



St Michael's
C.E. Primary School

Early Years Foundation Stage Reception Curriculum

St Michael's Church of England Primary School's Reception Curriculum document displays the progression of knowledge and skills throughout the year. Outcomes for each area of learning are taken from the Educational Programmes stated within the [Statutory Framework for the Early Years Foundation Stage](#). This document, in addition to [Birth to 5 Matters](#) and [Development Matters](#), is used to ensure that learning and developmental needs are met across all areas of learning. Our curriculum reflects age-related expectations at key points over the year. However, we are mindful that all children have unique starting points. Therefore, we assess them using the [Birth to 5 Matters](#) guidance and then adapt our curriculum accordingly to meet their individual needs. Progression from both Nursery and Reception into Year 1 and beyond have been considered to ensure curriculum coverage so that each child thrives on their individual educational journey through our school.

At the beginning of the summer term in Reception, we also offer the opportunity for selected Nursery pupils to move into Reception as part of our 'Rising 4's' strategy. Our 'Rising 4's' will spend approximately a year and a term in Reception and so we have ensured that our curriculum provides opportunities for these pupils to further deepen and embed their learning. The Love of Reading Texts from Nursery will still be incorporated into the Reception curriculum in the summer term and learning will be driven by both these and the themes/texts from the Reception curriculum but tailored to the needs of the pupils. Our 'Rising 4's' will mostly be working in the Range 5 band in [Birth to 5 Matters](#). Our curriculum will therefore be adapted for these pupils using this guidance. To address the potential repetition of material in the following summer term a year later, we will adapt the curriculum by accessing the themes from a Range 6 perspective. This approach will allow the children to revisit and retrieve key concepts and skills, but from a deeper and more complex viewpoint. By doing so, we aim to deepen and extend their knowledge and skills, fostering a more comprehensive understanding ready for Year 1.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Question	How are we all unique?	Why and how do people celebrate?	What makes a hero?	What is around Bartley Green?	How do things grow?	What is the seaside like?
Themes	Me, family, friends, diversity, friendship, home, animals, pets, feelings, school, seasons, emotions	Festivals, celebrations, cultures, religion, light and dark, stars, the moon, Christmas, imagination	Superheroes, personal qualities, talents, helping others, charity, relationships, teamwork	Local area, nature, forests, woods, woodland animals, fairy tales, baking, community, local places and landmarks, Bartley Green, Birmingham	Plants, growing, senses, healthy eating, cooking, fruit and vegetables, insects, minibests, weather	Seaside, sea, near and far, sea creatures, beach, pollution, travel, holiday, summer
Vehicle Text	The Something	Star in the Jar	Juniper Jupiter	Little Red	The Extraordinary Gardener	The Storm Whale
Enhancement Texts	Perfectly Norman Hair Love	The Owl Who Was Afraid of the Dark	A Superpower Like Mine	Martha Maps it Out The Gruffalo	Jasper's Beanstalk Oliver's Vegetables	Julian is a Mermaid

		One Snowy Night	Supertato			Somebody Swallowed Stanley
Rising 4's Love of Reading Text					Would You Rather... (Year 1) Errol's Garden (Year 2)	Car, Car, Truck, Jeep (Year 1) Things That Go (Year 2)
School Values (How our values are weaved into our curriculum)	<u>Courage</u> <ul style="list-style-type: none"> Starting Reception Leaving your parent at the door Making new friends Sharing your feelings Taking risks Being resilient 	<u>Hope</u> <ul style="list-style-type: none"> Sharing hope through celebrations Knowing God is with us through dark times Sharing our 'hopes and dreams' for the New Year 	<u>Thankfulness</u> <ul style="list-style-type: none"> Being thankful for our friends Being thankful to God for our talents Working together as a team Charity and fundraising 	<u>Love and Forgiveness</u> <ul style="list-style-type: none"> Making choices through love Understanding morals Showing love for our local community Learning from mistakes 	<u>Trust</u> <ul style="list-style-type: none"> Trusting in God Having trust in the way the world works Observing how things change in God's world Trusting the process 	<u>Community</u> <ul style="list-style-type: none"> Looking after our world Conservation and recycling Celebrating diversity Making an impact Transition to Year 1
British Values	Individual Liberty	Rule of Law	Tolerance	Mutual Respect	Democracy	Rule of Law
St Michael's Learning Behaviours	Be Ready Be Respectful Be Responsible					
Behaviour Curriculum	3 R's Wow Walking STAR Marvellous Manners (peers, adults, lunch time) The A Choice Voice Levels Outside Behaviour	3 R's Wow Walking STAR Marvellous Manners (peers, adults, lunch time) The A Choice Voice Levels Outside Behaviour	3 R's Wow Walking STAR Marvellous Manners (peers, adults, lunch time) The A Choice Voice Levels Outside Behaviour	3 R's Wow Walking STAR Marvellous Manners (peers, adults, lunch time) The A Choice Voice Levels Outside Behaviour	3 R's Wow Walking STAR Marvellous Manners (peers, adults, lunch time) The A Choice Voice Levels Outside Behaviour	3 R's Wow Walking STAR Marvellous Manners (peers, adults, lunch time) The A Choice Voice Levels Outside Behaviour
Key Vocabulary (Non-negotiable vocabulary in bold)	Unique, family, relations, home, body parts, familiar animal names, pet, friend, relationship, same,	Celebration, tradition, remember, light, dark, festival linked vocabulary, special time, celebrate, Jesus, Christmas	Superhero, help, care, hero, team, charity, fundraising, talent, special, unique, grateful	Local area, town, city, community, wood, forest, house, home, field, river, map, Church, reservoir, bus stop, shop, café, post	Grow, plant, fruit, vegetable, sun, light, change, water, seed, tree, flower, insect, minibeast, weather, healthy, unhealthy	Seaside, journey, beach, sea, ocean, sand, land, pier, rockpool, crab, destination, map, globe, shell, fair, sea


