



Disley Primary School - Progression of Skills & Curriculum Overview 2022-23

Area of Learning	Autumn 1 - All About Me	Autumn 2 - Seasons and Celebrations	Spring 1 - Space	Spring 2 - People Who Help Us	Summer 1 - Animals and Living Things	Summer 2 - Going Green
Other Possible Themes	Pets Looking after ourselves Our Families Our community Diversity Harvest	Firefighters Remembrance Day Environmental changes/Science (e.g. evergreen/deciduous trees) Black History Month Anti-bullying week	Transport Countries Brian Cox	Pancake Day Fairtrade Easter International Women's Day Empathy Week	Journeys David Attenborough Countries How animals were used in the past	Oceans Past/present/future Journeys Sustainable development goals
Enrichment Activities	Secret Readers Letters from family members Making healthy foods e.g. food kebabs Oral hygiene - Dentist visit Diversity Day (different family structures) Languages Day	Woodland walk to explore seasons Wildlife camera Forest School Visit from firefighters (fire safety) Temperature/weather recording Nativity Performance Christmas Jumper/Dinner Day Talent Show	Virtual tour Jodrell Bank Email links to astronauts e.g. Tim Peake 'Flying' to the moon 'NASA cam' Chinese New Year Day	Visits from: Police, Paramedics, Nurses, and Doctors etc. Walk to local post office Visit to the local library World Book Day Easter crafts	Visit from a vet School trip - farm Caterpillars/tadpoles Bean planting National Storytelling Week	Science Day Water Day Junk modelling/D&T with recycled and reused materials World Music Day
Vocabulary Key Words Conceptual language	Unique Family Senses Emotions Growth Special Same Different Healthy Hobby	Autumn Winter Celebrate Weather Nature Year Month Change Time Date Order	Planet Solar System Galaxy Milky Way Change Gravity Time Astronaut Distance Speed	Job Help Safe Equipment Vehicle England Disley Place Transport Address	Growth Animal Minibeast Wild Living Habitat Life cycle Environment Plant Explore Spring	Recycle Reuse Earth World Planet Litter Plastic Care Material Pollution Summer
Communication and Language Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions etc.	<p>Listening, Attention and Understanding Children will be able to understand how to listen carefully and know why it is important.</p> <p>Speaking Children will talk in front of small groups and their teacher offering their own ideas.</p> <p>Focussed activities: Role-play area - home corner. Learning the names of the children/adults in our class and finding out about our families. Children share their hobbies and interests.</p>	<p>Listening, Attention and Understanding Children will begin to understand how and why questions.</p> <p>Speaking Children will use new vocabulary throughout the day.</p> <p>Focussed activities: Play 'Guess the Season.' Children to think of a season and give clues so the rest of the class can guess which season they are thinking of. Add enhancements to role-play to reflect the seasons, e.g. Christmas tree, pumpkin Explore 'seasons' vocabulary. Clap syllables, find rhyming words, explore meaning, similar words etc.</p>	<p>Listening, Attention and Understanding Children will learn to ask questions to find out more.</p> <p>Speaking Children will talk in sentences using conjunctions, e.g. and, because.</p> <p>Focussed activities: Hot-seating questions for an astronaut. Role-play area - space station. Children describe their journey to space/the moon through DEAL activities, Children will describe a day in space.</p>	<p>Listening, Attention and Understanding Children will retell a story and follow a story without pictures or props.</p> <p>Speaking Children will engage in non-fiction books and to use new vocabulary in different contexts.</p> <p>Focussed activities: Describing their own experiences with people who help us. Thinking of questions to ask people who help us when they visit the school. Listening carefully to the visitors when they come to school.</p>	<p>Listening, Attention and Understanding Children will be able to understand a question such as who, what, where, when, why and how.</p> <p>Speaking Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Focussed activities: Role play area - woodland area. Children describe their favourite animal and explain why. Ask children to prepare a question to ask the Vet. Listening to a collection of stories and retelling the events.</p>	<p>Listening, Attention and Understanding Children will be able to have conversations with adults and peers with back-and-forth exchanges.</p> <p>Speaking Children will use talk in sentences using a range of tenses.</p> <p>Focussed activities: Setting up recycling centre in role-play area - children work together to decide which objects can be recycled and which can't. Children to describe what they currently do to help the environment, e.g. reusable water bottles, and why they think it is important.</p>
<p style="text-align: center;">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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p style="text-align: center;">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.</p>						



