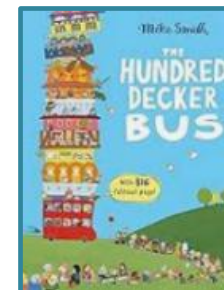
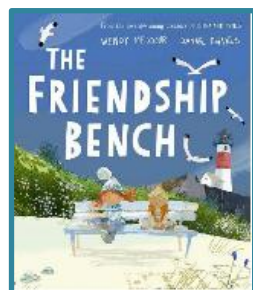


# Royton Hall Primary School Reception Curriculum 2025 to 2026



A **sequenced curriculum** to ensure all children make progress and are ready for the next stage of their education.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Theme	<b>Marvellous Me</b>	<b>Autumn &amp; Woodlands</b>	<b>Animals in Cold Countries</b> <i>The Wider World</i>	<b>Animals in Hot Countries</b> <i>The Wider World</i>	<b>Life Cycles</b>	<b>Journeys</b>
Quality Focus Text						
Linked Texts	<ul style="list-style-type: none"> <li>o We All Have Different Families</li> <li>o Susan Laughs</li> <li>o Happy in Our Skin</li> <li>o Who Are You?</li> <li>o My Body</li> <li>o My Book of Dogs and Puppies</li> <li>o My Hair</li> <li>o Hello, friend!</li> <li>o It's OK to be different</li> <li>o A Superpower Like Mine</li> <li>o What Happened to You?</li> <li>o 10 Dogs</li> <li>o I Spy Pets</li> <li>o Mama Zooms</li> <li>o The Colour Monster</li> <li>o Colour Monster Goes to School</li> <li>o Funny Bones</li> </ul>	<ul style="list-style-type: none"> <li>o Shelley Hen Lays Eggs</li> <li>o From the Garden</li> <li>o Lift and Look Fruit and Vegetables</li> <li>o Big Outdoors for Little Explorers: Farm</li> <li>o Hattie Peck</li> <li>o Farmer Duck</li> <li>o Oliver's Vegetables</li> <li>o The Giant Jam Sandwich</li> <li>o Pumpkin Soup</li> <li>o The Enormous Turnip</li> <li>o Owls in the Night</li> <li>o What Can You See in Autumn</li> <li>o What's Inside?</li> <li>o Autumn is Here</li> <li>o Walk in the Woods</li> <li>o Owls Babies</li> <li>o After the Storm</li> <li>o The Very Helpful Hedgehog</li> <li>o A Little Bit Worried</li> <li>o Tidy</li> <li>o Leaf Man</li> <li>o The Gruffalo</li> </ul>	<ul style="list-style-type: none"> <li>o The Storm Whale</li> <li>o Grandma Bird</li> <li>o The Great Storm Whale</li> <li>o Hello, Mr Whale!</li> <li>o Storms</li> <li>o Whales</li> <li>o Pet Cat, Big Cat</li> <li>o How Long is a Whale?</li> <li>o The Unexpected Visitor</li> <li>o The Snail and the Whale</li> <li>o The Whale Who Wanted More</li> <li>o Lighthouse Keepers Lunch</li> <li>o Busy Penguins</li> <li>o Baby Polar Bear</li> <li>o Who Lives Here? Polar Animals</li> <li>o Penguins</li> <li>o Lost and Found</li> <li>o I Can Fly</li> <li>o Well done, Mummy Penguin</li> <li>o The Snow Thief</li> </ul>	<ul style="list-style-type: none"> <li>o Hello Mrs Elephant</li> <li>o Meerkats</li> <li>o Big Cat Babies</li> <li>o Lions</li> <li>o A Zebra's Day</li> <li>o Lions</li> <li>o Arlo</li> <li>o Abigail</li> <li>o Solomon Crocodile</li> <li>o Little Red and the Very Hungry Lion</li> <li>o The Blue Umbrella</li> <li>o Handa's Surprise</li> <li>o We All Went on Safari</li> <li>o Swing Sloth</li> <li>o Hang on Monkey</li> <li>o We're Roaming in the Rainforest</li> <li>o Over in the Jungle</li> <li>o Rumble in the Jungle</li> <li>o Jazzy in the Jungle</li> <li>o Chimp and Zee</li> <li>o Animal Crackers</li> <li>o From My Window</li> </ul>	<ul style="list-style-type: none"> <li>o Lift and Look Fruit &amp; Vegetables</li> <li>o Lift and Look Trees</li> <li>o Lift and Look Flowers</li> <li>o Seeds</li> <li>o What's Inside</li> <li>o Extraordinary Gardner</li> <li>o Jack and the Beanstalk</li> <li>o The Girl Who Planted Trees</li> <li>o That's My Flower</li> <li>o Sam Plants a Sunflower</li> <li>o Titch</li> <li>o Jasper's Beanstalk</li> <li>o Things with Wings</li> <li>o Lift and Look Bugs</li> <li>o Caterpillar to Butterfly</li> <li>o Nature Trail</li> <li>o The Ugly Duckling</li> <li>o Christopher's Caterpillars</li> <li>o A Good Place</li> <li>o Tad</li> <li>o Matisse's Magical Trail</li> <li>o It Fell from the Sky</li> <li>o Gozzle</li> </ul>	<ul style="list-style-type: none"> <li>o Make Tracks: Emergency/Trains</li> <li>o I'm the Bus Driver</li> <li>o Maps</li> <li>o Wheels on the Bus</li> <li>o The Hundred Decker Rocket</li> <li>o Naughty Bus</li> <li>o You Can't Take an Elephant on the Bus</li> <li>o Martha Maps It Out</li> <li>o There's a Tiger on the Train</li> <li>o Christopher's Bicycle</li> <li>o 10 Things I Can Do to Help My World</li> <li>o Look What I Found at the Seaside</li> <li>o Look Inside - Seas and Oceans</li> <li>o The Unexpected Visitor</li> <li>o Somebody Crunched Colin</li> <li>o Michael Recycle</li> <li>o The Wide, Wide Sea</li> <li>o Stella and the Seagull</li> </ul>