	different, happy, sad, angry			office, school, university, car, bus, taxi, train, aeroplane		creature names, pollution, holiday
Rhymes and Songs	Ready Steady Write Song Lots of People in my Family Daddy Finger We are a Family I Have a Pet The Feelings Song Harvest songs	Ready Steady Write Song Twinkle Little Star Star Light, Star Bright Diwali songs Hannukah songs Christmas songs Autumn songs	Ready Steady Write Song Let's Be Superheroes Superhero Song If You're Super and You Know It This is the Way we Make Friends	Ready Steady Write Song Easter songs Gruffalo Song Hungry Wolf Little Red is Very Good Mind the Wolf Walking in the Forest	Ready Steady Write Song 5 Little Flowers I'm a Little Bean In the Garden The Farmer Plants the Seeds Plant a Tree	Ready Steady Write Song I Do Like to Be Beside the Seaside Into the Sea Summer Clothes Song I'm a Little Fish The Waves in the Sea Ice Cream Song
Educational Visits		Theatre Whole School Pantomime	Church visit	Library		Seaside
Key Dates/ Celebrations	Harvest World Mental Health Day	Bonfire night Diwali Remembrance Day Remembrance Sunday Hannukah Advent Christmas Anti-bullying week	Valentine's Day Chinese New Year NSPCC Number Day Online-safety Day Inter-faith Week	World Book Day Mother's Day Shrove Tuesday Ash Wednesday Good Friday Easter Sunday	Eid Al Fitr	Eid Al Adha Father's Day Sports Day
Parental Involvement	We have an open-door policy for parents and they receive daily communication from teachers and TAs					
	Meet the Teacher Pupil Progress Meeting	Phonics Workshop Open Evening	Parent Lesson and Lunch	Pupil Progress Meeting		Parent's Picnic Open Evening
Charity/ Fundraising		Children in Need Christmas Jumper Day	NSPCC Number Day	Red Nose Day		
Performance		Nativity				
Church Service	Welcome Service in Church Harvest Service in Church	Christmas Service	Spring Service		Summer Service	

Literacy 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).




We teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. The programme ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

<div></div> <p>We teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. The programme ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.</p>						
Phonics	<p><u>Phase 2</u></p> <p>GPCs: s a t p i n m d g o c k c k e u r h b f l</p> <p>Tricky words: is I the</p>	<p><u>Phase 2</u></p> <p>GPCs: ff ll ss j v w x y z zz qu ch sh th ng nk</p> <ul style="list-style-type: none">words with –s /s/ added at the end (hats sits)words ending in s /z/ (his) and with –s /z/ added at the end (bags sings) <p>Tricky words: put pull full as and has his her go no to into she push he of we me be</p>	<p><u>Phase 3</u></p> <p>GPCs: ai ee igh oa oo oo ar or ur ow oi ear air er</p> <ul style="list-style-type: none">words with double letterslonger words <p>Tricky words: was you they my by all are sure pure</p>	<p><u>Phase 3</u></p> <p>GPCs: Review Phase 3</p> <ul style="list-style-type: none">words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound wordswords with s /z/ in the middlewords with –s /s/ /z/ at the endwords with –es /z/ at the end <p>Tricky words: Review all taught so far</p>	<p><u>Phase 4</u></p> <p>Short vowels with adjacent consonants</p> <ul style="list-style-type: none">CVCC CCVC CCVCC CCCVC CCCVCClonger words and compound wordswords ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est <p>Tricky words: said so have like some come love do were here little says there when what one out today</p>	<p><u>Phase 4</u></p> <p>GPCs: Phase 3 long vowel graphemes with adjacent consonants</p> <ul style="list-style-type: none">CVCC CCVC CCCVC CCV CCVCCwords ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –estlonger words <p>Tricky words: Review all taught so far</p>
	Reading	<p>We teach the children to apply their phonics to reading through reading practice sessions:</p> <ul style="list-style-type: none">DecodingProsodyComprehension				

Writing	<div data-bbox="1128 97 1348 320" data-label="Image"> </div> <p>We follow the Ready Steady Write writing scheme. The writing curriculum is designed to provide a broad and balanced education that meets the needs of all children. It provides opportunities for children to develop as independent, confident and successful writers, with high aspirations, who know how to make a positive contribution to their community and the wider society.</p>					
Writing Outcome/ Purpose	<p>Narrative: A Friendship & Animal Theme</p> <p>Purpose: To tell and write sentences around the theme</p>	<p>Information: Poster to find a lost star</p> <p>Purpose: To inform (and describe)</p>	<p>Narrative: A Superhero Theme</p> <p>Purpose: To tell and write sentences around the theme</p>	<p>Instructions: How to trap an animal</p> <p>Purpose: To instruct</p>	<p>Narrative: A Plant Growing Theme</p> <p>Purpose: To tell and write sentences around the theme</p>	<p>Poems: Sea creature poems</p> <p>Purpose: To describe</p>
Grammar: Word	<ul style="list-style-type: none"> Recognise that spoken word can be represented in print Begin to represent a word with an initial sound or make phonemically plausible attempts at spelling Teach high frequency words and Common Exception Words 	<ul style="list-style-type: none"> Represent words in print segmenting using known GPCs to make phonemically plausible attempts at spelling Secure previous unit high frequency words and teach Common Exception Words 	<ul style="list-style-type: none"> Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling Secure previous unit high frequency words and teach Common Exception Words 	<ul style="list-style-type: none"> Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling Secure previous unit high frequency words and teach Common Exception Words 	<ul style="list-style-type: none"> Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling Secure previous unit high frequency words and teach Common Exception Words 	<ul style="list-style-type: none"> Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling Secure previous unit high frequency words and teach Common Exception Words
Grammar: Sentence	<ul style="list-style-type: none"> Orally rehearse sentences and Word Count the number of words spoken prior to writing 	<ul style="list-style-type: none"> Orally rehearse sentences and Word Count the number of words spoken prior to writing 	<ul style="list-style-type: none"> Orally rehearse sentences and Word Count the number of words spoken prior to writing 	<ul style="list-style-type: none"> Orally rehearse and recall sentence prior to writing Orally connect one idea or action 	<ul style="list-style-type: none"> Orally rehearse and write: short sentences with known letter correspondences using a capital 	<ul style="list-style-type: none"> Orally rehearse and write: short sentences with known letter correspondences using a capital