Disley Primary School - Progression of Skills & Curriculum Overview 2022-23

<p>Personal, Social and Emotional Development</p> <p>Children develop their personal, social and emotional skills throughout the year through My Happy Mind sessions, circle times, social stories, Jigsaw sessions, diversity stories etc.</p>	<p>Self-Regulation Children will be able to follow one step instructions.</p> <p>Children will recognise different emotions.</p> <p>Children will focus during short whole class activities.</p> <p>Managing Self Children will learn to wash their hands independently.</p> <p>Building Relationships Children will seek support from adults and gain confidence to speak to peers and adults.</p> <p>Focussed activities: Introduce circle time and class rules. Talk about and reflect on good and bad choices. Explore the different things that make us unique and how we can appreciate others. Discussing our experiences of different emotions.</p>	<p>Self-Regulation Children will talk about how they are feeling and to consider others feelings.</p> <p>Managing Self Children will understand the need to have rules.</p> <p>Building Relationships Children will begin to develop friendships.</p> <p>Focussed activities: Have a class vote for a favourite season. Discuss fairness and having our own choices - reminding children that everyone has their likes and dislikes, there are no wrong answers. Talk about the positives and negatives of each season. For example, sometimes it snows in winter but it is often cold and rainy. Talk about what patience means and how sometimes we have to wait a long time for our favourite time of year.</p>	<p>Self-Regulation Children will be able to focus during longer whole class lessons.</p> <p>Managing Self Children will begin to show resilience and perseverance in the face of a challenge.</p> <p>Building Relationships Children will be able to use taught strategies to support in turn taking.</p> <p>Focussed activities: Children discuss the skills needed to be a good astronaut e.g. resilience, responsibility. Children to discuss how we keep healthy and safe in space. Discussing which foods provide us with the most vitamins/nutrients to survive space.</p>	<p>Self-Regulation Children will identify and moderate their own feelings socially and emotionally.</p> <p>Managing Self Children will develop independence when dressing and undressing.</p> <p>Building Relationships Children will listen to the ideas of other children and agree on a solution and compromise.</p> <p>Focussed activities: Circle times - ask the children to suggest the names of all the people who help them at school; encourage them to think about the people who clean, who make meals, look after the books, who set out activities and who answers the phone. Children to learn about dental hygiene and fire safety. Children to think about what they would like to be when they grow up, and share why they think they would be good at doing this job.</p>	<p>Self-Regulation Children will be able to control their emotions using a range of techniques.</p> <p>Managing Self Children will manage their own basic needs independently.</p> <p>Children will learn to dress themselves independently.</p> <p>Building Relationships Children will learn to work as a group.</p> <p>Focussed activities: During circle time discuss why animals are important to us and how we can look after them. Discuss who has a pet and bring in a photograph. Discuss why they are special. How do we make sure our pets are healthy and safe? Discuss what we should do if we see someone mistreating people and animals.