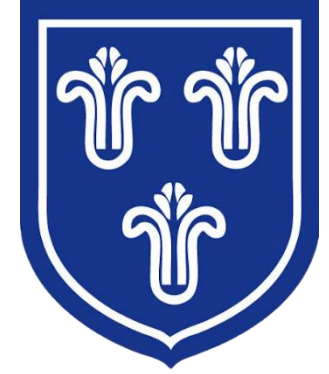




# St Mary's Church of England Primary School



## EYFS Progression and Knowledge of Skills Document

*“Through the loving example of Jesus Christ, we strive to provide opportunities for all members of our **diverse** school community to **flourish** within a **caring, aspirational, spiritual** and **inclusive** environment. We aim to create **successful** learners, **confident** individuals and **responsible citizens** ready to take the next steps in life”*

Peace



Friendship



Respect



Trust



Perseverance



## **Curriculum Intent**

At St. Mary's CEP School, our Early Years Foundation Stage Curriculum is designed to promote and encourage all children to be confident, inquisitive and independent happy learners. Language is the foundation of children's thinking and learning, therefore communication and language skills are at the heart of our EYFS curriculum. EYFS staff spend time on quality interactions with the children every day.

We aim to ensure that we provide all children with the best start to their education, enabling them to fulfil their full potential and achieve future success regardless of their various starting points and backgrounds by creating a holistic and inclusive curriculum. We ensure that all children's individual needs are met through careful planning and assessment, identifying and addressing any issues and implementing early intervention or additional support if required. We want to foster partnerships with families and engagement in their child's learning journey.

At St. Mary's CEP School, we recognise every child as a unique individual, and we acknowledge and promote children's interests to provide them with the opportunities to follow their imagination and creativity. We celebrate the differences in our diverse school community, and always strive to promote and instil a love for learning.

## **Curriculum Implementation**

At St. Mary's CEP School, we ensure that all children experience the seven areas of learning set out in the Early Years Foundation Stage Framework through a balance of adult lead teaching and child-initiated play.

There are seven areas of learning and development. The prime areas are: –

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language

The Specific areas are: –

- Mathematics
- Literacy
- Understanding the World
- Expressive Arts & Design

We place a great emphasis on learning through play and direct practical experiences led by the interests of our children. Learning is organised so that the curriculum is delivered through a combination of adult led activities and continuous provision opportunities, encouraging children to develop their learning independently through discovery, exploration, curiosity, investigation and challenge.

We recognise that children have a thirst for new experiences and knowledge, and should be provided with opportunities to engage their inquisitive minds. Our curriculum encourages the children to become life-long learners. We provide interesting and engaging opportunities and expand on their skills and knowledge, giving them a secure foundation upon which they can grow and develop as they move up through the other key stages. In addition to this, by offering children a broad range of experiences and opportunities we provide children with the cultural capital they need for future success.

British Values play a fundamental part of our curriculum and everything we do. We focus on promoting the more general concepts within the Early Years Foundation Stage and understand that the children's development within these areas is key to promoting the values in the long term.

At St. Mary's CEP School, we believe all children learn best when they feel secure, safe and happy. Our teaching and practice is led by the four guiding principles.

The Principles are;

- That every child is unique
- That every child can learn to be strong and independent through positive relationships
- That children learn and develop best in enabling environments
- That children develop and learn in different ways

The Characteristics of Effective Learning are threaded through, and central, to all learning in the EYFS curriculum. Emphasis is placed upon playing and exploring, active learning and thinking creatively and critically. Children are provided with plenty of time to engage in 'exploration and discovery' through a variety of experiences, which are carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and is planned in a cross-curricular way to enable all aspects of the children's development.

### **Curriculum Impact**

At St. Mary's CEP School, we anticipate that our curriculum and provision enable our children to develop as happy, motivated, and independent learners. We strive to ensure each child makes a good level of progress, through to the Early Learning Goals at the end of Reception, from their individual starting point. All children get the best possible start to their school life and develop the knowledge and skills needed, as they continue their learning journey into Key Stage One.

During their time in EYFS, children become fantastic role models and the very best of themselves. Their individuality is valued and the unique child has every opportunity to achieve and excel, based upon their own personal strengths, interest and core values whilst learning in EYFS, and in the future. They will be able to demonstrate self-regulation, emotional resilience and the ability to persevere when they encounter challenge, whilst managing risks. In addition to this, by developing their speaking and listening skills, we are enabling them to access more areas of learning and communicate with adults and other children. They will develop concentration, co-operative skills and most importantly they become willing and confident to 'have a go'. The children will develop a sense of the world around them and will draw on these experiences during interactions with others, linking this to new learning. They will also be able to apply their knowledge to a range of situations, making links by explaining their ideas and understanding.

