

Lilliput C of E Infant School

EYFS

Curriculum



At Lilliput Infant School, our curriculum is designed to enable children to learn and build their knowledge, skills and understanding through each Educational Programme and planned experiences towards each aspiration. Aspirations are created based on the Educational Programme, child development, cohort needs and community contexts. The knowledge and skill 'must haves' have been carefully planned and sequenced to allow children to repeat and revisit over the year, although the learning context will vary. In some areas of learning, we have created a tracking system of content delivered: Red=Introduce / Orange=Learn / Green=Know - a building blocks approach to learning retentions in EYFS. Progress will be measured throughout the year by assessing against milestones and using child development knowledge to have professional discussions about which children are or not on track.

Our Aspirations

Aspiration 1	Communication & Language (Underpins all our aspirations with a holistic view to the importance of CL & Oracy) To communicate learning, thinking, and interests from a variety of topic knowledge.
Aspiration 2	Personal, Social and Emotional Development To know how to regulate and communicate feelings and emotions, using the Colour Monsters, to connect with my peers and adults.
Aspiration 3	Understanding of the World To create, understand and follow a map to Compton Acres. To foster a love of the outdoors and grow our own vegetables to eat.
Aspiration 4	Expressive Arts and Design To create and perform a puppet show of a chosen spine book to an audience.
Aspiration 5	Literacy To create and read a picture book to an audience.
Aspiration 6	Mathematics To create a maths game to play with a friend using numbers, shapes and/or measures.

Communication and Language

Aspiration 1

To communicate learning, thinking, and interests from a variety of topic knowledge.

Why this curriculum aspiration:

We know and value that children need to develop their communication and language in order to achieve in all areas of learning.
We have bespoke oracy goals to embed this in all that we do, every day.

SPEAKING - LISTENING, ATTENTION AND UNDERSTANDING

Knowledge & Skills Must Haves

Autumn Term	Spring Term	Summer Term
-To take part in pretend play communicating and negotiating with friends. -To start a conversation with a friend -To respond with a comment or question to continue a conversation. -To have a two-way conversation about a topic that interests them. -To develop social phrases to communicate their needs e.g., can you help me with; can I go to; can I play. -To use some new vocabulary. -To join in singing songs, rhymes and poems. -To join in with repeated refrains and key phrases. -To use 'I' when talking about themselves. -To use the future and past tense: "I am going to the park" and "I went to the shop". -To use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver..." -To listen carefully to rhymes and songs, paying attention to how they sound. -To enjoy listening to longer stories and can remember much of what happens. -To understand how to listen carefully and why listening is important. -To take it in turns to speak.	-To extend their sentences to add more detail so they can communicate their needs, feelings and ideas in different contexts: imaginative play, class discussion. -To learn and use vocabulary related to topics taught and books they have read together -To repeat new vocabulary in play context -To ask relevant and purposeful questions of others. -To use connectives in a sentence 'and' / 'because' -To describe an event / object adding interesting details -To use the correct tense when speaking -To negotiate by giving a reason why they want (to do) something. -To ask some 'who' / 'what' / 'why' questions. -To respond to why questions (why do you think the goose got so fat?). -To follow a series of 3-4 instructions. -To recognise humour. -To take turns in much longer conversations. -To respond to an answer or idea with further questions to help deepen my understanding. -To retell a new story with a beginning middle and an end.	-To explain, so that others understand their needs, thoughts and feelings -To ask questions to find out more and to check they understand what has been said to them. -To use talk to work out problems and organise thinking. -To use talk to take on different roles during imaginative play. -se new vocabulary in different contexts. -To use the correct tense when speaking (especially picking up mistakes in irregular past tense verbs - went, bought, spent). -To articulate their ideas and thoughts in well-formed sentences. -To use talk to help work out problems and organise thinking -To use talk to explain how things work and why they might happen. -To retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. -To hold conversations which respond to something the other person said. -To ask questions about what they have heard.

-To know when to pause talking to allow someone else to speak. -To listen to what another is saying and respond with a sensible comment or question. -To follow a series of instructions e.g., a 2-step instruction followed by another 2-step instruction.	-To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	
Where does it happen? How will this be implemented?		
Listening games / Parachute games / Phonics / Home photos - email link / Stormbreak / Wonderful Work - Share and Share time / Play to Learn / Growth mindset / Circle time / inputs / Story time / Continuous provision / Outdoor provision / Vocab for topic / TED talk screeners / Jill Thornton SALT / Worships / Music / Nativity / Book Corners See Oracy Progression Map		
MILESTONES		
<u>Milestone One</u> (End of Autumn Term) DC2 Children begin the year making strong relationships with their EYFS classroom team. They learn to greet their teacher with a 'morning greeting' choice, each other with a smile and learn each other's names. They learn to interact and communicate with one another by holding a two-way conversation about a topic that interests them. Children can start a conversation with an adult and speak in a sequence of sentences that link together. With support, children verbalise what their plan for their 'Play to Learn' session is, by use of a stem sentence and repeated phrases. Children enjoy listening to key spine stories and can remember much of what happens. They join in singing with key nursery rhymes. They understand how to listen carefully and why listening is important, following our introduced 'super sitting superhero' expectations. In play and carpet time, they listen to what one another is saying and respond with a sensible comment or question.	<u>Milestone Two</u> (End of Spring Term) DC3 Each child is able to contribute in 'Share & Shine' time and speak about something that they have created in 'Play to Learn' alongside their peers. With increasing independence, they use stem sentences to share what they have done and why during the session. Children are communicating wants and needs beyond their EYFS teaching team and can participate in whole school worships. They are able and willing to verbalise their plan for 'Play to Learn'; (what, where, why, how it will help their learning). Children extend their sentences to add more detail so they can communicate their needs, feelings and ideas in different contexts, such as imaginative play and whole class discussion. Children use new taught vocabulary in different contexts. They can ask questions and respond to an answer or idea.	<u>Final Milestone</u> (End of Year) DC4 Children participate in their class worship and have the confidence to speak aloud without adult support. During 'Play to Learn', they articulate their ideas and thoughts in well-formed sentences. Further to this, they make detailed comments and evaluate their work in 'Share & Shine' to their peers. Children hold conversation in back-and-forth exchanges with their teachers and peers. They use past, present and future tenses in their speech with accuracy. They can retell a story that they have developed a deep familiarity with a key text some as exact repetition and some in their own words. They can listen attentively and respond to what they hear with relevant questions during whole class discussions.

ELGs

Speaking

- 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.

Listening, Attention and Understanding

- 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.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Make comments about what they have heard and ask questions to clarify their understanding.

Personal, Social and Emotional Development

Aspiration 2

To know how to regulate and communicate feelings and emotions, using the Colour Monsters, to connect with my new peers and adults.

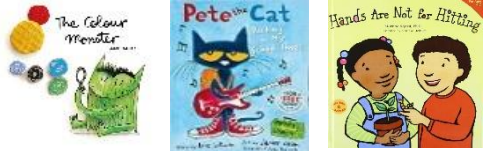
Why this curriculum aspiration:

We are finding a growing trend of children starting with us lacking in emotional awareness and have difficulty in communicating how they feel. We aim to provide the children with a range of strategies to help them express and manage their feelings and handle their emotions. By supporting this we expect children to build positive relationships with peers and trusted adults in their new school community.

SELF-REGULATION - MANAGING SELF - BUILDING RELATIONSHIPS

Knowledge & Skills Must Haves

Autumn Term	Spring Term	Summer Term
-To understand we are all unique. -To understand we have similar and different likes. -To know that some people are different from me. -To follow new school routines / rules. e.g., for lining up, washing hands, going to the toilet (widget symbols where appropriate). -To increasingly follow rules without adult reminders, understanding why they are important. -To use basic feeling words linking to the Colour Monsters text to describe how they are feeling, symbol cards for some children to support this. (sad, happy, worried, angry) -To start to recognise how others might be feeling. -To use some strategies if feeling angry -To dress themselves with basic items (shirt, skirt, dress, coat, zip up) -To meet their own needs: get a drink if they are thirsty / use the toilet -To includes others in their play.	-To know and follow taught routines and class rules without each part of the sequence being prompted -To respond to an adult when they have been asked to do something. -To express their emotions in an appropriate way. -To recognise how someone is feeling from the way they behave, e.g., know some of the clues for spotting is someone is angry (clenched fists, shouting, red face) or upset (crying, quiet). -To understand other people's feelings (through stories and real life). -To use taught strategies (e.g. waiting, turn taking, hand means stops, breathing, sand timers) to manage conflict / immediate needs not being met. -To solve their own problems without continued adult support. -To understand healthy choices about their food and looking after their bodies - healthy eating / exercise	-To manage their own needs independently -To see themselves as a valuable individual. -To build constructive and respectful relationships -To express their feelings and consider the feelings of others -To know and use strategies for calming down. -To know how others may react as a response to their behaviour. -To think about the consequence of actions. -To reflect on a conflict and whether what they did was the right choice of action or there was a better solution. -To give praise to others. -To show resilience and perseverance in the face of challenge -To use their knowledge about what is healthy and to make sensible choices about the foods they eat. -To know and explain the basics of sun safety

