



EYFS Curriculum Map

*Your beliefs become your thoughts, your thoughts become your words, your words become your actions, your actions become your habits, your habits become your values, your values become your destiny.”
Mahatma Gandhi*

British Values

<p><u>Democracy</u></p> <p>A state of society characterised by equality of rights and privileges. Democracy can also refer to our nation’s electoral systems.</p>	<p><u>Individual Liberty</u></p> <p>The free exercise of rights, generally seen as outside government control.</p>	<p><u>Rule of Law</u></p> <p>All people and institutions are subject to and accountable to law that is fairly applied and enforced.</p>	<p><u>Mutual Respect</u></p> <p>The proper regard for an individual’s dignity, which is reciprocated.</p>	<p><u>Tolerance of those with different faiths and beliefs</u></p> <p>A fair, objective, and permissive attitude to those whose faith and beliefs may differ from one’s own.</p>
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<p><u>Believe</u></p> <p>We believe in ourselves and others in all that we do, even when we face a challenge.</p> <p><i>Hope, Positivity, Courage, Positive mind-set, Persevering, Encouraging</i></p>	<p><u>Grow</u></p> <p>We grow as individuals and become better people in every way. We take great pride in helping others grow.</p> <p><i>Improvement, actioning feedback, Making better choices, trying new things, looking for the best in others</i></p>	<p><u>Succeed</u></p> <p>We always try our best. We celebrate our, and other’s successes, inside and outside of school, and are proud of every achievement.</p> <p><i>Achieving a goal, Celebrating successes</i></p>
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Characteristics of Effective Learning

Playing and exploring - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.

Active learning - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence.

Creating and thinking critically - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences, which help them to solve problems and reach conclusions.

Overarching Principles

Unique Child: Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships: Children learn to be strong and independent through positive relationships.

Enabling environments: Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents.

Learning and Development: Recognising the importance of learning and development and that children develop and learn at different rates.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Intent					
<ul style="list-style-type: none"> To support the children to settle into full-time school, feeling happy, safe, and secure. To provide our children with exciting opportunities to develop independence through courage and perseverance when faced with difficulties. To empower children to know how to 'look, listen and learn' and develop a positive mind-set to learning. To commit to our promise that our children will believe in themselves and others in all that they do, even when they face a challenge 		<ul style="list-style-type: none"> To empower our children to know how to improve by trying new things to recognise their hopes and dreams. To provide 'magic moments' of awe and wonder to stimulate language, curiosity, and eagerness to learn, improve and grow. To build on positive relationships they have made and look for the best in others. To commit to our promise that our children will grow as individuals and become better people in every way. They will take great pride in helping others grow. 		<ul style="list-style-type: none"> To understand that we all have a responsibility to look after our world. To empower our children to understand change and know different ways they can manage their feelings when faced with changes in routine or life. To develop resilience when taking on new challenges or approaching milestones in their lives. To commit to our promise that our children will succeed by always trying their best, celebrating theirs and others successes inside and outside of school. 	

Themes					
Themes may be adapted at various points to allow for children's interests to flow through the provision.					
Autumn 1 Me and My world	Autumn 2 Celebrations and Winter	Spring 1 Adventures	Spring 2 Seasons and Growing	Summer 1 Animals and Habitats	Summer 2 Twisted Traditional tales
Theme Description					
During this term the children will learn to transition into a new environment and build positive relationships with adults and peers. They will learn about different emotions and learn about how we feel and how others feel. They will learn about different families and themselves and understand that everyone is different, unique and special. The children will talk about their local environment, their community and how people make a difference.	During this theme the children will learn and celebrate the different festivities that occur during Autumn. They will look at the Autumn season and the change they see around them. We will look at how the season changes into winter and what this looks like. We will talk about the celebrations in our own families and in other cultures such as Diwali, Bonfire Night and Christmas. We will explore the differences and similarities between the festivities that take place.	During this term we will look at various types of transport looking into history to compare old and new. We will learn about journeys and ways we can travel including going under the sea and into space! They will create simple maps. We will explore fiction books about pirates, aliens, robots and monsters to make up our own stories with the knowledge we have learnt.	During this term the children will learn about how the seasons have changed and that Spring will turn into Summer. They will learn how to plant seeds and nurture them to grow. They will learn about life cycles and have the opportunity to watch eggs hatch and watch animals and insects grow. They will learn about birds and gardens and the importance of the water cycle.	During this term we will learn about pollution and the importance of recycling on Earth day so we can save the world! The children will compare the habitats of farm animals, wild animals, mini-beasts, under the sea creatures and animals in the polar regions. The children will learn about Nocturnal animals, hibernation, dinosaurs and fossils	During this term the children will explore a variety of traditional tales with a twist! The children will learn to see other people points of view and have debates and discussions using informed opinions. They will begin to write their own stories using role-play to inspire them. The children will begin to explore new routines to support transitioning into Year 1. They will celebrate their success and their hopes and dreams for the future.

