

Hillbourne Big Picture Plan – 2023/24

Areas of Learning	Autumn 1 I am special	Autumn 2 Great Hillbourne Bake off!	Spring 1 Proud Of Poole	Spring 2 Around the world	Summer 1 Down on the Farm	Summer 2 Off to the beach
Events/foci in addition to children's initial interests and fascinations.	<p>Transition Baseline Building secure relationships between children and adults Modelling and embedding routines</p> <p>I am special (celebrations/all about me)</p> <p>Mapping(classroom) Parents come in for a tour with the children School Tour</p>	<p>Autumn Walk – Week 1 Halloween Bonfire Night World Nursery Rhyme Week Divali Christmas Hanukkah</p> <p>Autumn (weather / seasons) Harvest Great Hilbourne Bake off</p>	<p>Winter Walk – Week 1 New Year Resolutions Revisiting routines and expectations. Lunar New Year Valentine's Day</p> <p>Where do I live? Walk around community Mapping (Hillbourne/ Creekmoor Community /Poole/Uk) People who help us</p> <p>Winter (weather/ seasons)</p>	<p>Spring Walk – Week 1 Easter</p> <p>Mapping(comparing different countries and environments China /Uk</p> <p>Visit Creekmoor library and church./ The junction</p>	<p>Chicks (living eggs) lifecycles</p> <p>Beatrix Potter (historical figure and artist)</p> <p>Farmer Palmers visit Growing</p>	<p>Transition to Y1 Trip to the beach.</p> <p>Eric Carle - artist</p> <p>Summer (weather/ seasons) Seaside/ Oceans</p> <p>Holidays</p>
Parental Engagement	Parents come in for a tour with the children School Tour	Nativity Phonics/reading workshop Cooking for parents	Parents from community to come in to talk about jobs in the community	Maths workshop		Parents coming to talk about holidays from the past
PSED Texts	Bing goes to bed Bing goes to the toilet Bing routine stories While we can't hug Worrysaurus Ruby's Worrys	I don't want to wash my hands Oh No George Would you like a banana – Yasmeen Ismail	The Koala that could This is our house, Micheal Rosen Two Homes – Claire Masurel	My name is not refugee- Kate Milner It's a no money day Kate Milner	Babara throws a wobbler – Nadia Shireen Almost anything – Sophy Henn	Bing goes to school Rainbow fish – Marcus Pfister

Expressive arts texts	Mix it up	Leaf Man		Peter Rabbit – Beatrix Potter		The seahorse Eric Carle
Traditional Tales	Goldilocks and the 3 Bears	Little Red Hen Gingerbread man	3 Billy Goats 3 Little Pigs	Chicken Licken Jack and the Beanstalk	Ugly duckling	Elves and the shoemaker
Main Literacy Texts	So much - Bear hunt - Michael Rosen We're going on a monster hunt Malorie Blackman	Olivers Veg Olivers Fruit Ready for Spaghetti	One Snowy Night Alphonse , there is mud on the ceiling – Daisy Hurst Dr Ranj - Superheros	Yucky Leopards drum The magic paintbrush Non fiction - China worms – Vivian French	Jaspers Beanstalk Farmer Duck	Commotion in the Ocean There are fish everywhere Hey water – Antoinette Portis Maisy goes camping Maisy goes on holiday
Songs and Rhymes	5 little speckled frogs 5 little ducks 5 little men 5 in the bed	The Wheels on the Bus Humpty Dumpty Row Row Row your boat	Old macdonald Baa baa black sheep Zoom zoom zoom	Ten in the bed Farmer in the den Ten green bottles Little Bunnies	Miss polly had a dolly Twinkle Twinkle Hickory Dickory Dock	Pupils choice