	<ul style="list-style-type: none"> Focus on simple sentences - Subject, verb object. e.g. Dan had a dog. Combining words to make labels, captions, lists, phrases and short sentences Teacher model use of the Sentence Accuracy Check 	<ul style="list-style-type: none"> Focus on a simple sentence - Subject, verb object. e.g. I got a gem. Combining words to make labels, captions, lists, phrases and short sentences Teacher model and support correct use of the Sentence Accuracy Check 	<ul style="list-style-type: none"> Orally connect one idea or action using a range of connectives Re-read what they have written to check for meaning Write: Combining words to make labels, captions, lists, phrases and short sentences Joining words using and, joining words and clauses using 'and' Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check 	<ul style="list-style-type: none"> using a range of connectives Write short sentences with words with known sound letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences Joining words using and, joining words and clauses using connectives (e.g. but, because, and) Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check 	<ul style="list-style-type: none"> letter and full stop that can be read by themselves and others Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences Joining words using and, joining words and clauses using connectives (e.g. but, because, and) Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check 	<ul style="list-style-type: none"> letter and full stop that can be read by themselves and others Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences Joining words using and, joining words and clauses using connectives (e.g. but, because, and) Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check
Grammar: Text	<ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding Learn new vocabulary from texts 	<ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding Learn new vocabulary from texts 	<ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding Learn new vocabulary from texts 	<ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding Learn new vocabulary from texts 	<ul style="list-style-type: none"> Learn new vocabulary from texts Recognise four parts of a simple narrative - opening, build up, 	<ul style="list-style-type: none"> Learn new vocabulary from texts Recognise four parts of a simple narrative - opening, build up,

	<ul style="list-style-type: none"> Support recognition of the four parts of a simple narrative - opening, build up, problem and ending Begin to retell familiar stories and texts in their words and / or repetition 	<ul style="list-style-type: none"> Recognise four parts of a simple narrative - opening, build up, problem and ending Retell the story - some as exact repetition and some in own words including; Once upon a time, So, First, Next, Finally Sequence sentences to form short narratives 	<ul style="list-style-type: none"> Recognise four parts of a simple narrative - opening, build up, problem and ending Retell the story - some as exact repetition and some in own words including; Once upon a time, So, and Suddenly Sequence sentences to form short narratives 	<ul style="list-style-type: none"> Recognise four parts of a simple narrative - opening, build up, problem and ending Retell the story - some as exact repetition and some in own words including; Once upon a time, So, Soon, and Suddenly Sequence sentences to form short narratives 	<p>problem and ending</p> <ul style="list-style-type: none"> Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems Retell the story - some as exact repetition and some in own words including; Once upon a time, Then one night, The very next morning and Then Sequence sentences to form short written narratives 	<p>problem and ending</p> <ul style="list-style-type: none"> Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems Retell the story - some as exact repetition and some in own words including; Once upon a time, Then, Suddenly and Late that night Sequence sentences to form short written narratives
Grammar: Punctuation	<ul style="list-style-type: none"> Letter formation Separation of words and spaces 	<ul style="list-style-type: none"> Letter formation Separation of words with spaces Personal pronoun - I, he 	<ul style="list-style-type: none"> Letter formation Separation of words with spaces Capital letters Personal pronoun - I, she, he Full Stops 	<ul style="list-style-type: none"> Letter formation Separation of words with spaces Capital letters Personal pronoun - I, he, she Full Stops 	<ul style="list-style-type: none"> Letter formation Separation of words with spaces Capital letters Personal pronoun - I, he, she Full Stops Capital Letters for names 	<ul style="list-style-type: none"> Letter formation Separation of words with spaces Capital letters Personal pronoun - I, he, she Full Stops Capital Letters for names
Handwriting	<p style="text-align: center;"></p> <p style="text-align: center;">We teach handwriting through the Letter Join scheme to ensure that our pupils develop their gross/fine motor skills, become familiar with letter shapes/sounds/formation/vocabulary and develop the correct sitting position and pencil grip for handwriting.</p>					

	<ul style="list-style-type: none"> • Demonstrate confidence in gross and fine motor skills • Introduce vocabulary to describe pre-cursive patterns • Form circles, spirals, lines and diagonals pre-cursive patterns correctly • Sit correctly for handwriting and hold a pencil beginning to use the tripod grip 	<ul style="list-style-type: none"> • Use appropriate vocabulary to describe pre-cursive patterns • Form Jellies, Zig-zags, Loopies and Waves patterns correctly • Sit correctly for handwriting and hold a pencil using the tripod grip 	<ul style="list-style-type: none"> • Know that each letter is referred to as a sound • Sit correctly for handwriting and hold a pencil using the tripod grip • Form lowercase letters correctly • Write words containing taught letters using the correct joins between each letter 	<ul style="list-style-type: none"> • Know that each letter is referred to as a sound • Sit correctly for handwriting and hold a pencil using the tripod grip • Form lowercase letters correctly • Write words containing taught letters using the correct joins between each letter 	<ul style="list-style-type: none"> • Know that each letter is referred to as a sound • Sit correctly for handwriting and hold a pencil using the tripod grip • Form lowercase letters correctly • Write words containing taught letters using the correct joins between each letter 	<ul style="list-style-type: none"> • Know that each letter is referred to as a sound • Sit correctly for handwriting and hold a pencil using the tripod grip • Form lowercase letters correctly • Write words containing taught letters using the correct joins between each letter
--	---	--	---	---	---	---

Maths 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 ten-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.

