

St Bartholomew's C of E Primary

EYFS (Reception) Curriculum Map 2024-2025

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	St Bartholomew's Curriculum Intent
Themes/Interests/ Lines of Enquiry	Who is important to me in my family? (Our home) Autumn All about me, my school, my community, my family, my village Harvest Festival Organising the food bank visit for School Council	What do we need to keep us dry? (Weather and weather patterns) Autumn Halloween Bonfire Night Diwali Christmas/Father Christmas story	Where is our home? (Village, Spalding, Local links) Epiphany	What would we find in the woods today? (Weather) Shrove Tuesday Ash Wednesday Easter/Egg hunts Planting/Gardening/Spring New beginnings, life cycles	How could I travel to school everyday? (Journeys)	What would I see in London today?	<p>At St Bartholomew's we provide a gate way of discovery through our diverse curriculum and nurture global disciples who positively impact God's gift to us – the world.</p> <p>Our curriculum enables our learners to recognise their place in the wider world by enabling them to understand their place in Pinchbeck West; the importance and value of where they live. It aims to develop agents of change who are taught to protect the environment, solve problems to ensure society is a better place and take responsibility for their actions to make the future a somewhere far improved from where it is. There is clear focus on developing a rich vocabulary through a text centred approach and providing learners with the opportunity to independently gain powerful knowledge to ensure their future success.</p> <p>Through boundless forgiveness, compassion and a safe learning environment our children can Let their Light Shine (Matthew 5:16). We learn to love responsibly by developing the skills and knowledge needed under God's spiritual counsel, bringing light to all those around us. We are beacons of hope for our communities guided by God's spirit and love.</p>
Possible texts	Elmer Beegu The Scarecrow's Wedding The Three bears Traditional Tales 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	The Jolly Christmas Postman, Mog's Christmas One Winters night The Snowman The Storm Non fiction books about weather	Six Dinner Sid A New House for Smudge This is our house Funnybones Non-fiction books about houses	Little Red Riding Hood Traditional Tales Where the wild things are Non-fiction books about lifecycles	The Train Ride Who sank the boat Mr Grumpys outing Katie in London Oi Get Off our train Mrs Armitage on Wheels The Journey Non-fiction books about transport	Katie in London The Queens Hat The Queens Knickers Paddington The Tower Bridge Cat Non fiction books about London	
Communication and Language	<ul style="list-style-type: none"> - Getting to know each other and their families and understanding/respecting family make ups - Family photos in the home corner to support discussion and respect - 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 - Initiate play and conversations - Explore similarities and differences between myself and others <p>Indoor role play – home corner enhanced throughout the year</p> <p>Outdoor roleplay: 3 Bears Cottage</p>	<ul style="list-style-type: none"> - 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) <p>Indoor role play – home corner enhanced throughout the year</p> <p>Outdoor roleplay: Christmas Grotto/Toy shop</p> <p>Nativity to perform</p> <p>Community Christmas cards</p>	<ul style="list-style-type: none"> - Articulate their ideas and thoughts in well-formed sentences - Connect one idea or action to another using a range of connectives - Engage in non-fiction books - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary <p>Indoor role play – home corner enhanced throughout the year</p> <p>Outdoor roleplay: Spar shop Shop – people in the community</p>	<ul style="list-style-type: none"> - 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 <p>Indoor role play – home corner enhanced throughout the year</p> <p>Outdoor roleplay: Red Riding Hood cottage in the woods</p>	<ul style="list-style-type: none"> - 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 <p>Indoor role play – home corner enhanced throughout the year</p> <p>Outdoor roleplay: Garage/Car/Bike shop</p>	<ul style="list-style-type: none"> - 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 <p>Indoor role play – home corner enhanced throughout the year</p> <p>Outdoor roleplay: Buckingham palace</p> <p>Royal family</p>	