Educational Programme

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Communication and Language

<p>I know how to say a sentences of four to six words</p> <p>I know how to join up a sentence with words like ‘because’, ‘or’, ‘and’</p> <p>I know how to use future and past tense.</p>	<p>I know new vocabulary.</p> <p>I use new vocabulary in different contexts.</p> <p>I can use new vocabulary through the day.</p> <p>I can ask questions to find</p>	<p>I know and can describe events in some detail.</p> <p>I use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>I can engage in storytimes.</p> <p>I can listen to and talk about stories to build familiarity and understanding.</p>	<p>I know new vocabulary and use it in context.</p> <p>I can use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>I know how to ask questions to find out more.</p>	<p>I can articulate their ideas and thoughts in well-formed sentences.</p> <p>I can connect one idea or action to another using a range of connectives.</p> <p>I know how to engage in story times.</p> <p>I listen to and talk about stories sharing my understanding.</p> <p>I can retell the story, with a deep familiarity.</p> <p>I can use new vocabulary in different contexts.</p>	<p>I can describe events in some detail.</p> <p>I know how to ask questions to find out more and to check I understand what has been said.</p> <p>I can articulate my ideas and thoughts in well-formed sentences.</p> <p>I can listen to and talk about selected non-fiction</p>
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	<p>I can answer simple 'why' questions?</p> <p>I know how to listen carefully and why listening is important.</p> <p>I can listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>I know rhymes, poems and songs.</p> <p>I can use social phrases.</p> <p>I can engage in storytimes.</p>	<p>out more and to check they understand what has been said to them.</p> <p>I can articulate my ideas and thoughts in well-formed sentences.</p> <p>I can connect one idea or action to another using a range of connectives.</p> <p>I know and use social phrases.</p> <p>I know the different between a fiction and non-fiction books.</p> <p>I know rhymes, poems and songs.</p>	<p>I know how to retell the story, including story language and the sequence of a text.</p> <p>I listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>I can connect one idea or action to another using a range of connectives.</p> <p>I know how to retell the story, including story language and the sequence of a text.</p> <p>I know features of a non-fiction books.</p> <p>I can listen to and talk about non-fiction texts to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>I can engage in non-fiction books.</p>	<p>to develop a deep familiarity with new knowledge and vocabulary.</p> <p>I know rhymes, poems and songs.</p>
<p>Curriculum Goals</p>	<p>Can formulate a simple , coherent, compound sentence using and /or/because</p> <p>Can verbally share my story lines with peers whilst playing</p> <p>Can formulate and answer a simple question</p> <p>Can recite a selection of taught nursery rhymes</p> <p>Can listen carefully during group, 1;1 and whole class situations</p>	<p>Can formulate a coherent, compound sentence using new vocabulary with understanding</p> <p>Can express storylines and negotiate with peers</p> <p>Can ask a question to retrieve further information</p> <p>Can recite known rhymes with intonation and show awareness of repeated language patterns</p> <p>Can respond showing understanding</p> <p>Can evaluate ideas and use talk to solve problems and negotiate</p>	<p>Can talk about themselves and experiences in detail ,using compound sentences, correct tenses and a rich range of vocabulary</p> <p>Can apply a rich range of vocabulary to retell stories, engage in non fiction and talk about stories</p> <p>Can use repeated language patterns(rhymes, poems and songs) in roleplay, small world and written story lines</p> <p>Can respond showing a deep understanding using a rich range of vocabulary.</p> <p>Can talk in detail about how and why things work</p>			

	Can verbalise ideas whilst playing					
Vocabulary	Story fiction nonfiction rhymes poems listen speak talk Because and or question answer why what	How problem next rhythm pattern repeat			Vocab appropriate to content	
Educational Programme	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. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
Personal, Social and Emotional	<p>I can play alongside others.</p> <p>I take part in pretend play in a range of roles.</p> <p>I can negotiate solutions to conflicts in their play.</p> <p>I know I am a valuable individual.</p> <p>I can build constructive and respectful relationships.</p> <p>I know how to express my feelings and can consider the feelings of others.</p>	<p>I can build constructive and respectful relationships.</p> <p>I can express their feelings and consider the feelings of others.</p> <p>I can identify and moderate their own feelings socially and emotionally.</p> <p>I can think about the perspectives of others.</p> <p>I can manage their own needs. E.g. Personal hygiene</p>	<p>I know how to express their feelings and consider the feelings of others.</p> <p>I can show resilience and perseverance in the face of challenge.</p> <p>I can identify and moderate my own feelings socially and emotionally.</p> <p>I can think about the perspectives of others.</p> <p>I can manage their own needs.</p> <ul style="list-style-type: none"> • Personal hygiene 	<p>Text:</p> <p>I can show resilience and perseverance in the face of challenge.</p> <p>I know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian 	<p>Text:</p> <p>I can express my feelings and consider the feelings of others.</p> <p>I can show resilience and perseverance in the face of challenge.</p> <p>I can think about the perspectives of others.</p>	<p>Text:</p> <p>I know I am a valuable individual.</p> <p>I know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian

