



IMPLEMENTATION – How are we going to teach?



Each area of learning is mapped out into 'Small Steps'. These have been devised using the ELGs for each area, from this we have developed assessment points for Autumn and Spring and then mapped out the small steps of what the children will be taught to allow them to reach each assessment point.

| Prime Area: Personal, Social and Emotional Development | | | |
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| | Self-Regulation | Managing Self | Building Relationships |
| Autumn | <p>Children will be taught:</p> <ul style="list-style-type: none">-That we all belong in our class.-To help others feel welcome and different strategies of how to do this.-How to make our school a safer place.-About our right to learn.-How to identify feelings associated with belonging.-How to identify feelings of happiness and sadness.-How to identify feelings associated with being proud.-How to identify things they are good at.-That it is good to vocalise success for themselves and others.-To identify some ways they can be different and the same as others. | <p>Children will be taught:</p> <ul style="list-style-type: none">-That we must look after the things in our class room.-How to tidy the classroom and how each area should look after tidy up time.-To be responsible for the things that have got out and played with.-To be responsible for tidying up a certain area of the classroom.-To work with a peer to tidy up.-The difference between kind words and unkind words.-That using unkind words can make others feel sad or upset.-That using kind words makes us feel good about ourselves.-To think about how they would feel if someone says unkind words to them.-What teeth are and what they are used for.-Why it is important to have healthy teeth.-How to care for our teeth.-The names of different fruits and vegetables and why they are good for us. | <p>Children will be taught:</p> <ul style="list-style-type: none">-How to play cooperatively with others.-To consider others' feelings by thinking about how they would feel in certain situations.-Ways in which we can care for others.-Strategies to help them work well with others.-What difference is.-That that we are all different.-To include others when working and playing.-Ways in which we can help other people.-To recognise similarities and differences between their family and other families. |
| Assessment | <ul style="list-style-type: none">-Children will be able to develop appropriate ways of being assertive.-Children will be able to identify different feelings. | <ul style="list-style-type: none">-Children do not always need adults to remind them of a rule.-Children will show responsibility for themselves and their actions. | <ul style="list-style-type: none">-Children are able to talk with others to resolve conflict.-Children will willing help others. |

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| Spring | <p><u>Children will be taught:</u></p> <ul style="list-style-type: none"> -To know how kind words can encourage people and make them feel. -What it means to feel proud. -To celebrate success. -How to keep themselves and others safe. -To recognise how exercise makes them feel. -To recognise how different foods can make them feel. | <p><u>Children will be taught:</u></p> <ul style="list-style-type: none"> -(Encouraged) to keep going when something becomes challenging. -What a positive attitude is and why it is good for us/the people around us. -What perseverance is and why it is important not to give up -Some of the feelings linked to perseverance and how we can recognise these. -To understand that challenges can be difficult. -What they need to do to stay healthy. -Examples of healthy food. -How they might feel if they don't get enough sleep. -What to do if a stranger approaches them. | <p><u>Children will be taught:</u></p> <ul style="list-style-type: none"> -That it is important to listen to others and take their ideas into consideration. -How to work well in a group to create a desired outcome. -Strategies to help others to achieve their goals. -What it means to be a good friend. -What it means to have a healthy relationship. -Strategies to allow them to keep calm and deal with tricky situations. |
| Assessment | <ul style="list-style-type: none"> -Children see themselves as a valuable individual. -Children can express their feelings and consider the feelings of others. -Children are able to identify and moderate their own feelings socially and emotionally. | <ul style="list-style-type: none"> -Children can show resilience and perseverance in the face of challenge. -Children are able to manage their own needs. -Children can talk about different aspects of their well-being. | <ul style="list-style-type: none"> -Children will be able to build constructive and respectful relationships. -Children can think about the perspectives of others. |
| Summer | <p><u>Children will be taught:</u></p> <ul style="list-style-type: none"> -To know that everyone is unique and special. -How to express when they feel happy. -To know what might change for them they get older. -To know that changing class can illicit happy and/or sad emotions. -To say how they feel about changing class/ growing up. -To identify positive memories from the past year in school/ home. | <p><u>Children will be taught:</u></p> <ul style="list-style-type: none"> -About changes which happen in them. -That change can be good and exciting. -What they were like as a baby and what they are like now. -How they have changed from a baby to now. | <p><u>Children will be taught:</u></p> <ul style="list-style-type: none"> -Strategies to make friends. -How to solve friendship problems when they occur. -To help others feel part of a group. -To show respect when dealing with other people. -Strategies to help themselves and others when they feel upset. -What makes a good friendship. -What jobs they do in their family and those carried out by parents/carers and siblings. -Ways in which they can make a friend or help someone who is lonely. -Different ways to mend a friendship. |