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	<p>Harvest – Produce to the food bank</p> <p>Welcome service for new EYFS children – welcoming the new children into our family</p>						
<p>Learn new vocabulary</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Use new vocabulary in different contexts</p> <p>Use new vocabulary through the day</p> <p>Learn rhymes, poems, and songs</p>							
Personal, Social and Emotional Development	<ul style="list-style-type: none"> - See themselves as a valuable individual - Build constructive and respectful relationships - Express their feelings and consider the feelings of others - Express their own feelings using basic vocabulary and colours - Initiate conversations and play - Talk about how I am unique - Birthdays - Show an interest in the lives of others - Show and understand the rules of the setting - Follow rules - Understand why we have rules and why they need to be followed - Respecting adults and other children - Pom pom reward jars <p>Autumn 1 - Beginning and belonging. How can I help my school be a safe, happy place?</p> <p>Autumn 2 - My emotions. How do my feelings affect others?</p>	<ul style="list-style-type: none"> - Show resilience and perseverance in the face of challenge - Identify and moderate their own feelings socially and emotionally - Work towards their own simple goals - Form turn-taking and compromise behaviours - Understand staying warm and safe <p>Spring 1 – Diversity and communities. Do all boys and girls like the same things?</p> <p>Spring 2 - My body and growing up. What can my amazing body do?</p>	<ul style="list-style-type: none"> - Think about the perspectives of others - Manage their own needs - Talk about bodily changes - To talk about my rights and also my responsibilities - Respect the perspectives of others/needs of others - Understand others have different lifestyles that might be different to ours <p>Summer 1 – Growing and changing. Why do I grow?</p> <p>Summer 2 - Rights and responsibilities. How do rules help us?</p>	<p><i>These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</i></p>			<p>ELG: Self-Regulation</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>ELG: Managing Self</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. <p>ELG: Building Relationships</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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.
Physical Development	<ul style="list-style-type: none"> - Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene - Begin to develop comfortable pencil grip - Make meaningful marks and controls pencil mostly successfully - Use scissors safely - Simply manipulate malleable materials 	<ul style="list-style-type: none"> - Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing - Develop pincer grip, build strength in finger movements - Develop use of cutlery, making simple recipes (buttering bread etc) 	<ul style="list-style-type: none"> - Combine different movements with ease and fluency - Develop ball skills eg throwing, catching, kicking, passing, batting, and aiming - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group - Know and talk about the different factors that support 	<ul style="list-style-type: none"> - Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming - Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing <p>PE Scheme</p>	<ul style="list-style-type: none"> - Develop the foundations of a handwriting style which is fast, accurate and efficient - Use malleable materials to create more detailed sculptures - Building bridges and structures with specific purposes, solving problems using physical construction - Show confidence with getting in and out of the swimming pool 	<ul style="list-style-type: none"> - Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball - Articulate the importance of a healthy lifestyle - Take part in sports day - Confidently swim in the pool and take part in a range of games - To know how to be safe in the pool 	<p>ELG: Gross Motor Skills</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>ELG: Fine Motor Skills</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;