EYFS Leader – Mrs Sam Tomkinson

			Autumn 1 All About Me	Autumn 2 Celebrations	Spring 1 Amazing Animals	Spring 2 Growing	Summer 1 Around the World	Summer 2 The Seaside
Communication and Language	Reception	Development Matters (Reception)	<p><b><u>Listening, Attention and Understanding</u></b> Children will listen carefully to a story.</p> <p>Children will understand how to listen carefully and why it is important.</p> <p>Children will ask what questions.</p> <p><b><u>Speaking</u></b> Children will know and retell 'The Little Red Hen'.</p> <p>Children will develop social phrases.</p> <p>Children will know and use vocabulary linked to their theme 'All About Me' including special, unique, similar, and different.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will join in with repeated refrains in a story.</p> <p>Children will ask who questions.</p> <p><b><u>Speaking</u></b> Children will know and retell 'The Gingerbread Man'.</p> <p>Children will describe events taking place in the school routine.</p> <p>Children will know and use vocabulary linked to their theme 'Celebrations' including Bonfire Night, Diwali, Remembrance, Birthday, Christmas.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will talk about key events in a story.</p> <p>Children will ask when questions.</p> <p><b><u>Speaking</u></b> Children will know and retell 'The Three Billy Goats Gruff'.</p> <p>Children will know and use vocabulary linked to their theme 'Amazing Animals! including language related to how animals move e.g. jump, gallop, leap, scurry, run, slither, swim, fly, glide. Language related to animal patterns e.g. spots, stripes, camouflage. Language related to different habitats e.g. farm, woodland, polar, jungle, desert, savannah.</p> <p>Children will describe events in detail.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will identify the main characters in the story and talk about their feelings.</p> <p>Children will ask where questions.</p> <p><b><u>Speaking</u></b> Children will know and retell 'The Enormous Turnip'.</p> <p>Children will know a range of connectives to join their ideas.</p> <p>Children will know and use vocabulary linked to their theme 'Growing' including plants, seed, bulb, root, stem, leaves, flower.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will link events in a story to their own experiences.</p> <p>Children will ask how questions.</p> <p><b><u>Speaking</u></b> Children will know and retell 'Handa's Surprise'.</p> <p>Children will 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>Children will know and use vocabulary linked to their theme 'Around the World' including world, map, hot, cold, transport.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will 'hot seat' characters from a story.</p> <p>Children will ask why questions.</p> <p><b><u>Speaking</u></b> Children will know and retell 'The Lighthouse Keepers Lunch'.</p> <p>Children will express ideas using past and present tense.</p> <p>Children will speak in whole class scenarios to share their experiences and interests.</p> <p>Children will know and use vocabulary linked to their theme 'The Seaside' including beach, cliff, rockpool, lighthouse, fossils, marine life.</p>
			<p><b><u>Listening, Attention and Understanding (ELG):</u></b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b><u>Speaking (ELG):</u></b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>					