	I can manage my own needs. Eg Personal hygiene					
Curriculum Goals	<p>Can toilet independently and wash hands</p> <p>Can recognise and say when they are upset, happy, hurt or need help</p> <p>Can identify how my peers are feeling</p> <p>Can identify foods that keep them healthy</p>	<p>Can take off and put on jumpers, shoes and coats independently</p> <p>Can explain how they are feeling and say why</p> <p>Can understand how their behaviour can impact others</p> <p>Can understand that sleep, regular activity and tooth brushing keep their bodies healthy</p> <p>Can identify when they are feeling disappointed, frustrated and discouraged</p>	<p>Can dress and undress all garments independently</p> <p>Can regulated own feelings by using a variety of strategies independently</p> <p>Can alter their behaviour to be sensitive to the needs of others and different social contexts</p> <p>Can say why sleep, healthy food, regular activity and tooth brushing keeps their bodies healthy</p> <p>Can understand challenges and demonstrate not giving up.</p>			
Vocabulary	Healthy food fruit balance vegetable water wash soap toilet feeling Vocab related to feeling	Disappointed discouraged frustrated fail challenge persevere behaviour sleep active regular daily screen time body teeth brushing	Calming calm down dress undress change new choice			
Educational Programme	<p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. 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</p>					
Physical Development Including PE, Gross & Fine Motor Skills	<p>I know the skills I need to manage the school day successfully:</p> <ul style="list-style-type: none"> lining up and queuing mealtimes <p>I can use my core muscle strength to achieve good posture when sitting at a table or sitting on the floor.</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 mealtimes <p>I know how to hold my pencil correctly.</p> <p>I know how to use scissors and</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 their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing,</p>	<p>Dental Hygiene</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 overall body strength, co-ordination, balance and agility needed to engage successfully with</p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>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>Combine different movements with ease and fluency.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>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>Use their core muscle strength to achieve a</p>

	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes</p> <p>Revise and refine the fundamental movement skills they have already acquired: walking, jumping, running, hopping, skipping</p> <p>Recognise and show rolling, kicking and throwing a ball</p>	<p>a knife and fork correctly.</p> <p>Combine different movements with ease and fluency.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: scissors, knives, forks and spoons.</p> <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, jumping, climbing</p>	<p>paintbrushes, scissors, knives, forks and spoons.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	<p>future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>		<p>good posture when sitting at a table or sitting on the floor.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p>
<p>Curriculum Goals</p>	<p>Can sit for a sustained period using correct posture on the carpet Can sit for a sustained period using correct posture at the table Can hold scissors using the correct hold and use snipping action</p>	<p>Can cut a straight-line using scissors Can hold a pencil using a pincer grip and draw curved and straight lines. Can hold knife and fork and cut food effectively Can pedal, and push a scooter effectively. Can roll , throw and kick a ball with control Can balance on steppingstones and wooden planks</p>	<p>Can cut a curved shaped Can hold pencil with pincer grip and form most letters using correct orientation Can use different equipment involving balancing, core strength and co ordination Can catch and throw different sized balls Can jump, roll, twist, hop , run and balance using different equipment</p>			

	<p>Can make a mark using paintbrushes, pencils, pens of different shape and sizes</p> <p>Can hold a tool and saw effectively</p> <p>Can hold a pencil using tripod hold and early stages of pincer hold</p> <p>Can roll, throw and kick a ball without control</p>		
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Vocabulary	Sit posture hold snip thumb fingers strength knife fork cut spread push pull saw balance wobbly roll, throw, kick up/down	Straight line throw kick balance core grate backwards forwards pedal	Hop jump twist throw aim pincer target flexible
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Educational Programme