Maths	<div style="text-align: center;">   <div> NCETM <small>NATIONAL CENTRE FOR EXCELLENCE IN THE TEACHING OF MATHEMATICS</small> </div> </div> <p>We recognise that early mathematical knowledge is an essential foundation stone of every child's educational journey. Therefore, we follow the White Rose Maths scheme to help children explore mathematics in engaging and inspiring ways. The scheme encourages development of the core maths skills that make up the early years curriculum. We also use the NCETM Mastering Number carpet activities to ensure that our pupils develop fluency in calculation and a confidence and flexibility with number.</p>					
	<u>Match, sort and compare</u>	<u>It's me 1, 2, 3</u> <ul style="list-style-type: none"> • Find 1, 2 and 3 	<u>Alive in 5</u> <ul style="list-style-type: none"> • Introduce zero 	<u>Building 9 and 10</u> <ul style="list-style-type: none"> • Find 9 and 10 	<u>To 20 and beyond</u>	<u>Sharing and grouping</u> <ul style="list-style-type: none"> • Explore sharing

	<ul style="list-style-type: none"> • Match objects • Match pictures and objects • Identify a set • Sort objects to a type • Explore sorting techniques • Create sorting rules • Compare amounts <p><u>Talk about measure and patterns</u></p> <ul style="list-style-type: none"> • Compare size • Compare mass • Compare capacity • Explore simple patterns • Copy and continue simple patterns • Create simple patterns 	<ul style="list-style-type: none"> • Subitise 1, 2 and 3 • Represent 1, 2 and 3 • 1 more • 1 less • Composition of 1, 2 and 3 <p><u>Circles and triangles</u></p> <ul style="list-style-type: none"> • Identify and name circles and triangles • Compare circles and triangles • Shapes in the environment • Describe position <p><u>1, 2, 3, 4, 5</u></p> <ul style="list-style-type: none"> • Find 4 and 5 • Subitise 4 and 5 • Represent 4 and 5 • 1 more • 1 less • Composition of 4 and 5 • Composition of 1-5 <p><u>Shapes with 4 sides</u></p> <ul style="list-style-type: none"> • Identify and names shapes with 4 sides • Combine shapes with 4 sides • Shapes in the environment 	<ul style="list-style-type: none"> • Find 0 to 5 • Subitise 0 to 5 • Represent 0 to 5 • 1 more • 1 less • Composition • Conceptual subitising to 5 <p><u>Mass and capacity</u></p> <ul style="list-style-type: none"> • Compare mass • Find a balance • Explore capacity • Compare capacity <p><u>Growing 6, 7, 8</u></p> <ul style="list-style-type: none"> • Find 6, 7 and 8 • Represent 6, 7 and 8 • 1 more • 1 less • Composition of 6, 7 and 8 • Make pairs – odd and even • Double to 8 (find a double) • Double to 8 (make a double) • Combine 2 groups • Conceptual subitising <p><u>Length, height and time</u></p> <ul style="list-style-type: none"> • Explore length 	<ul style="list-style-type: none"> • Compare numbers to 10 • Represent 9 and 10 • Conceptual subitising to 10 • 1 more • 1 less • Composition to 10 • Bonds to 10 (2 parts) • Make arrangements to 10 • Bonds to 10 (3 parts) • Doubles to 10 (find a double) • Doubles to 10 (make a double) • Explore even and odd <p><u>Explore 3D shapes</u></p> <ul style="list-style-type: none"> • Recognise and name 3D shapes • Find 2D shapes within 3D shapes • Use 3D shapes for tasks • 3D shapes in the environment • Identify more complex patterns • Copy and continue patterns 	<ul style="list-style-type: none"> • Build numbers beyond 10 (10-13) • Continue patterns beyond 10 (10-13) • Build numbers beyond 10 (14-20) • Continue patterns beyond 10 (14-20) • Verbal counting beyond 20 • Verbal counting patterns <p><u>How many now?</u></p> <ul style="list-style-type: none"> • Add more • How many did I add? • Take away • How many did I take away? <p><u>Manipulate, compose and decompose</u></p> <ul style="list-style-type: none"> • Select shapes for a purpose • Rotate shapes • Manipulate shapes • Explain shape arrangements • Compose shapes • Decompose shapes • Copy 2D shape pictures • Find 2D shapes within 3D shapes 	<ul style="list-style-type: none"> • Sharing • Explore grouping • Grouping • Even and odd sharing • Play with and build doubles <p><u>Visualise, build and map</u></p> <ul style="list-style-type: none"> • Identify units of repeating patterns • Create own pattern rules • Explore own pattern rules • Replicate and build scenes and constructions • Visualise from different positions • Describe positions • Give instructions to build • Explore mapping • Represent maps with models • Create own maps from familiar places • Create own maps and plans from story situations <p><u>Make connections</u></p> <ul style="list-style-type: none"> • Deepen understanding
--	---	--	--	---	--	---

		<ul style="list-style-type: none"> • My day and night 	<ul style="list-style-type: none"> • Compare length • Explore height • Compare height • Talk about time • Order and sequence time 	<ul style="list-style-type: none"> • Patterns in the environment 		<ul style="list-style-type: none"> • Patterns and relationships
<p style="text-align: center;"><u>Communication and Language Educational Programme</u></p> <p>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, storytelling 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.</p>						
Communication and Language	<ul style="list-style-type: none"> • Listens and responds to directions and instructions e.g Collect up all the blocks • Listens to others in small groups in conversations that interest them • Listen carefully to rhymes and songs, paying attention to how they sound • Engages in non-fiction books • Begins to understand how to listen carefully in larger group situations • Shows some understanding of 	<ul style="list-style-type: none"> • Listens and responds to more complex directions and instructions e.g Clean off your board and put it into the box • Listens and joins in with conversations with peers and adults • Develop social phrases • Understands and begins to use new vocabulary in conversation with adults • Ask questions to find out more and to check they understand what 	<ul style="list-style-type: none"> • Begins to show variability in listening behaviour e.g. move around but still listening • Listen to and talk about stories to build familiarity and understanding • Learn and understand new vocabulary • Use new vocabulary through the day • Connect one idea or action to another using connectives • Describe events in some detail 	<ul style="list-style-type: none"> • Begins to pay attention to something of interest for short and sustained periods of time • Begins to listen and do for short periods of time • Listen to and talks confidently about stories to building familiarity and understanding • Is beginning to understand humour e.g. nonsense, rhymes and jokes • Learns and understand new vocabulary 	<ul style="list-style-type: none"> • Pays attention to something of interest for short and sustained periods of time • Begins to listen and do for short periods of time • Understands a range of complex sentence structures including negatives, plurals and tense markers • Listens and responds to ideas expressed by others in conversation or discussion • Understands questions such as 	<ul style="list-style-type: none"> • Pays attention to something of interest for sustained periods of time • Can listen and do for longer periods of time • Understands and uses a range of complex sentence structures including negatives, plurals and tense markers • Listens and responds to ideas expressed by others in conversation or discussion using acquired