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	<ul style="list-style-type: none"> - Introduce fundamental skills: rolling, crawling, walking, jumping, running, hopping, skipping, climbing - Jump off small objects safely <p>PE Scheme Swimming Gym: Jumping Jack</p>	<ul style="list-style-type: none"> - Form some letters correctly using appropriate pencil grip - Develop different movements - Jump off small objects safely <p>PE Scheme Fundamentals 1 Dance - Weather</p>	<p>their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p> <ul style="list-style-type: none"> - Make different shapes with malleable materials <p>PE Scheme Dance – Move Words Yoga (bought in)</p>	<p>Fundamentals 2 Gymnastics – Rock and Roll</p>	<ul style="list-style-type: none"> - To know how to be safe in the pool <p>PE Scheme Athletics Swimming</p>	<p>PE Scheme Athletics Swimming</p>	<ul style="list-style-type: none"> - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.
<p style="text-align: center;">Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.</p> <p style="text-align: center;">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 spoon.</p> <p style="text-align: center;">Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p style="text-align: center;">Develop overall body-strength, balance, co-ordination, and agility</p>							
Literacy/Phonics	<ul style="list-style-type: none"> - Read individual letters by saying the sounds for them - Blend RWI set 1 sounds (CVC words) - Recognise own name from a list/selection - Make meaningful marks to represent their ideas 	<ul style="list-style-type: none"> - Blend sounds into words, so that they can read short words made up of known letter-sound correspondences, using all set 1 sounds - Segment some set 1 words to spell - Use a pencil to write own name - Copy words from a word mat to write simple labels 	<ul style="list-style-type: none"> - Read some letter groups that each represent one sound and say sounds for them - Read a few common exception words matched to RWI - Segment CVC words and some CVCC words to spell - Write simple captions and labels - Match lower case and capital letters 	<ul style="list-style-type: none"> - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment 	<ul style="list-style-type: none"> - Form all lower-case and capital letters correctly - Spell a wide range of words by identifying the sounds and then writing the sound with letter/s 	<ul style="list-style-type: none"> - Write short sentences with words with known letter-sound correspondences using a capital letter and full stop - Re-read what they have written to check that it makes sense 	<p>ELG: Comprehension Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>ELG: Word Reading Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>ELG: Writing Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.
<p>RWI – Teach set 1 sounds Learn set 1 sounds</p>	<p>RWI – Review set 1 sounds Blend and read set 1 words</p>	<p>RWI – Consolidate set 1 sounds speedily Consolidate set 1 sounds and words Begin Ditty level Spell set 1 words</p>	<p>RWI – Consolidate set 1 sounds speedily Consolidate set 1 sounds and words - speedily Begin Red level Spell set 1 words</p>	<p>RWI – Teach Set 2 sounds Read set 2 sounds Read some set 2 words Begin Green level</p>	<p>RWI – Review set 2 sounds Read set 2 words Spell set 2 words Continue Green/Begin Purple level</p>		
Mathematics	<p>Getting to Know You</p> <ul style="list-style-type: none"> • Establish maths through routines (tens frame buses, 100 days in school, calendar activities) <p>Match, Sort and Compare</p> <ul style="list-style-type: none"> • Match objects • Match pictures and objects • Identify a set 	<p>It's Me 1, 2, 3</p> <ul style="list-style-type: none"> • Find 1, 2 and 3 • Subitise 1, 2 and 3 • Represent 1, 2 and 3 • 1 more • 1 less • Composition of 1, 2 and 3 <p>Circles and Triangles</p>	<p>Alive in 5</p> <ul style="list-style-type: none"> • Introduce zero • Find 0 to 5 • Subitise 0 to 5 • Represent 0 to 5 • 1 more • 1 less • Composition • Conceptual subitising to 5 	<p>Length, Height and Time</p> <ul style="list-style-type: none"> • Explore length • Compare length • Explore height • Compare height • Talk about time <p>Order and sequence time</p> <p>Building 9 and 10</p> <ul style="list-style-type: none"> • Find 9 and 10 • Compare numbers to 10 	<p>To 20 and Beyond</p> <ul style="list-style-type: none"> • Build numbers beyond 10 (10-13) • Continue patterns beyond 10 (10-13) • Build numbers beyond 10 (14-20) • Continue patterns beyond 10 (14-20) • Verbal counting beyond 20 • Verbal counting patterns 	<p>Sharing and Grouping</p> <ul style="list-style-type: none"> • Explore sharing • Sharing • Explore grouping • Grouping • Even and odd sharing • Play with and build doubles <p>Visualise, Build and Map</p> <ul style="list-style-type: none"> • Identify units of repeating patterns 	<p>ELG: Number Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>ELG: Numerical Patterns</p>