Personal, Social and Emotional	Reception	Development Matters (Reception)	<p><b><u>Self-Regulation</u></b> Children will see themselves as unique by sharing their hobbies and interests.</p> <p>Children will know what happy feels like.</p> <p><b><u>Managing Self</u></b> Children will manage their own basic hygiene e.g. washing hands.</p> <p>Children will toilet independently.</p> <p><b><u>Building Relationships</u></b> Children will know how to identify their feelings, using books such as 'The Colour Monster' to support understanding.</p>	<p><b><u>Self-Regulation</u></b> Children will know how to be helpful by taking on jobs such as serving snack and taking the register to the office.</p> <p>Children will know what sad feels like and how to work through feelings of sadness.</p> <p><b><u>Managing Self</u></b> Children will know the school rules – be kind, be safe, be ready to learn.</p> <p><b><u>Building Relationships</u></b> Children will know how to listen to others with respect.</p>	<p><b><u>Self-Regulation</u></b> Children will know how to make the right choice and the consequences of not doing so.</p> <p>Children will know what worried feels like and how to work through feelings of worry.</p> <p><b><u>Managing Self</u></b> Children will select and use a variety of resources, taking part in different activities, with increasing confidence.</p> <p><b><u>Building Relationships</u></b> Children will know how to treat others in our class using the statement 'kind hands and kind words'.</p>	<p><b><u>Self-Regulation</u></b> Children will know the effects of their behaviour on others.</p> <p>Children will know what angry feels like and how to work through feelings of anger.</p> <p><b><u>Managing Self</u></b> Children will know how regular exercise is important for their health.</p> <p>Children will know how healthy eating is important for their health.</p> <p>Children will know how regular teeth brushing is important for their health.</p> <p>Children will know about the importance of a good sleep routine for their health.</p> <p><b><u>Building Relationships</u></b> Children will be able to describe what makes a good friend including attributes such as listening and sharing.</p>	<p><b><u>Self-Regulation</u></b> Children will know to use calming techniques when they are feeling upset/angry.</p> <p>Children will know what calm feels like and what makes them feel calm.</p> <p><b><u>Managing Self</u></b> Children will show resilience and perseverance in the face of challenge.</p> <p><b><u>Building Relationships</u></b> Children will know how to express their opinion and understand it is okay to have a different opinion to their friends.</p>	<p><b><u>Self-Regulation</u></b> Children will know how to overcome challenges, using books.</p> <p>Children will know what tired feels like and how to work through feelings of tiredness.</p> <p><b><u>Managing Self</u></b> Children will know how to be a safe pedestrian and why this is important.</p> <p><b><u>Building Relationships</u></b> Children will know how to resolve a problem by talking it through with a friend or adult.</p>
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### **Jigsaw Scheme of Work**

At St. Mary's CEP we use the Jigsaw to deliver PSHE lessons.

**Self-Regulation (ELG):** Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.

**Managing Self (ELG):** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

**Building Relationships (ELG):** Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

Physical Development	Reception	Development Matters (Reception)	<p><b>Gross Motor</b> Children will know how to hop, skip and jump.</p> <p><b>Fine Motor</b> Children will begin to know how to use a knife and fork.</p> <p>Children use a dominant hand.</p> <p>Children mark make using different shapes.</p> <p>Children use tweezers to transfer objects.</p> <p>Children will thread large beads.</p>	<p><b>Gross Motor</b> Children will know how to balance, whilst stationary and on the move.</p> <p>Children will know how to ride a balance bike.</p> <p><b>Fine Motor</b> Children will know how to zip up their coat.</p> <p>Children will know how to do up and undo buttons.</p> <p>Children will know how to use two-hole scissors to make snips in paper.</p> <p>Children will use a tripod grip when using mark making tools.</p> <p>Children can accurately draw lines, circles and shapes to draw pictures.</p> <p>Children will begin to write taught letters using correct formation.</p>	<p><b>Gross Motor</b> Children will know how to safely jump off of gymnastics equipment.</p> <p>Children will create short sequences using shapes, balances and travelling movements. They will develop their rocking and rolling skills.</p> <p>Children will safely explore apparatus, balancing, travelling and jumping safely; around, over and through.</p> <p><b>Fine Motor</b> Children will know the correct pencil grip and posture for writing.</p> <p>Children will hold scissors correctly and cut along straight lines.</p> <p>Children will build towers, scoop and pour.</p> <p>Children will write taught letters using correct formation.</p>	<p><b>Gross Motor</b> Children will explore different body parts and how they move.</p> <p>Children will remember and perform a dance.</p> <p><b>Fine Motor</b> Children will hold scissors correctly and cut along a curved lines and zig zags.</p> <p>Children will write letters using the correct letter formation and control the size of letters.</p>	<p><b>Gross Motor</b> Children will know how to kick and pass different sized balls.</p> <p>Children will know how to throw and catch different sized balls.</p> <p><b>Fine Motor</b> Children will know how to thread and sew.</p> <p>Children will hold scissors correctly and cut out small shapes.</p> <p>Children will paint using thinner paintbrushes.</p>	<p><b>Gross Motor</b> Children will know how to bat and aim using different sized balls.</p> <p>Children will be able to move safely when playing team games.</p> <p><b>Fine Motor</b> Children will hold scissors correctly and cut various materials.</p> <p>Children will create drawings with details.</p> <p>Children will know how to correctly form capital letters.</p>
			<p><b>Handwriting</b></p> <p>At St. Mary's CEP, we use the 'Letter Join' Handwriting Scheme. Handwriting is taught continuously throughout the year, to learn the correct letter formation.</p>					
<p><b>Gross Motor (ELG):</b> Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>Fine Motor (ELG):</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>								