	<p>how and why questions</p> <ul style="list-style-type: none"> • Joins in with conversations in small groups • Engages in story times • Anticipates key events and phrases in stories • Uses vocabulary that reflects the breadth of their experience 	<p>has been said to them</p> <ul style="list-style-type: none"> • Articulate their ideas and thoughts in well-formed sentences • Listen carefully to rhymes and songs, paying attention to how they sound • Shows an interest in non-fiction books 	<ul style="list-style-type: none"> • Learn rhymes, poems, and songs • Engage in non-fiction books • Listen carefully to rhymes and songs, paying attention to how they sound • Begins to understand complex sentence structures including negatives, plurals and tense markers • Answers simple questions about non-fiction books 	<ul style="list-style-type: none"> • Use new vocabulary in different contexts • Begins to listen and responds to ideas expressed by others in conversation or discussion • Use talk to help work out problems and organise thinking and activities • Explain how things work and why they might happen • Learn rhymes, poems, and songs • Talks about and answers questions about non-fiction books showing an understanding of new vocabulary. 	<p>who, why, when, where and how</p> <ul style="list-style-type: none"> • Extends vocabulary, especially by grouping, naming and exploring the meaning and sounds of new words • Uses language to imagine and recreate roles and play situations • Begins to link statements to main theme or intention • Begins to use talk to organise, sequence and clarify thinking ideas, feelings and events • Introduce a storyline or narrative into play • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words 	<p>knowledge and vocabulary</p> <ul style="list-style-type: none"> • Understands questions such as who, why, when, where and how • Follows a story without pictures and props • Extends vocabulary, especially by grouping, naming and exploring the meaning and sounds of new words. • Uses newly acquired language and vocabulary when imagining and recreating roles and play situations. • Link statements to main theme or intention • Uses talk to organise, sequence and clarify thinking ideas, feelings and events • Listens to and talk about selected non-fiction texts with a strong
--	--	---	--	---	---	---

					<ul style="list-style-type: none"> Asks a range of questions about non-fiction books 	understanding of new knowledge and vocabulary
<p align="center"><u>Personal, Social and Emotional Development Educational Programme</u></p> <p>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, cooperate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>						
Personal, Social and Emotional Development	<div align="center">  <p>We use the Jigsaw scheme as it nurtures our children to be confident and happy, increasing their capacity to learn and preparing them for the challenges of the modern world. The scheme provides our children with opportunities to develop their emotional intelligence, life skills, and proudly links to other areas of the early years curriculum.</p> </div>					
	<u>Being Me in My World</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 	<u>Celebrating Difference</u> <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 	<u>Dreams and Goals</u> <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 	<u>Healthy Me</u> <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 	<u>Relationships</u> <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 	<u>Changing Me</u> <ul style="list-style-type: none"> Know the names and functions of some parts of the body 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

	<ul style="list-style-type: none"> • Know they have a right to learn and play safely and happily • Identify feelings associated with belonging • Identify feelings of happiness and sadness • Skills to play cooperatively with others • Be able to consider others' feelings • Be responsible in the school 	<p>they are important to them</p> <ul style="list-style-type: none"> • 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 • Identify feelings associated with being proud • Identify things they are good at • Identify some ways they can be different and the same as others • Recognise similarities and differences between their family and other families • Recognise emotions when they or someone else is upset, 	<ul style="list-style-type: none"> • 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 • Understand that challenges can be difficult • Recognise some of the feelings linked to perseverance • Talk about a time that they kept on trying and achieved a goal • Be ambitious • Resilience • Recognise how kind words can encourage people • Feel proud • Celebrate success 	<p>sleep is good for them</p> <ul style="list-style-type: none"> • Know when and how to wash their hands properly • Know what to do if they get lost • Know how to say No to strangers • Recognise how exercise makes them feel • Recognise how different foods can make them feel • Can explain what they need to do to stay healthy • Can give examples of healthy food • Can explain how they might feel if they don't get enough sleep • Can explain what to do if a stranger approaches them 	<ul style="list-style-type: none"> • 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 • Can identify what jobs they do in their family and those carried out by parents/carers and siblings • Can suggest ways to make a friend or help someone who is lonely • Can use different ways to mend a friendship • Can recognise what being angry feels like • Can use Calm Me when angry or upset 	<p>happy times can help us move on</p> <ul style="list-style-type: none"> • Can identify how they have changed from a baby • Can say what might change for them they get older • Recognise that changing class can illicit happy and/or sad emotions • Can say how they feel about changing class/growing up • Can identify positive memories from the past year in school/ home
--	--	--	---	--	---	---

frightened or
angry

Physical Development Educational Programme

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. 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 wellbeing. 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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Physical Development