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

<p>Literacy</p> <p>Phase 1 – Aspect 1-7 – Continuous Provision for children who are not blending.</p> <p><i>LWL&S Phonics Progression</i></p> <p><i>LWL&S Reading Programme</i></p>	<p>Word Reading</p> <table border="1"> <thead> <tr><th colspan="2">Phase 2 graphemes</th></tr> </thead> <tbody> <tr><td>Week 1</td><td>s a t p</td></tr> <tr><td>Week 2</td><td>i n m d</td></tr> <tr><td>Week 3</td><td>g o c k</td></tr> <tr><td>Week 4</td><td>ck e u r</td></tr> <tr><td>Week 5</td><td>h b f l</td></tr> </tbody> </table> <table border="1"> <tbody> <tr><td>Week 1</td><td></td></tr> <tr><td>Week 2</td><td></td></tr> <tr><td>Week 3</td><td></td></tr> <tr><td>Week 4</td><td></td></tr> <tr><td>Week 5</td><td></td></tr> </tbody> </table> <table border="1"> <thead> <tr><th colspan="2">New tricky words</th></tr> </thead> <tbody> <tr><td>is</td><td></td></tr> <tr><td>I</td><td></td></tr> <tr><td>the</td><td></td></tr> </tbody> </table> <p>I know individual letters by saying the sounds for them.</p>	Phase 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	<p>I can blend short words.</p> <p>I can read a few common exception words.</p> <p>I recognise my name</p> <p>Writing I am giving meaning to marks Encouraging children to hold a pencil correctly and say what their marks mean.</p> <ul style="list-style-type: none"> • Use some print and letter knowledge in early writing e.g. starting at the top of the pages/initial sounds <p>I can:</p> <ul style="list-style-type: none"> • Use one handed tools • Use comfortable grip and show good control with pencil • Show a preference for a dominant hand 	<p>I can read a few common exception words.</p> <p>I know how to blend with taught graphemes</p> <p>I can read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Writing - I can:</p> <ul style="list-style-type: none"> • I can write a label or list • I can write a simple caption • Segment and record words with taught graphemes. 	<p>correspondences and a few exception words.</p> <p>Writing - I can:</p> <ul style="list-style-type: none"> • I can write captions with common exception words and finger spaces. • Begin to form lower-case and capital letters correctly. 	<p>them.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Writing - I can:</p> <ul style="list-style-type: none"> • Start to form lower-case and capital letters correctly. • Write and spell common exception words correctly 	<p>word reading, fluency and understanding and enjoyment.</p> <p>Writing - I can:</p> <ul style="list-style-type: none"> • Form lower-case and capital letters correctly. • Write short sentences by segmenting unfamiliar words and spelling known tricky words correctly. • 	<p>enjoyment.</p> <p>Writing - I can:</p> <ul style="list-style-type: none"> • To start to introduce adjectives into writing. • To start to edit writing, ensuring each sentence has a capital letter, finger spaces and a full stop. • Form lower-case and capital letters correctly.
<p>Curriculum Goals</p>	<ul style="list-style-type: none"> • Write some/all of name • Write some letters accurately. • Saying sounds for individual letters • Write my name 		<ul style="list-style-type: none"> • Children Spell words by segmenting with taught graphemes • Start to record short, simple captions or sentences by segmenting unfamiliar words and spelling known tricky words correctly. 		<ul style="list-style-type: none"> • Children starting to remember to use a capital letter, finger spaces and a full stop for each sentence. • Children re-read what they have written to check that it makes sense. 	