<b>Linked Rhymes and Songs</b>	<b>Rhymes/Poems:</b> o Heads, Shoulders, Knees and Toes o Finger Family Song <b>Songs:</b> o Happy Birthday ( <i>also in different language to represent cohort</i> ) o Harvest songs	<b>Rhymes/Poems:</b> o I'm a Little Pumpkin o Autumn Days o Dingle Dangle Scarecrow <b>Songs:</b> o Christmas show songs	<b>Rhymes/Poems:</b> o I'm a Little Penguin o I'm a Little Snowman <b>Songs:</b> o Marching in the Snow o Put Your Coat On o Mister Wind o Flip it, Flop it!	<b>Rhymes/Poems:</b> o Pitter, Patter, Pitter, Patter <b>Songs:</b> o Socks o Wet Wet Wet o Walking through the Jungle o Hop, Hop, Hop! o Easter Bunny	<b>Rhymes/Poems:</b> o I'm a Little Seed <b>Songs:</b> o Wake Up! o New Day Blues o Everything Starts with a Seed o A Tiny Seed Was Sleeping	<b>Rhymes/Poems:</b> o Five Little Fishes o Wheels on the Bus o When I was 1 I Sucked My Thumb <b>Songs:</b> o The Journey Home From Grandpa's o We All Go Travelling By
<b>Key Poem</b>		<b>Oh Dear!</b> <i>Michael Rosen</i>				<b>Braving the Sea</b> <i>Philip Wadell</i>
<b>Trips/Visitors Enrichments</b>	<b>Visitors:</b> o Headteacher story time o Parents/Carers o Grandparents o School Nurse <b>Trip:</b> o Forest School sessions	<b>Visitors:</b> o Birds of Prey Visit o Baker (School cook) o Photographer <b>Trip:</b> o Autumn Walk to Royton Park o Walk to post box o Pantomime o Forest School sessions	<b>Visitors:</b> o Site Manager (jobs) o Parent/Carer phonics session <b>Trip:</b> o Forest School sessions	<b>Visitors:</b> o African dancing workshop o Dentist <b>Trip:</b> o Blackpool Zoo o Forest School sessions	<b>Visitors:</b> o Live Caterpillars o Live Minibeasts o Balanceability o Parent/Carer Garden Project <b>Trip:</b> o Forest School sessions o Walk to Lidl (Salad/Veg) o Garden centre	<b>Visitors:</b> o Emergency Services o Parent Picnic <b>Trip:</b> o Bus Stop traffic survey o Manchester Airport o Trip on a double decker bus o Forest School sessions
<b>Linked Role Play</b> <i>Indoors and outdoors</i>	o Home Corner – New Baby o Outdoors – To the Café	o Home Corner – Celebrations o Outdoors – Post box and deliveries	o Home Corner – Fix it Time o Outdoors – Hot Chocolate Drive Thru	o Home Corner – Healthy Living o Outdoors – Car Wash	o Home Corner – New Pet o Outdoors – Bike Hire	o Home Corner – Holiday Time o Outdoors – Police and traffic wardens
<b>Celebrations / Festivals / Special Events</b>	o Birthdays o Harvest Festival	o Birthdays o Diwali o Bonfire Night o Christmas	o Birthdays	o Birthdays o Easter	o Birthdays o Eid al-Fitr	o Birthdays o Sports Day o World Oceans Day o Transition to Year 1
<b>Literacy (English)</b>	<b>Little Wandle Phonics Word Reading &amp; Writing</b>					
	- Learn GPCS: <i>s a t p i n m d g o c k c k e u r h b f l</i> - Read tricky words: <i>is l the</i>	- Learn GPCS: <i>ff ll ss j v w x y z zz qu sh th ng nk</i> - Read tricky words: <i>as and has his her go no to into she he of we me be</i>	- Learn GPCS: <i>ai ee igh oa oo oo ar ur ow oi ear air er</i> - Read tricky words: <i>was you they my by all</i>	Review Phase 3 - Read and write words with double letters: <i>dd mm tt bb rr gg pp</i> - Read longer words with	Short vowels with adjacent consonants - CVCC CCVC CCVCC CCCVC CCCVCC	Phase 3 long vowel graphemes with adjacent consonants - CVCC CCVC CCCVC CCVCC



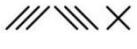






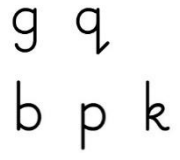
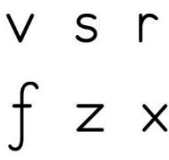
	<ul style="list-style-type: none"> <li>- Orally segment and blend</li> <li>- Read and with support, write CVC words</li> </ul>	<ul style="list-style-type: none"> <li>- Read and write CVC words</li> <li>- Read short sentences</li> <li>- Read words with -s /s/ added at the end</li> <li>- Read words ending in s /z/ added at the end</li> </ul>	<p><i>are sure pure</i></p> <ul style="list-style-type: none"> <li>- Read and write words with double letters: <i>dd mm tt bb rr gg pp ff</i></li> <li>- Read longer words with two syllables</li> </ul>	<ul style="list-style-type: none"> <li>two syllables</li> <li>- Read and write words with two or more digraphs</li> <li>- Read and write words ending in -ing</li> <li>- Read and write compound words</li> <li>- Read and write words with s /z/ in the middle</li> <li>- Read and write words with -s /s/ /z/ at the end</li> <li>- Read and write words with -es /z/ at the end</li> </ul>	<ul style="list-style-type: none"> <li>- Read tricky words: <i>said so have like some come love do were here little says there when what one out today</i></li> <li>- Read and write longer words and compound words</li> <li>- Read and write words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -</li> </ul>	<ul style="list-style-type: none"> <li>- words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est</li> <li>- Read and write longer words</li> <li>- Secure spelling of tricky words</li> </ul>
<b>Reading &amp; Comprehension – Linked to key texts</b>						
	<ul style="list-style-type: none"> <li>- Hear initial phoneme in own and others names and words.</li> <li>- Orally rehearse a word for labelling / a list.</li> <li>- Orally blend and segment simple CVC words.</li> <li>- Orally rehearse a simple caption / sentence.</li> <li>- Continue to develop skills of alliteration and oral blending/segmenting.</li> <li>- Begin to identify a word / letter.</li> <li>- Consolidate Concepts about Print – text direction (left to right, top to bottom) and 1-1 correspondence.</li> <li>- Talk about story, events and characters.</li> <li>- Begin to understand that names start with capital letters.</li> <li>- Join in with text retelling</li> </ul>	<ul style="list-style-type: none"> <li>- Concepts about print (i) follow direction of print - left to right/ top to bottom / 1-1 (ii) identify difference between a word / letter (iii) develop awareness of letter orientation.</li> <li>- Use phonic knowledge to read VC and simple CVC words.</li> <li>- Read the word 'I'.</li> <li>- Begin to read a simple caption / sentence – 4 words.</li> <li>- Identify the beginning, middle and end of story.</li> <li>- Predict some story line.</li> <li>- Begin to retell a simplified version of story using a story map.</li> <li>- Foundational phonics – identify alliteration, identify and generate simple CVC rhyming words.</li> <li>- Answer questions with relevant comments – characters / events.</li> <li>- Ask questions to develop understanding.</li> </ul>	<ul style="list-style-type: none"> <li>- Read simple sentences.</li> <li>- Orally rehearse a short sentence for writing.</li> <li>- Sequence story and text retell.</li> <li>- Answer questions with relevant comments.</li> <li>- Ask questions to develop understanding.</li> <li>- Name and talk about different parts of a non-fiction book.</li> </ul>	<ul style="list-style-type: none"> <li>- Sequence story and talk about / show an awareness of story structure – e.g. beginning, middle and end.</li> <li>- Use story map to support retelling of text.</li> <li>- Use story map to support innovation of text.</li> <li>- Orally rehearse label and simple sentences.</li> <li>- Talk about story events, characters and setting in response to questions.</li> <li>- Predict some of the story in response to what has been read.</li> <li>- Talk about likes and dislikes of characters.</li> <li>- Answer questions with relevant comments.</li> <li>- Ask questions to develop understanding.</li> <li>- Name and talk about different parts of a non-fiction book.</li> <li>- Use page numbers.</li> </ul>	<ul style="list-style-type: none"> <li>- Read simple sentences.</li> <li>- Identify, name and talk about different parts of a book – fiction and non-fiction.</li> <li>- Know that a sentence starts with a capital letter and ends with a full stop.</li> <li>- Begin to understand and use new vocabulary.</li> <li>- Predict some of the story line and vocabulary in response to what has been read.</li> <li>- Answer a range of questions with relevant responses, including some simple inferential and deductive questions.</li> <li>- Talk about characters – likes / dislikes / links to other familiar texts.</li> <li>- Orally rehearse sentences for writing.</li> </ul>	<ul style="list-style-type: none"> <li>- Read simple sentences.</li> <li>- Orally rehearse sentences for writing.</li> <li>- Identify, name and talk about different parts of a book, fiction and non-fiction.</li> <li>- Predict some of the story line and vocabulary in response to what has been read.</li> <li>- Answer a range of questions with relevant responses, including some simple inferential and deductive questions.</li> <li>- Talk about events / settings – likes / dislikes / links to other familiar texts.</li> </ul>