- | | | | | | |
|---|--|--|--|--|---|
| <ul style="list-style-type: none"> • Develops core muscle strength to achieve a good posture when sitting at a table or sitting on the floor • Develops upper body strength, stability and mobility to support the smaller muscles in the lower arms, wrists and hands • Practise crossing the midline to help the two sides of the brain communicate with each other to build essential pathways for learning • Develop Bi-Lateral Co-ordination – Symmetrical Movements | <ul style="list-style-type: none"> • Continues to develop core muscle strength to achieve a good posture when sitting at a table or sitting on the floor • Continues to develop upper body strength, stability and mobility to support the smaller muscles in the lower arms, wrists and hands • Continues to develop Bi-Lateral Co-ordination – Symmetrical movements • Develop Bi- Lateral Coordination – Alternating Movements • Uses a range of large and small | <ul style="list-style-type: none"> • Continues to develop core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Continues to develop upper body strength, stability and mobility to support the smaller muscles in the lower arms, wrists and hands. • Continues to develop Bi-Lateral Co-ordination – Alternating Movements • Each hand or foot works in turn one after the other • Move energetically, such | <ul style="list-style-type: none"> • Continues to develop core muscle strength to achieve a good posture when sitting at a table or sitting on the floor • Continues to develop upper body strength, stability and mobility to support the smaller muscles in the lower arms, wrists and hands • Continues to develop Bi-Lateral Co-ordination – alternating different movements each side of the body is doing something different in a co-ordinated way | <ul style="list-style-type: none"> • Uses core muscle strength to achieve a good posture when sitting at a table or sitting on the floor • Displays Bi-Lateral Coordination in Symmetrical, Alternating and Different Movements • Displays coordination and spatial awareness in energetic movements, such as running, jumping, dancing, hopping, skipping, and climbing • Selects and uses a range of small tools effectively • Uses the tripod grip more consistently | <ul style="list-style-type: none"> • Uses core muscle strength to achieve a good posture when sitting at a table or sitting on the floor • Displays Bi-Lateral Coordination in Symmetrical, Alternating and Different Movements • Displays coordination and spatial awareness in energetic movements, such as running, jumping, dancing, hopping, skipping, and climbing • Negotiate space and obstacles safely, with consideration for themselves and others |
|---|--|--|--|--|---|

	<p>where both sides of the body are doing the same thing at the same time</p> <ul style="list-style-type: none"> • Uses small apparatus safely indoors and outside, alone and in a group • Develop Finger Isolation and Finger Strength to support fine motor control and dexterity • Develop Wrist Mobility to allow the fingers to be flexible and strong and provide stability to the hands and finger for fine motor control 	<p>apparatus indoors and outside, alone and in a group</p> <ul style="list-style-type: none"> • Move energetically, such as running, jumping, dancing, use a range of small tools, including scissors, paintbrushes, and cutlery with some control 	<p>as running, jumping, dancing, hopping, skipping, and climbing.</p> <ul style="list-style-type: none"> • Gains greater control when using small tools, including scissors, paintbrushes, and cutlery • Develop the tripod grip 	<ul style="list-style-type: none"> • Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing • Continues to gain greater control when using small tools, including scissors, paintbrushes, and cutlery • Continues to develop the tripod grip 		<ul style="list-style-type: none"> • Demonstrate strength, balance and coordination when playing • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases • Selects and uses a range of small tools effectively for a purpose • Begin to show accuracy and care when drawing
PE Units	<p><u>Speed, Agility, Travel</u></p> <ul style="list-style-type: none"> • Move in different directions • Keep our bodies safe in running games • Jump in different directions • Stop safely • Move at slow and fast speeds 	<p><u>Dance</u></p> <ul style="list-style-type: none"> • Use colours and feelings in dance • Perform as animals using different levels and directions • Work with a partner • Show expression in a sequence 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Move safely • Take off and land on two feet • Balance and move balls and beanbags • Travel on mats and benches • Copy and repeat actions 	<p><u>Body Management</u></p> <ul style="list-style-type: none"> • Balance beanbags • Move through hoops in different ways • Reach and stretch to get equipment • Make bridges and tunnels with our bodies • Travel over and under apparatus 	<p><u>Manipulation and Coordination</u></p> <ul style="list-style-type: none"> • Handle a balloon • Handle a ball • Kick a ball • Hop, jump and step • Send a ball or beanbag • Send and stop in a game 	<p><u>Cooperate and Solve Problems</u></p> <ul style="list-style-type: none"> • Match colours and symbols • Work as a team to complete a task • Use our bodies to make number shapes • Follow a trail • Work with others to make patterns

	<ul style="list-style-type: none"> Stop safely in different ways 	<ul style="list-style-type: none"> Perform transport movements in a dance Use leading and following movements 	<ul style="list-style-type: none"> Perform simple shapes and balances 	<ul style="list-style-type: none"> Make shapes with our bodies 		<ul style="list-style-type: none"> Work with a partner to complete challenges
<p align="center"><u>Understanding the World Educational Programme</u></p> <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. 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>						
People, Culture and Communities / Past and Present	<u>Significant People</u> <ul style="list-style-type: none"> Miss Slattery Miss Gidney Mrs Walsh Miss Humphries Lunchtime supervisors 	<u>Significant People</u> <ul style="list-style-type: none"> Mrs Roberts Mr Bhatti Mr Immanuel Mrs Joyce Mrs Bird 	<u>Significant People</u> <ul style="list-style-type: none"> Miss Cockell Mrs Depper Mrs Davies Miss Jones Mr Cosgrove Mr Jones Reverent Ruth 	<u>Significant People</u> <ul style="list-style-type: none"> Local librarian Pupil librarians Local community figures 	<u>Significant People</u> <ul style="list-style-type: none"> Eco-warriors Local gardener School visitors Famous figures e.g. King Charles 	<u>Significant People</u> <ul style="list-style-type: none"> Mrs Harrison Miss Fisher Miss Chatfield Miss Hayden
	<u>Significant Events</u> <ul style="list-style-type: none"> Starting Reception 	<u>Significant Events</u> <ul style="list-style-type: none"> Birthdays Religious festivals Christmas 	<u>Significant Events</u> <ul style="list-style-type: none"> New Year Becoming a brother/ sister 	<u>Significant Events</u> <ul style="list-style-type: none"> Moving house Easter 	<u>Significant Events</u> <ul style="list-style-type: none"> Weddings Death of a pet 	<u>Significant Events</u> <ul style="list-style-type: none"> Sports Day Moving to Year 1 Going on holiday
	<u>Community Links</u> <ul style="list-style-type: none"> Learning names of key people in school Harvest festival Food banks – supporting the community 	<u>Community Links</u> <ul style="list-style-type: none"> Christmas performance Parent workshops Knowing how to get around the school 	<u>Community Links</u> <ul style="list-style-type: none"> Visit to Church Attending assemblies/ Collective Worship Knowing who looks after our school Charity work and fundraising 	<u>Community Links</u> <ul style="list-style-type: none"> Knowing where to find significant people and places in Bartley Green Looking at maps of the school and local area Visit the shop to buy ingredients for baking 	<u>Community Links</u> <ul style="list-style-type: none"> Planting in the allotment Knowing what Barley Green Reservoir is used for Growing fruit to make a fruit salad 	<u>Community Links</u> <ul style="list-style-type: none"> Knowing how to get to the seaside Using the post office to send a postcard
	<u>People, Culture and Communities / Past and Present</u> <ul style="list-style-type: none"> Follow routines Recognise differences/ 	<u>People, Culture and Communities / Past and Present</u> <ul style="list-style-type: none"> Know about similarities and differences 		<u>People, Culture and Communities / Past and Present</u>	<u>People, Culture and Communities / Past and Present</u> <ul style="list-style-type: none"> Understanding and identifying 	<u>People, Culture and Communities / Past and Present</u> <ul style="list-style-type: none"> Sharing and comparing holidays and travel experiences