-To wait for their turn. -To talk about some healthy choices e.g., washing hands, brushing teeth at home <u>Key Texts:</u> Hands Are Not For Hitting The Colour Monster Pete the Cat - Rocking my School Shoes We are Family 	-To recognise some healthy and unhealthy foods.	
Where does it happen? How will this be implemented?		
Modelling PSE skills in everyday routine / Colour Monster self-register and access throughout the day / Creating rules and routines together / PE changing / Teaching children to look after belongings / Mediate between children when issues occur / Visual Timetable / Calm Corners / Sensory Area / Colour Monster text and cards / Whole School and playground rules / Continuous provision / PSSED Jigsaw / ELSA / Outreach / Growth Mindset sessions / Stormbreak / Leuven Scale PSHE Curriculum - Jigsaw Scheme.		
MILESTONES		
<u>Milestone One</u> (End of Autumn Term) DC2 Children will form positive relationships with the adults in their class, understanding who they can go to for help and support when needed. They are observed seeking new friendships and maintain them (occasional support if needed). They will familiarise themselves with the classroom as a safe space and understand that they can go to the 'Calm Corner' if they need any quiet reflection time. Children will be introduced to 'The Colour Monster' book to support their understanding of different emotions and feelings. They will use basic feeling words linking to the colours to support describing how they are feeling. Children will complete a self-register linked to the happy, calm, sad, angry monsters and they can change this throughout the day letting adults know how they're feeling. Children will be introduced	<u>Milestone Two</u> (End of Spring Term) DC3 Children continue to build stronger positive relationships with their teachers and peers, forming several key friendships with peers. They will know how to use the 'Calm Corner' and tools within it to support them with identifying and expressing their emotions. (e.g., timers, distraction suitcase.) Children will be able to verbalise how they are feeling (linked to the Colour Monsters) and say what they could do to change this feeling. Children will continue to self-regulate their behaviour when something doesn't work. They will be able to identify two or more feelings in relation to each colour and will be able to link reasons as to why they might feel that emotion.	<u>Final Milestone</u> (End of Year) DC4 Children will develop their resilience through PSHE learning and adult scaffold in Play to Learn. The school's Growth Mindset approach and the class 'Superhero' promotes thinking about how to persevere even when things go wrong. Children display resilience and perseverance during Play to Learn tasks. Children will be able to identify three or more emotions linked to Colour Monster and will have a simple understanding of why they might feel that way. They now know how to use the 'Calm Corner' and strategies within it to manage their emotions independently. Children will use 'Star Breathing' as a tool in whole class growth mindset to show an understanding of how to manage their own feelings and notice emotions of others. The children will regulate their behaviour when something doesn't work

to our school's behaviour policy to follow and strategies to support them if they are feeling sad or angry. E.g., distraction suitcase / stop hand signal / sand timer / calm corner strategies for breathing / calm cave sensory area.		and understand sometimes behaviour leads to a consequence.
ELGs		
<u>Self-Regulation</u> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <u>Managing Self</u> • 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. <u>Building Relationships</u> • 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

PD links to all aspirations with a holistic view to the importance of developing gross and fine motor skills.

We know and value that children need to develop their gross and fine motor skills in order to achieve in most areas of learning. We have bespoke 'funky finger' sessions to support the development of these skills, teach skills in topic times, target development in play, interventions and embed this in all that we do, every day.

FINE MOTOR - GROSS MOTOR

Knowledge & Skills Must Haves

Autumn Term	Spring Term	Summer Term
-To use one dominant hand for writing. -To hold a pencil effectively in a three-finger grasp. -To form lines, up, down clockwise and anticlockwise to support letter writing. -To draw some simple representations of common objects. -To hold scissors in one dominant hand (may be incorrect grip). -To use scissors to make snips and cut straight lines. -To hold a knife and fork correctly. -To put a coat on (including using zips) -To move and stop safely. -To identify and find personal space. -To develop fundamental movement skills: rolling, crawling, walking, jumping, running, hopping, skipping, climbing -To use core muscles to sit upright with straight back. -To move around obstacles with spatial awareness and balance.	-To use a tripod grip with increased confidence. -To form taught letters correctly with correct start and end point of letters. -To hold scissors correctly to cut curved lines and some simple shapes. -To use a cutlery knife to cut and a fork to hold the food item in position. -To use one-handed tools and equipment effectively. -To draw simple representations with added detail. e.g., circle for bodies, straight lines for legs. -To throw, kick, and catch a large ball. -To balance on and off equipment. -To jump safely from a piece of equipment. -To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. -To progress towards a more fluent style of moving, with developing control and grace. -To use core muscles to sit upright and achieve a good posture on a chair or sitting on the floor. -To use two wheeled bikes and scooters correctly.	-To have a comfortable tripod grip to form recognisable letters. -To form taught letters correctly both lower and upper case. -To develop the foundations of a handwriting style which is fast, accurate and efficient. -To demonstrates secure fine motor skills so that they can use a range of tools competently, safely and confidently. E.g., pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. -To negotiate space and obstacles safely moving in a variety of ways. -To adjust speed and change direction. -To demonstrates overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport. -To refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

-To pedal trikes or ride scooters or similar. -To develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.		-To know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.
Where does it happen? How will this be implemented?		
PE teaching / Funky Fingers / Write from the Start / Balance-ability / Yoga / 5 a Day / Topic provision / Outdoor continuous Provision / Playground equipment / CASA / Continuous provision / Topic inputs / Tummy Time handwriting - Lovely Letters / Adult led literacy / Life Bus Scissor, Writing, Pencil Grip Progression Maps. PE Scheme.		
MILESTONES		
<u>Milestone One</u> (End of Autumn Term) DC2 After initial baseline PD assessments, children begin to develop their balancing and spatial awareness skills in PE lessons and throughout the provision. They can walk on and safely navigate around stepping stones, complete the playground obstacle course and can stand on one leg. Children are developing their fine motor skills through 'Funky Fingers' lessons and provision. Daily activities such as tweezers, threading, peg boards, cutting in lines and playdough challenges support this. Children can roll out a sausage shape using playdough. Children use one dominant hand for writing and model an effective pencil grip using a three-finger grasp. This is evident and supported during Phonics, Lovely Letters, Adult Led Literacy and within continuous provision. Children form lines, up, down clockwise and anticlockwise to support letter writing. They are starting to form taught letters correctly. Children sit upright, unsupported on the carpet for approx. 5 mins and on a chair correctly (tummy to table, feet to floor). Children develop their confidence exploring the use of the balance bikes and scooters. They know the importance of wearing a helmet when riding a bike.	<u>Milestone Two</u> (End of Spring Term) DC3 Children are progressing towards a more fluent style of moving, with developing control in PE lessons. They can confidently and safely use a range of large and small apparatus indoors and outside. Children are aware of direction, spatial awareness and can travel in a straight line on bikes and scooters. They can stop safely on them and know why this important. Balanceability intervention is introduced for those children who require further support. Children are showing extended engagement and concentration on 'Funky Finger' activities. They are demonstrating a tripod pencil grip with increased confidence and know 'Nip, Flip, Grip' to support this when preparing to hold a pencil. Children are forming taught letters correctly starting and ending at the right point. They can hold tools effectively to draw, cut and paint simple representations and patterns. (E.g., themselves or others with key features such as eyes, ears, nose, mouth, hair). Children are observed using a knife to cut and a fork to hold the food item in position.	<u>Final Milestone</u> (End of Year) DC4 Children can demonstrate overall body strength, co-ordination, balance and agility needed to engage in PE lessons and to participate in Sports Day successfully. They can move energetically and gracefully by running, jumping, dancing, hopping, skipping and climbing, adjusting speed and changing direction in PE and in play. Children can steer around things and use pedals on a bike. They have a good sense of spatial awareness and can weave in and out of cones and can start and stop safely on a bike or scooter. Children can fasten and unfasten their helmet independently. Children have a comfortable tripod grip to form recognisable letters and can form taught letters correctly both lower and most upper case. They demonstrate secure fine motor skills so that they can use a range of tools competently, safely and confidently. E.g., pencils for drawing and writing, paintbrushes, scissors, and cutlery. Children know about the different factors that support their overall health and wellbeing. They can talk about physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine are all important factors.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Gross Motor Skills

- 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.

Understanding of the World

Aspiration 3

Create, understand and follow a map to Compton Acres.
To foster a love of the outdoors and grow our own vegetables to eat.