	<h2>Writing</h2>					
<ul style="list-style-type: none"> <li>- Write own name with correct letter formation.</li> <li>- Begin to apply some taught GPC knowledge for labelling – write first letter using a phoneme mat.</li> <li>- Write for a purpose – label / list / speech bubble.</li> <li>- Orally segment and spell VC / CVC words.</li> <li>- With support, begin to write a simple caption / sentence.</li> </ul>	<ul style="list-style-type: none"> <li>- Orally segment and spell simple CVC words.</li> <li>- With support read back own CVC word writing to make sure it makes sense.</li> <li>- Write own name with correct letter formation.</li> <li>- Begin to read and write a simple 3-word sentence, with a spaces between each words.</li> <li>- Begin to develop an awareness of capital letter and full stop.</li> <li>- Orally rehearse a simple caption /sentence – 3/4 words.</li> <li>- Spell the word ‘I’.</li> <li>- Begin to write a simple caption / sentence – 3/4 words.</li> <li>- With support read back own writing to make sure it makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>- Orally rehearse a short sentence for writing.</li> <li>- Spell VC and simple CVC words with increasing accuracy.</li> <li>- Begin to spell CVC words with taught digraphs.</li> <li>- Write a simple sentence with 3 – 5 words.</li> <li>- Begin to write two short sentences with familiar sentence starters from autumn term – <i>I am ... I can ...</i></li> <li>- Read and spell CVC words, some with taught digraphs.</li> <li>- Use oral segmenting for accurate spelling.</li> <li>- Write a short sentence developing awareness of capital letter, word spacing and full stop.</li> <li>- Begin to write two short sentences developing awareness of capital letter, word spacing and full stop.</li> <li>- Re-read own writing to make sure it makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>- Read, orally segment and write simple CVC words.</li> <li>- Read and write simple sentences using phonic knowledge, including use of some digraphs and recently learnt common exception words - They are she he was the has is...</li> <li>- Work as a group, to begin to write own simple story.</li> <li>- Begin to compose own simple story independently.</li> <li>- Use story map to support innovation of text.</li> <li>- Label a photograph.</li> <li>- Write a short sentence developing awareness of capital letter, word spacing and full stop.</li> <li>- Re-read own writing to check it makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>- Orally rehearse sentences for writing.</li> <li>- Write simple sentences using (i) phonic knowledge (ii) some common exception words (iii) capital letter (iv) word spacing (v) full stop.</li> <li>- Re-read own sentence to check it makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>- Orally rehearse sentences for writing.</li> <li>- Write simple sentences using (i) phonic knowledge (ii) some common exception words (iii) capital letter (iv) word spacing (v) full stop.</li> <li>- Begin to write a short sequence of two/three sentences.</li> <li>- Re-read own sentence to check it makes sense.</li> </ul>	
<h2>Physical Development</h2>	<h3>P.E Gross Motor</h3>					
<p><u>Introduction to PE: Unit 2</u></p> <ul style="list-style-type: none"> <li>- I can make independent choices.</li> <li>- I can negotiate space safely with consideration for myself and others.</li> <li>- I follow instructions involving several ideas or actions.</li> </ul>	<p><u>Fundamentals: Unit 2</u></p> <ul style="list-style-type: none"> <li>- I am confident to try new challenges, deciding on the skills I use to complete the task.</li> <li>- I can negotiate space safely with consideration for myself and others.</li> </ul>	<p><u>Gymnastics: Unit 2</u></p> <ul style="list-style-type: none"> <li>- I am confident to try new challenges.</li> <li>- I can combine movements, selecting actions in response to the task and apparatus.</li> <li>- I can confidently and safely use a range of large and small apparatus.</li> </ul>	<p><u>Games: Unit 2</u></p> <ul style="list-style-type: none"> <li>- I can negotiate space safely with consideration for myself and others.</li> <li>- I follow instructions involving several ideas or actions.</li> <li>- I play co-operatively, take turns and encourage others.</li> </ul>	<p><u>Dance: Unit 2</u></p> <ul style="list-style-type: none"> <li>- I am confident to try new challenges and perform in front of others.</li> <li>- I can combine movements, selecting actions in response to the task.</li> </ul>	<p><u>Balls Skills: Unit 2</u></p> <ul style="list-style-type: none"> <li>- I can negotiate space safely with consideration for myself and others.</li> <li>- I follow instructions involving several ideas or actions.</li> <li>- I persevere when trying new challenges.</li> </ul>	