	<p>similarities between children and friends</p> <ul style="list-style-type: none"> • Drawing themselves home/ family/ key rooms in a house • Relating respect for home with respect for school • Tidying up/ identifying and using key areas in the classroom • Knowing key staff/ places in school e.g. indoor/ outdoor classroom, playground, hall 	<p>between themselves and others, and among families, communities, cultures and traditions</p> <ul style="list-style-type: none"> • 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 • Understand the past through settings, characters and events encountered in books read in class and storytelling 	<ul style="list-style-type: none"> • Knowing where to find Mrs Roberts and Mr Bhatti <p><u>People, Culture and Communities / Past and Present</u></p> <ul style="list-style-type: none"> • Talk about people who are significant to them • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family • Recognise their own talents and the talents of others • Talk about the lives of the people around them and their roles in society 	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • Understand that they are part of a community • Know about how different people in the community help us and the role they play • Know about local places in the community and why/ how they are used • Recognise different modes of transport • Interpreting a map of the school/ Bartley Green 	<p>places locally that are near and far</p> <ul style="list-style-type: none"> • Make links with members of the local community • Talk about past and present events in their own life and in the lives of family members • Know that other children do not always enjoy the same things, and is sensitive to this • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • Interpreting a map of Birmingham 	<ul style="list-style-type: none"> • Locating places on a globe/map • 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 • Interpreting a map of the West Midlands/ England
The Natural World	<ul style="list-style-type: none"> • Identifying body parts, noticing things that are the same and different compared to peers • Sequencing growth of a 	<ul style="list-style-type: none"> • Observe how plants and trees change • How do plants and trees look/feel/smell? • Know how to care for pets and animals 	<ul style="list-style-type: none"> • What has changed since we were last at school? • What clothes we wear in this season • What impact winter has had on our environment 	<ul style="list-style-type: none"> • Walks around the school grounds and local area looking for weather patterns • Daily use of weather chart adding to a 	<ul style="list-style-type: none"> • Changes to plants and flowers • Know about similarities and differences in relation to places, objects, materials and living things 	<ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their

	<p>human knowing about the 5 senses and the body parts that are used</p> <ul style="list-style-type: none"> Identifying UK nocturnal animals Talk about why things happen and how things work 	<ul style="list-style-type: none"> Know what animals need to survive Show care and concern for living things and the environment 	<ul style="list-style-type: none"> How winter affects the animals/ creatures/ plants/ trees Look closely at similarities, differences, patterns and change in nature 	<p>pictogram to show weather patterns</p> <ul style="list-style-type: none"> Talk about the features of my own immediate environment and how environments might vary from one another 	<ul style="list-style-type: none"> Make observations of animals and plants and explains why some things occur, and talks about changes Recognise senses linked to the seasons Know what plants need to grow Compare plants that have been observed Observations of changes that take place to caterpillars over time Know the life cycle of a butterfly 	<p>experiences and what has been read in class</p> <ul style="list-style-type: none"> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter Compare the seaside to Bartley Green – senses, weather, creatures
Technology	<ul style="list-style-type: none"> Know how to operate simple equipment Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images 	<ul style="list-style-type: none"> Know that information can be retrieved from digital devices and the internet Play with a range of materials to learn cause and effect 	<ul style="list-style-type: none"> Complete a simple program on electronic devices Use ICT hardware to interact with age-appropriate computer software 	<ul style="list-style-type: none"> Create content such as a video recording, stories, and/or draw a picture on screen 	<ul style="list-style-type: none"> Develop digital literacy skills by being able to access, understand and interact with a range of technologies 	<ul style="list-style-type: none"> Can use the internet with adult supervision to find and retrieve information of interest to them



We use both Understanding Christianity and the Sandwell SACRE to support the teaching of RE. We aim to provide opportunities for all pupils to learn and to achieve, promote pupils' spiritual, moral, social and cultural development and to prepare all pupils for the opportunities, responsibilities and experiences of the present and the future.

Religious Education

<p><u>Being Special: Where do we belong?</u> (Sandwell SACRE)</p> <ul style="list-style-type: none"> • Think about the wonders of the natural world, expressing ideas and feelings • Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world • Say how and when Christians like to thank their Creator • Re-tell stories, talking about what they say about the world, God, human beings • Talk about what people do to mess 	<p><u>Importance of Nativity: Why do Christians perform Nativity plays at Christmas?</u> (Understanding Christianity)</p> <ul style="list-style-type: none"> • Say what makes their family and friends special to them • Re-tell religious stories, making connections with personal experiences • Begin to recognise the word 'trinity' as being God the Father, God the Son and God the Holy Spirit • Talk about people who are special to them • Recall simply what happens at a traditional 	<p><u>Places of worship: Which places are special and why?</u> (Sandwell SACRE)</p> <ul style="list-style-type: none"> • Talk about somewhere that is special to themselves, saying why • Get to know and use appropriate words to talk about their thoughts and feelings when visiting a Church • Express a personal response to the natural world • Recognise that some religious people have places which have special meaning for them • Talk about the things that are special and valued 	<p><u>Creating an Easter Garden: Why do Christians put a cross in an Easter Garden?</u> (Understanding Christianity)</p> <ul style="list-style-type: none"> • Recognise and re-tell stories connected with celebration of Easter • Say why Easter is a special time for Christians • Talk about ideas of new life in nature • Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs etc, and make connections with signs of new life in nature • Talk about some ways Christians 	<p><u>Why is the word 'God' special?</u> (Understanding Christianity)</p> <ul style="list-style-type: none"> • Re-tell religious stories making connections with personal experiences • Share and record occasions when things have happened in their lives that made them feel special • Recall simply what happens at a traditional Christian infant baptism and dedication • Recall simply what happens when a baby is welcomed into a religion other than Christianity 	<p><u>Religious stories: Which stories are special and why?</u> (Sandwell SACRE)</p> <ul style="list-style-type: none"> • Identify some of their own feelings in the stories they hear • Identify a sacred text e.g. Bible, Torah • Talk about some religious stories • Recognise some religious words, e.g. about God • Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about
--	--	---	---	--	---