Why this curriculum aspiration:

We are noticing a growing trend of children starting with us who have less of an understanding of the world and are spending less time outdoors. UTW is our driver for creating 'awe & wonder' in our topic learning and we aim to create a love of learning about world. This aspiration will provide learning opportunities outdoors, embed key knowledge and teach skills to share the importance of looking after our world.

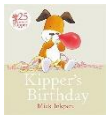
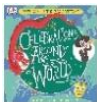
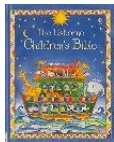
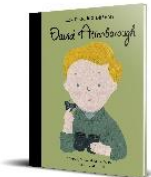
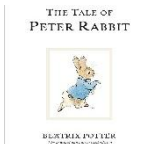
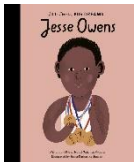
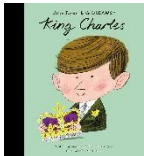
HISTORY

Expressive and Receptive Vocabulary:

First, Then, Now, Before, After, Change, Tradition, Yesterday, Born, Old, New, Past

Knowledge & Skills Must Haves

Autumn Term		Spring Term		Summer Term	
-To know one thing that I can do now that I couldn't do when I was a baby. -To know that events come in sequence, for example in the school day. -To know we do different things at different times of the day and different times of the year. -To say one thing that has changed about me over time.	-To know what a tradition is and can say one thing that they do as a tradition at home. -To know that we remember the people who helped us in the past. -To recall we do different things at different times of the day and different times of the year.	-To recognise that some things happened before they were born.	-To recall that some things happened before they were born. - To know that we remember the people who helped us in the past -To understand that photos are a way of showing what happened in the past.	-To understand that stories can give an idea of what happened in the past. -To say one thing that is the same in a story about the past compared to now. -To say one thing that is different in a story about the past compared to now	-To recall that photos are a way of showing what happened in the past. -To know that our King is Charles III.

-To talk about the important people in my family. Vocab First, Now, Then, Born Before, After, Past Change, Baby, Toddler, Child, Adult, School, Birthday. Key texts Kipper's Birthday We are Family Spot goes to school  	Vocab Past, Then, Now, Time, Tradition, Christmas. Key texts Celebrations around the world Children's bible Kipper Christmas Eve Jolly Christmas Postman    	Vocab Past, First, Then, Now, Born, Present. Key texts David Attenborough 	Vocab First, Then, Now, Born Old, New, Photo Key texts Busy People - Firefighter Busy People - Police Officer Busy People - Doctor Busy People - Vet   	Vocab Then, Now, Born Key texts Beatrix Potter - Peter Rabbit 	Vocab Past, First, Then, Now, Before, After, Royal, King, Queen, Olympic. Key texts Jesse Owens Billie Jean King King Charles   
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GEOGRAPHY

Expressive and Receptive Vocabulary:
Building, Town, Map, Road, Woodland, River, Sea Hot, Cold, Rain, Sun, Snow, Wind

Knowledge & Skills Must Haves

-To know that I go to Lilliput School on Lilliput Road. -To know the town I live in is Poole or Bournemouth. -To recognise parts of the school on a map. -To draw a simple map of the classroom (focus on 3 things)	-To recall I live in Poole/Bournemouth. -To recognise some similarities and differences between life in this country and other countries.	-To recall that I go to Lilliput School on Lilliput Road. -To name 4 types of weather. (Rain, sun, snow, wind) -To know I am a human and I have an impact on the world. (Science links)	-To recall I am a human and I have an impact on the world. (Science links) -To recall simple ways to look after the world.	-To recall why we should respect and look after the world. -To recall simple ways to look after the world. -To recall what a map is/what it is used for. -To draw a simple map from a familiar story. -To follow clues on a simple treasure hunt	-To recall that I go to Lilliput School on Lilliput Road. -To recall the town I live in is Poole/ Bournemouth. -To recall what a map is/what it is used for. -To practise drawing a simple map from a familiar story.
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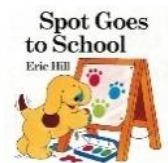
-To know what a map is/what it is used for.

Vocab

Map, Road, Town
Poole, Bournemouth,
Lilliput Infant School,
Lilliput Road, Logo,
School, Feature, Home,
House, Flat, Family,
Same, Different.

Key texts

Spot goes to school

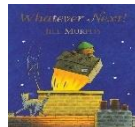


Vocab

Road, Map, Town
Similar, Different
House, Home, Flat,
Bungalow, Family,
Country.

Key texts

Whatever Next



-To know why we should respect and look after the world.
-To know simple ways to look after the world.
-To recognise some differences between life in this country and other countries.

Vocab

Woodland, River, Sea,
Road, Hot, Cold, Rain,
Sun, Snow, Wind, Map,
Town
Earth, Desert, Jungle,
Rainforest, Ocean.

Key texts

Tiddler
What a Waste
Please help planet Earth
Change starts with us



Vocab

Sea, Hospital, Doctor,
Nurse, Dentist, Post
Person, Vet, Help, Ill,
Beach, Lifeguard,
Creatures.

Key texts

What the Ladybird Heard
The Jolly Postman
Busy People - Firefighter
Busy People - Police
Officer
Busy People - Doctor
Busy People - Vet



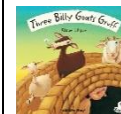
that describes identified features.
-To follow instructions that include prepositions: behind, under, between.

Vocab

Map, River, Sea,
Woodland,
Direction, Follow,
Symbol, Instruction,
Behind, Under, Between

Key texts

What the Ladybird Heard
The Gruffalo
Room on the Broom
Three Billy Goats



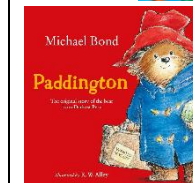
-To draw a simple map to follow.
-To recognise similarities and differences on a map e.g. Poole compared to London.

Vocab

Building, Town, Map,
Road, River
Symbol, Follow, Feature,
Landmarks, Aerial view,
London, Poole,
Bournemouth, Lilliput
Infant School, Lilliput
Road.

Key texts

What the Ladybird Heard on Holiday
Paddington Bear



SCIENCE

Expressive and Receptive Vocabulary:

Test, Predict, Observe, Roots, Petals, Flower, Tulip, Stem, Plant, Water, Sunlight, Healthy, Clean, Dirty, Animals, Baby, Cat, Dog, Cow, Pig, Puppy, Kitten, Calf, Piglet, Body, Head, Arms, Legs, Feet, Fruit, Vegetables, Carrots, Peas, Apple, Banana, Food, Teeth, Sugar, Materials, Wood, Plastic, Metal, Hard, Soft, Heavy, Light, Weather, Rain, Sun, Snow, Wind, Cold, Hot, Wet, Seasons, Autumn, Winter, Spring, Summer, Woodland, Sea, River.

Knowledge & Skills Must Haves

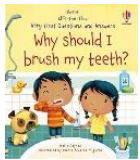
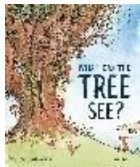
-To ask simple questions. -To test predictions through play experimenting. -To describe what I can see, hear and feel whilst outside. -To talk about different types of weather (sun, rain, snow, wind) -To understand the effect of changing seasons: - Autumn: <i>leaves falling</i> -To know and label four body parts. (head, arms, legs, feet). -To name 4 healthy foods. (Apple, bananas, carrots, peas). -To know that sugar is bad for our teeth. -To know basic hygiene e.g. wash hands / cleaning teeth.	-To ask simple questions. -To test predictions through play experimenting. -To talk about changes and comparisons before and after. -After close observation, draw pictures. -To understand the effect of changing seasons: - Autumn: <i>leaves falling</i> - Winter: <i>frost and ice</i> -To describe what I can see, hear and feel whilst outside. -To talk about different types of weather (sun, rain, snow, wind) -To identify different features outdoors -To understand some of the changing states of matter. -To identify <u>at least 2</u> ways, we care for	-To ask simple questions. -To test predictions through play experimenting. -To talk about changes and comparisons before and after. -Explain why things work and why they happen. -To name and describe common animals and their baby animals. (dog, cat, cow, pig / puppy, kitten, calf, piglet). -To choose and name some common materials to build with (wood, plastic, metal). -To know about similarities and differences in relation to materials (heavy, light, hard, soft). -To identify <u>at least 2</u> ways, we care for the natural world around us: - don't drop litter - walk to school - feed birds and other wildlife - recycle our waste	-To ask simple questions. -To test predictions through play experimenting. -To talk about changes and comparisons before and after. -Explain why things work and why they happen. -After close observation, draw pictures. -To recall and label four body parts (head, arms, legs, feet). -To recall and name some common materials to build with (wood, plastic, metal). -To recall similarities and differences in relation to materials (hard, soft, heavy, light). -To understand the effect of changing seasons: - Autumn: <i>leaves falling</i> - Winter: <i>frost and ice</i> - Spring: <i>plants sprouting</i> -To describe what I can see, hear and feel whilst outside.	-To ask simple questions. -To talk about changes and comparisons before and after. -Explain why things work and why they happen. -After close observation, draw pictures. -To name parts of a plant (flower, roots, petal, stem). -To know plants need water and sunlight to grow. -To name and describe basic plants (Tulip). -To explore natural world making drawings and observations of plants. -To understand the effect of changing seasons: - Autumn: <i>leaves falling</i> - Winter: <i>frost and ice</i> - Spring: <i>plants sprouting</i>	-To ask simple questions. -Identify what is the same and what is different by describing what has been observed. -To talk about changes and comparisons before and after. -Explain why things work and why they happen. -After close observation, draw pictures. -To recall parts of a plant (flower, roots, petal, stem). -To recall plants need water and sunlight to grow. -To recall and describe common animals and their baby animals. (dog, cat, cow, pig / puppy, kitten, calf, piglet). -To recall the effect of changing seasons: - Autumn: <i>leaves falling</i> - Winter: <i>frost and ice</i>
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Vocab