<ul style="list-style-type: none"> <li>- I play co-operatively and take turns with others.</li> <li>- I understand the rules and can explain why it is important to follow them.</li> <li>- I use movement skills with developing balance and co-ordination.</li> </ul>	<ul style="list-style-type: none"> <li>- I follow instructions involving several ideas or actions.</li> <li>- I play co-operatively, take turns and congratulate others.</li> <li>- I play games honestly with consideration of the rules.</li> <li>- I show an understanding of my feelings and can regulate my behaviour.</li> <li>- I use movement skills with developing balance and co-ordination.</li> </ul>	<ul style="list-style-type: none"> <li>- I can negotiate space safely with consideration for myself and others.</li> <li>- I follow instructions involving several ideas or actions.</li> <li>- I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.</li> <li>- I work co-operatively with others and take turns.</li> </ul>	<ul style="list-style-type: none"> <li>- I play games honestly with consideration of the rules.</li> <li>- I show an understanding of my feelings and can regulate my behaviour.</li> <li>- I use ball skills with developing competence and accuracy.</li> <li>- I use movement skills with developing balance and co-ordination.</li> </ul>	<ul style="list-style-type: none"> <li>- I can negotiate space safely with consideration for myself and others.</li> <li>- I follow instructions involving several ideas or actions.</li> <li>- I show respect towards others when providing feedback.</li> <li>- I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.</li> </ul>	<ul style="list-style-type: none"> <li>- I play ball games with consideration of the rules.</li> <li>- I play co-operatively and take turns with others.</li> <li>- I use ball skills with developing competence and accuracy.</li> </ul>
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**Fine Motor/Handwriting (Letter Join)**

- Children have continuous daily access to fine motor activities and resources throughout the year, focusing on develop key skills. (pinching, scooping, pouring, tweezing, weaving, threading, handling scissors and tools)  
 - Weekly fine motor challenges in provision.

<u>Pre-writing Patterns</u> Circles and Spirals  Lines  Diagonals 	<u>Pre-writing Patterns</u> Jellies  Zig-zags  Loopies  Waves 	<u>Letters</u> 	<u>Letters</u> 	<u>Letters</u> 	<u>Letters</u> 
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<b>Maths</b>	<b>White Rose Hub Number &amp; Numerical Patterns</b>					
	<u>Match, Sort and Compare</u> Match objects Match pictures and objects Identify a set Sort objects by type Explore sorting techniques Create sorting rules Compare amounts	<u>Circles and Triangles</u> Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position  <u>1, 2, 3, 4, 5</u> Find 4 & 5	<u>Alive in 5!</u> Introducing zero Find 0 to 5 Subitise 0 to 5 Represent 0 to 5 1 more 1 less Composition Conceptual Subitising to 5	<u>Building 9 and 10</u> Find 9 & 10 Comparing numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more 1 less Composition to 10 Bonds to 10 (2 parts)	<u>To 20 and beyond</u> Build numbers beyond 10 (10 – 13) Continue patterns beyond 10 (10 – 13) Build numbers beyond 10 (14 – 20) Continue patterns beyond 10 (14 – 20)	<u>Sharing and Grouping</u> Explore sharing Sharing Explore grouping Grouping Even and odd sharing Play with and build doubles  <u>Visualise, build and map</u>

	<p><u>Talk about measure and patterns</u>          Compare size          Compare mass          Compare capacity          Explore simple patterns          Copy and continue simple patterns          Create simple patterns</p> <p><u>It's me 1, 2, 3!</u>          Find 1, 2 &amp; 3          Subitise 1, 2 &amp; 3          Represent 1,2 &amp; 3          1 more          1 less          Composition of 1, 2 &amp; 3</p>	<p>Subitise 4 &amp; 5          Represent 4 &amp; 5          1 more          1 less          Composition of 4 &amp; 5          Composition of 1-5</p> <p><u>Shapes with 4 sides</u>          Identify and name shapes with 4 sides          Combine shapes with 4 sides          Shapes in the environment          My day and night</p>	<p><u>Mass and capacity</u>          Compare mass          Find a balance          Explore capacity          Compare capacity</p> <p><u>Growing 6, 7, 8</u>          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> <p><u>Length, height and time</u>          Explore length          Compare length          Explore height          Compare height          Talk about time          Order and sequence time</p>	<p>Make arrangements of 10          Bonds to 10 (3 parts)          Doubles to 10 (find a double)          Doubles to 10 (make a double)          Explore even and odd</p> <p><u>Exploring 3D shapes</u>          Recognise and name 3D shapes          Find 2D shapes within 3D shapes          Use 3D shapes in the environment          Identify more complex patterns          Copy and continue patterns          Patterns in the environment</p>	<p>Verbal counting beyond 20          Verbal counting patterns</p> <p><u>How many now?</u>          Add more          How many did I add?          Take away          How many did I take away?</p> <p><u>Manipulate, compose and decompose</u>          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</p>	<p>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> <p><u>Make Connections</u>          Deepen understanding          Patterns and relationships</p>
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<p>Personal,          Social and          Emotional          Development</p>	<p><u>Adult-Led Daily Routines</u></p>					
	<p>- 'Choose it, Use it, Put it back' – To discuss selecting and using resources in the classroom and outdoor environment.          - 'Self-Regulation Station' – To use the SRS to name and explore feelings and identify how others may feel, including as a result of their own behaviour.          - To co-regulate with an adult where necessary. Continue to develop the ability to regulate own behaviour and express and moderate feelings in appropriate ways.          - To work cooperatively with adults and peers. Begin to find resolutions to conflict (with gradually less adult support).          - To continue to develop the skills to manage own basic hygiene, including by brushing teeth daily, washing hands after going to the toilet or outside, or before eating.          - To begin to understand the importance of exercise and healthy eating, including trying new foods in snack and at lunch time.</p>					
	<p><u>PSHE Building Relationships, Self-Confidence and Self Awareness &amp; Managing Self (JIGSAW)</u></p>					
<p><u>Being Me in My World</u>          - I understand how it feels to belong and that we are similar and different.</p>	<p><u>Celebrating Difference</u>          - I can identify something I am good at and understand everyone is good at different things.</p>	<p><u>Dreams and Goals</u>          - I understand that if I persevere, I can tackle challenges.</p>	<p><u>Healthy Me</u>          - I understand that I need to exercise to keep my body healthy.</p>	<p><u>Relationships</u>          - I can identify some of the jobs I do in my family and how I feel like I belong.</p>	<p><u>Changing Me</u>          - I can name parts of the body.</p>	