	up the world and what they do to look after it	Christian festival (Christmas)	in a place of worship <ul style="list-style-type: none"> Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God 	remember these stories at Easter		the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Hanukkah story teaches Jews about standing up for what is right) etc.
--	--	--------------------------------	---	----------------------------------	--	---

Expressive Arts and Design Educational Programme

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.

Creating with Materials	<u>Drawing: Marvellous Marks</u> <ul style="list-style-type: none"> Explore mark making using a range of drawing materials Investigate marks and patterns when drawing Identify similarities and difference between drawing tools Investigate how to make large and small movements with control when drawing 	<u>Cooking and Nutrition: Soup</u> <ul style="list-style-type: none"> Designing a soup recipe as a class Designing soup packaging Chopping plasticine safely Chopping vegetables with support Tasting the soup and giving opinions Describing some of the following when tasting food: look, feel, smell and taste Choosing their favourite 	<u>Sculpture and 3D: Creation Station</u> <ul style="list-style-type: none"> Explore the properties of clay Use modelling tools to cut and shape soft materials eg. playdough, clay Select and arrange natural materials to make 3D artworks Talk about colour, shape and texture and explain their choices Plan ideas for what they would like to make 	<u>Textiles: Bookmarks</u> <ul style="list-style-type: none"> Discussing what a good design needs Designing a simple pattern with paper Designing a bookmark Choosing from available materials Developing fine motor/cutting skills with scissors Exploring fine motor/threading and weaving (under, over technique) with a variety of materials Using a prepared needle and wool 	<u>Painting and Mixed Media: Paint My World</u> <ul style="list-style-type: none"> Explore paint, using hands as a tool Describe colours and textures as they paint Explore what happens when paint colours mix Make natural painting tools Investigate natural materials eg paint, water for painting Explore paint textures, for example mixing in 	<u>Structures: Boats</u> <ul style="list-style-type: none"> Designing a junk model boat Using knowledge from exploration to inform design Making a boat that floats and is waterproof, considering material choices Making predictions about, and evaluating different materials to see if they are waterproof Making predictions about, and evaluating existing boats to
-------------------------	---	--	--	--	--	--

	<ul style="list-style-type: none"> • Practise looking carefully when drawing • Combine materials when drawing 	<p>packaging design and explaining why</p> <ul style="list-style-type: none"> • To know that soup is ingredients (usually vegetables and liquid) blended together • To know that vegetables are grown • To recognise and name some common vegetables • To know that different vegetables taste different • To know that eating vegetables is good for us • To discuss why different packages might be used for different foods 	<ul style="list-style-type: none"> • Problem-solve and try out solutions when using modelling materials • Develop 3D models by adding colour 	<p>to practise threading</p> <ul style="list-style-type: none"> • Reflecting on a finished product and comparing to their design • To know that a design is a way of planning our idea before we start • To know that threading is putting one material through an object 	<p>other materials or adding water</p> <ul style="list-style-type: none"> • Respond to a range of stimuli when painting • Use paint to express ideas and feelings • Explore colours, patterns and compositions when combining materials in collage • Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome 	<p>see which floats best</p> <ul style="list-style-type: none"> • Testing their design and reflecting on what could have been done differently • Investigating how the shapes and structure of a boat affect the way it moves. • To know that 'waterproof' materials are those which do not absorb water • To know that some objects float and others sink • To know the different parts of a boat
<p>Being Imaginative and Expressive</p>	<ul style="list-style-type: none"> • Engages in imaginative play based on own ideas or first-hand or peer experiences • Uses available resources to create props or creates imaginary 	<ul style="list-style-type: none"> • Creates representations of both imaginary and real-life ideas, events, people and objects 	<ul style="list-style-type: none"> • Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences 	<ul style="list-style-type: none"> • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping 	<ul style="list-style-type: none"> • Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative • Introduces a storyline or 	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher • Perform poems and stories with others

	ones to support play			<ul style="list-style-type: none"> Responds imaginatively to art works and objects 	narrative into their play	
Music	 <p>We use the Kapow Primary Music Scheme. It is in line with the EYFS framework and is also fully integrated with the Kapow Primary Key Stage 1 and 2 curriculum for Music offering a unified approach to teaching music across the school.</p>					
	<u>Exploring Sound</u> <ul style="list-style-type: none"> To understand how to listen carefully and talk about what they hear To know that sounds can be copied by their voice, body percussion and instruments. To understand that instruments can be played loudly or softly 	<u>Music and Movement</u> <ul style="list-style-type: none"> To know that the beat is the steady pulse of a song. To recognise music that is fast or slow To understand that we can match our body movements to the speed (Tempo) or Pulse (beat) of the music 	<u>Transport</u> <ul style="list-style-type: none"> To recognise that voices and instruments can imitate sounds from the world around us. (E.g. Vehicles) To know that the beat is the steady pulse of a song. To recognise music that is 'fast' or 'slow'. 	<u>Big Band</u> <ul style="list-style-type: none"> To know that an orchestra is a big group of people playing a variety of instruments together. To know that music often has more than one instruments being played at a time. To understand that performing means playing a finished piece of music for an audience. 		