Key Vocabulary

<ul style="list-style-type: none"> Emotions Feelings Family Unique Special Likes Dislikes Future ^[SEP] Today ^[SEP] Tomorrow ^[SEP] Yesterday ^[SEP] Primary colours ^[SEP] Secondary colours Make a difference Kindness Sharing Taking turns Community 	<ul style="list-style-type: none"> Autumn Winter Seasons Harvest Diwali Hannukah Chrstitmas Culture ^[SEP] Religion Cold Temperature Ice ^[SEP] Weather ^[SEP] Climate Freezing ^[SEP] Ice ^[SEP] Dissolve Experiment Investigate Same Different Change Observe Perform 	<ul style="list-style-type: none"> Transport ^[SEP] Journey Bicycle /Train/Bus/Car/boat/hot air balloon/taxi/aero plane underground England/United Kingdom ^[SEP] Map Aerial map ^[SEP] Birds-eye view ^[SEP] Town ^[SEP] City ^[SEP] Country ^[SEP] Space astronaut space shuttle Pirates Fiction Sea Creatures Robot Chinese New Year 	<ul style="list-style-type: none"> Adapted Life-cycles Birth ^[SEP] Growth ^[SEP] Healthy ^[SEP] Flower ^[SEP] Leaves ^[SEP] Peta ^[SEP] Stem ^[SEP] Roots ^[SEP] Light ^[SEP] Water Seed Soil/compost Sow Plant Vegetables Fruits Holi festival Birds Water cycle Eggs cocoon/chrysalis Adult Baby Duckling Webbed feet Spring Summer Easter 	<ul style="list-style-type: none"> Sea Float/sink Land Globe ^[SEP] Hot ^[SEP] Cold Ice ^[SEP] Polar Summer Building Prehistoric Polar Arctic Antarctica Jungle Rainforest Earth day Recycle Environment Pollution Nocturnal Hibernation Farm Dinosaurs Fossils Mini-beasts 	<ul style="list-style-type: none"> Stories Fiction Traditional tales Fairy tales Beginning Middle End Expression Predict Role-play Imagine Pretend Success Celebrate Proud Debate Point of view
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Educational trips, visitors and themed days - Trips highlighted in bold

<ul style="list-style-type: none"> Black History Week School Tour 	<ul style="list-style-type: none"> Diwali Celebrations Harvest Hannukah Christmas Christmas Jumper day Anti Bullying week Odd socks day 	<ul style="list-style-type: none"> Chinese New Year Safer Internet day Local Walk Trip Mental health week 	<ul style="list-style-type: none"> Gardeners tips (Visitor) Mothers day Red nose day World book day Easter Bonnet parade 	<ul style="list-style-type: none"> Barleylands Farm Trip Being British day 	<ul style="list-style-type: none"> Fathers day University of Bournes Green Sports day/picnic Transition day
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Role play area theme

Home Corner	Office/place to work	Hindu Home	Father Christmas Workshop	Chinese Home	Space Station	Vets	Garden shop	Farm shop	Zoo	Teachers/classroom	Home for a character
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Key texts - Children will be exposed rich vocabulary and to foster a love of reading.