Seasons, Winter, Summer, Spring, **Autumn**, Weather, Rain, Sun, Snow, Wind, Body, Head, Arms, Legs, Feet, Apple, Bananas, Carrots, Peas, Fruit, Vegetables, Healthy, Sugar, Teeth, Dirty, Clean

Key texts

Why should I brush my teeth?
What did the tree see?
One Year with Kipper



the natural world around us:
- don't drop litter
- walk to school
- feed birds and other wildlife
- recycle our waste
-To know basic hygiene e.g., wash hands / cleaning teeth.

Vocab

Seasons, Winter, Summer, Spring, **Autumn**, Weather, Rain, Sun, Snow, Wind, Cold, Hot, Wet, Warm, Damp, Shady, Ice, Water, Melt, Bigger, Smaller, Animals, Sleep, Homes

Key texts

What did the tree see?
One Year with Kipper
Percy the Park Keeper



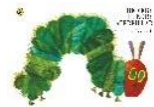
-To understand the effect of changing seasons:
- Autumn: leaves falling
- Winter: frost and ice
- Spring: plants sprouting
-To describe what I can see, hear and feel whilst outside.

Vocab:

Woodland, Sea, River, Animals, Baby, Cat, Dog, Cow, Pig, Puppy, Kitten, Calf, Piglet Materials, Wood, Plastic, Metal, Hard, Soft, Heavy, Light, Seasons, Winter, Summer, Spring, **Autumn**, Weather, Rain, Sun, Snow, Wind, Cold, Hot
Eggs, Caterpillar, Cocoon, Butterfly, Rainforest, Jungle, Desert, Minibeast, Float, Sink, World, Warm, Damp, Shady, Human, recycle, whale, squid, dolphin, shark, jellyfish, turtle

Key texts

What did the tree see?
Hungry Caterpillar
Tiddler
What a Waste
Please help planet Earth
Change starts with us



-To know basic hygiene e.g., wash hands / cleaning teeth.

Vocab

Body, Head, Arms, Legs, Feet, Healthy, Sugar, Teeth, Dirty, Clean Materials, Wood, Plastic, Metal, Hard, Soft, Heavy, Light, Weather, Rain, Sun, Snow, Wind, Cold, Hot, Wet, Seasons, Winter, Summer, Spring, **Autumn**, Rough, Smooth Warm, Damp, Shady.

Key texts

A Stroll through the Seasons
Oak Tree
One Year with Kipper
Why should I brush my teeth?



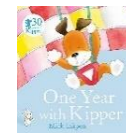
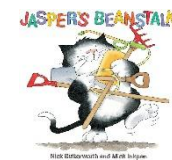
- **Summer: bees and butterflies**
-To describe what I can see, hear and feel whilst outside.

Vocab:

Roots, Petals, Flower, Tulip, Stem, Plant, Water, Sunlight Seasons, Winter, Summer, Spring, **Autumn**, Weather, Rain, Sun, Snow, Wind, Cold, Hot, Wet, Warm, Damp, Shady, Grow.

Key texts

What did the tree see?
A Stroll through the Seasons
Jasper's Beanstalk
One Year with Kipper



- Spring: plants sprouting
- Summer: bees and butterflies
-To describe what I can see, hear and feel whilst outside.
-To name 4 healthy foods.
(Apple, bananas, carrots, peas).

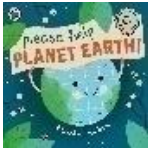
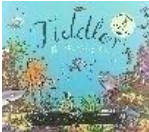
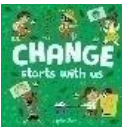
Vocab

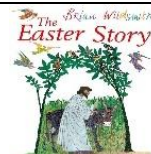
Roots, Petals, Flower, Tulip, Stem, Plant, Water, Sunlight Animals, Baby, Cat, Dog, Cow, Pig, Puppy, Kitten, Calf, Piglet Seasons, Winter, Summer, Spring, **Autumn**, Weather, Rain, Sun, Snow, Wind, Cold, Hot, Wet, Warm, Damp, Shady, Grow.

Key texts

What did the tree see?
A Stroll through the Seasons
Oak Tree
One Year with Kipper



		   			
RE					
Expressive and Receptive Vocabulary: Family, Friend, Home, Similar, Different, Feelings, Celebrate, Special, Christians, God, Jesus, Christmas, Nativity, Shepherd, Wise Men, Angel, Star, Easter, Cross.					
Knowledge & Skills Must Haves					
-To know what makes us special. -To know things, you do with your family that are special to you. (traditions) -To know that Jesus is special and wants to look after people. -To know that there are other religions. <u>Vocab:</u> Family, Friend, Home, Special, Similar, Different, Celebrate, Christians, Jesus Unique, Role Models, Traditions, Christians	-To know the gifts that are special to them. -To know that Christians believe Jesus is God's son. -To know some characters in the Christmas story such as Jesus, angels, shepherds and wise men. -To know how celebrations make people feel and why they are important. <u>Vocab:</u> Family, Friend, Home, Similar, Different, Feelings, Celebrate, Special, Christians, God, Jesus, Christmas,	-To know that different places celebrate new year in different ways. -To know how celebrations make people feel and why they are important. -To know some things that happen during the Hindu festival of Holi and the importance of colour. <u>Vocab:</u> Similar, Different, Feelings, Celebrate, Special New year, Resolution, World, Traditions, Holi, Festival, Hindu, Hinduism	-To know some of the signs of new life in spring such as flowers, eggs and baby animals. -To know that Easter is a special time for Christians. -To know that the cross is a special symbol for Christians. <u>Vocab</u> Celebrate, Special, Christians, God, Jesus, Easter, Cross Seasons, Changes, Spring, Palm leaves, Eggs, New life, Church, Good Friday, Last Supper, Tomb, Miracle	-To know about a range of stories such as 'The Boy who cried Wolf' (Aesop's fables) / The Lost Sheep -To know the moral of the story. -To know how the characters might have felt. <u>Vocab:</u> Family, Friend, Home, Similar, Different, Feelings, Celebrate, Special Moral	-To know what a home is and what makes it special to me. -To know the differences between different homes around the world. -To know that Christians worship in a church, Jewish people worship in a synagogue and Muslims worship in a mosque. <u>Vocab</u> Family, Friend, Home, Similar, Different, Feelings, Celebrate, Special, Christians, God, Jesus, Church, Worship, Pray Mosque, Muslims, Jews, Synagogues

	Nativity, Shepherd, Wise Men, Angel, Star,				
COMPUTING					
Expressive and Receptive Vocabulary Screen Time, Kind, Unkind, Name, Strangers, Personal, Private, Online, Screen, Mouse, Keyboard, Click, Type, Letter keys, Technology, iPad, Camera, Computer, Laptop, Phone, Games, Instructions, Programme, Bee-Bot, On, Off, Direction, Forwards, Backwards, Left, Right, Stop, Go, Log in, Log off, Password, App, Internet.					
Knowledge & Skills Must Haves					
-To know that too much screen time can be unhealthy. - To know that some people can be unkind online. -To name one person who can help me online (teacher/adult). -To identify technology for a purpose (iPad /camera). -To know how to select camera icon and push touch screen button to take photo -To know they should ask permission of the person they am going to take the photo of. -To know how to handle technology safely -To know how to switch on an ipad. -To know how to access an app.		-To talk about how important a sensible amount of screen time is. -To describe ways that some people can be unkind online. -To know to not click on things when you don't know what they are. -To know not to speak to strangers. -To know to not give out their full name online. -To know to follow the schools online safety rules in order to be safe online/ on a screen both at school and at home -To know to tell an adult if something upsets me online/on a screen -To know there are different types of technology		-To log on using a keypad with adult support if required. -To open an app on an iPad/computer (Purple Mash). -To login using personal Purple Mash login. -To be able to give instructions to a program (e.g. bee bot) -To know that the internet can be used to connect people and help them find out about things	
Where does it happen? How will this be implemented?					
<u>History</u> How have we changed/ comparison of own photographs, then and now Transition from Nursery to School Chronology of birthdays Sequence of school day Remembrance / Poppies symbol The First Christmas Guy Fawkes - Bonfire Night Traditions of celebrations <u>Geography</u> Comparing families around the world		<u>History</u> History of transport History of jobs Changes in our county from the past <u>Geography</u> Fossils Volcanoes Our school WWF care Oceans/Habitats Compare countries Local amenities Beach safety		<u>History</u> Fictional characters changed over time Royal Family and the King Visiting places of historical significance History of local area <u>Geography</u> Locality of stories Rivers Map work Poole / Bournemouth Environments	