Vocabulary	Name letter sound blend segment read grapheme Write left handed right handed list caption word label Tricky word sticky bit Rhyme rhyming	Digraph - 2 letters 1 sound Trigraph - 3 letters - 1 sound Sentence spelling lowercase capital letter Fiction / non fiction poem	<u>Fullstops</u> <u>Fluency</u> <u>Re read</u> <u>Narrative story</u>
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Writing Outcomes				
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Educational Programme

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. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

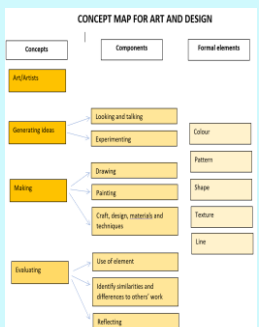
<p>Maths</p> <p>NCTEM</p>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Autumn 1</th> <th>Week 1</th> <th>Week 2</th> <th>Week 3</th> <th>Week 4</th> </tr> </thead> <tbody> <tr> <td>Focus</td> <td>Subitising</td> <td>Counting, ordering and number</td> <td>Composition</td> <td>Subitising</td> </tr> <tr> <td>Set 1</td> <td>Subitising within 3</td> <td>Focus on counting skills</td> <td>Explore how all numbers are made of 1s Focus on composition of 3 and 4</td> <td>Subitise objects and sounds</td> </tr> <tr> <th>Autumn 2</th> <th>Week 6</th> <th>Week 7</th> <th>Week 8</th> <th>Week 9</th> </tr> <tr> <td>Focus</td> <td>Counting, ordering and number</td> <td>Comparison</td> <td>Composition</td> <td>Composition</td> </tr> <tr> <td>Set 2</td> <td>Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5</td> <td>Comparison of sets - by matching Use the language of comparison: more than, fewer than, an equal number</td> <td>Explore the concept of 'whole' and 'part'</td> <td>Focus on the composition of 3, 4 and 5</td> </tr> </tbody> </table> <ul style="list-style-type: none"> - measure and pattern - Shapes with 4 sides 	Autumn 1	Week 1	Week 2	Week 3	Week 4	Focus	Subitising	Counting, ordering and number	Composition	Subitising	Set 1	Subitising within 3	Focus on counting skills	Explore how all numbers are made of 1s Focus on composition of 3 and 4	Subitise objects and sounds	Autumn 2	Week 6	Week 7	Week 8	Week 9	Focus	Counting, ordering and number	Comparison	Composition	Composition	Set 2	Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5	Comparison of sets - by matching Use the language of comparison: more than, fewer than, an equal number	Explore the concept of 'whole' and 'part'	Focus on the composition of 3, 4 and 5	<table border="1" style="width: 100%; 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Curriculum Goal	Can sing number rhymes using numbers to 5	Can sing number rhymes using numbers to 10	I can add 2 groups together
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	<p>I can subitise to 5</p> <p>I can compare 2 groups</p> <p>I can count to 10</p> <p>I can repeat a simple pattern</p> <p>I know number pairs to 5</p> <p>Basic 2d shape</p>	<p>I can subitise to 10</p> <p>I can identify which group has more/less</p> <p>I can count to 20</p> <p>I can write numbers to 5</p> <p>I can continue a simple pattern</p> <p>Basic 3d shapes</p> <p>Use part whole model</p> <p>I know doubles to 5+5</p> <p>I can make patterns using ababa/ aabb aa /abcabc patterns</p>	<p>I can count beyond 20</p> <p>I can order teen numbers</p> <p>I can write numbers to 10</p> <p>I can share between 2 groups</p> <p>I can find half</p> <p>I know number pairs to 10</p> <p>I can use my number of number pairs to 10 to solve addition and sub problems</p> <p>Talk about properties of 2 and 3d shapes</p>			
Vocabulary	<p><u>Sort match same different pattern</u> <u>big bigger small smaller few fewer less</u> <u>more long longer longest tall taller</u> <u>tallest heavy heavier heaviest</u></p> <p><u>Square rectangle triangle circle</u></p> <p><u>Front back next to behind in</u> <u>between</u></p>	<p><u>Length measure pairs zero capacity time day night minute</u> <u>hour</u></p>	<p><u>Add addition more than together</u></p> <p><u>Subtract minus take away share double odd even</u></p>			
Educational Programme	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. 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>					
<p>Knowledge and Understanding of the World</p> <p>Foundations in Science, History, Geography, RE and Computing</p>	<p>Talks about differences between materials and changes they notice.</p> <p>To know the 5 senses</p> <p>Our School</p>	<p>Name and order the seasons.</p> <p>Location Knowledge</p> <p>I am able to recognise a map and a globe I know that land is represented</p>	<p>Explore non-contact forces (gravity and magnetism)</p> <p>Fieldwork Knowledge: Use photos of the school environment and perhaps the surrounding area to identify local features.</p> <p>I can comment on images of familiar situations in the past.</p>	<p>Understand the effects of seasons on the natural world, discussing when and how things grow.</p> <p>Understand the need to respect and care for the natural environment and all living things.</p> <p>Human and Physical Knowledge I know how</p>	<p>I can name and describe people who are familiar to me.</p> <p>I can compare and contrast characters from stories, including figures from the past.</p> <p>I can recognise some environments that are different from the one in which I live.</p> <p>Human and Physical Knowledge: I can share pictures and stories about themselves, their families and other</p>	<p>Can talk about different life cycles</p> <p>I can talk about members of their immediate family and community.</p> <p>I understand that some places are special to members of their community.</p> <p>I can recognise some similarities and</p>