<p><i>Owl babies</i> (Martin Waddell) <i>Worrysaurus</i> (Rachel Bright) <i>Colour Monster</i> (Anna Lienas) <i>Ruby's Worry</i> (Tom Percival) <i>Have you filled a bucket today?</i> (Carol McCloud) Bear Hunt? The great big book of Families (Mary Hoffman) Heather has two mummies (Leslea Newman) Mega Magic Hair swap Eat your peas (Kes Gray/Nick Sharrat) Real Superheroes (Julia Seal) A superhero like you (Dr Ranj) I am enough (Keturah A. Bobo) Mae among the stars (Roda Ahmed)</p>	<p><i>Apple Farmer Annie</i> (Monica Wellington) Pumpkin Soup (Helen Cooper) <i>Lights, Camera, Diwali</i> (Amit Rupal Dasgupta) <i>Guess how much I love you</i> (Sam McBratney) <i>Bear says thanks</i> (Karma Wilson and Jane Chapman) <i>Robin's Winter song</i> Snowy day <i>The Story of Hannukah- David Adley</i> <i>The Christmas Story</i></p>	<p>Amazing Aeroplanes Little Boat Paddington Under the ground Naughty Bus Captain Sparkle beard Pirated love underpants Aliens love underpants Where the wild things are Tiddler Snail and the Whale</p>	<p><i>Oliver's Vegetables</i> <i>How to grow a unicorn</i> I will not ever never eat a tomato (Lauren Child) Growing vegetable soup (Lois Ehlert) <i>Seasons come seasons and go</i> <i>Holi-Festival of colours</i> (Vashti Harrison) <i>Yucky worms</i> <i>Hey Water</i></p>	<p>George saves the world by lunchtime (Jo Readman) Handa's Surprise <i>Commotion in the ocean</i></p>	<p><i>Books by Beth Woolvin</i> <i>Goldilocks- Alan Alberg</i> <i>Ella- Alex Smith</i> <i>Goldilocks on CCTV</i> <i>Into the forest</i> <i>The pea and the princess- Mini</i> Grey <i>Gotcha! Clotilde</i> <i>Revolting Rhymes</i> <i>The adventures of the dish and</i> spoon <i>Jack and the jelly beanstalk</i> <i>Jack and the baked beanstalk</i></p>
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Prime Areas development

Prime areas of development and learning lay vital foundations in the early years.

Communication and Language

<p>Learn new vocabulary Ask questions Understand how to listen carefully and why listening is important. Engage in story times, rhymes, and songs. Maintain attention in whole class/groups. Follow instructions. Use sentences Use talk to organise play.</p>	<p>Listen in familiar & new situations. Engage in story times- including non-fiction books Maintain attention in new situations. Ask questions to find out more and to check they understand what has been said to them. Start a conversation with peers and familiar adults and continue for many turns. Develop social phrases Attend to others in play.</p>	<p>Articulate ideas and thought in well formed sentences Listen attentively in a range of situations. Describe events in some detail. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Extends vocabulary exploring the meaning and sounds of new words Use language to recreate roles Introduce storyline to their play Maintain attention during appropriate activity. Consider the listener and take turns. Begin to use past tense. Begin to recount past events.</p>	<p>Maintain attention in different contexts. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Ask questions to find out more and check understanding. Begin to connect one idea or action to another using a range of connectives. Describe events in some detail.</p>	<p>Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. Express ideas about feelings and experiences. Articulate their ideas and thoughts in well-formed sentences. Use language to reason.</p>	<p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Speak in well-formed sentences with some detail. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas <u>ELG</u></p> <ul style="list-style-type: none"> • Listen Attentively and respond with relevant questions, comments and actions • Make comments and clarify thinking with questions. • Hold a conversation in back and forth exchanges • Offer ideas in one to one and group discussion with learnt vocabulary • Offer explanations for why things might happen with learnt vocabulary from stories, non-fiction, rhymes and poems
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Year 1-6 National Curriculum spoken language

Pupils should be taught to:

- § listen and respond appropriately to adults and their peers
- § ask relevant questions to extend their understanding and knowledge
- § use relevant strategies to build their vocabulary
- § articulate and justify answers, arguments and opinions
- § give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- § maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- § use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- § speak audibly and fluently with an increasing command of Standard English
- § participate in discussions, presentations, performances, role play, improvisations and debates
- § gain, maintain and monitor the interest of the listener(s)
- § consider and evaluate different viewpoints, attending to and building on the contributions of others
- § select and use appropriate registers for effective communication.