Know where our house and school are located Map of school Know our local churches and places of worship <u>Science</u> Experiments e.g. Eggs in liquids (oral health) / Melting ice (changing matters) Oral Health Explore school grounds- linked to seasonal changes / senses Label parts of the body Weather <u>RE</u> Discovery RE and Understanding Christianity Collective Worship Growth Mindset Values <u>Computing</u> Through continuous provision.	Materials <u>Science</u> Life cycles Seasons Animals in the school grounds Minibeast hunts Recycling Animals and habitats Oral health Parts of body Everyday materials <u>RE</u> Discovery RE and Understanding Christianity Collective Worship Growth Mindset Values <u>Computing</u> Through continuous provision	<u>Science</u> Experiments Growing Seasons Weather Animals <u>RE</u> Discovery RE and Understanding Christianity Collective Worship Growth Mindset Values <u>Computing</u> Through continuous provision / ICT lessons
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MILESTONES

<u>Milestone One</u> (End of Autumn Term) DC2	<u>Milestone Two</u> (End of Spring Term) DC3	<u>Final Milestone</u> (End of Year) DC4
Children take part in topic time 'awe and wonder' inputs that provide a range of indoor and outdoor experiences that develops their skills and knowledge of the world around them. They have a chance to reflect on how they are unique and have changed over time by talking about things they can do now compared to when they were younger. Children go on seasonal senses walks where they can describe weather types and make links to the changing seasons, related to learning from key texts. Children can describe why we do different things at different times of the day and different times of the year, making links to traditions. They can talk about the Christmas story and what it symbolises to Christians. Children can name the town they live in and where the school is located. They can recognise similarities and difference between life	Children actively engage in our topic time inputs to develop knowledge and skills to apply to the world around them. They understand they are human and how their actions have an impact on the world - naming at least 2 ways of caring for the world. Children take part in a WWF project and embrace key texts such as 'Change Starts with Us' - they do some playground litter picking. Children experience a visit from 'Creature Teachers' to inspire learning about animals around the world and can name and describe common animals and their offspring. They begin to describe some simple animal life cycles and are able to talk about the differences between living environments for animals. Children can compare similarities and differences of human vs animal body parts. By using photos and key texts, children have a deeper knowledge of things from the past and are able	Children have fostered a love for the outdoors and know the role they have to play to respect and care for the world. They explore the natural world around them, making observations and drawing pictures of animals and plants. Children can name 2 key plants, describe basic parts of a plant and what they need to grow. They take ownership of their own vegetable patch to grow healthy foods to eat during snack time. Children understand the effects of changing seasons by describing the conditions and weathers. Children recall and describe animals and their offspring that they would expect to see living in our country. Children go on their first school trip to Compton Acres and create their own maps to follow to get there recalling how to use a map and what to draw on a simple map applying learnt knowledge. Children create their own simple maps

in this country and other countries comparing houses and homes. Children begin to have an awareness of how to use and create a map, using taught vocabulary. Following topic time inputs, children can name 4 basic body parts, understand healthy food choices and discuss the impact sugar can have on their teeth. Children know how to look after their teeth and can talk about basic hygiene.	to talk about what happened before they were born. Children learn how jobs have changed over time and visitors from the local community come to discuss what their job is and what they do in society. Children can recall the town that they live in, where they go to school and the name of the road the school is on. Through hands on experiences and investigations, children learn to predict what might happen next and ask simple questions. E.g., Will a paper boat float? Children name and choose common materials to build with for a purpose and say what materials would be best for certain jobs based on properties. Children have an understanding of the effect of the changing seasons and describe what they can see, hear, feel whilst outside.	after reading familiar stories and can recognise similarities and differences on a map e.g., Poole vs London. Children 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 e.g., they know that our King is Charles III. Children use key text stories, non-fiction books and photos to embed learning about the past and can say thing that is the same and different about the past compared to now.
ELGs		
<u>Past and Present</u> • 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. <u>People, Culture and Communities</u> • 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. <u>The Natural World</u> • 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

Aspiration 4

Create and perform a puppet show of a chosen spine book to an audience.

Why this curriculum aspiration:

With our 'Share & Shine' time following 'Play to Learn' sessions being a huge success, we wanted to provide the children the opportunity to display key knowledge and skills learning in a performance of a puppet show. With links to all prime areas to complete this aspiration - EAD provides children the chance to demonstrate their Art and DT skills to create puppets in a variety of ways from one of our familiar spine books.

DT

Expressive and Receptive Vocabulary:

Ideas, Plan, Design, Materials, Join, Make, Build, Shape, Longer, Shorter, Heavier, Lighter, Evaluate, Improve, Mix, Spread, Cut

Knowledge & Skills Must Haves

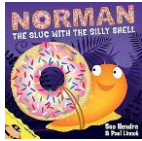
Autumn Term		Spring Term		Summer Term	
-To select appropriate resources and say what they are going to make. -To use scissors to cut and shape paper. (Holding / Snipping / Straight lines) -To be shown that tools need to be handled safely. -To use different methods to join materials (Glue)	-To select appropriate resources and say what they are going to make. -To use scissors to cut and shape paper. (Holding / Snipping / Straight lines / Curved lines) -To know that tools need to be handled safely. -To draw a simple pictorial plan. -To use different methods to join materials (Glue / Tape)	-To cut, spread and mix with support. -To understand the need to wash hands before cooking. -To know that fruit and vegetables are healthy. -To know that tools need to be handled safely. -To use scissors to cut and shape paper. (Holding / Snipping / Straight lines / Curved lines / Square and Circle Shapes) -To use different methods to join materials (Glue / Tape)	-To select appropriate resources and say what they are going to make. -To use scissors to cut and shape paper. (Holding / Snipping / Straight lines / Curved lines / Square and Circle Shapes) -To use different methods to join materials (Glue / Tape) -To know that tools need to be handled safely. -To identify one thing they like about their product.	-To select appropriate resources and say what they are going to make. -To use scissors to cut and shape paper. (Holding / Straight lines / Curved lines / Square and Circle Shapes / Complex Shapes) -To use different methods to join materials (Glue / Tape) -To recall that tools need to be handled safely. -To identify one thing they like about their product. -To identify one thing to improve.	-To cut, spread and mix with support. -To understand the need to wash hands before cooking. -To know that fruit and vegetables are healthy. -To know that tools need to be handled safely. -To select appropriate resources and say what they are going to make. -To use scissors to cut and shape paper. (Holding / Straight lines / Curved lines / Square and Circle Shapes / Complex Shapes)

Vocab

Ideas, Plan, Design,
Materials, Paint,
Scissors, Glue, Safely

Key texts

Norman the Slug with
the Silly Shell.



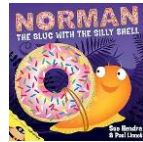
Vocab

Ideas, Plan, Design,
Materials, Join, Make,
Build, Shape, Longer,
Shorter.

Scissors, Glue, Tape,
Template, Tools,

Key texts

Norman the Slug with
the Silly Shell.



Vocab

Join, Mix, Spread, Cut.
Tools, Curl, Cone, Roll,
Fringe, Tabs, Folded,
Scissors

Vocab

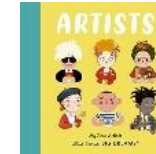
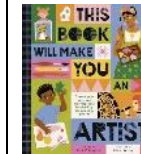
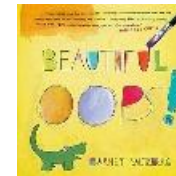
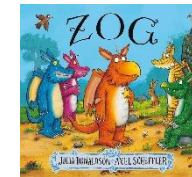
Ideas, Plan, Design,
Materials, Join, Make, Build,
Shape, Longer, Shorter,
Heavier, Lighter, Evaluate.
Tools, Scissors, Glue, Tape,
Model

Vocab

Ideas, Plan, Design,
Materials, Join, Make,
Build, Shape, Longer,
Shorter, Heavier, Lighter,
Evaluate, Improve.
Tools, Scissors, Glue, Tape

Key texts

Zog



-To use different methods
to join materials (Glue /
tape)
-Identify one thing they
like about their product.
-Identify one thing to
improve.