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| Assessment | <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. | <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. | <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. |
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Prime Area: Communication and Language

| | Listening, Attention and Understanding | Speaking |
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| Autumn | <p><u>Children will be taught:</u></p> <ul style="list-style-type: none"> -How to listen carefully by sitting on the carpet and looking at the person who is talking. -That listening is important because it helps us follow instruction, make friends and keep us safe. -New vocabulary in a variety of contexts (stories, songs and key vocab across the 7 areas of learning). -To listen carefully to rhymes and songs and pay attention to how they sound. -To listen to others in one-to-one or small groups, when conversation interests them. -To follow instructions with a number of steps e.g. put your water bottle away then come and sit on the carpet. - (Adults will) use appropriate vocabulary during play with children to encourage them to think about stories and cultural narratives. - (Adults will) engage in role play and imaginary play scenarios and model listening behaviours. | <p><u>Children will be taught:</u></p> <ul style="list-style-type: none"> -To use new vocabulary through the day by recalling and revisiting key language. -What a sentence is and encouraged to talk in full sentences which will be modelled continually by adults. -To ask questions to find out more and to check they understand what has been said to them. -To engage in story times through questioning. -To listen to and talk about stories to build familiarity and understanding. -To put their hand up and wait for their turn to speak during carpet time, to allow others to speak. -To remain quiet while other are talking/sharing ideas. -How they can use words to resolve conflicts with friends. -Key positional language and how we can use this to describe where something is. -To use their imagination to pretend an object is something else e.g. the box is my boat. - (Adults will) introduce and repeat new words in a range of contexts and encourage children to use them in their own talk. |

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| Assessment | <ul style="list-style-type: none"> -Children can begin to use some active listening skills; face the speaker, body still, paying attention. -Children are able to follow simple instructions well. E.g. Get a pencil, find your bag. -Children can respond to a peer's request (e.g. Can I have the ball?) and reply. | <ul style="list-style-type: none"> -Children can offer their ideas in small group contexts, e.g. retelling a simple event in sequence. -Children are able to use full sentences, sometimes with encouragement, to express complete ideas (e.g. "I like chocolate more than vanilla", rather "chocolate better") -Children can ask questions when they don't understand instructions. -Children can use simple connectives in speech, e.g. and, but. -Children are able to use new vocabulary from books and stories as they discuss/retell the story. |
| Spring | <p><u>Children will be taught:</u></p> <ul style="list-style-type: none"> -To follow instructions with a number of steps with increasing speed, understanding and without getting distracted. -To identify when they hear a new word and question it's meaning. -To use full sentences to show their understanding in different contexts. - (Adults will) use stories from books to focus children's attention on predictions and explanations, e.g. Why did the boat tip over? - (Adults will) help children to - identify patterns, e.g. what generally happens to good and wicked characters at the end of stories - draw conclusions: The sky has gone dark. It must be going to rain - explain effect: It fell over because it was too tall. - predict: It might not grow in there if it is too dark. - speculate: What if the bridge falls down? | <p><u>Children will be taught:</u></p> <ul style="list-style-type: none"> -Key vocabulary across all areas of learning. -How to resolve conflicts with friends by using key phrases regarding turn taking and expressing feelings. -To use language to imagine and recreate roles and experiences in play situations -To introduce a storyline or narrative into their play. - (Adults will) encourage children to predict possible endings to stories. - (Adults will) encourage children to experiment with words and sounds. - (Adults will) encourage children to develop narratives in their play, using words such as: first, last, next, before, after, all, most, some, each, every. |
| Assessment | <ul style="list-style-type: none"> -Children can conduct simple back and forth conversations, paying attention to peer/adult and responding appropriately. -Children show attentive listening skills at input times, e.g. during Phonics, and are quick to act on instructions. -Children ask questions when they don't know what a word means. -Children can offer small explanations that demonstrate their understanding on a topic/story, e.g. He couldn't carry it because it was too heavy". | <ul style="list-style-type: none"> -Children speak in whole class situations, e.g. answering questions at Story Time. -Children use recently-modelled language independently, across everyday contexts and all areas of learning, e.g. "This lunch is delicious" or "I need to count back to subtract". -Children ask questions in a variety of contexts (e.g. to better understand a character/story, to clarify instructions, to solve practical problems). -Children use a range of connectives e.g. so, but, and, because to extend their sentences and to connect ideas. -Children use speech to organise simple activities (e.g. You go first and I'll go next), overcome problems/conflicts (Can I have that after you?) and provide small explanations (e.g. It sunk because it was too heavy) |
| Summer | <p><u>Children will be taught:</u></p> <ul style="list-style-type: none"> -To sit on the carpet and listen with an increasing attention span. -To think about and say what they think might happen next in a certain context. | <p><u>Children will be taught:</u></p> <ul style="list-style-type: none"> -To use learnt vocabulary to give an appropriate explanation for why things happen. -To use longer sentences by linking ideas together. |