	<p>They talk about the features of their own immediate environment and how environments might vary from one another</p> <p>I can talk about members of my immediate family and community.</p> <p>Order and sequence familiar events— create timeline for their day & sequencing events in own life.</p> <p>Talk about past and present events in their own lives and in lives of family members.</p> <p>I can name and describe people who are familiar to me.</p>	<p>as green and water as blue on a globe</p> <p>Place</p> <p>Knowledge I know about places and locations in their immediate environment. I can able to recognise and name features within the school environment.</p> <p>I can comment on images of familiar situations in the past.</p> <p>I can draw information from a simple map.</p> <p>I understand that some places are special to members of their community.</p> <p>I recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>I can compare and contrast characters from stories, including figures from the past.</p> <p>I recognise that people have different beliefs and celebrate special times in different ways.</p> <p>I can describe what they see, hear and feel whilst outside.</p> <p>I know and understand the effect of changing seasons on the natural world around me.</p> <p>Computing</p> <p>I know the difference between photography and video</p> <p>I can take a photograph</p> <p>I can record a short film using a camera</p> <p>I can record and play a film</p>	<p>to care for living things and their environment. I know about growth, decay and changes over time. I can talk about why things happen and how things work</p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>I can explore the natural world around them.</p> <p>I can describe what I see, hear and feel whilst outside.</p> <p>Computing</p> <p>I can create images on the computer using a range of programs</p> <p>I can use a painting app and explore the paint and brush tools</p> <p>I can move and resize images with my fingers or mouse</p>	<p>people. I can show through play everyday actions and events from their own family and cultural background. I can describe detailed features of objects, materials and living things through outdoor play and small world.</p> <p>I recognise some similarities and differences between life in this country and life in other countries.</p>	<p>differences between life in this country and life in other countries.</p> <p>Computing</p> <p>I can type letters with increasing confidence using a key board and tablet</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions. Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>Know about similarities and differences between themselves and others, and among families, communities and traditions.</p>
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	<p>I can explore the natural world around them.</p> <p>I can describe what I see, hear, and feel whilst outside.</p> <p>Computing I can use a touch screen game and use computers/key boards in role play</p>	<p>I know about the natural world around me.</p> <p>I can describe what I see, hear and feel whilst outside.</p> <p>Computing I can follow simple algorithms</p> <p>I can spot simple patterns</p> <p>I can sequence simple tasks</p>				
<p>Curriculum Goals</p>	<p>I can recognise a map and a globe I know that land is represented as green and water as blue on a globe</p> <p>I can talk about the places and locations in their immediate environment.</p> <p>I can able to recognise and name features within the school environment.</p> <p>I can use photos of the school environment and perhaps the surrounding area to identify local features.</p> <p>: I know who is in my immediate family. I know that the past is something that has already happened. I know that the</p>	<p>I can observe things closely through a variety of means including magnifiers and photographs.</p> <p>I can create paintings, drawings and models of my observations.</p> <p>I can ask questions about my familiar world.</p> <p>I can draw information from a simple map.</p> <p>I can use everyday language related to time</p> <p>I can order and sequence familiar events—create timeline for their day & sequencing events in own life</p> <p>I know which season it is and I know something that happens in each season</p> <p>I can identify a change in the environment in the new season</p> <p>I know plants need sun, water and soil to grow</p> <p>I can name some baby and adult farm animals</p> <p>I can name a simple property of a material</p> <p>I can investigate if a material is magnetic or floats</p>		<p>I can discuss similarities and differences about themselves, family and the local community through stories and first hand experiences. e.g. photos</p> <p>I can explore through play differences in cultures.</p> <p>I can notice detailed features of objects, materials and living things through outdoor play and small world.</p> <p>I can talk about past and present events in my own life and in lives of family members.</p> <p>I can talk about similarities and differences between myself and others</p> <p>I can say why I choose a certain material for my model or construction</p> <p>I can give a simple explanation why a material floats or is magnetic</p>		