</p>	<p>Self-Regulation Children will be able to follow instructions of three steps or more.</p> <p>Managing Self Children will show a 'can do' attitude.</p> <p>Children will understand the importance of healthy food choices.</p> <p>Building Relationships Children will have the confidence to communicate with adults around the school.</p> <p>Focussed activities: Discuss how we as individuals can contribute towards protecting our planet. Children identify and describe what they already do to reduce the waste they use e.g. reusable water bottles, drinking from paper/metal straws. Talk about how we can only help our environment if we play our individual parts, but also by working as a big team.</p>
	<p>Self-Regulation: 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.</p> <p>Managing Self: 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.</p> <p>Building Relationships: 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.</p>					
<p>Physical Development</p> <p>Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Dough Disco, Penpal handwriting sessions, Fine-motor Fridays etc.</p>	<p>Gross Motor Children will learn to move safely in a space.</p> <p>Fine Motor Children will begin to use a tripod grip when using mark making tools.</p> <p>Focussed activities: Introduce dough gym to develop fine motor skills. Practising name writing. Exploring different ways of moving on apparatus and focus on why it is important to do exercise.</p>	<p>Gross Motor Children will explore different ways to travel using equipment.</p> <p>Fine Motor Children will accurately draw lines, circles and shapes to draw pictures.</p> <p>Focussed activities: Making seasonal scented playdough. Use of natural, seasonal objects, such as leaves and twigs, for children to practise their cutting skills. Can they create a collage with the different shapes they cut? Create seasonal-themed obstacle courses outside. Drawing big chalk 'puddles' to jump around or balance</p>	<p>Gross Motor Children will be able to control a ball in different ways.</p> <p>Children will balance on a variety of equipment and climb.</p> <p>Fine Motor Children will handle scissors, pencil and glue effectively.</p> <p>Focussed activities: Building spaceships from large apparatus and practise moving around the equipment safely. Manipulating play dough to create own space aliens. Cutting out planets.</p>	<p>Gross Motor Children will jump and land safely from a height.</p> <p>Fine Motor Children will use cutlery appropriately.</p> <p>Focussed activities: Use trikes, police outfits and other emergency services to role play a typical day on the road. Can they keep in their own space? Cutting out pictures of different equipment, e.g. a hose, stethoscope - can they stick them on the correct person? (Police, paramedics, firefighters).</p>	<p>Gross Motor Children will move safely with confidence and imagination, communicating ideas through movement.</p> <p>Fine Motor Children will hold scissors correctly and cut out small shapes.</p> <p>Focussed activities: Moving and travelling in different ways, like animals. Put our movements together to create our own jungle dance. Taking part in write dance to develop fine-motor skills.</p>	<p>Gross Motor Children will be able to play by the rules and develop coordination.</p> <p>Fine Motor Children will form letters correctly using a tripod grip.</p> <p>Focussed activities: Practising skills for a sports day, e.g. running, jumping and skipping. Taking part in team games and further developing ball skills by throwing, catching and kicking. Using scissors and glue to assemble junk-modelling materials/things we have recycled from home or school.</p>