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| | -To add increasing detail to explanations in order to demonstrate understanding. | -How to evaluate their learning/performances and how to vocalise this. |
| Assessment | <ul style="list-style-type: none"> -Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. -Make comments about what they have heard and ask questions to clarify their understanding. -Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. | <ul style="list-style-type: none"> -Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. -Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. -Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. |

Prime Area: Physical Development

| | Gross Motor Skills | Fine Motor Skills |
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| Autumn | <p><u>Children will be taught:</u></p> <ul style="list-style-type: none"> -To stop and start on command. -That direction is the path in which something moves. -That a space is somewhere you can stand and put your arms out without touching others. -How to change direction to avoid others and look for space away from others. -That balance is when you can remain upright and steady without falling. -How to stop in a balanced position on your feet. -How to take small steps to help you to stop. -To keep a gap between you and the person in front of you. -To look in the direction you are moving. -To move at a steady speed so that your partner can stay with you. -To watch where your partner is going. -To send an object in a variety of ways with both hands and feet. -To keep hands wide when throwing and catching large balls. -To catch a variety of larger balls and bean bags. -How to stop a ball with hands and feet. -To bounce and catch a ball. | <p><u>Children will be taught:</u></p> <ul style="list-style-type: none"> -(Continually) how to hold a pencil. -To recognise their name and find their name card within a group. -How to form each letter in their name. -How to form all lowercase letters. -The uses of scissors. -(Continually) how to hold a pair of scissors and how to control them in order to cut something out. -To recognise the features of themselves/people and draw these. -To recognise details in objects and animals in order to draw and represent them. -How to thread laces through boards and beads (through modelling). -How to control their pencil to follow a path, line or pattern. -How to hold a pair of tweezers and to use these to complete a variety of activities and tasks. -How to use PVA, glue sticks, flour and water to join a range of materials. -(Continually encouraged) to stay in the lines when drawing/colouring. |