Vocab

Ideas, Plan, Design,
Materials, Join, Make,
Build, Shape, Longer,
Shorter, Heavier, Lighter,
Evaluate, Improve, Mix,
Spread, Cut.
Healthy, Germs
Tools, Fruit, Vegetable

ART

Expressive and Receptive Vocabulary:

Artist, Pop Art, Primary Colours, Red, Yellow, Blue, Bold, Bright, Paint, Dots, Lines, Tool, Effect, Background, Technique, Detail, Wax-resist, Water-wash, Press-print, Collage, Observation, Copying, Imagination, Illustration, Straight, Curved, Mould, Pinch, Roll, Stretch, Squeeze, Portrait, Self-portrait, Sketch

Knowledge & Skills Must Haves

-To say what they want to create and how.
-To mix colours and describe the changes they see.
-To use the primary colours and name them when used.
-To draw/paint recognisable shapes and features.
-To name the art tools and techniques used.

Vocab:

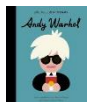
Pop Art, primary colours, (Red, Yellow, Blue), Bold, Bright.

Artist

Andy Warhol

-To copy the ideas of other artists to explore new art skills.

Key text



-To say what they want to create and how.
-To use chalk, crayons, pencils, felt tip, paint as drawing tools.
-To know that you can use a range of objects (hands, brushes, natural resources) as paint tools.
-To name the art tools and techniques used.
-To use the primary colours and name them when used.

Vocab:

dots, lines, tools, technique, effect.

Artist

Vincent Van Gogh

-To copy the ideas of other artists to explore new art skills.

Key text



-To say what they want to create and how.
-To know that you can use a range of objects (hands, brushes, natural resources) as paint tools.
-To know that wax and water don't mix and can be used to make patterns and pictures (wax resist).
-To name the art tools and techniques used.

Vocab:

background, detail, wax resist, water wash

Artist

Richard Watkin

-To copy the ideas of other artists to explore new art skills.

-To say what they want to create and how.
-To explore collage materials and use for a purpose.
-To know that you can press print objects (beads, straws, sponges, buttons) to make patterns and shapes.
-To name the art tools and techniques used.

Vocab:

Press print, collage, pattern.

Artist

Arthur Schening

-To copy the ideas of other artists to explore new art skills.

-To say what they want to create and how.
-To use chalk, crayons, pencils, felt tip, paint as drawing tools.
-To know how to draw straight and curved lines for a purpose.
-To know the difference between copying (observation) and imagination.
-To mould dough/clay into different shapes by pinching, rolling, stretching and squeezing.
-To name the art tools and techniques used.

Vocab:

Copying (observation), imagination, illustration, straight, curved, mould, pinch, roll, stretch, squeeze

Artist

Axel Scheffler/Nick Mackman

-To copy the ideas of other artists to explore new art skills.

Key text



-To say what they want to create and how.
-To use chalk, crayons, pencils, felt tip, paint as drawing tools.
-To draw/paint recognisable shapes and features To add detail to drawings which represent objects e.g. details on a face.)
-To know the difference between copying (observation) and imagination.
-To name the art tools and techniques used.

Vocab:

Portrait, self-portrait, sketch, copying (observation) imagination

Artist

Nicky Phillips

-To copy the ideas of other artists to explore new art skills.

MUSIC		
Expressive and Receptive Vocabulary: Pulse, Steady Beat, Fast, Slow, Loud, Quiet, Pitch, High, Low, Verse, Chorus, Instrument, Singing Voice, Speaking Voice, Register, Rest Beats, Percussion, Instrument Names, Rhythm, Melody		
Knowledge & Skills Must Haves		
-To respond appropriately to signals showing whether it is their turn or the teacher's turn to sing or chant. -To join in with songs and rhymes. -To show an awareness of musical heartbeat / pulse. -To be able to start to express how they feel about a piece of music. -To have started using their own voice and percussion to create music. Jolly Music Scheme Progression <u>Vocab:</u> Pulse, Steady Beat, Fast, Slow, Loud, Quiet, Pitch, High, Low, Verse, Chorus, Instrument,	-To sing/chant some songs/rhymes by heart. -To perform sounds or actions in time to a pulse. -To distinguish between high and low pitches. -To identify what sounds they can hear in the music. -To use a range of rhythms when composing and performing. Jolly Music Scheme Progression <u>Vocab:</u> Singing Voice, Speaking Voice, Register, Rest Beats, Percussion, Instrument Names,	-To clap rhythms of words in simple songs and rhymes. -To sing simple songs with a sense of melodic shape. -To identify some simple songs, rhymes and musical signals. -To select instruments for purpose. -To Listen and appreciate different styles of music. -To create own music using different rhythms for each percussion instrument. -To perform to a wider audience. Jolly Music Scheme Progression <u>Vocab:</u> Pulse, Steady Beat, Fast, Slow, Loud, Quiet, Pitch, High, Low, Verse, Chorus, Instrument, Singing Voice, Speaking Voice, Register, Rest Beats, Percussion, Instrument Names, Rhythm, Melody
Where does it happen? How will this be implemented?		
Adult Directed inputs Self Portrait using colour Poppy scenes and Firework Art 3D model of house <i>Making cakes-settling</i> Design your favourite room in your house Making a 3D crown for Wise Men Design Christmas cards Music sessions - Jolly phonics Child Led and Continuous Provision Well stocked craft areas with joining equipment Access to different art media Joining technique board	Adult Directed input Clay Observational Drawing Printing Ocean colour mix Printing 3D vehicle making Easter cards 3D Model Cooking New form of transport Music sessions - Jolly phonics Child Led and Continuous Provision Well stocked craft areas with joining equipment Access to different art media	Adult Directed inputs Portrait Clay Model Creation Story Art Observational Drawing Fairy-tale castle 3D model Crown Cooking scones Music sessions - Jolly phonics Child Led and Continuous Provision Well stocked craft areas with joining equipment Access to different art media Joining technique board

Scissor progression map Playdough progression map	Joining technique board Scissor progression map Playdough progression map	Scissor progression map Playdough progression map
MILESTONES		
<u>Milestone One</u> (End of Autumn Term) DC2	<u>Milestone Two</u> (End of Spring Term) DC3	<u>Final Milestone</u> (End of Year) DC4
Once children are settled and familiar with the school day, they start attending 'singing worship' exploring sounds with their voice. They actively join in with daily 'Song & Rhyme time' and can sing at least 1 of the 4 key nursery rhymes. They understand the meaning of a performance by learning songs for the Nativity and perform on stage to their parent/carers. Children begin to develop Art and DT knowledge and skills to become 'mini-artists' copying skills from a learnt artist e.g. Andy Warhol or Van Gogh. From topic time inputs, children know that you can use a range of objects (hands, brushes, natural resources) as painting tools and they can say what they want to create and how. Children can draw/paint recognisable shapes and some features using the primary colours when painting, naming them when used. Children are introduced to the 'Creative Area' in continuous provision that provides chalk, crayons, pencils, felt tips and paint as mark making tools. They know that tools need to be handled safely. During topic time inputs and Storytime, children become familiar with the storylines in our chosen spine books. Children can be seen using props in the reading nooks and/or role play areas following a storyline or creating their own. Children start the day voting on which spine book that they would like to hear during Storytime beginning to introduce British values and a love for reading.	Children have further developed their prime areas of learning and are ready to plan, do and review things that they make in 'Play to Learn'. 'Share and Shine' time provides them the opportunity to practise standing up in front of an 'audience' and they can say what they have created and how. Children are involved in 'Helicopter Stories', where they share characters and events in their own story to an adult and perform it with their friends to an audience. Children know most of the spine books at this stage and begin to make models appropriate to a story. They demonstrate joining techniques (glue / tape) and use scissors to cut and shape paper to make models. Children are taught new techniques and apply this by exploring collage for a purpose and press printing to create patterns in play. Children can sing some songs/rhymes by heart and perform sounds or actions in time to a pulse. They can use musical instruments to make a sound effect with some support from an adult. Children take part in their first 'cooking' experience and show the ability to cut, spread and mix. Through adult guidance, children understand the need to wash hands before cooking. Children will use the Creative Area to display taught knowledge e.g., know that wax and water don't mix and can be used to make patterns and pictures (wax resist).	Children are ready to plan a performance in the form a puppet show and invite friends to it. Children can name the characters that they want to make and know how to make them as puppets using their Art & DT knowledge and skills. They know the difference between copying (observation) and imagination. They can name the tools and techniques used to make their puppets. Children can draw/paint recognisable shapes and features adding detail e.g., details on a face. They use scissors to cut and shape paper in more complex ways and use different methods to join materials. Children select and use musical instruments for appropriate sound effects e.g., a sheep walking over the Troll's bridge. They prepare any further props and have the confidence and oracy skills to perform to a wider audience. Children are introduced to clay and can mould it into different shapes by pinching, rolling, stretching and squeezing. They are able to review their creations by identifying one thing they like about their work and one thing to improve.