	<ul style="list-style-type: none"> <li>- I can start to recognise and manage my feelings.</li> <li>- I enjoy working with others to make school a good place to be.</li> <li>- I understand why it is good to be kind and use gentle hands.</li> <li>- I am starting to understand children's rights and this means we should all be allowed to learn and play.</li> <li>- I am learning what being responsible means.</li> </ul>	<ul style="list-style-type: none"> <li>- I understand that being different makes us all special.</li> <li>- I know we are all different but the same in some ways.</li> <li>- I can tell you why I think my home is special to me.</li> <li>- I can tell you how to be a kind friend.</li> <li>- I know which words to use to stand up for myself when someone says or does something unkind.</li> </ul>	<ul style="list-style-type: none"> <li>- I can tell you about a time I didn't give up until I achieved my goal.</li> <li>- I can set a goal and work towards it.</li> <li>- I can use kind words to encourage people.</li> <li>- I understand the link between what I learn now and the job I might like to do when I'm older.</li> <li>- I can say how I feel when I achieve a goal and know what it means to feel proud.</li> </ul>	<ul style="list-style-type: none"> <li>- I understand how moving and resting are good for my body.</li> <li>- I know which foods are healthy and not so healthy and can make healthy eating choices.</li> <li>- I know how to help myself go to sleep and understand why sleep is good for me.</li> <li>- I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.</li> <li>- I know who my safe adults are and how to stay safe if they are not close by me.</li> </ul>	<ul style="list-style-type: none"> <li>- I know how to make friends to stop myself from feeling lonely.</li> <li>- I can think of ways to solve problems and stay friends.</li> <li>- I am starting to understand the impact of unkind words.</li> <li>- I can use Calm Me time to manage my feelings.</li> <li>- I know how to be a good friend.</li> </ul>	<ul style="list-style-type: none"> <li>- I can tell you some things I can do and foods I can eat to be healthy.</li> <li>- I understand that we all grow from babies to adults.</li> <li>- I can express how I feel about moving to Year 1.</li> <li>- I can talk about my worries and/or the things I am looking forward to about being in Year 1.</li> <li>- I can share my memories of the best bits of this year in Reception.</li> </ul>
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Understanding the World	<b>Science Natural World</b>					
	<p><u>Our Bodies</u></p> <ul style="list-style-type: none"> <li>- To talk about and describe people with a growing awareness of similarities and differences. (Link to texts: 'My Hair' and 'Happy in Our Skin')</li> <li>- To verbally label parts of the human body and explain what they do, e.g., legs for standing, walking, running etc.</li> <li>- To name some internal organs and know the job they do in simple terms. (heart, brain, lungs)</li> <li>- To sequence the human growth timeline with pictures.</li> </ul> <p><u>Natural Phenomena: Different Seasons &amp; Weather</u></p> <p>*Throughout the year*</p>	<p><u>Animals &amp; Habitats: Woodland Creatures (Links to DT)</u></p> <ul style="list-style-type: none"> <li>- To know what the word 'habitat' means.</li> <li>- To name simple features of a woodland habitat. (trees, logs, holes, piles of leaves, bushes, hedgerows)</li> <li>- To name some woodland creatures. (fox, mole, squirrel, hedgehog, rabbit, owl)</li> <li>- To name some animals that are nocturnal and articulate why humans are not nocturnal.</li> <li>- To understand what hibernations needs and why some animals hibernate.</li> </ul> <p><u>Natural Phenomena: Light &amp; Shadow</u></p> <ul style="list-style-type: none"> <li>- To name some light sources.</li> </ul>	<p><u>Animals &amp; Habitats: Cold Creatures</u></p> <ul style="list-style-type: none"> <li>- To name 3 animals that live in colder climates.</li> <li>- To identify the key characteristics of the animals – what they look like/how they move.</li> <li>- To know some simple facts about penguins. (features, diet, habitat etc)</li> <li>- To describe a penguin's habitat in Antarctica and know what they need to survive.</li> </ul> <p><u>Natural Phenomena: Freezing and Melting</u></p> <ul style="list-style-type: none"> <li>- To explore water - freezing and melting, explaining what we can see happening and why.</li> </ul>	<p><u>Animals &amp; Habitats: African Animals</u></p> <ul style="list-style-type: none"> <li>- To name the 'Big 5' African animals. (lion, leopard, rhinoceros, elephant, African buffalo)</li> <li>- To describe habitats for animals in hotter climates and know what they need to survive.</li> <li>- To know some simple facts about elephants and chimpanzees. (features, diet, habitat etc)</li> </ul>	<p><u>Animals &amp; Habitats: Minibeasts</u></p> <ul style="list-style-type: none"> <li>- To name and describe 5 minibeasts.</li> <li>- To describe habitats for minibeasts.</li> <li>- To explain the simple differences between butterflies and moths.</li> </ul> <p><u>Life Cycles</u></p> <ul style="list-style-type: none"> <li>- To sequence the life cycle of a butterfly and a moth.</li> <li>- To sequence the growth of a sunflower.</li> </ul> <p><u>Plants</u></p> <ul style="list-style-type: none"> <li>- To label the parts of a plant. (seed, root, stem, leaf, petal)</li> <li>- To know what a plant needs to grow. (sunlight, soil, water)</li> </ul>	<p><u>Animals &amp; Habitats: Sea Creatures</u></p> <ul style="list-style-type: none"> <li>- To name and describe 5 ocean animals.</li> <li>- To recall some simple facts about ocean animals. (shark, orca, clownfish, crab, turtle, stingray)</li> </ul> <p><u>Respect for Environment</u></p> <ul style="list-style-type: none"> <li>- To explain in simple terms how and why we should look after our oceans. (link to World Oceans Day)</li> <li>- To explain what recycling means and take part in this process in the classroom</li> </ul> <p><u>Forces</u></p> <ul style="list-style-type: none"> <li>- To explore and describe different ways of moving vehicles – push, pull, blow</li> <li>- To explore and describe ways to change the speed or</li> </ul>

<p>To name the 4 seasons and notice the changes it makes to our natural surroundings. (Forest School)</p>	<p>-To know where light comes from in the day and at night. - To investigate shadows in natural and artificial light.</p>	<p><u>Waterproofing</u> (Links to DT) - To understand what waterproof means and to test whether materials are waterproof.</p> <p><u>Forces</u> (Links to DT) - To understand what the terms 'float' and 'sink' mean. - To test and make predictions for which materials/objects float or sink.</p>			<p>direction or distance travelled of vehicles.</p>
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**History Past & Present**

<p><u>My History</u> - To understand the term 'past' and this can be recent or a long time ago. - To begin to make sense of their own life story - recalling events such as; last birthday, family events such as holidays etc. - To discuss members of their immediate family with simple detail, i.e; name, age, hair colour, jobs etc - To explain how they have changed since birth and since starting nursery. - To articulate their future aspirations and occupations.</p> <p><u>Black History Month</u> - To know who Ella Fitzgerald/Louis Armstrong were and explore some of their music.</p>	<p><u>Local History</u> - To name some familiar places in Royton. - To explore what Royton looked like over time. - To discuss the changes we can see to local buildings.</p>	<p><u>Changes I See</u> (Forest School) - To name the 4 seasons. - To recount seasonal changes observed so far.</p>	<p><u>Lives of Significant People (Royal Family)</u> - To know what a king and queen are and that we currently have a king called King Charles III. - To name some other members of the royal family. - To explore what King Charles does for our country and find out about key events over his lifetime. - To know we have a national anthem and that this song has been used for many years.</p>	<p><u>Changes I See</u> - To sequence pictures of the sunflower plant's growth in chronological order. - To explain the changes seen when growing a sunflower. - To sequence pictures of the life cycle of a butterfly &amp; moth in chronological order. - To explain the changes seen from caterpillar to butterfly/moth.</p>	<p><u>Changes with living memory</u> - To talk about the differences of vehicles from today with vehicles in the past.</p>
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**Geography Natural World & People, Cultures and Communities**

- To find the different provision areas in the classroom, locate the resources they need independently.
- To explore and describe weather daily.
- To explore and describe the four seasons of the year (also through Forest School)
- To talk about environmental changes they see in the school grounds, reflecting on previous findings.