	<p>future is something that hasn't happened yet.</p> <p>I can use smell, touch, taste, sight and vision to describe what I see I can name the 4 seasons</p> <p>I can name different materials . I can say how it feels</p>					
<p>Vocabulary</p>	<p>Maps, Globe, Places, Locations, Features, Playground, Houses, Buildings, Park, Shops, Bus stop, Church, School, home heath Older, younger, yesterday, today, tomorrow, last week, future, family Senses season autumn winter environment</p>		<p>similar, different, community, objects, materials</p>	<p>Butterflies, eggs, caterpillars life cycle, cocoon, frogs spawn, stem, roots, potatoes, mouldy, fungus, daffodils, soil, seeds, water, sun Magnet magnetic stick Spring summer year week month Grow baby adult farm plant sun seed water soil</p>		
<p>Educational Programme</p>	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>					
<p>Expressive Arts and Design</p> <p>Foundations in Art, DT & Music</p> 	<p>I can explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>I can develop storylines in their pretend play.</p> <p>I know how to create collaboratively, sharing ideas, resources, and skills.</p>	<p>I know how to create collaboratively, sharing ideas, resources and skills.</p> <p>I can sing in a group or on my own, increasingly matching the pitch and following the melody.</p> <p>I can explore and engage in music</p>	<p>I can watch and talk about dance and performance art, expressing my feelings and responses.</p> <p>I know how to develop storylines in my pretend play.</p> <p>I can listen attentively, move to and talk about music, expressing my feelings and responses.</p> <p>I can create collaboratively, sharing ideas, resources and skills.</p>	<p>I can return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>I can sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>I can listen attentively, move to and talk about music, expressing my feelings and responses.</p>	<p>I can develop storylines in my pretend play.</p> <p>I can watch and talk about dance and performance art, expressing my feelings and responses.</p> <p>I can return to and build on their previous learning, refining ideas and developing my ability to represent them.</p> <p>I can explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Know and demonstrate that objects look different from different angles</p>	<p>I can explore and engage in music making and dance, performing solo or in groups.</p> <p>I can sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>I can return to and build on their previous learning, refining ideas and developing my ability to represent them.</p>