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| Assessment | <ul style="list-style-type: none"> -Children will be able to negotiate space safely with consideration for themselves and others. -Children can follow instructions involving several ideas or actions. -Children can play ball games with consideration of the rules. -Children can throw and catch a ball with developing competence and accuracy. | <ul style="list-style-type: none"> -Children will be able to use a spoon or fork to eat with increased control and independence. -Children are able to form all the letters of their names correctly. -Children can form recognisable letters for the full alphabet. -Children use an effective (non-palmer) pencil grip. -Children will be able to use scissors to cut out a simple shape independently, e.g. circle/square. -Children can draw simple pictures which can be recognised by themselves and others, e.g. face, person, cat, house. |
| Spring | <p><u>Children will be taught:</u></p> <ul style="list-style-type: none"> -To copy and mirror basic body actions and rhythms. -To choose and use travelling actions, shapes and balances. -To travel in different pathways using the space around them. -To use dynamics and expression with guidance. -To count to music. -To run and stop. -To change direction safely. -To take-off and land safely. -How to hop on both feet. | <p><u>Children will be taught:</u></p> <ul style="list-style-type: none"> -To write their name on all pieces of work they complete. -To practice letter formation in a variety of contexts. -(Continually) how to hold a pencil (ongoing guidance and teaching for those that need it). -(Continually) how to hold a pair of scissors effectively. -To start to cut out more complex lines and shapes. -To concentrate on cutting close to the outline of a shape (avoiding leaving lots of white around the edge of the shape). -To observe and look closely at objects in order to represent these in drawings. -How to use scissors and tape to join materials. -(Continually encouraged) to stay in the lines when drawing/colouring. |
| Assessment | <ul style="list-style-type: none"> -Children can combine movements fluently, selecting actions in response to the task. -Children will be able to use movement skills with developing strength, balance and co-ordination showing increasing control and grace -Children can play games honestly with consideration of the rules. -Children will be able to use movement skills with developing balance and co-ordination. | <ul style="list-style-type: none"> -Children can use a knife and fork and attempt to cut soft foods. -Children are able to form all letters of the alphabet with correct formation. -Children are working towards or using a tripod grip. -Children will be able to use scissors with effective hand-positioning and with control. -Children add detail to drawings, e.g. eyelashes or windows on a house. |
| Summer | <p><u>Children will be taught:</u></p> <ul style="list-style-type: none"> -To drop and catch with two hands. -To move a ball with feet. -To throw and roll a variety of beanbags and larger balls to space. | <p><u>Children will be taught:</u></p> <ul style="list-style-type: none"> -(Continually) how to hold a pencil (ongoing guidance and teaching for those that need it). |

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| | <ul style="list-style-type: none"> -To kick larger balls to space. -To stop a beanbag or large ball sent to them using hands. -To stop a large ball sent to them using feet. -Hit a ball with hands. -To run and stop when instructed. -To move around showing limited awareness of others. -Show contrast with their bodies including wide /narrow, straight/curved. -To create shapes in stillness using different parts of their bodies. -To jump safely. | <ul style="list-style-type: none"> -(Continually) how to hold scissors effectively in order to cut with some degree of accuracy even for shapes that have curved edges. -How to use a hole punch effectively. -How to effectively join materials using split pins, hole punches, wool and treasury tags. -(Continually encouraged) to stay in the lines when drawing/colouring. |
| Assessment | <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. | <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, paintbrushes and cutlery. -Begin to show accuracy and care when drawing. |

Specific Area: Literacy

| | Word Reading | Comprehension | Writing |
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| Autumn | <p><u>Children will be taught:</u></p> <ul style="list-style-type: none"> -That words are made up of letters and each letter has its own sound. -Two/three new sounds a week following the Read Write Inc. phonics scheme. -How to say each sound in Set 1. -How to write each sound in Set 1 using visual prompts and handwriting rhymes. -To recognise and read each sound. -How to use 'Fred fingers' to 'sound-talk' words by recognising and saying each individual sound. -How to blend sounds together in order to read simple CVC words. -That not all words can be segmented and that these are called red words or tricky words. -That we need to know and remember red words to help us to read sentences. | <p><u>Children will be taught:</u></p> <ul style="list-style-type: none"> -That letters and words have meaning. -That sentences move from left to right. -To use their finger to follow words from left to right when looking at a story. -To pick out their favourite part of a story. -About different feelings and how to recognise how different characters might feel in stories. -To talk about what has happened in a familiar story. -To use role play to re-enact stories through adult modelling. -New vocabulary through stories, rhymes, songs and poems. | <p><u>Children will be taught:</u></p> <ul style="list-style-type: none"> -That letters hold meaning. -That each letter has its own sound. -How to hold a pencil. -How to form lowercase letters using handwriting rhymes and visual prompts. -To write from left to right and to start a new line when we can't fit any more on the current line. -That we can put letters together to make words. -To use 'sound-talk' and 'Fred fingers' to identify sounds in words. -To use 'sound-talk' and 'Fred fingers' to spell words and write them down. -That when words are put together they make a sentence. -What capital letters are. -That capital letters come at the beginning of a sentence. -How to form some capital letters. -That all names start with a capital letter. -That sentences need a full stop at the end. -That when writing a sentence, we use (finger) spaces in between each word. |
| Assessment | <ul style="list-style-type: none"> -Children will be able to read all phonemes and digraphs in Set 1 of Read Write Inc. -Children will be able to recognise these sounds within words. -Children will be able to read simple CVC words in line with phonics scheme. -Children will be able to read some Set 1 tricky words. | <ul style="list-style-type: none"> -Children understand that text reads from left to right by following sentences with their finger as an adult read. -Children can answer basic questions about stories that have been read to them. -Children understand that text carries meaning. | <ul style="list-style-type: none"> -Children will be able to correctly form lowercase letters in line with phonics scheme and developmental ability. These can be seen in both adult-led and child-initiated activities. -Children will understand that words can be organised into sentences. -Children will understand that text runs left to right. |