Creating with Materials

- 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.

Being Imaginative

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Literacy

Aspiration 5

To create and read a picture book to an audience.

Why this curriculum aspiration:

We want to promote a love of reading and writing. We share spine stories and key texts regularly over the year to provide children familiarity with story and book structures. With the combination of learnt reading, writing and EAD skills - we feel providing the children an opportunity to create their own book to read to an audience will be a great way to embed and apply those early writer and reader skills.

READING

Expressive and Receptive Vocabulary:
Book, story, character, setting, page, word

Knowledge & Skills Must Haves

Autumn Term	Spring Term	Summer Term
-To show book holding behaviours, start at the front, turn the pages. Point to pictures on the page. -To know print is read left to right -To follow and read each word with their finger. -To say a sound for at least 20 letters in the alphabet. -To make some accurate attempts to read words consistent with their phonic knowledge by sound blending. (Phase 2) -To read some common exception words following ELS progression (I / to / the / no). -To read words and captions consistently with phonic knowledge by reading aloud. -To answer basic retrieval questions e.g. who or where questions. -To show understanding of what is read by or to them by naming main characters and key events.	-To say a sound for all 26 letters in the alphabet and at least 6 diagraphs. -To read more common exception words following ELS progression (I / to / the / no / go / of / into / put). -To read words consistent with their phonic knowledge by sound-blending. -To read aloud simple sentences that are consistent with their phonic knowledge. (Phase 2 / 3) -To use sequencing words (e.g. first, before) to sequence events when retelling a story. -To know what a setting is and be able to identify where stories they read are set. -To ask questions about a text being read to them. -To say what they like about stories that they have read. -To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words.	-To say a sound for all 26 letters in the alphabet and at least 10 diagraphs. -To read more common exception words following ELS progression (I / to / the / no / go / of / into / put / he / she). -To read words consistent with their phonic knowledge by sound-blending. (Phase 2 / 3 / 5) -To read aloud simple sentences and books that are consistent with their phonic knowledge. -To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words. Anticipate - where appropriate - key events in stories. -To say what part of the story they like the best and why -To talk about their favourite stories, comparing them to each other

-To engage in short conversations about stories and new vocabulary. -To name stories that they have read and enjoyed. -To read Pink level books. ELS Phonics Scheme Oracy Progression Map	-To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play. -To read Red level books. ELS Phonics Scheme Oracy Progression Map	-To use story telling language (e.g. once upon a time, happily ever after) -To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play. -To read at least Yellow books. Expected+ Blue. ELS Phonics Scheme Oracy Progression Map
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WRITING

Expressive and Receptive Vocabulary:

Knowledge & Skills Must Haves

PD Fine Motor = Pencil Grip Progression - Assess and track PG each term. - 3 level progression. Letter formation tracker - Assess taught letters formation following daily handwriting sessions. -To understand that letters have different types of lines. -To be able to move the pencil down and retrace a straight line back up (starting points for letters such as 'p'). -To keep the pencil on the page to create a continuous line, e.g. when writing 'a'. -To use the correct starting point for letter families following handwriting session progression. -To understand the difference between vertical (straight), curved and diagonal lines. -To write recognisable letters, some of which are correctly formed. -To write their name. -To break the flow of speech into words.	PD Fine Motor = Pencil Grip Progression - Assess and track PG each term. - 3 level progression. Letter formation tracker - Assess taught letters formation following daily handwriting sessions. -To write recognisable letters, most of which are correctly formed. -To form letters starting in the correct position on the line. -To show clear ascenders and descenders. -To use finger spaces to break up written words. -To use a full stop at the end of a sentence. -To understand that the purpose of a full stop is to end an idea. -To write their name with a capital letter at the beginning and lower case for the rest of it with most of it formed correctly. -To write some taught common exception words, spelt correctly (to, no, go, I, the, into). -To understand we write left to right. -To orally say a sentence before writing / practise counting the words so they remember it (Lego bricks)	PD Fine Motor = Pencil Grip Progression - Assess and track PG each term. - 3 level progression. Letter formation tracker - Assess taught letters formation following daily handwriting sessions. -To form capital letter correctly -To show the difference in size between lower case and upper-case letters. -To write letters of a similar size. -To use a capital letter at the start of a sentence. -To write and spell most 'common exception words' accurately. -To know each word needs representing separately in writing. -To know that there are words that can be used to describe objects, people and things. -To write short sentences with known sound-letter correspondences containing subject / verb / adjective (he is tall). -To write short sentences with known sound-letter correspondences containing subject / verb / adverb (the boy played nicely)
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-To represent initial, end and medial sounds using taught phonics. -To write a simple word. (cat / fill) -To write a phrase. (a fat cat) -To know, when writing at a table, to sit on a chair with both feet flat on the floor; their back against the back of the chair; their hips directly under shoulders and their elbow and forearm on table. ELS Phonics Scheme Oracy Progression Map Sentence Structure Progression Map Handwriting Progression See PD Fine Motor = Pencil Grip Progression	-To write short sentences with known sound-letter correspondences containing subject / verb (the dog barks) -To write short sentences with known sound-letter correspondences containing subject / verb / object (he kicks the ball) -To identify specific successes in their caption writing, with adult support, e.g. identify a digraph in their writing. ELS Phonics Scheme Oracy Progression Map Sentence Structure Progression Map Handwriting Progression See PD Fine Motor = Pencil Grip Progression	-To understand that most past tense words end in 'ed'. -To write short sequenced narrative of 3 sentences that can be read by others. -To re-read their writing to check it makes sense. -To self-assess work using 'pencil' success criteria. -To understand that a sentence contains one or two ideas but no more. ELS Phonics Scheme Oracy Progression Map Sentence Structure Progression Map Handwriting Progression See PD Fine Motor = Pencil Grip Progression
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Where does it happen? How will this be implemented?

Discrete phonics teaching - Reading stories - spine books / reading for pleasure / topic books / book nooks - Role play / Home Corners - Adult led reading groups - Adult led writing book - Interventions - 1:1 daily reading - Use of writing toolkits in continuous provision - Lovely Letters - Writing Challenge tables - Bump into books - Peg of Pride - Literacy Shed - Share & Shine - Word Walls

MILESTONES

<u>Milestone One</u> (End of Autumn Term) DC2	<u>Milestone Two</u> (End of Spring Term) DC3	<u>Final Milestone</u> (End of Year) DC4
As children begin their early reading and writing journey, they are immersed in rich literacy experiences that develop their confidence, independence, and communication skills. They learn how to handle books with care, turning pages from front to back and pointing to pictures and print, and understand that text is read from left to right. Using their phonics knowledge from our Essential Letters and Sounds (ELS) programme, children identify at least 20 letter sounds and apply this to blend simple words and read captions. They read some common exception words such as <i>I, to, the, and no</i>, and show early comprehension by naming characters, recalling key events, and responding to simple questions like "who" or "where." Children are encouraged to talk about favourite stories and explore new vocabulary through	As children continue their journey in reading and writing, they demonstrate greater fluency, accuracy, and independence in applying their phonics knowledge across a range of meaningful contexts. They can say a sound for all 26 letters and at least six digraphs, reading more common exception words in line with our ELS progression (<i>I, to, the, no, go, of, into, put</i>). Children blend sounds to read words and simple sentences aloud and show growing comprehension through story discussions, sequencing events using language such as <i>first</i> and <i>before</i>, and identifying settings and characters. They ask questions about what is being read to them, express preferences, and retell stories and narratives in their own words using recently introduced vocabulary. Children engage with a variety of texts, including non-fiction, rhymes, and poems.	By the end of the year, children demonstrate increasing independence, fluency, and comprehension in both reading and writing, applying their phonics knowledge confidently across a broad range of texts and contexts. They can say a sound for all 26 letters and at least 10 digraphs, and read a wider range of common exception words in line with our ELS progression (<i>I, to, the, no, go, of, into, put, he, she</i>). Children read words, sentences, and books using Phase 2, 3, and 5 phonics progressing to Yellow level and, for some, confidently tackling Blue level texts. They retell familiar stories using their own words and storytelling language such as <i>once upon a time</i> and <i>happily ever after</i>, and anticipate what might happen next. Children express opinions about their favourite parts of stories and compare them thoughtfully, deepening their

