different ways - Research into the past - How do things move?	world (Amelia Earhart) - Recognise some environments that are different to the one in which they live - Compare weather/climate around the world	world (Nightingale) - Compare and contrast characters from books, including figures from the past	- Explore the natural world around them - Draw information from a simple map - Animal habitats, which parts of the world do they live? - Animal habitats	- Comment on images of familiar situations in the past - Holidays and seaside - Naming popular holiday destinations and locating them on a map/globe - Comment on images of familiar situations in the past, compare	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
	people who are familiar to them - Make a simple timeline of key events - Jobs in the past and present - The local community	- Recognise that people have different beliefs and celebrate special times in different ways - Research into the past	world (Amelia Earhart) - Recognise some environments that are different to the one in which they live - Compare weather/climate around the world - Using senses to explore	world (Nightingale) - Compare and contrast characters from books, including figures from the past - Comment on images of	- Explore the natural world around them - Draw information from a simple map - Animal habitats, which parts of the world do they live? - Animal habitats - Name a variety of	- Comment on images of familiar situations in the past - Holidays and seaside - Naming popular holiday destinations and locating them on a map/globe - Comment on images of familiar situations in the past, compare old and new	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 who are familiar to them - Make a simple timeline of key events - Jobs in the past and present - The local community - Draw information from a	- Recognise that people have different beliefs and celebrate special times in different ways - Research into the past - How do things move? - Comment on images of familiar situations in the	world (Amelia Earhart) - Recognise some environments that are different to the one in which they live - Compare weather/climate around the world - Using senses to explore properties of materials	world (Nightingale) - Compare and contrast characters from books, including figures from the past - Comment on images of familiar situations in the	- Explore the natural world around them - Draw information from a simple map - Animal habitats, which parts of the world do they live? - Animal habitats	- Comment on images of familiar situations in the past - Holidays and seaside - Naming popular holiday destinations and locating them on a map/globe - Comment on images of familiar situations in the past, compare old and new - Online safety	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. ELG: People, Culture and Communities
Understanding the	people who are familiar to them - Make a simple timeline of key events - Jobs in the past and present - The local community - Draw information from a simple map (school map)	- Recognise that people have different beliefs and celebrate special times in different ways - Research into the past - How do things move? - Comment on images of	world (Amelia Earhart) - Recognise some environments that are different to the one in which they live - Compare weather/climate around the world - Using senses to explore properties of materials - Online safety	world (Nightingale) - Compare and contrast characters from books, including figures from the past - Comment on images of familiar situations in the past	- Explore the natural world around them - Draw information from a simple map - Animal habitats, which parts of the world do they live? - Animal habitats - Name a variety of animals/birds etc and sort animals into groups - Local community	- Comment on images of familiar situations in the past - Holidays and seaside - Naming popular holiday destinations and locating them on a map/globe - Comment on images of familiar situations in the past, compare old and new	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.
Understanding the World	people who are familiar to them - Make a simple timeline of key events - Jobs in the past and present - The local community - Draw information from a	- Recognise that people have different beliefs and celebrate special times in different ways - Research into the past - How do things move? - Comment on images of familiar situations in the past	world (Amelia Earhart) - Recognise some environments that are different to the one in which they live - Compare weather/climate around the world - Using senses to explore properties of materials	world (Nightingale) - Compare and contrast characters from books, including figures from the past - Comment on images of familiar situations in the past - Recognise that people	- Explore the natural world around them - Draw information from a simple map - Animal habitats, which parts of the world do they live? - Animal habitats - Name a variety of animals/birds etc and sort animals into groups - Local community - Online safety	- Comment on images of familiar situations in the past - Holidays and seaside - Naming popular holiday destinations and locating them on a map/globe - Comment on images of familiar situations in the past, compare old and new - Online safety - Programmable toys	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. ELG: People, Culture and Communities Children at the expected level of development will:
_	people who are familiar to them - Make a simple timeline of key events - Jobs in the past and present - The local community - Draw information from a simple map (school map) - Explore the natural world around them	- Recognise that people have different beliefs and celebrate special times in different ways - Research into the past - How do things move? - Comment on images of familiar situations in the past - Explore the natural world	world (Amelia Earhart) - Recognise some environments that are different to the one in which they live - Compare weather/climate around the world - Using senses to explore properties of materials - Online safety	world (Nightingale) - Compare and contrast characters from books, including figures from the past - Comment on images of familiar situations in the past - Recognise that people have different beliefs and celebrate special times in different ways	- Explore the natural world around them - Draw information from a simple map - Animal habitats, which parts of the world do they live? - Animal habitats - Name a variety of animals/birds etc and sort animals into groups - Local community	- Comment on images of familiar situations in the past - Holidays and seaside - Naming popular holiday destinations and locating them on a map/globe - Comment on images of familiar situations in the past, compare old and new - Online safety - Programmable toys Scientific enquiry: Working	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. ELG: People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge
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_	people who are familiar to them - Make a simple timeline of key events - Jobs in the past and present - The local community - Draw information from a simple map (school map) - Explore the natural world around them - Importance of a healthy lifestyle, diet, exercise - Human growth, stages of	- Recognise that people have different beliefs and celebrate special times in different ways - Research into the past - How do things move? - Comment on images of familiar situations in the past - Explore the natural world around them - Talk about different	world (Amelia Earhart) - Recognise some environments that are different to the one in which they live - Compare weather/climate around the world - Using senses to explore properties of materials - Online safety - Technology in school Scientific enquiry: Materials	world (Nightingale) - Compare and contrast characters from books, including figures from the past - Comment on images of familiar situations in the past - Recognise that people have different beliefs and celebrate special times in different ways - Importance of a healthy lifestyle, diet, exercise	- Explore the natural world around them - Draw information from a simple map - Animal habitats, which parts of the world do they live? - Animal habitats - Name a variety of animals/birds etc and sort animals into groups - Local community - Online safety	- Comment on images of familiar situations in the past - Holidays and seaside - Naming popular holiday destinations and locating them on a map/globe - Comment on images of familiar situations in the past, compare old and new - Online safety - Programmable toys Scientific enquiry: Working scientifically – carry out a range	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. ELG: People, Culture and Communities Children at the expected level of development will: - 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
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_	people who are familiar to them - Make a simple timeline of key events - Jobs in the past and present - The local community - Draw information from a simple map (school map) - Explore the natural world around them - Importance of a healthy lifestyle, diet, exercise - Human growth, stages of life, sequence events. What can I do now? Why couldn't I do this as a baby?	- Recognise that people have different beliefs and celebrate special times in different ways - Research into the past - How do things move? - Comment on images of familiar situations in the past - Explore the natural world around them - Talk about different weathers - Light and dark, day and night	world (Amelia Earhart) - Recognise some environments that are different to the one in which they live - Compare weather/climate around the world - Using senses to explore properties of materials - Online safety - Technology in school Scientific enquiry: Materials RE - LAS EYFS Unit: Our special books	world (Nightingale) - Compare and contrast characters from books, including figures from the past - Comment on images of familiar situations in the past - Recognise that people have different beliefs and celebrate special times in different ways - Importance of a healthy lifestyle, diet, exercise - How do plants grow? - Caring for plants - Identify different types of	- Explore the natural world around them - Draw information from a simple map - Animal habitats, which parts of the world do they live? - Animal habitats - Name a variety of animals/birds etc and sort animals into groups - Local community - Online safety - Technology in school	- Comment on images of familiar situations in the past - Holidays and seaside - Naming popular holiday destinations and locating them on a map/globe - Comment on images of familiar situations in the past, compare old and new - Online safety - Programmable toys Scientific enquiry: Working scientifically – carry out a range of investigations across topics RE - LAS KS1 Additional Unit:	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. ELG: People, Culture and Communities Children at the expected level of development will: - 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
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- Technology at home

Children at the expected level of development will:

	- Name a variety of animals/birds etc - Know where we live is part of a much wider world - Online safety Scientific enquiry: Seasons and animals RE — LAS EYFS Unit: Myself (Introduce people who belong to a religions group)	Scientific enquiry: Seasons and Materials RE - EYFS: Special people to me (Introduce people who are important members of a religious group eg Jesus, prophet, Mohammed, vicar, imam) Y1 — UC Incarnation F2 Why do Christians perform nativity plays at Christmas? (Core)		Scientific enquiry: Plants and chick life cycle RE - LAS KS1 Compulsory — God — Islam (How is Allah described in the Qur'an? What do Muslims learn about Allah and their faith through the Qur'an?)	religious group eg cross, Subha beads, prayer mat etc)	- How they are used in practice - What impact they have on the community (Must include at least one religion/worldview other than Christianity and Islam)	 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.
				ging seasons on the natural wo y see, hear, and feel whilst out eather and climate			
Expressive Arts and Design	- Develop storylines in their pretend play - Use construction materials creatively - Naming colours - Using colour to represent feelings - Painting using body parts - Artist focus: Kandinsky (shapes – circles, triangles) - Picasso - Art - Painting pictures of themselves using a range of colour	- Sing in a group or on their own, increasingly matching the pitch and following the melody - Develop storylines in their pretend play - Explore rubbing to create textures - Art - Rangoli patterns - School nativity	- Return to and build on their previous learning, refining ideas and developing their ability to represent them - Colour mixing - Use a paintbrush accurately - Paint an outline and fill with a different colour - Design — Making a kite (fabric)	- Create collaboratively sharing ideas, resources, and skills - Painting in detail - Explore textures - Art – printing	- Listen attentively, move to and talk about music, expressing their feelings and responses - Painting different objects - Art focus: River collage	- Watch and talk about dance and performance art, expressing their feelings and responses - Preparing a healthy picnic – healthy foods and lifestyles	ELG: Creating with Materials Children at the expected level of development will: - 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. ELG: Being Imaginative and Expressive Children at the expected level of development will: - 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.					