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| Spring | <p><u>Children will be taught:</u></p> <ul style="list-style-type: none"> -That we can put two letters together to make one sound and these are called 'best friends'. -Two/three new diagraphs each week. -How to say all diagraphs in RWI Set 2. -How to write all diagraphs in RWI Set 2. -To use finger spaces between each best friend when practicing formation in phonics books. -That when we use sound buttons to segment words, we use a dash for best friends. -To recognise and read Set 2 diagraphs. -To write Set 2 diagraphs within words. -To apply phonics knowledge to read simple sentences in stories which are appropriate to their phonics level. | <p><u>Children will be taught:</u></p> <ul style="list-style-type: none"> -That most stories follow a simple structure of beginning, middle and end. -That most stories have a problem to overcome. -To use knowledge of story structure to think about what could happen next in a story. -To use knowledge of story structure to record their own ending to a story. -To follow a simple story map in order to recall and retell events from familiar stories. -That events in stories take place in a certain order. -What is needed to create a story i.e. settings, characters, beginning, middle, end etc. -To create their own stories using role play and mark making. -New vocabulary through stories, rhymes, songs and poems. | <p><u>Children will be taught:</u></p> <ul style="list-style-type: none"> -That capital letters make the same sounds as lowercase letters but look different. -That capital letters are used for the beginning of names and at the start of a sentence. -How to form all capital letters alongside recapping of lowercase letters. -How to vocalise what they would like to write before doing so. -To write sentences using capital letters, full stops and finger spaces. -To use 'sound-talk' and 'Fred fingers' to identify sounds in words. -To use 'sound-talk' and 'Fred fingers' to spell words and write them down. |
| Assessment | <ul style="list-style-type: none"> -Children will be able to read all phonemes and diagraphs in Set 1 and some Set 2 of Read Write Inc. -Children will be able to recognise these sounds within words. -Children will be able to read simple CVC words in line with phonics scheme. -Children will be able to read most Set 1 tricky words. | <ul style="list-style-type: none"> -Children can predict what might happen next in a story that is being read to them. -Children can recall events in stories in chronological order. -Children will understand story sequencing and be able to construct their own. | <ul style="list-style-type: none"> -Children understand the difference between capital letters and lowercase letters. -Children will be able to form capital letters in line with the phonics scheme. -Children will be able to say a sentence before recording it in their own way. -Children will be able to record simple CVC words in line with the phonics scheme. |
| Summer | <p><u>Children will be taught:</u></p> <ul style="list-style-type: none"> -To continue learning Set 2 RWI. -To recall all learnt phonemes and diagraphs/trigraphs. -To use phonemes, diagraphs and trigraphs within writing. | <p><u>Children will be taught:</u></p> <ul style="list-style-type: none"> -New vocabulary through stories, rhymes, songs and poems. | <p><u>Children will be taught:</u></p> <ul style="list-style-type: none"> -To use learnt sounds within words by saying and segmenting words before writing them. -To say a sentence out loud before writing it. -To recall, say and write all learnt phonemes and diagraphs. -To apply these to their writing where appropriate. |

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| | -To apply phonics knowledge to read simple sentences in stories which are appropriate to their phonics level. | | |
| Assessment | <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. | <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, nonfiction, rhymes and poems and during role play. | <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. |