short conversations, building a love of reading and spoken language. In writing, children develop pencil control and posture through fine motor and handwriting activities, learning to form vertical, diagonal, and curved lines, and to keep the pencil on the page for continuous movements. They write some recognisable letters, starting in the correct place, and apply their phonics to spell simple words and phrases (e.g., <i>cat</i>, <i>a fat cat</i>). Children write their own name, segment the sounds in speech, and represent initial, medial and final sounds. With increasing confidence, they learn to sit with the correct posture, supporting focus and stamina for early writing tasks. Across all activities, children are supported to take pride in their developing literacy skills showing work completed in 'Share & Shine' time and to see themselves as capable, curious readers and writers.	and demonstrate understanding through play and discussion. They progress to reading Red level books with increasing confidence. In writing, children form recognisable letters, most of which are correctly shaped and start from the correct position on the line. Their handwriting shows growing consistency with clear ascenders and descenders, and they use finger spaces between words and full stops to end simple sentences towards the end of this term, understanding how punctuation supports meaning. They write their names with appropriate capitalisation and spell some common exception words correctly. Children practise orally rehearsing sentences before writing them down, using techniques such as counting words with "Lego bricks" to support memory and structure. They write short sentences using familiar subject-verb and subject-verb-object structures (e.g. <i>the dog barks</i>, <i>he kicks the ball</i>), showing an understanding of sentence construction. With support, children begin to reflect on their writing by identifying successful elements, such as correctly used digraphs, fostering a sense of pride and ownership in their learning. Across reading and writing, children are encouraged to communicate their thoughts clearly, build on their growing language, and see themselves as purposeful, confident storytellers.	comprehension and vocabulary through discussions, poems, non-fiction texts, and role-play. In writing, children form capital letters correctly and show awareness of the size difference between upper- and lower-case letters. They write letters of consistent size and use capital letters at the start of sentences. Their growing knowledge of sentence structure allows them to write and spell most common exception words accurately, while using phonics to construct sentences that include subject-verb-adjective (e.g. <i>he is tall</i>) and subject-verb-adverb (e.g. <i>the boy played nicely</i>) structures. They demonstrate awareness of past tense forms such as words ending in <i>-ed</i>, and understand that each word in a sentence needs to be represented separately. Children explore descriptive language, using adjectives and adverbs to bring their writing to life. They write short, sequenced narratives of up to three sentences that can be read by others, re-reading their writing to check for sense. Using 'pencil' success criteria, children start to reflect and self-assess their work, showing a deeper understanding that sentences contain one or two key components. By this stage, children see themselves as capable, expressive communicators—ready for the next stage of their literacy journey.
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ELGs

Word Reading:

- 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.

Comprehension:

- 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.

Writing:

- 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.

Mathematics

Aspiration 6

To create a maths game to play with a friend using numbers, shapes and measures.

Why this curriculum aspiration:

Our children are exposed to two adapted schemes of Maths and are historically strong in regards to their Mathematics knowledge and skills. However, sometimes our children seem to struggle to showcase their Maths learning in play-based activities. Therefore, we aim to provide the children with the tools, knowledge and experience to create their own Maths game to play with a friend demonstrating key learning in relation to number, shape, measure.

Expressive and Receptive Vocabulary:

Count, number, match, sort, same, different, shape, size, more, fewer, big, small, pattern, repeating pattern, one more, one less, next, how many, represent, subitise, check, arrangement, total, composition, quantity, compare, 5 frame, total, on, under, between, in front, over, shapes, 2D, circle, triangle, square, rectangle, sides, corners, straight, curved, altogether, dice, whole, part, order, zero, add, equals, compare, weight, mass, capacity, length, measure, light, heavy, full, empty, half full, balance, long, short, tall, wide, narrow, 10 frame, pairs, doubles, sharing, groups, half, set, odd, even, combine, equals, count on, count back, number bond, 3D, flat, solid, face, curve, cylinder, cube, cone, cuboid, sphere, pyramid, number names, teen numbers, first, now, next, last, number sentence, takeaway, subtract, rotate, tangram, properties, predict, unequal, problem solving

Autumn Term

Spring Term

Summer Term

Mastering Number Program

See Maths LTP Document

- Subitising
- Counting, cardinality and ordinality
- Composition
- Comparison

- Subitising
- Counting, cardinality and ordinality
- Composition
- Comparison

- Subitising
- Counting, cardinality and ordinality
- Composition
- Comparison

White Rose Maths

See Maths LTP Document

- Match & Sorting
- Comparison of amounts
- Exploring Pattern
- Representing 1,2,3

- Number to 5 (find & represent)
- Conceptual subitising to 5
- One more & Ones less up to 10
- Mass, Length, Capacity

- Building numbers beyond 10 (Composition 10-20)
- Counting pattern beyond 20 (Forwards / Backwards)
- Early addition

• Comparing & Composition 1,2,3 • Circles & Triangles • Positional Language • Subitising up to 5 • One more & One Less up to 5 • Shapes with 4 sides	• Composition of numbers up to 10 • Odd & Evens • Doubles • Counting and comparing number to 10 • Number bonds to 5 and some to 10 • 3D Shapes	• Early Subtraction • 2D Shape and arrangements • 3D Shape and arrangements • Doubles • Sharing & Grouping • Odd & Evens • Pattern representations • Number problem solving
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Where does it happen? How will this be implemented?

Adapted scheme inputs - Adult led learning / adult interactions - enhanced provision / continuous provision - Maths White Rose challenge table - Maths areas and display
- Resources to promote learning e.g. subitising - Board games - Construction - Number intervention

MILESTONES

<u>Milestone One</u> (End of Autumn Term) DC2	<u>Milestone Two</u> (End of Spring Term) DC3	<u>Final Milestone</u> (End of Year) DC4
Children will begin their maths learning journey by taking part in school transition number sessions that involve number games and songs. Children are part of an internal baseline assessment for maths knowledge and skills that will be repeated each term to monitor gaps and progression of learning. Children can join in and represent number on their fingers when singing our key nursery rhymes e.g. <i>Five Little Speckled Frogs</i>. They take part in Mastery Number sessions that develops their counting, subitising, comparison and composition of number to 5. Children take part in adult led number tasks that provides them the opportunity to show their teacher what they know, remember and can do following our White Rose sessions. They know that as we count, each number is one more and when we count back, each number is one less. Children can subitise up to 5 on most occasions and can show 1:1 counting correspondence to check their total correctly. Children can copy and continue simple ABAB patterns and name 4 2D shapes, including the number of sides each shape has (circle, triangle, square, rectangle). Children are encouraged at the end of term to bring in some of their own maths games from home (e.g. Snakes & Ladders, Uno, dice games) to begin their aspiration experience. They can follow simple instructions and listen to their friends when they are talking. Children	Children actively joining in and engaging in whole class maths learning sessions with a growing sense of number understanding. They can count 10 objects with 1:1 correspondence and can say one more or one less than a number to 10. Children can subitise objects to 5. Children explore comparing amounts related to mass, capacity and length, using vocabulary such as <i>heavy / light, longer / shorter, more than / less than</i> correctly. They begin to show a deeper understanding of number composition up to 10, sharing how 2 numbers can be a whole number and noticing the '5 and a bit' approach through number blocks. They begin to relate these numbers as number bond facts to 5 and some to 10. Children are exposed the words odd, even and share and apply this in practical adult led tasks e.g., share up to 10 objects into 2 equal groups. They learn to find a double up to 8. Children continue their shape learning by being introduced to 3D shapes (cone, cube, cuboid, sphere, cylinder, pyramid) and can name most. Children are once again encouraged to bring in maths games at the end of term and/or provided creative area resources to begin to create their own know games, They can follow instructions to play a game, listen to their peers and use their mathematic knowledge to take part in the game. Children know time and sequential vocabulary such as <i>first, next, last</i> and recognise they can't always win!	Children participate in number sessions and adult led activities to continue to develop their number knowledge and skills. A final assessment is completed to address any gaps and support ahead of transition to Year 1. Children can form all their numbers (0-9) correctly following number formation sessions. They can demonstrate early addition and subtraction understanding in practical tasks whilst beginning to record this as written number sentences. Children can count beyond 20 and backwards from 20. Children can name all 4 2D shapes and most 3D shapes and can create different arrangements with them describing their properties. Children further their experience of dice when practising doubling and halving games. They explore and represent patterns within numbers up to 10, including odds and evens, double facts and how quantities can be shared equally. Children can double up to 10. They take part in number problem tasks and can find the answers. Children can now transfer their knowledge, skills and maths games experience to create their own game involving number and play with their peers.

can follow an order of turn taking with some adult support.		
ELGs		
<u>Number</u> • 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. <u>Numerical Patterns</u> • 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.		