Personal, Social, Emotional Development

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

<p>Build constructive and respectful relationships Can talk about their feelings. Increasingly follow rules.^{[1][SEP]} Understand behavioural expectations of the setting Develops friendships Returns to a familiar adult to recharge and gain emotional support Seek an adult to articulate their wants and needs Manage personal hygiene. Know likes and dislikes. Independently organise belongings in the morning.^{[1][SEP]} Begin to take turns and share resources. Show confidence in choosing resources, persevering in carrying out an activity Understand actions impact other people</p>	<p>Beginning to express their feelings and consider the perspectives of others. Represents and recreates what they have learnt about social interaction from relationships with adults and peers in their play. Develops friendships Seek an adult to articulate their wants and needs Recognise they belong to different communities and social groups Continue to build constructive and respectful relationships. Have a clear idea of what they want to do in their play See themselves as a valuable individual Moderate their own feelings Consider feelings of others Offer empathy and comfort Continue to understand actions impact other people Can tolerate situations where wishes are not met straight away</p>	<p>Understand other’s points of view and challenge their own and others thinking Become increasingly flexible and cooperative as they understand others’ needs, wants and behaviours Show resilience and perseverance. Attempt to repair a relationship/situation . Can explain right from wrong and try to behave accordingly. Manage their own needs.^{[1][SEP]}Can identify kindness. Seek others to share activities and experiences. Seek support in challenging situations Is aware of behavioural expectations and sensitive to ideas of justice and fairness</p>	<p>Become increasingly socially skilled to resolve conflicts, negotiate and compromise Seeks ways to manage conflict, sharing, negotiation Show persistence when faced with challenges. Can reflect on the work of others and self-evaluate their own work.</p>	<p>Show pride in achievements. Beginning to know that children think and respond in different ways to them.</p>	<p>Can talk about their own abilities positively. ELG- -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. -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 -Work and play cooperatively and take turns with others.</p>
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-Form positive attachments to adults and friendships with peers.
-Show sensitivity to their own and to others' needs

Jigsaw PSHCE

One lesson is taught each week

<u>Being Me in My World</u>	<u>Celebrating Difference</u>	<u>Dream and Goals</u>	<u>Healthy Me</u>	<u>Relationships</u>	<u>Changing me</u>
<ul style="list-style-type: none"> • Know special things about themselves • Know that some people are different from themselves • Know how happiness and sadness can be expressed • Know that hands can be used kindly and unkindly • Know that being kind is good Know they have a right to learn and play, safely and happily 	<ul style="list-style-type: none"> • Know what being proud means and that people can be proud of different things • Know that people can be good at different things • Know what being unique means Know that families can be different • Know that people have different homes and why they are important to them • Know different ways of making friends • Know different ways to stand up for myself • Know the names of some emotions such as happy, sad, frightened, angry • Know that they don't have to be 'the same as' to be a friend • Know why having friends is important • Know some qualities of a positive friendship 	<ul style="list-style-type: none"> • Know what a challenge is Know that it is important to keep trying • Know what a goal is • Know how to set goals and work towards them • Know which words are kind Know some jobs that they might like to do when they are older • Know that they must work hard now in order to be able to achieve the job they want when they are older • Know when they have achieved a goal 	<ul style="list-style-type: none"> • Know the names for some parts of their body • Know what the word 'healthy' means • Know some things that they need to do to keep healthy • Know that they need to exercise to keep healthy • Know how to help themselves go to sleep and that sleep is good for them • Know when and how to wash their hands properly • Know what to do if they get lost Know how to say No to strangers 	<ul style="list-style-type: none"> • Know what a family is • Know that different people in a family have different responsibilities (jobs) • Know some of the characteristics of healthy and safe friendship • Know that friends sometimes fall out • Know some ways to mend a friendship • Know that unkind words can never be taken back and they can hurt • Know how to use Jigsaw's Calm Me to help when feeling angry • Know some reasons why others get angry 	<ul style="list-style-type: none"> • Know the names and functions of some parts of the body (see vocabulary list) • Know that we grow from baby to adult • Know who to talk to if they are feeling worried • Know that sharing how they feel can help solve a worry Know that remembering happy times can help us move on

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.

Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.

Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

PE UNIT <u>Gymnastics Unit 1</u>	PE UNIT <u>Gymnastics Unit 1</u>	PE UNIT <u>Dance Unit 1</u>	PE UNITS <u>Dance Unit 2</u>	PE UNITS <u>Speed, Agility and Travel Unit 1</u>	PE UNITS <u>Speed, Agility and Travel Unit 2</u>
<p style="text-align: center;">Unit focus: Develop confidence in fundamental movements. Experience jumping, sliding, rolling, moving over and under apparatus. Develop coordination and gross motor skills</p> <ol style="list-style-type: none"> 1. To move safely. 2. To take off and land on two feet. 3. To balance and move balls and beanbags. 4. To travel on mats and benches. 5. To copy and repeat actions. 6. To perform simple shapes and balances 	<p style="text-align: center;">Unit focus: Develop confidence in fundamental movements. Experience jumping, sliding, rolling, moving over and under apparatus. Develop coordination and gross motor skills</p> <ol style="list-style-type: none"> 1. To move safely. 2. To take off and land on two feet. 3. To balance and move balls and beanbags. 4. To travel on mats and benches. 5. To copy and repeat actions. 6. To perform simple shapes and balances 	<p style="text-align: center;">Unit focus: Recognise actions can be performed to music. Copy, repeat and perform some basic actions to music.</p> <ol style="list-style-type: none"> 1. To use colours and feelings in dance. 2. To perform as animals using different levels and directions. 3. To work with a partner. 4. To show expression in our sequence. 5. To perform transport movements in our dance. 6. To use leading and following movements. 	<p style="text-align: center;">Unit focus: Count and move to beats of 8. Work as an individual, partner and part of a group. Copy and repeat movement patterns.</p> <ol style="list-style-type: none"> 1. To move to the count of 8. 2. To perform with a partner to the count of 8. 3. To work with a partner to perform. 4. To perform a dance using 4 actions 5. To link new actions with ones we already know 6. To practice and perform a dance about Africa 	<p style="text-align: center;">Unit focus: Change direction at speed through both choice and instructions. Perform actions demonstrating changes in speed. Stop, start, pause, prepare.</p> <ol style="list-style-type: none"> 1. To move in different directions. 2. To keep our bodies safe in running games. 3. To jump in different directions. To stop safely. 4. To move at slow and fast speeds. 5. To stop safely in different ways. 	<p style="text-align: center;">Unit focus: Participate in a variety of agility-based activities. Recognise the difference between actions such as: moving softly, quietly, quickly, powerfully, etc. Relate body movements to music and percussion beats.</p> <ol style="list-style-type: none"> 1. to move beanbags and balls. 2. to move in different ways. 3. to jump on, off and over. 4. to perform circle dances. 5. to use strength to hold shapes. to work in a team.
<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> - Rolling <small>[SEP]</small> - Crawling <small>[SEP]</small> - Walking <small>[SEP]</small> - Jumping <small>[SEP]</small> - Running <small>[SEP]</small> - Hopping <small>[SEP]</small> - Skipping <small>[SEP]</small> - Climbing <small>[SEP]</small> 	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body- strength, balance, co-ordination and agility.</p>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education disciplines.</p> <p>Combine different movements with ease and fluency.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p>		<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Combine different movements with ease and fluency Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p> <p>Take part in team games for sports day</p> <p>ELG- Gross Motor Skills</p>	