Disley Primary School - Progression of Skills & Curriculum Overview 2022-23



		around the chalk outline of a snowman.		Writing letters to home, putting on a stamp and posting them in the post box.	Using clay to shape and mould our own animal sculptures.	
<p>Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor: Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>						
<p>Literacy (Also see Read to Write progression document)</p>	<p>Comprehension Children will independently look at a book, hold it the correct way and turn pages.</p> <p>Word Reading Children will segment and blend sounds together to read words.</p> <p>Writing Children will give meanings to the marks they make.</p> <p>Focussed activities: Recognise their own and other children's names, and practise writing them. Labelling objects we have found in Old Bear's suitcase. Identify initial sounds from the things in Elmer. Creating a 'family tree' and drawing/writing the members of our family. Thinking of and writing the initial sounds of words that describe us and what make us unique. Beginning to recognise and read simple words e.g. Mum, Dad</p>	<p>Comprehension Children will engage and enjoy an increasing range of books.</p> <p>Word Reading Children will begin to read captions and sentences.</p> <p>Writing Children will form letters correctly.</p> <p>Focussed activities: Provide different mark-making tools which represent each season, such as a carrot for spring, sticks for autumn, ice cubes for winter and shells for summer. Write graphemes on seasonal objects, such as conkers, leaves, snowflakes or petals. Invite children to practise letter recognition or word blending. Create a story-map of the seasons, showing a path through the year. Children illustrate the map with drawings and words representing each season.</p>	<p>Comprehension Children will act out stories using recently introduced vocabulary.</p> <p>Word Reading Children will recognise taught digraphs in words and blend the sounds together.</p> <p>Writing Children will write words representing the sounds with a letter/letters.</p> <p>Focussed activities: Writing a letter/email to a famous astronaut. Using non-fiction books to find out information about space. Sequencing 'a day in the life of an astronaut'/rocket launch. Write a space setting description. Writing a list of what the children would like to take to space. Writing about their own imaginary planet.</p>	<p>Comprehension Children will be able to talk about the characters in the books they are reading.</p> <p>Word Reading Children will read words containing tricky words and digraphs,</p> <p>Writing Children will write labels/phrases representing the sounds with a letter/letters.</p> <p>Focussed activities: Label photographs of the people who help us and a large map of Disley of where the people who help us are situated. Label vehicles they have made and a timeline of old and new emergency vehicles. Write about what they would like to be when they grow up. Writing about the roles of Police, paramedics and firefighters, and writing lists of the equipment they would need.</p>	<p>Comprehension Children will retell a story using vocabulary influenced by their book.</p> <p>Word Reading Children will read longer sentences containing phase 4 words and tricky words.</p> <p>Writing Children will write words which are spelt phonetically.</p> <p>Focussed activities: Writing sentences to describe their animal of choice. Make a list of adjectives to describe their animal. Create a story board for the Tiger Who Came to Tea. Children to sequence pictures to make the story. Writing a list/instructions of all the things we need to do to look after our pets. Writing observations in bean diaries. Finding facts in non-fiction books about different animals.</p>	<p>Comprehension Children will be able to answer questions about what they have read.</p> <p>Word Reading Children will read books matched to their phonics ability.</p> <p>Writing Children will write simple phrases and sentences using recognisable letters and sounds.</p> <p>Focussed activities: Children write a letter to Greenpeace or Greta Thunberg, asking questions about how to look after the world and endangered species. Exploring the difference between fiction and non-fiction books. Looking at non-fiction books based around our planet and what we can do to help it. Creating a poster about how we can protect our environment.</p>
	<p>Possible Book Focus'</p> <p>At School Owl Babies Only One You Elmer Old Bear Odd Dog Out The Rainbow Fish The Colour Monster</p>	<p>Bear Snores On The Stick Man After the Storm It was a Cold, Dark Night Pumpkin Soup Seasons (non-fiction) What Do You Celebrate? Celebrations Around the World</p>	<p>How to Catch a Star Whatever Next The First Hippo on the Moon Loon on the Moon What Are Stars The Way Back Home Aliens Love Underpants</p>	<p>Postman Pete Doctor Daisy PC Polly Fireman Fergus Going to the Dentist Topsy and Tim series Burglar Bill When I Grow Up</p>	<p>The Annoying Elephant The Tiger who came to tea Dear Zoo Percy the Park keeper collection The Very Hungry Caterpillar Jasper's Beanstalk The Tiny Seed</p>	<p>Recycling - nonfiction The Life of a Plastic Bottle The Life of a Cardboard Box What a Waste Our Planet Greta and the Giants A Letter to Greenpeace Here We Are Somebody Swallowed Stanley</p>
<p>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.</p> <p>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.</p> <p>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</p>						