	<p>I can construct with purpose</p> <p>Name colours including black, grey, and white. Extend vocab with pink, burgundy, crimson etc.</p> <p>Experiment with different brushes, colours. Including painting with twigs, sponges, fingers etc.</p> <p>Text:</p> <p>Components: Painting/Making</p>	<p>making and dance, performing solo or in groups.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Know and demonstrate that a line is made by a dot which moves.</p> <p>Know that when a line meets up with where it started, it will make a shape.</p> <p>Know and demonstrate that objects look different from different angles</p> <p>Know and demonstrate that 3d art can be made from a huge variety of items including “junk modelling” and</p>	<p>I can explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Experiment with different surfaces.</p> <p>Know that we can change the thickness of marks by changing the brush type.</p> <p>Components: Painting/Making</p>	<p>Know and demonstrate that lines can be straight or wavy.</p> <p>Know that sometimes I can draw what I see but sometimes I can draw what I imagine.</p> <p>Artist Focus: Beatrix Potter Text: Peter Rabbit</p> <p>Components: Drawing/Making</p>	<p>Draw on different surfaces with a variety of drawing tools.</p> <p>Know and demonstrate that 3d art can be made from a huge variety of items including “junk modelling” and nature sculptures.</p> <p>Know and demonstrate how to hold and safely use a pair of scissors.</p> <p>Artist Focus: Andy Goldsworthy Text:</p> <p>Components: Drawing/Sculpture</p>	<p>Experiment with different brushes, colours. Including painting with twigs, sponges, fingers etc.</p> <p>Know that we can change the thickness of marks by changing the brush type.</p> <p>Artist Focus: Eric Carle Text: The seahorse</p> <p>Components: Painting/Making</p>
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		<p>nature sculptures.</p> <p>Know and demonstrate how to hold and safely use a pair of scissors.</p> <p>Artist Focus: Andy Goldsworthy</p> <p>Text: Leaf Man</p> <p>Components: Drawing/ Sculpture</p>			
Curriculum Goals	<p>Can talk about how music makes them feel</p> <p>Can sing in a group, trying to keep in time</p> <p>Knows how to make a sound out of a wide variety of instruments.</p> <p>Can use pre-made paints and are able to name colours</p> <p>Can mix primary colours to make secondary colours</p> <p>Can print with small blocks, small sponges, fruit, shapes and other resources</p> <p>Children can draw things that they observe</p> <p>Can make marks. Draws circles and lines.</p> <p>Builds towers by stacking objects</p> <p>Can explore with clay</p> <p>Can use glue sticks and glue spatulas independently</p> <p>Can add other materials to develop models (tissue paper, glitter...)</p>	<p>Can understand emotion through music and can identify if music is 'happy', 'scary' or 'sad'</p> <p>Can sing by themselves, matching pitch and following melody</p> <p>Can play a given instrument to a simple beat</p> <p>Can add white or black paint to alter tint or shade</p> <p>Can use thick brushes</p> <p>Can hold a paintbrush using a tripod grip</p> <p>Create patterns or meaningful pictures when printing</p> <p>Children can draw simple things from memory</p> <p>Can draw with detail (bodies with sausage limbs and additional features)</p> <p>Builds simple models using walls, roofs and towers.</p> <p>Can manipulate clay (rolls, cuts, squashes, pinches, twists...) and identify different actions</p> <p>Can join items with glue or tape</p> <p>Can secure boxes, toilet rolls, decorate bottles</p>	<p>Can express how music makes them feel and identify the emotion</p> <p>Can sing in a group, matching pitch and following melody</p> <p>Can change the tempo and dynamics whilst playing</p> <p>Beginning to write own compositions using symbols, pictures or patterns</p> <p>Can mix colours, altering tint and shade</p> <p>Warm/Cool colours</p> <p>Can make lines of varying thickness, Dots and lines for pattern/texture. Uses a variety of brushes and tools for effect</p> <p>Can print with a variety of resources</p> <p>Children are beginning to draw self-portraits, landscapes and buildings/cityscapes</p> <p>Can draw bodies of an appropriate size for what they're drawing</p> <p>Builds models which replicate those in real life. Can use a variety of resources – loose part play</p> <p>Can use clay and other materials to make something that they give meaning to and shows clear intention</p> <p>Can join items in a variety of ways – Sellotape, masking tape, string, ribbon</p> <p>Can improve models (scrunch, twist, fold, bend, roll)</p>		
Vocabulary	Pencil/crayon/paint/paintbrush/water	Natural/nature/clay/	Shade/ Primary/Improve / make better/	Imagine/pitch/melody/perform	Symbol/tempo/compose Scrunch/twist/fold

	<p>/pot/apron/palette /colour/mix Brush/ paper/ drying rack/label Make/ create/ picture/ scissors Gluestick/masking tape/cellotape/ Sing/ instrument /beat / feel</p>	<p>sculpture/ junk modelling/ Draw/line/pencil/ dot/curve/ Shape/angles/sid es/top/bottom/jo in/stick/pattern/c ollage/draw/ Listen / express/pattern</p>	<p>Feel/ texture/fabric/ material/ thick / thin/ Melody/song/rhythm/emotion/ copy/repeat</p>			
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