<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently (including pencils, paintbrushes, scissors, knives, forks, and spoons). ^[1]_[SEP]</p> <p>Use anticlockwise movement and retrace vertical lines</p> <p>Navigate the new school environment (indoor & outdoor) safely, with care and control: make maps & go on hunts, spot obstacles, move safely, line up.</p> <p>Know how to 'reset' areas within provision and how to tidy up at the end of a session to ensure the environment is safe, purposeful and organised.</p> <p>Look after ourselves when organising our belongings, coming into school/going home, eating and going to the toilet. Develop a consistent daily pattern for eating, toileting, sleeping</p> <p>Learn to put on our coat or cardigan/jumper independently. Make healthy choices at lunchtime - try new foods when staying for lunch in school, attempt to use cutlery safely and clear tray when finished. .</p> <p>Develop fine motor skills using tongs & tweezers to pick up and move small objects Introduce scissor skills with support: holding scissors (appropriate for developmental stage) correctly to snip, then cut straight then wavy lines to a point. ^[1]_[SEP]</p>	<p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> - lining up and queuing ^[1]_[SEP] - mealtimes ^[1]_[SEP] - personal hygiene <p>Understand the difference between a 'hazard' and a 'risk' indoors and outdoors. Move around the school environment showing care and consideration for their own safety and that of others: lining up, queuing up, waiting, playing alone or in a group.</p> <p>Describe changes to body that can occur when feeling unwell, anxious, tired, angry, sad Look after ourselves: develop self-care skills: put on outdoor wetsuit and wellies, attempt to fasten coat, open snack independently, dress up in role play costumes. Use cutlery at lunchtime independently to cut food and feed ourselves. Handle equipment and tools effectively, including introducing tripod grip/comfortable grip when holding pencils for writing. Practise the correct letter formation of letters in name using Little Wandle prompts. Strengthen scissor skills and developing independence when cutting around regular shapes. Use creative tools and equipment in playdough area and creative area.</p>	<ul style="list-style-type: none"> - physical activity, ^[1]_[SEP] - healthy eating, ^[1]_[SEP] - tooth brushing, ^[1]_[SEP] - sensible amounts of 'screen time', ^[1]_[SEP] - sleep routine, ^[1]_[SEP] - being a safe pedestrian. ^[1]_[SEP] <p>Describe a range of food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures</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>Fine Motor Skills</p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing
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National Curriculum- Physical development KS1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- § master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- § participate in team games, developing simple tactics for attacking and defending
- § perform dances using simple movement patterns.

Specific Areas of Development

Specific areas of learning and development provide children with knowledge and skills to flourish in society.

Literacy

Writing Learning Progression

- | | | |
|--|---|---|
| <ul style="list-style-type: none">• Give meaning to their drawings, paintings, marks and symbols• Form letter like shapes• Write some or their entire name• Use printing letter knowledge to engage in writing opportunities during provision.• Orally construct phrases/sentences that make sense and include new vocabulary• Write some lower-case letters accurately• Begin to break the flow of speech into words and say the initial sounds and begin to blend them together• Start to write words by identifying familiar sounds and writing corresponding letters.• Begin to form some lower case letters correctly | <ul style="list-style-type: none">• Start to write words by identifying familiar sounds and writing corresponding letters.• Orally construct full sentences that make sense and include new vocabulary• Write for a wide range of purposes (cards, tickets, lists, invitations, labels, captions)• Write all lower-case letters, learning the correct formation• Begin to write capital letters• Re-read words to ensure they are phonetically correct• Write short dictated sentences and independent phrases after discussion with staff and oral rehearsal.• Begin to use accurate word spacing.• Begin to discuss the structure of stories in reading.• Retell familiar stories. | <ul style="list-style-type: none">• Orally construct full sentences (or a group of full sentences) that make sense and include new vocabulary.• Continue with form lowercase letter formation and capital letters correctly.• Write simple sentences using capital letters, finger spacing and full stops.• Plot an innovated/invented story as a group or individually on a story mountain• Use this to tell a new story.• Innovate elements of familiar stories and writing short, simple sentences to evidence this.• Re-read what they have written to check that it makes sense. |
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National Curriculum-Writing- Year 1

Transcription (spelling and handwriting)

Pupils should be taught to:

- spell:
 - words containing each of the 40+ phonemes already taught
- common exception words
 - the days of the week
- name the letters of the alphabet:
- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
 - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Composition (articulating ideas and structuring them in speech and writing).

Pupils should be taught to:

- write sentences by:
 - saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
 - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
 - read aloud their writing clearly enough to be heard by their peers and the teacher.

Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Vocabulary, grammar and Punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - leaving spaces between words
 - joining words and joining clauses using and
 - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
 - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for year 1 in English Appendix 2
 - use the grammatical terminology in English Appendix 2 in discussing their writing.