My School

- To know the name of our school is Royton Hall.
- To know that we use maps to help us find our way from one place to another.
- To locate our school on a simple map of the area.
- To recognise and name features on a map of our school.
- To create our own maps of our school.

Human Geography - Occupations

- To learn about the job role of an optician/nurse and name some equipment that they may use.

My Town and Country

- To know that our school is in Royton.
- To know that Royton is part of the UK.
- To locate familiar landmarks on a map of Royton.
- To explore Royton Park, naming and describing what we can see.
- To know that a globe shows all the places on planet Earth.
- To point to the UK on the globe.
- To know that the capital of the UK is London.
- To being to articulate the geographical differences between towns, cities and countries.

Human Geography - Occupations

- To learn about the job role of a baker and name some equipment that they may use.

Antarctica

- To point to where Antarctica is on a globe and a world map.
- To know that Antarctica has a colder climate than the UK.
- To know that Antarctica is the coldest place on Earth.
- To know that the South Pole is in Antarctica.
- To know that icebergs are found in Antarctica.
- To know that penguins, whales and seals can be found in Antarctica.
- To know that humans don't live in Antarctica.

Transport

- To name different types of boats.
- To compare the uses of boats.

Africa

- To point to where Africa is on a globe and a world map.
- To know that Africa has a hotter climate than the UK.
- To know that there are deserts in Africa.
- To know that Africa has the world's longest river. (Nile)
- To know the pyramids of Egypt are in Africa.
- To know The Big 5 animals of Africa. (lion, leopard, rhinoceros, elephant, African buffalo)
- To talk about how lives may be similar or different in some places of Africa in comparison to our country. (e.g – travel to school, what a classroom looks like, where people live etc)

Human Geography - Occupations

- To learn about the job role of a dentist and name some equipment that they may use.

Directions & Map Work

- To be able to point left and right.
- To listen carefully and follow directions around the school grounds. (forwards, backwards, left, right, turn, up, down)
- To look for and record minibeasts in the outdoors.
- To use a simple map of the outdoor area to record where the minibeasts were found.

Oceans

- To point to where the ocean and land are on a globe and world map.
- To name one of the oceans.
- To describe what they would find in an ocean. (water, seaweed, coral, rocks, sand, animals etc)

Transport

- To name vehicles that can be used to travel on land, in air and on sea.

Map Work

- To observe and recall locations spotted on a local bus journey.
- To draw a map of their journey from their home to school.

Human Geography - Occupations

- To learn about the job roles in the emergency services and name some equipment that they may use.

**RE People, Cultures and Communities**

Which places are special to members of our community?  
Which places are special for Christians? Why?

- Name and talk about the church as a special place for Christians

Who cares for me and how do I help others?  
How does the life and example of Jesus teach people about how to care for others?

- Talk about the importance of Jesus for Christians.

Who belongs in my family and community?  
What groups do we belong to?

- Talk about the groups they belong to e.g., my family, my class, my school, my place of worship.

How do people celebrate special times in Spring?  
How and why is Eid ul-Fitr celebrated?

- Talk about different ways to celebrate.
- Talk about celebrations which include special

Why are some objects special?  
What artefacts and books are special to Christians?

- Talk about what they can see
- Talk about what the Bible is and compare a

How do we understand and care for the world?  
What does the word creation mean?  
What is the Christian story of creation?

- Listen to and talk about the creation story from the Bible.

	<ul style="list-style-type: none"> <li>▪ Talk about why churches are special places for Christians</li> <li>▪ Experience stillness and times of reflection, responding to what they see, hear, smell, touch and feel</li> </ul> <p><i>Which places are special for Muslims? Why?</i></p> <ul style="list-style-type: none"> <li>▪ Name and talk about the mosque as a special place for Muslims</li> <li>▪ Talk about why mosques are special places for Muslims.</li> <li>▪ Experience stillness and times of reflection, responding to what they see, hear, smell, touch and feel.</li> </ul> <p><i>Which places are special for Hindus? Why?</i></p> <ul style="list-style-type: none"> <li>▪ Name and talk about the Mandir as a special place for Hindus</li> </ul>	<ul style="list-style-type: none"> <li>▪ Listen carefully to a story about Jesus' and say what happened in the story.</li> </ul> <p><i>What do Jesus' stories tell us about how we can care for others?</i></p> <ul style="list-style-type: none"> <li>▪ Recall that Jesus is a special person for Christians</li> <li>▪ Listen carefully to a story.</li> <li>▪ Talk about what the story teaches about caring and about God.</li> </ul> <p><i>How does the life and example of the Prophet Mohammed teach people about caring for others?</i></p> <ul style="list-style-type: none"> <li>▪ Talk about Prophet Mohammed as a special person for Muslims.</li> <li>▪ Listen carefully to a story about the Prophet Mohammed</li> <li>▪ Talk about the prophet Mohammed's teaching about caring for others.</li> </ul> <p><u>How do people celebrate special times?</u></p> <p><i>What is a celebration?</i></p> <ul style="list-style-type: none"> <li>▪ Talk about their own celebrations and begin to notice the celebrations which are important to others.</li> </ul> <p><i>What happens at festivals? (Harvest, Diwali, Christmas)</i></p>	<ul style="list-style-type: none"> <li>▪ Talk about people in school and their roles</li> <li>▪ Explore and find out about faith groups that they and others belong to.</li> </ul> <p><i>What does it mean to belong to a faith community?</i></p> <ul style="list-style-type: none"> <li>▪ Talk about faith groups that they and others belong to.</li> </ul> <p><i>How does the life of Jesus teach people about friendship?</i></p> <ul style="list-style-type: none"> <li>▪ Talk about the special friends of Jesus.</li> <li>▪ Listen carefully to a story about Jesus' and say what happened in the story.</li> <li>▪ Talk about how Jesus gave a good example of friendship.</li> </ul>	<p>meals and family celebrations.</p> <ul style="list-style-type: none"> <li>▪ Talk about the importance of caring for others.</li> </ul> <p><i>What happens before and during Lent?</i></p> <ul style="list-style-type: none"> <li>▪ Talk about traditions and celebrations linked to Lent.</li> <li>▪ Talk about celebrations and begin to notice the celebrations which are important to others.</li> <li>▪ Recognise some cultural and religious celebrations.</li> </ul> <p><i>Why is Easter important to Christians?</i></p> <ul style="list-style-type: none"> <li>▪ Listen to and retell the Easter story</li> <li>▪ Talk about how Christians celebrate and remember Easter Sunday.</li> <li>▪ Talk about how Christians remember Jesus at Easter time and listen to the stories they tell about him.</li> <li>▪ Begin to recognise some symbols found at Easter and what they represent.</li> </ul>	<p>child's version and an adult's version</p> <ul style="list-style-type: none"> <li>▪ Talk about objects that are special for Christians</li> </ul> <p><i>What artefacts and books are special to Muslims?</i></p> <ul style="list-style-type: none"> <li>▪ Talk about the Qur'an as a special book for Muslims</li> <li>▪ Talk about what they can see</li> <li>▪ Talk about what the Qur'an is and compare a child's version and an adult's version</li> </ul> <p><i>What artefacts are special to Hindu families?</i></p> <ul style="list-style-type: none"> <li>▪ Talk about how Hindu families worship at home.</li> <li>▪ Talk about what they can see</li> <li>▪ Look carefully at the objects on a puja tray and say what they are used for.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Name something that Christians believe was created by God.</li> <li>▪ Talk about why Christians believe they should be thankful and look after the world.</li> </ul> <p><i>What do Muslims believe about creation?</i></p> <ul style="list-style-type: none"> <li>▪ Notice the common tradition of the creation story in Islam, Christianity and Judaism – that God created everything from nothing.</li> <li>▪ Talk about the role of the Khalifa – someone who looks after the world.</li> </ul> <p><i>What is the Hindu story of creation?</i></p> <ul style="list-style-type: none"> <li>▪ Listen to and explore the Hindu story of creation.</li> <li>▪ Notice some sounds and images in relation to the Hindu story of creation.</li> <li>▪ Continue to develop a sense of awe and wonder at the natural world.</li> </ul> <p><i>How can we look after our world?</i></p> <ul style="list-style-type: none"> <li>▪ Talk about how we can care for our immediate environment.</li> <li>▪ Show care and concern for living things e.g. grow and look after plants or pets.</li> </ul>
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		<ul style="list-style-type: none"> <li>▪ Talk about what happens at the Harvest festival and begin to think about why Christians celebrate the Harvest.</li> <li>▪ Talk about celebrations and begin to notice the celebrations which are important to others.</li> <li>▪ Listen carefully to the story of Rama and Sita and understand that Hindus celebrate the happy ending to the story.</li> <li>▪ Talk about and experience celebrations which include light, music and dancing.</li> <li>▪ Listen to and retell the Christmas story</li> <li>▪ Talk about how Christians and others celebrate Christmas.</li> <li>▪ Begin to think about how Christians share their 'good news' message about Jesus' birth.</li> </ul>				<ul style="list-style-type: none"> <li>▪ Talk about the responsibility of looking after the world either as a believer or non-believer.</li> </ul>
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**Computing**