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	<ul style="list-style-type: none"> Sort objects to a type Explore sorting techniques Create sorting rules Compare amounts <p>Talk about measure and Patterns</p> <ul style="list-style-type: none"> Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns 	<ul style="list-style-type: none"> Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position <p>1, 2, 3, 4, 5</p> <ul style="list-style-type: none"> Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more 1 less Composition of 4 and 5 Composition of 1-5 <p>Shapes with 4 sides</p> <ul style="list-style-type: none"> Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night 	<p>Mass and Capacity</p> <ul style="list-style-type: none"> Compare mass Find a balance Explore capacity <p>Compare capacity</p> <p>Growing 6, 7, 8</p> <ul style="list-style-type: none"> Find 6, 7 and 8 Represent 6, 7, and 8 1 more 1 less Composition of 6, 7 and 8 Make pairs-odd and even Double to 8 (find a double) Double to 8 (make a double) Combine 2 groups Conceptual subitising <p>Length, Height and Time</p> <ul style="list-style-type: none"> Explore length Compare length Explore height Compare height Talk about time <p>Order and sequence time</p>	<ul style="list-style-type: none"> Represent 9 and 10 Conceptual subitising to 10 1 more 1 less Composition to 10 Bonds to 10 (2 parts) Make arrangements of 10 Bonds to 10 (3 parts) Doubles to 10 (find a double) Doubles to 10 (make a double) Explore even and odd <p>Explore 3d shapes</p> <ul style="list-style-type: none"> Recognise and name 3D shapes Find 2D shapes within 3D shapes Use 3D shapes for tasks 3D shapes in the environment Identify more complex patterns Copy and continue patterns <p>Patterns in the environment</p>	<p>How Many Now?</p> <ul style="list-style-type: none"> Add more How many did I add? Take away How many did I take away? <p>Manipulate, Compose and Decompose</p> <ul style="list-style-type: none"> Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2D shape pictures <p>Find 2D shapes within 3D shapes</p>	<ul style="list-style-type: none"> Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places Create own maps and plans from story situations <p>Make Connections</p> <ul style="list-style-type: none"> Deepen understanding Patterns and relationships 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
<p>Days of the week, Months of the Year Rote Counting Subitising Number Bonds to 5 and 10</p>							
<p>Understanding the World</p>	<ul style="list-style-type: none"> Talk about members of their immediate family and community - Birthdays Name and describe people who are familiar to them - People who are similar and different to me Research into the past Make a simple timeline of key life events Jobs in the past and present - The local community Draw information from a simple map (school map) - Explore the natural world around them - respect 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? Parts of the body, our senses 	<ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries Recognise that people have different beliefs and celebrate special times in different ways Explore the natural world around them Talk about different weathers Compare weather/climate around the world Properties of materials - which material for which job? What recycles? Why is it important? Link to school bins Online safety Technology at home <p>Scientific enquiry: Everyday Materials</p>	<ul style="list-style-type: none"> Recognise some environments that are different to the one in which they live Explore local locations Compare villages to towns Online safety Technology in school Animal habitats, which parts of the world do they live? Animal habitats To know carnivores, herbivores and omnivores Name a variety of animals/birds etc and sort animals into groups <p>Scientific enquiry: Animal including humans</p> <p>Identify and name a variety of animals including fish, amphibians, reptiles, birds, and mammals that are carnivores, herbivores and omnivores</p>	<ul style="list-style-type: none"> Compare and contrast characters from books, including figures from the past - Little red riding hood - Bourne woods – local woods – looking after the environment Recognise that people have different beliefs and celebrate special times in different ways Importance of a healthy lifestyle, diet, exercise To identify, name and draw about the senses Online safety Technology in school <p>Scientific enquiry: Animals including humans</p> <p>Identify, name, draw and label parts of the body associated with each sense</p> <p>RE - LAS (Additional Unit) Judaism</p>	<ul style="list-style-type: none"> Understand that some items are special to members of their community Explore the natural world around them Draw information from a simple map Modes of transport Past transport to present transport Significant individuals Robert Stephenson - Stephenson's rocket train Isambard Kingdom Brunel and his bridges for transport Henry Ford Robert Stevenson (1772-1850), Civil engineer and designer of the notable string of Scottish lighthouses including the Bell Rock How do plants grow? Caring for plants Identify different types of plants and trees Identify different parts of plants and trees 	<ul style="list-style-type: none"> Understand that some places are special to members of their community Comment on images of familiar situations in the past - Famous landmarks – (London) - Royal family Online safety Programmable toys <p>Scientific enquiry: Working scientifically – carry out a range of investigations across topics</p> <p>RE - UC Core – Creation F1 Why is the world God so important to Christians?</p>	<p>ELG: Past and Present</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>ELG: People, Culture and Communities</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>ELG: The Natural World</p>

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<p>Understand the effect of changing seasons on the natural world around them</p> <p>Describe what they see, hear, and feel whilst outside</p> <p>Weather and climate</p>							
<p>Expressive Arts and Design</p>	<ul style="list-style-type: none"> - 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) - DT – Free standing structures Music Scheme – Exploring sound 	<ul style="list-style-type: none"> - 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 – Weather patterns - Seasonal Art – create calendar for Christmas - School nativity Music Scheme – Celebration music 	<ul style="list-style-type: none"> - Return to and build on their previous learning, refining ideas and developing their ability to represent them - Research into healthy lifestyles and dishes - Research where food comes from - Research into Chinese New Year - DT – Prepare and cook a Chinese Stir Fry Music Scheme – Big Band 	<ul style="list-style-type: none"> - Create collaboratively sharing ideas, resources, and skills - Painting in detail - Explore textures - Art – painting William Curtis – pressing flowers and create a botanical notebook – environment Music Scheme – Keeping the pulse 	<ul style="list-style-type: none"> - Listen attentively, move to and talk about music, expressing their feelings and responses - DT – Journeys, wheels and axels - To learn about modes of transport - To explore mechanisms Music Scheme – Tempo 	<ul style="list-style-type: none"> - Watch and talk about dance and performance art, expressing their feelings and responses - To explore clay and sculpture - To create a father's day coaster Music Scheme – Dynamics 	<p>ELG: Creating with Materials</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. <p>ELG: Being Imaginative and Expressive</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
<p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Recognise different artists work in different ways and make work in their style</p>							