Comprehension Learning Progression

<p>Listens to and joins in with stories and poems when reading one to one.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Begins to be aware of the way stories are structured and to tell their own stories.</p> <p>Hold a book correctly, handle it with care.</p>	<p>Enjoys an increasing range of print and digital books, both fiction and non-fiction.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading.</p> <p>Re-enacts and reinvents stories they have heard in their play.</p>	<p>Describes main story settings, events and principal characters in increasing detail.</p> <p>Re-enacts and reinvents stories they have heard in their play.</p>	<p>Knows that information can be retrieved from books, computers and mobile digital devices.</p>	<p>Is able to recall and discuss stories or information that has been read to them, or they have read themselves.</p>	<p>Is able to recall and discuss stories or information that has been read to them, or they have read themselves.</p> <p>ELG-</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>
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National Curriculum-Comprehension- Year 1

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales,
- retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

Phonics learning Progression

<p><u>Phase 1</u> Phase 2 s,a,t,p, i, n, m,d, g,o,c,k, ck,e,u,r h, b, f, l vc and cvc words Phase 2 tricky words reading and spelling</p>	<p><u>Phase 2</u> ff, ll, ss, j v, x, w, y, z, zz, qu, ch, sh, th, ng, nk words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/ added at the end (bags) Assessment of phase 2 sounds</p>	<p><u>Phase 3</u> ai, ee, igh, oa, Oo, oo, ar, or, Ur, ow, oi, ear, er, air, words with double letters: dd mm tt bb rr gg pp ff Longer words Phase 3 tricky words reading and spelling</p>	<p><u>Phase 3</u> review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear review Phase 3: er air words with double letters longer words words with two or more digraphs longer words words ending in -ing compound words longer words words with s in the middle /z/ s words ending -s words with -es at end /z/ Phase 3 tricky words reading and spelling</p>	<p><u>Phase 4</u> short vowels CVCC short vowels CVCC CCVC short vowels CCVCC CCCVC CCCVC longer words compound words root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est</p>	<p><u>Phase 4</u> long vowel sounds CVCC CCVC long vowel sounds CCVC CCCVC CCV CCVCC Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words root word ending in:-ing, -ed /t/, -ed /id/ /ed/, -ed /d/ Phase 4 words ending in:-s /s/, -s /z/, -es longer words Phase 4 tricky words reading and spelling Focused group teaching of phase 5 sounds Phase 4 tricky words reading and spelling</p>
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Word Reading learning Progression

<p>Read individual letters by saying the sounds for them Blend sounds into words Read a few common exception words Re-read books to build up confidence in word reading, fluency, understanding and enjoyment</p>	<p>Read individual letters by saying the sounds for them Blend sounds into words Read a few common exception words Read some letter groups that each represent one sound and say sounds for them Re-read books to build up confidence in word reading, fluency, understanding and enjoyment</p>	<p>Read individual letters by saying the sounds for them Blend sounds into words Read a few common exception words Read some letter groups that each represent one sound and say sounds for them Read simple phrases and sentences made up of words with known sounds and common exception words Re-read books to build up confidence in word reading, fluency, understanding and enjoyment</p>	<p>Re-read books to build up confidence in word reading, fluency, understanding and enjoyment</p>	<p>Re-read books to build up confidence in word reading, fluency, understanding and enjoyment</p>	<p>ELG-</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs (can be in books or on flashcards). • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
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National Curriculum-Word Reading- Year 1

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.

<p>Subitising: Subitising with 3</p> <p>Counting, ordinality and cardinality: Focus on counting skills</p> <p>Composition: Explore how all numbers are made of 1s Focus on composition of 3 and 4</p> <p>Subitising: Subitise objects and sounds</p> <p>Comparison: Comparison of sets - 'just by looking' Use the language of comparison: more than and fewer than</p>	<p>Counting, ordinality and cardinality: Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5</p> <p>Comparison: Comparison of sets - by matching Use the language of comparison: more than, fewer than, an equal number</p> <p>Composition: Explore the concept of 'whole' and 'part'</p> <p>Composition: Focus on the composition of 3, 4 and 5</p> <p>Counting, ordinality and cardinality: Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20</p> <p>Power Maths: Unit 3- 2D and 3D shapes</p>	<p>Subitising: Subitise within 5 focusing on die patterns Match numerals to quantities within 5</p> <p>Counting, ordinality and cardinality: Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number</p> <p>Composition: Focus on 5</p> <p>Composition: Focus on 6 and 7 as '5 and a bit'</p> <p>Composition: Compare sets and use language of comparison: more than, fewer than, an equal number to Make unequal sets equal</p> <p>Power Maths: Unit 6- Space</p>	<p>Counting, ordinality and cardinality: Focus on the 'staircase' pattern and ordering numbers</p> <p>Comparison: Focus on ordering of numbers to 8 Use language of less than</p> <p>Composition: Focus on 7</p> <p>Composition: Doubles – explore how some numbers can be made with 2 equal parts</p> <p>Composition: Sorting numbers according to attributes - odd and even numbers</p>	<p>Counting, ordinality and cardinality: Counting – larger sets and things that cannot be seen</p> <p>Subitising: Subitising – to 6, including in structured arrangements</p> <p>Composition: Composition – '5 and a bit'</p> <p>Composition: Composition - of 10</p> <p>Comparison: Comparison – linked to ordinality. Play track games</p>	<p>Subitise to 5 Introduce the rekenrek</p> <p>Review and assess: Automatic recall of bonds to 5 Composition of numbers to 10 Comparison Number patterns Counting</p> <p>Power Maths Unit 10-Length, height and weight unit 17- Shape (composing and decomposing shapes) Unit 18-Volume and Capacity</p>
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National Curriculum Mathematics- Year 1