Literacy	Reception	Development Matters (Reception)	<p><b>Comprehension</b> Children use pictures to tell stories.</p> <p>Children independently look at books, holding them the correct way and turning pages.</p> <p><b>Word Reading</b> FFT SFA Phonics step 1-3</p> <p>Children will hear and identify initial sounds in words.</p> <p>Children will blend sounds in words orally</p> <p><b>Writing</b> Children will give meaning to the marks they make.</p> <p>Children will know how to write their name.</p>	<p><b>Comprehension</b> Children engage in story times, joining in with repeated phrases and actions.</p> <p>Children begin to sequence familiar stories.</p> <p>Children begin to answer questions about the stories read to them.</p> <p>Children enjoy an increasing range of fiction books.</p> <p><b>Word Reading</b> FFT SFA Phonics step 4-10</p> <p>Children will blend sounds in words.</p> <p><b>Writing</b> Children will know how to write initial sounds.</p>	<p><b>Comprehension</b> Children act out stories.</p> <p>Children begin to predict what may happen in the story.</p> <p>Children suggest how a story might end.</p> <p>Children will engage in discussion around non-fiction books.</p> <p><b>Word Reading</b> FFT SFA Phonics 11-16</p> <p><b>Writing</b> Children will know how to write CVC/CVCC words.</p>	<p><b>Comprehension</b> Children retell a story.</p> <p>Children follow a story without pictures or props.</p> <p>Children talk about the characters in the books they are reading.</p> <p>Children will engage in discussion around poems.</p> <p><b>Word Reading</b> FFT SFA Phonics step 17-22</p> <p><b>Writing</b> Children will know how to write a short caption/phrase.</p>	<p><b>Comprehension</b> Children will read and re-read a selection of books, developing fluency, understanding and enjoyment.</p> <p>Children begin to answer questions about what they have read.</p> <p>Children use vocabulary that is influenced by their experiences of books.</p> <p><b>Word Reading</b> FFT SFA Phonics step 23-27</p> <p><b>Writing</b> Children will know how to write a short sentence using a full stop.</p>	<p><b>Comprehension</b> Children will read and re-read a selection of books, developing fluency, understanding and enjoyment.</p> <p>Children answer questions about what they have read.</p> <p>Children know that information can be retrieved from books.</p> <p><b>Word Reading</b> FFT SFA Phonics step 28-32</p> <p><b>Writing</b> Children will write a short sentence using a capital letter and a full stop.</p> <p>Children will know how to read what they have written to check it makes sense.</p>
			<p><b>Letter Join Handwriting</b></p> <p>At St. Mary's CEP, we use the 'Letter Join' Handwriting Scheme. Handwriting is taught continuously throughout the year, to learn the correct letter formation.</p>					
<p><b>Comprehension (ELG):</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p><b>Word Reading (ELG):</b> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>Writing (ELG):</b> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>								

Maths (Mastering Number Programme)	Reception	Development Matters (Reception)	<p><b>Number</b> Children will subitise to 3.</p> <p>Children will represent, compose and compare numbers to 3.</p> <p><b>Numerical Patterns</b> Children will match, sort and compare amounts.</p> <p>Children will make AB patterns.</p> <p><b>Shape, Space and Measure</b> Children will compare size, mass and capacity.</p>	<p><b>Number</b> Children will subitise to 5.</p> <p>Children will begin to explore on the concept of a 'whole' and 'parts' by looking at a range of objects.</p> <p>Children will represent, compose and compare numbers to 5.</p> <p><b>Numerical Patterns</b> Children will identify one more and one less within 5.</p> <p><b>Shape, Space and Measure</b> Children will use positional language including under, over, around and through.</p> <p>Children will identify and describe circles, triangles, squares and rectangles.</p>	<p><b>Number</b> Children will connect subitised quantities to numerals.</p> <p>Children will order numbers to 5.</p> <p>Children will focus on cardinality and ordinality through the use of the 'staircase' and explore 1 more and 1 less.</p> <p>Children will focus on the composition of 5 and identify missing parts.</p> <p><b>Numerical Patterns</b> Children will explore making pairs.</p> <p><b>Shape, Space and Measure</b> Children will compare mass and capacity.</p> <p>Children will explore length and height.</p>	<p><b>Number</b> Children will know number bonds to 5.</p> <p>Children will focus in the composition of 7 with a focus of '5 and a bit'.</p> <p>Practise subitising within 6.</p> <p>Children will combine 2 groups.</p> <p><b>Numerical Patterns</b> Children will explore doubles.</p> <p>Children will identify even and odd numbers – 'odd tops' and 'even tops'.</p> <p>Children will make ABB/AAB repeated patterns.</p> <p><b>Shape, Space and Measure</b> Children will explore time.</p>	<p><b>Number</b> Children will compose numbers to 10 on a tens frame.</p> <p>Children will explore the composition of numbers to 10.</p> <p>Children will count forwards and backwards within 10.</p> <p><b>Numerical Patterns</b> Children will match patterns using tangrams and shapes.</p> <p><b>Shape, Space and Measure</b> Children will identify a cube, sphere, cylinder and cone.</p>	<p><b>Number</b> Children will investigate parts and wholes.</p> <p>Children will link familiar representations, such as number of fingers, to representations on the rekenreks.</p> <p>Children will learn to subitise using a rekenrek.</p> <p>Children will begin to know some number bonds to 10.</p> <p><b>Numerical Patterns</b> Children will verbally count beyond 20.</p> <p>Children will equally share into two groups.</p>
			<p><b>Number (ELG):</b> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>Numerical Patterns (ELG):</b> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>					