<p><u>Systems and Networks - Technology Around Us</u>          - To name different technology in their home and explain what it is used for. (TV, washing machine, microwave, oven, mobile phones, tablets, games consoles)</p>	<p><u>Systems and Networks - Operating Hardware &amp; Software</u>          - To know how to switch an iPad on and select an app.          - To know how to take a picture on an iPad.          - To know how to record a video on an iPad.</p>	<p><u>E-Safety</u>          - To give reasons why we need to stay safe online.          - To know that they need to ask an adult before using a device and to check anything they are unsure of.</p>	<p><u>Creating Media – Digital Drawing</u>          - To draw a picture on the IWB app and know how to create a shape and fill it.          - To know how to change the colour of the pen and erase it.</p>	<p><u>Programming – Moving a Robot</u>          - To know how to program a BeeBot to go forwards, backwards, left and right.          - To program a BeeBot to go along a path using different directions.</p>	<p><u>Programming – Coding</u>          - To be able to complete a simple coding game on an iPad.</p>
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	<ul style="list-style-type: none"> <li>- To name some technology in the world around us and say who may use it. (traffic lights, cars, aeroplanes, card machines, walkie talkies, sat nav, x-ray machine)</li> </ul>	<ul style="list-style-type: none"> <li>- To know how to use a QR code with the iPads to access stories &amp; nursery rhymes.</li> </ul>				
Expressive Arts and Design	<b>Everyday Provision</b>					
	<ul style="list-style-type: none"> <li>- To use playdough – moulding, shaping and adding detail.</li> <li>- To engage in both free choice and adult directed activities: children are taught new skills with the opportunity to embed these.</li> <li>- To experiment with colour, form, function, texture and design through a range of media and materials, which grow and vary throughout the year.</li> <li>- To use transient art materials for exploration of shape, making links with creative and mathematical play.</li> <li>- To articulate purpose and to move from exploration into creation, particularly with painting.</li> <li>- To use a range of construction and joining tools for ongoing experimentation and mastery.</li> <li>- To use a range of musical instruments and expressive materials – scarves, ribbons, wands – available for performances.</li> </ul>					
	<b>Art Creating with Materials &amp; Being Imaginative and Expressive</b>					
	<u>3D Sculpture – Transient Art</u> <b>Artist Focus: Andy Goldsworthy</b> <ul style="list-style-type: none"> <li>- To explore artwork by Andy Goldsworthy and describe what shapes and patterns they can see.</li> <li>- To recreate art work by Andy Goldsworthy.</li> <li>- To use loose parts to create a self-portrait in the style of Andy Goldsworthy.</li> <li>- To use loose parts to create faces showing different emotions.</li> <li>- To use pebbles, stones and sticks to make ‘Pebble People’ to represent their family.</li> <li>- To use mud and natural resources to create a mud face. (Forest School)</li> </ul>	<u>Printing</u> <ul style="list-style-type: none"> <li>- To print using leaves to create a leaf person, inspired by The Leaf Man text. (Linked to Forest School)</li> </ul> <u>3D Sculpture</u> <ul style="list-style-type: none"> <li>- To know how to roll clay into a ball.</li> <li>- To know how to flatten a ball of clay using palm of hand.</li> <li>- To know how to manipulate clay to make different shapes. (create Diva lamps)</li> <li>- To use a variety of tools to make patterns into clay.</li> </ul>	<u>Drawing</u> <b>Artist Focus: Zaria Forman</b> <ul style="list-style-type: none"> <li>- To name cool colours.</li> <li>- To explore the work of Zaria Forman and describe what colours they can see and describe how it makes them feel.</li> <li>- To use pastels to recreate an icy landscape inspired by Zaria Forman artwork.</li> <li>- To know how to blend and smudge pastels using fingers.</li> </ul>	<u>Collaging</u> <b>Artist Focus: Henri Matisse</b> <ul style="list-style-type: none"> <li>- To explore the work of Henri Matisse and describe what shapes, colour and patterns they can see.</li> <li>- To know how to use the technique of collaging. (tearing and ripping paper)</li> <li>- To recreate art work by Henri Matisse. (create own patterned collaged umbrellas)</li> </ul>	<u>Drawing</u> <b>Artist Focus: Vincent Van Gogh</b> <ul style="list-style-type: none"> <li>- To describe what colours and shapes they can see when looking at flowers.</li> <li>- To make observational drawings of flowers.</li> <li>- To draw with increasing control.</li> <li>- To add simple detailing onto drawing of flowers using dots and lines.</li> <li>- To recreate artwork by Vincent Van Gogh. (Sunflowers)</li> </ul>	<u>Painting</u> <ul style="list-style-type: none"> <li>- To look at pictures of the ocean and name the different colours we can see.</li> <li>- To explore colour mixing to make lighter and darker shades of blue and green.</li> <li>- To know how to paint using watercolours to create a picture of the ocean using different shades of blues and greens.</li> </ul>
<b>DT Creating with Materials &amp; Being Imaginative and Expressive</b>						
<u>Exploring Materials: Shaping and Attaching</u>	<u>Seasonal Projects: Hibernation Boxes</u> (Links to science)	<u>Structures: Design and Make Boats</u> (Links to science & geography)	<u>Textiles: African Necklaces &amp; Baskets</u> <ul style="list-style-type: none"> <li>- To develop threading and weaving skills.</li> </ul>	<u>Seasonal Projects: Flower Threading</u>	<u>Structures: Junk Modelling - Transport</u>	