Number and place value:

Pupils should be taught to:

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- given a number, identify one more and one less
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- read and write numbers from 1 to 20 in numerals and words.
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Multiplication and division

- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Measurement

compare, describe and solve practical problems for:

- lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- mass/weight [for example, heavy/light, heavier than, lighter than]
- capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
- time [for example, quicker, slower, earlier, later]

measure and begin to record the following:

- lengths and heights
- mass/weight
- capacity and volume
- time (hours, minutes, seconds)
- recognise and know the value of different denominations of coins and notes
- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- recognise and use language relating to dates, including days of the week, weeks, months and years
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Addition and Subtraction

Pupils should be taught to:

- read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.

Fractions

- recognise, find and name a half as one of two equal parts of an object, shape or quantity
- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Properties of Shapes

- recognise and name common 2-D and 3-D shapes, including:
2-D shapes [for example, rectangles (including squares), circles and triangles]
- 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

Geometry- Position and Direction

- describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Knowledge and Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

<p>Enjoys joining in with family customs and routines.</p> <p>Knows that other children do not always enjoy the same things, and is sensitive to this.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Talks about past and present events in their own life and in the lives of family members.</p>	<p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Looks closely at similarities, differences, patterns and change in nature.</p> <p>Comment on images of familiar situations in the past.</p> <p>Talks about past and present events in their own life and in the lives of family members.</p>	<p>Draw information from a simple map.</p>	<p>Understand the effect of changing seasons on the natural world around them.</p> <p>Looks closely at similarities, differences, patterns and change in nature.</p> <p>Knows about similarities and differences in relation to places, objects, materials and living things.</p> <p>Make observations of animals and plants and explain why some things occur and talks about changes.</p>	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Make observations of animals and plants and explain why some things occur and talks about changes.</p> <ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past. <p>ELG-</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction 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. • 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. • 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. •
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National Curriculum Science- Year 1				

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
performing simple tests
identifying and classifying using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

Plants:

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees

Animals including humans:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Everyday materials:

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties.

Seasonal Changes:

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

National Curriculum Geography- Key Stage 1

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

National Curriculum History- Year 1

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

Expressive Arts and Design

Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Explore and engage in music making and dance, performing solo or in groups. Singing – well known nursery rhymes, familiar songs and chants

Artist focus: Picasso (Spanish)	Artist focus: Jackson Pollock (American)	Artist focus: Janet Brooke Re (East London)	Artist focus: Georgia O’Keefe (American)	Artist focus: Henri Rousseau (French) Ron Wilson	Artist focus: Kandinsky (Russian)
<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Creates representations of both imaginary and real life ideas, events, people and objects.</p> <p>Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes.</p> <p>Introduces a storyline or narrative into their play.</p> <p>Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to.</p> <p>Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences.</p> <p>Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping.</p>	<p>Begins to build a collection of songs and dances.</p> <p>Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.</p> <p>Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth.</p>	<p>Begins to build a collection of songs and dances.</p> <p>Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.</p> <p>Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</p> <p>Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.</p>	<p>Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.</p>	<p>ELG-</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. • 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.

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National Curriculum Art and Design- Key stage 1

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

National Curriculum Design and Technology- Key stage 1

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Cooking and Nutrition

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

National Curriculum Music- Key stage 1

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.