Specific Area: *Understanding the World*

| | Past and Present | People, Culture and Communities | The Natural World |
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| Autumn | <p><u>Children will be taught:</u></p> <ul style="list-style-type: none"> -The meaning of key words 'past and present'. -What a sequence is using 'now, next, then' -To use 'now, next, then' to sequence events within their own lives, including events: <ul style="list-style-type: none"> • In familiar stories • Relating to the school day • Involving daily routines -How to identify changes between them as a baby and them now. -That life in the past was different to life now (transport) -About lives of significant people from the past (astronauts) | <p><u>Children will be taught:</u></p> <ul style="list-style-type: none"> -What a map is and what it can be used for. -To create a simple map of our classroom/outdoor area. -About the environment around us and what living things are in our environment. -Why it is important to look after our environment. -That, at our school, we follow the religion of Christianity. -That there are many religions that people follow. | <p><u>Children will be taught:</u></p> <ul style="list-style-type: none"> -(Continually) what the seasons are, which season we are in and the changes they bring. -The names of the 4 seasons. -To have an understanding that animals are living things. -That different animals live in different environments. -To observe different habitats. -To talk about the differences between habitats and environments. -To have an understanding that plants are living things. |

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| | | | -How to take care of plants and flowers. -What plants need to survive. |
| Assessment | -Children will know the meaning of 'past' and 'present'. -Children will be able to sequence events in chronological order. | -Children will be able to draw a simple map. -Children will be able to recall the name of our village and some of its features. | -Children will be able to identify the different members of their family. -Children will know what teeth are used for and how to keep them healthy. |
| Spring | <u>Children will be taught:</u> -What a timeline is. -Why we need to wear different clothes at different times of the day/year. -About the changes within our school from the past to the present. -What our village looked like in the past compared to now. -How to identify changes in the world around them, both historical and seasonal. -About the people who help us in our lives. -The different roles people play in our community. (doctors, nurses, police, firefighters etc.) -About the jobs that people in our community/village do: <ul style="list-style-type: none"> • Farmers • Reverend (Church Community) | <u>Children will be taught:</u> -That, at our school, we follow the religion of Christianity. -That people follow different religions. -That people in our country and around the world have different customs and cultures to us. -Some similarities and differences between our religion and other religions. -That our village is called Great Ponton and our closest town is called Grantham. -About our village and its features through a local walk. -That some children live in different areas and environments than we do. | <u>Children will be taught:</u> -(Continually) what the seasons are, which season we are in and the changes they bring. -Vocabulary relating to the 5 senses. -Which parts of the body correspond to each sense. -How to observe natural changes and the environment using their senses. -To observe and identify different types of weather. -That weather changes in our country. -That countries around the world experience difference weather patterns. -What clothes are suitable for different weather types. -To name the seasons and identify a key characteristic associated with each season. |
| Assessment | -Children will be able to identify people in their lives/our community that help them and how. -Children will be able to place events in chronological order. -Children will be able to talk about seasonal changes and the clothes we wear at different times of year. | -Children are able to say that we follow Christianity at our school. -Children are able to talk about other religions followed by people in our country. | -Children will be able to place the seasons in order. -Children will be able to recreate a life cycle using a range of media and talk about the different stages. |
| Summer | <u>Children will be taught:</u> -About significant events from the past and why these are important. -How aspects of daily life have changed since the past. | <u>Children will be taught:</u> -How Christians believe the world was created. -About Bible stories that significant to Christians. | <u>Children will be taught:</u> -(Continually) what the seasons are, which season we are in and the changes they bring. -What a life cycle is. -To explore life cycles through a range of media |

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| | <ul style="list-style-type: none"> -The roles of people in our society. -The jobs that people do to help us/keep us safe. | | <ul style="list-style-type: none"> including books and art. -To observe real life cycles taking place within their school environment: <ul style="list-style-type: none"> • Vegetables • Butterflies • Flowers -Key vocabulary relating to these life cycles. -Vocabulary relating to materials. -How some materials can be changed and used for different purposes. |
| Assessment | <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. | <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. | <ul style="list-style-type: none"> -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. |

Specific Area: Expressive Arts and Design

| | Creating with Materials | Being Imaginative and Expressive |
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| Autumn | <u>Children will be taught:</u> <ul style="list-style-type: none"> -How to hold drawing tools such as pencils, crayons, felt tips and pens. -How to use drawing tools to make marks. -How to select drawing tools for certain purposes. -The uses of scissors and glue. -How to use scissors. -That there are different types of glue and they are good for different things. | <u>Children will be taught:</u> <ul style="list-style-type: none"> -To respond to music through dance or own movement. -To name characters and stories from songs. -That the pulse in music is like the heartbeat of the song. -To find the pulse in different ways and show this through actions e.g. marching, jumping, moving like a character from the song. -How copy back the rhythm of their name. -How to clap the name of a friend for others to copy. |