<ul style="list-style-type: none"> <li>- To know how to hold a pair of scissors correctly to make snips in paper.</li> <li>- To use scissors to cut paper and other materials into desired shapes.</li> <li>- To explore different ways to attach materials together. (glue, sellotape, staples, elastic bands)</li> <li>- To attach materials together to build a 'friendship bench'.</li> </ul>	<ul style="list-style-type: none"> <li>- To design and make a hibernation box.</li> <li>- To understand what hibernation needs and why some animals hibernate.</li> <li>- To talk about and explain ideas.</li> <li>- To use a variety of materials for a purpose.</li> </ul> <p><u>Cooking and Nutrition: Baking Bread</u></p> <ul style="list-style-type: none"> <li>- To taste different types of bread and discuss flavours and preferences.</li> <li>- To observe and help (where appropriate) with the use of tools to prepare ingredients.</li> <li>- To describe the finished product and evaluate the process.</li> </ul>	<ul style="list-style-type: none"> <li>- To investigate how the shape and structure of boats affects the way they move.</li> <li>- To design a boat.</li> <li>- To create a boat based upon their own design.</li> </ul>	<ul style="list-style-type: none"> <li>- To be able to thread beads onto a piece of string with control.</li> <li>- To thread beads into patterns on string to make an African necklace.</li> <li>- To tie a knot in the end of string to create a necklace.</li> <li>- To practise and apply threading skills with specific materials e.g. hessian and wool.</li> <li>- To thread coloured wool through hessian to make an African basket.</li> </ul>	<ul style="list-style-type: none"> <li>- To use a range of tools and techniques to create a threaded spring flower.</li> </ul> <p><u>Cooking and Nutrition: Designing a Rainbow Salad</u></p> <ul style="list-style-type: none"> <li>- To design a rainbow salad recipe.</li> </ul>	<ul style="list-style-type: none"> <li>- To explore and investigate the tools and materials in the junk modelling area.</li> <li>- To develop scissor skills.</li> <li>- To investigate cutting different materials.</li> <li>- To learn how to plan and select the correct resources needed to make a model.</li> <li>- To verbally plan and create a junk model.</li> <li>- To share a finished model and talk about the processes in its creation.</li> <li>- To explore different ways to temporarily join materials together.</li> </ul>
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**Music *Being Imaginative and Expressive (Twinkl)***

<p><u>Autumn</u></p> <ul style="list-style-type: none"> <li>- Listen attentively to sounds.</li> <li>- Listen to recorded performances and live music making.</li> <li>Respond to pieces of music through: <ul style="list-style-type: none"> <li>→ expressing thoughts and feelings;</li> <li>→ movement;</li> <li>→ mark making and drawing.</li> </ul> </li> <li>- Recognise and respond to a steady beat by clapping or tapping along.</li> <li>- Sing the melodic shape of familiar songs.</li> <li>- Remember and sing entire songs.</li> </ul>	<p><u>Light and Dark &amp; School Production</u></p> <ul style="list-style-type: none"> <li>- Respond to sounds, instruments and pieces of music through movement.</li> <li>- Recognise and respond to a steady beat by clapping or tapping along.</li> <li>- Recognise and respond to contrasting sounds, e.g. high and low, long and short, fast and slow, soft and loud.</li> <li>- Identify and match instruments to their sounds.</li> <li>- Listen to recorded performances and live music-making sessions.</li> <li>- Listen attentively to sounds.</li> <li>- Improvises own songs based on familiar songs or nursery</li> </ul>	<p><u>Transport</u></p> <ul style="list-style-type: none"> <li>- Responds to sounds, instruments and pieces of music through movement.</li> <li>- Recognises and responds to a steady beat by clapping or tapping along.</li> <li>- Recognises and responds to contrasting sounds, e.g. high and low, long and short, fast and slow, soft and loud.</li> <li>- Listens to recorded performances and live music-making sessions.</li> <li>- Listens attentively to sounds.</li> <li>Identifies and matches instruments to their sounds.</li> </ul>	<p><u>Growing</u></p> <ul style="list-style-type: none"> <li>- Responds to sounds, instruments and pieces of music through movement and mark making/drawing.</li> <li>- Recognises and responds to contrasting sounds, e.g. high and low, long and short, fast and slow, soft and loud.</li> <li>- Describes the sounds of different instruments.</li> <li>- Listens to recorded performances and live music-making sessions.</li> <li>- Listens attentively to sounds.</li> <li>- Uses voice creatively in singing games, e.g. speaking, chanting, singing.</li> <li>- Is able to 'pitch match'.</li> <li>Sings the melodic shape of familiar songs.</li> </ul>	<p><u>Minibeasts</u></p> <ul style="list-style-type: none"> <li>- Taps rhythms to accompany words.</li> <li>- Recognises and responds to a steady beat by clapping or tapping along.</li> <li>- Responds to sounds, instruments and pieces of music through movement.</li> <li>- Listens to recorded performances and live music-making sessions.</li> <li>- Listens attentively to sounds.</li> <li>- Remembers and can sing entire songs.</li> <li>- Sings the melodic shape of familiar songs.</li> <li>- Creates rhythms using instruments and body percussion.</li> </ul>	<p><u>The Seaside</u></p> <ul style="list-style-type: none"> <li>- Responds to sounds, instruments and pieces of music through expressing thoughts and feelings.</li> <li>- Listens to recorded performances and live music-making sessions.</li> <li>- Describes the sounds of different instruments.</li> <li>- Recognises and responds to contrasting sounds, e.g. high and low, long and short, fast and slow, soft and loud.</li> <li>- Recognises and responds to a steady beat by clapping or tapping along.</li> <li>- Identifies and matches instruments to their sounds.</li> <li>- Sings the melodic shape of familiar songs.</li> </ul>
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