Understanding the World	Reception - Development Matters (Reception)	History	<p><b>Past and Present</b> Children will know how they have changed from being a baby to being 4/5.</p> <p>Children will talk about their family and community.</p>	<p><b>Past and Present</b> Children will begin to know that the past is anything before the current day.</p> <p>Children will begin to know that the present is now.</p> <p>Children will explore images, stories and artefacts from the past.</p> <p>Children will know that on Remembrance Day we wear poppies to remember the soldiers who died in the war.</p>	<p><b>Past and Present</b> Children will know that some animals are now extinct.</p> <p>Children will know who David Attenborough is and why he is important.</p>	<p><b>Past and Present</b> Children will talk about how they have changed since starting school in September. What can they do now that they couldn't do then?</p>	<p><b>Past and Present</b> Children will talk about historical figures e.g. Queen Elizabeth, Tim Peake.</p> <p>Children will look at images of transport from the past and identify similarities and differences.</p> <p>Children will talk about their visit to Dover castle and recount main events.</p>	<p><b>Past and Present</b> Children will know who Mary Anning is and why she is important.</p> <p>Children will look at images of seaside holidays from the past and present and identify similarities and differences.</p>
		Geography	<p><b>People, Culture and Communities</b> Children will identify similarities and differences between themselves and peers.</p> <p>Children will be able to identify different occupations in the local community, including people who help us.</p>	<p><b>People, Culture and Communities</b> Children will know that people around the world have different religions.</p> <p>Children will know how people celebrate Christmas around the world.</p> <p>Children will know that Christians celebrate Christmas (Incarnation Unit in RE).</p> <p>Children will know how Diwali is celebrated.</p>	<p><b>People, Culture and Communities</b> Children will know how Chinese New Year is celebrated.</p> <p>Children will draw information from a simple map e.g. where do different animals live around the world.</p>	<p><b>People, Culture and Communities</b> Children will talk about their immediate environment.</p> <p>Children will know that Christians celebrate Easter (Salvation Unit in RE).</p>	<p><b>People, Culture and Communities</b> Children will know the name of the road that our school is on.</p> <p>Children will draw information from a simple map e.g. look at aerial views of the school setting</p> <p>Children will know that symbols on a map show area of importance.</p> <p>Children will draw simple maps.</p> <p>Children will identify similarities and differences between life where we live and life in other countries.</p>	<p><b>People, Culture and Communities</b> Children will recognise that people have different beliefs and celebrate special times in different ways (World Faiths Unit in RE).</p>