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| | <ul style="list-style-type: none"> -The names of different types of lines (straight, wavy, circular/curvy). -How to create different lines. -To look closely at the features of objects and people. -To draw accurate representations of objects and people. -What we use a paint brush for. -How to hold a paint brush. -To paint with tools other than a paintbrush. -To transfer and print with paint using their own ideas. -The names of colours. -That when colours are mixed, new colours are created. -To independently mix colours. -That brushes need to be clean before using a new colour. -To dip paint brushes into water to clean them. -To dab paint brushes onto paper towels to dry them. | <ul style="list-style-type: none"> -How to copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds. -How to play a pitched note or sound in time with the pulse. -To use resources within the classroom (small world, role play) to re-tell stories and create their own (through adult lead modelling to begin with). |
| Assessment | <ul style="list-style-type: none"> -Children will be able to name and recognise primary and secondary colours. -Children will be able to select appropriate tools for mark making. -Children will be able to clean paintbrushes in between uses. -Children will know the different types of lines and be able to create and name them. -Children are able to talk about what they like or could improve about what they have created. | <ul style="list-style-type: none"> -Children will suggest a movement to match a piece of music, e.g. running during fast music or stamping to a slow drum beat. -Children will be able to keep a beat using a musical instrument or body percussion. -Children can perform familiar sings/rhymes in small groups. -Children are retell parts of familiar stories through use of puppets, toys, masks or small-world. |
| Spring | <p><u>Children will be taught:</u></p> <ul style="list-style-type: none"> -About malleable media including, clay, dough, papier mache and sand. -How to mould and manipulate materials to create a sculpture/object. -How to mould materials to form shapes e.g. ball, tube, disc. -That different tools have different uses and can create a variety of effects. -How to impress and apply simple decoration using a variety of tools. -How to cut shapes using scissors and other modelling tools. -How to effectively use tools such as scissors, staplers, clay tools, split pins and shape cutters competently and appropriately. -How to build a construction/ sculpture using a variety of objects from observation and/or imagination e.g. recycled, natural and manmade materials. -How to consider and think about their final outcome before starting the making process. -How to mix primary colours to make other colours. | <p><u>Children will be taught:</u></p> <ul style="list-style-type: none"> -To listen to music and respond to different speeds through dancing or other movements. -To play a 1-note pattern in time with the pulse. -That music and songs can be played in different ways e.g. faster/slower, quiet/loud. -That events happen in an order. -To use familiar stories and songs to place/act out events in the correct order. -To work together to create a performance or piece of art (through adult lead modelling to begin with). |

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| Assessment | <ul style="list-style-type: none"> -Children are able to produce more detailed representations (drawings, paintings, models) and discuss the features they have included. -Children can return to and extend their creative learning, e.g. rebuilding a tower made the day before but making it more stable. -Children are able to manipulate malleable materials to create a desired effect. | <ul style="list-style-type: none"> -Children are able to discuss changes or patterns they hear when listening to music, e.g. "It starts slowly but gets faster and faster". -Children can create their own beats with musical instruments/body percussion and become confident in games such as syllable-clapping. -Children can create more complex narratives in their pretend play, building on the contributions of their peers. -Children are able to organise themselves into collaborative creative opportunities (role play, performance, artwork). |
| Summer | <p><u>Children will be taught:</u></p> <ul style="list-style-type: none"> -That materials can have different textures, patterns etc. -That we can touch to feel the different textures. -Key vocabulary; smooth, soft, bumpy, hard, materials. -That we can separate and join materials in a variety of ways. -That we can separate materials by cutting, ripping and tearing. -That we can join materials together by gluing, taping and wrapping. -That we sometimes have to try materials out to see which will be the best for our outcome. -To select appropriate materials for their chosen outcome. -To show their creations to adults and peers and share how they made it. | <p><u>Children will be taught:</u></p> <ul style="list-style-type: none"> -To copy-clap 3 or 4 word phrases from the song. -To keep the beat of a song with a pitched note. -To add pitched notes to the rhythm of the words or phrases in a song. -To play patterns using a combination of any of the three notes C, D and E. -A range of famous nursery rhymes throughout the year. -To recall nursery rhymes with friends throughout the year. |
| Assessment | <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. | <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. |