		<p><b><u>The Natural World</u></b> Children will know the names of body parts: shoulders, elbows, knees, ankles.</p> <p>Children will know the 5 senses.</p> <p>Children will identify typical weather in Autumn.</p>	<p><b><u>The Natural World</u></b> Children will know that this time of year is Autumn.</p> <p>Children will begin to know the names of the 4 seasons and weather associated with them.</p> <p>Children will observe how a tree in the school grounds, changes during the 4 seasons (on-going).</p>	<p><b><u>The Natural World</u></b> Children will know that this time of year is Winter.</p> <p>Children will explore, observe and interact with natural processes, such as ice melting.</p> <p>Children will learn about the life cycle of chick.</p> <p>Children will know about different animals and where they live e.g. hot place/cold place.</p> <p>After close observation, children will draw pictures of the natural world, including animals.</p>	<p><b><u>The Natural World</u></b> Children will know that this time of year is Spring.</p> <p>Children will know how to care for a plant.</p> <p>Children will know the life cycle of a plant.</p> <p>After close observation, children will draw pictures of the natural world, including plants.</p> <p>Children will begin to identify some materials.</p> <p>Children will discuss ways in which we care for the world around us.</p>	<p><b><u>The Natural World</u></b> Children will explore floating and sinking.</p> <p>Children will name planets in our solar system.</p>	<p><b><u>The Natural World</u></b> Children will know that this time of year is Summer.</p> <p>Children will know that some animals can live underwater.</p>
	RE	<p><b><u>People, Culture and Communities</u></b> Follow RE Scheme of Work from the Diocese</p>					
	Computing/Technology	<p><b><u>Non-Statutory</u></b></p> <p>Throughout the year the children will be learning the following skills:          Children will learn about e-safety.          Children will know how to use a tablet to take a photo.          Children will know how to type their name on a keyboard.          Children will know how to give and follow simple instructions.          Children will know how to programme a beebot.          Children will be provided with opportunities to explore the hardware of a computer e.g. through tinker trays.          Children will know how to use the interactive whiteboard to make digital art using different programmes.          Children will draw pictures on the interactive whiteboard, changing colour and pen size.</p>					

**Past and Present (ELG):** Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

**People, Culture and Communities (ELG):** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.

**The Natural World (ELG):** Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design	Reception - Development Matters (Reception)	Art and Design	<p><b>Creating with Materials</b> Children will name different colours.</p> <p>Children will experiment mixing with colours.</p> <p>Children will draw and colour with pencils and crayons.</p> <p>Children will explore different techniques for joining materials (glue stick).</p>	<p><b>Creating with Materials</b> Children will use colour for a particular purpose.</p> <p>Children explore and create art in the style of Kandinsky.</p> <p>Children will share their creations.</p> <p>Children will explore different techniques for joining materials. (e.g. Glue Stick, PVA)</p> <p>Children will know how to use different techniques to make 3D models (e.g. junk modelling).</p>	<p><b>Creating with Materials</b> Children will experiment with different mark making tools such as art pencils, pastels, chalk.</p> <p>Children will know how to make 2D collages.</p> <p>Children will know how to print using classroom objects.</p> <p>Children will explore different techniques for joining materials (e.g. masking tape).</p> <p>Children explore and create animal art in the style of Andy Warhol.</p>	<p><b>Creating with Materials</b> Children will know how to use and mix watercolour paints.</p> <p>Children will know how to do observational drawings.</p> <p>Children explore and create art in the style of Van Gogh (sunflowers).</p> <p>Children will explore different techniques for joining materials (e.g. treasury tags).</p>	<p><b>Creating with Materials</b> Children will know how to use different techniques to make 3D models (e.g. using clay).</p> <p>Children will explore different techniques for joining materials (e.g. split pins).</p> <p>Children will share creations, talk about process and evaluate their work.</p> <p>Children will adapt work where necessary.</p>	<p><b>Creating with Materials</b> Children will know how to make different shades of the same colour.</p> <p>Children will know various methods of joining.</p> <p>Children explore and create art in the style of Andy Goldsworthy using natural objects.</p>
		Music	<p><b>Being Imaginative</b> Children will know a large repertoire of nursery rhymes/songs.</p> <p>Children will develop storylines in their pretend play.</p> <p>Children will experiment with different instruments and sounds.</p>	<p><b>Being Imaginative</b> Children will sing entire songs.</p> <p>Children will perform a song in Christmas Stay and Play.</p> <p>Children will use costumes and resources to act out narratives.</p> <p>Children will develop stories using small world equipment.</p>	<p><b>Being Imaginative</b> Children will know how to tap/clap along to a rhythm.</p> <p>Children will use costumes and resources to act out narratives.</p> <p>Children will make their own small world scenarios.</p>	<p><b>Being Imaginative</b> Children will begin to create costumes and resources for role play.</p> <p>Children will join in with choreographed dances.</p> <p>Children will explore and engage in music making and dance, performing solo or in groups.</p>	<p><b>Being Imaginative</b> Children will join in with whole school singing collective worship.</p> <p>Children will experiment with different ways of playing instruments.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p><b>Being Imaginative</b> Children will join in with whole school singing collective worship.</p> <p>Children will be able to sing a large repertoire of songs</p> <p>Children will create their own narratives, making costumes and resources.</p>
		<p><b>Creating with Materials (ELG):</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>Being Imaginative (ELG):</b> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and song. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>						