Disley Primary School - Progression of Skills & Curriculum Overview 2022-23

Mathematics	<p>Number Children will have a deep understanding of 1-3.</p> <p>Numerical Patterns Children will verbally say which group has more or less.</p> <p>Focussed activities: Children to discuss how many children are allowed in each area to explore numbers up to 5. Discussing our house numbers and which are the smallest/largest. Using shapes to make a collage of our house. Beginning to discuss the times of the day, class routines, and days of the week. Explore positional language - where do things belong? Explore the resources in our classroom by matching and sorting into groups.</p>	<p>Number Children will have a deep understanding of numbers 1-5.</p> <p>Numerical Patterns Children will compare equal and unequal groups.</p> <p>Focussed activities: Order natural/seasonal objects by size e.g. leaves, conkers, sticks Making repeating patterns with natural objects. Have a class discussion about birthdays and create a pictogram showing the months of the year. Which month has the most birthdays? Various opportunities to explore the composition of and compare numbers 1-5 Developing spatial awareness through obstacle courses, bear hunt, woodland walks.</p>	<p>Number Children will have a deep understanding of numbers 1-8.</p> <p>Numerical Patterns Children will understand and explore the difference between odd and even numbers.</p> <p>Focussed activities: Consolidating children's knowledge of 1-5, allowing them to practice their skills of addition, subtraction, more than, less than. Begin to teach numbers from 5-10. Learning to recognise, write and order these numbers and begin to apply them in different number sentences. Continuing to give the children different visualisations of number problems such as part-part whole models, tens frames, numicon and multilink.</p>	<p>Number Children will have a deep understanding of numbers 1-10.</p> <p>Numerical Patterns Children will add and subtract using number sentences.</p> <p>Focussed activities: Use numbered ambulances/fire engines/post vans etc. for number recognition and ordering activities. Ask children to make houses with windows from construction toys, to compare their heights and to make ladders to rescue play people. Using ten frames, fingers and bead strings to subitise groups of 1-10. Exploring number bonds to 5/10 using real objects in different contexts.</p>	<p>Number Children will revise number bonds to 5.</p> <p>Numerical Patterns Children will share quantities equally.</p> <p>Focussed activities: Consolidating children's knowledge of numbers 1-10 and number bonds within 5 and 10. Begin to learn about numbers 11-20 and how to represent them in different ways, e.g. ten frames, numicon, multilink. Sharing into equal groups using real objects and toy animals. Sorting and measuring with different animals e.g. largest-smallest, tallest-shortest</p>	<p>Number Children will know number bonds to 10, including doubling facts.</p> <p>Numerical Patterns Children will be able to count beyond 20 and higher.</p> <p>Focussed activities: Children learn how to double and take part in games using dice and dominos. In practical activities they share and half amounts using objects. Consolidating key skills such as: subitising, counting, sorting, matching, ordering and comparing. Exploring even and odd numbers. Using maps and plans to represent places and where they are in relation to others things. Children draw a map of their journey to school and what they pass on the way. Children will be able to count beyond 20 and higher.</p>
	<p>Number: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>					
Understanding the World	<p>History: Past and Present Children will know about their own life story and how they have changed.</p> <p>Geography: People, Culture and Communities Children will know about features of the immediate environment.</p> <p>Science: The Natural World Children will understand the terms 'same' and 'different'.</p> <p>RE: People, Culture and Communities Children will know some similarities and differences between different religious and cultural communities in this country.</p>	<p>History: Past and Present Children will know some similarities and differences between things in the past and now.</p> <p>Geography: People, Culture and Communities Children will know that there are many countries around the world.</p> <p>Science: The Natural World Children will explore and ask questions about the natural world around them.</p> <p>RE: People, Culture and Communities Children will know the Christmas story. Children will learn about Diwali.</p>	<p>History: Past and Present Children will talk about the lives of people around them.</p> <p>Geography: People, Culture and Communities Children will know that people around the world have different religions.</p> <p>Science: The Natural World Children will talk about features of the environment they are in and learn about the different environments.</p> <p>RE: People, Culture and Communities Children will learn about different places of worship.</p>	<p>History: Past and Present Children will talk about past and present events in their lives and what has been read to them.</p> <p>Geography: People, Culture and Communities Children will know about people who help us within the community.</p> <p>Science: The Natural World Children will make observations about plants discussing similarities and differences.</p> <p>RE: People, Culture and Communities Children will learn the Easter story.</p>	<p>History: Past and Present Children will know about the past through settings and characters.</p> <p>Geography: People, Culture and Communities Children will know that people in other countries may speak different languages.</p> <p>Science: The Natural World Children will make observations about animals discussing similarities and differences.</p> <p>RE: People, Culture and Communities Children will learn about the importance of animals in religion/history.</p>	<p>History: Past and Present Children will know about the past through settings, characters and events.</p> <p>Geography: People, Culture and Communities Children will know that simple symbols are used to identify features on a map.</p> <p>Science: The Natural World Children will know some important processes and changes in the natural world, including states of matter.</p> <p>RE: People, Culture and Communities Children will know some similarities and differences between different religious and cultural communities in this country.</p>

Disley Primary School - Progression of Skills & Curriculum Overview 2022-23



	<p>Focussed activities: Children create their own 'face' to explore their different facial features and to discuss/label their body parts. Learn about Harvest and who helps us to produce food. Circle times to discuss our families and where we live. Now and then - what can we do now that we could not do when we were babies?</p>	<p>Focussed activities: Make a 'seasons' timeline. Add pictures, objects and month names. Make a daily calendar for children to update, including the season. Talk about appropriate clothing for each season. Talk about different seasons around the world and how they differ to the UK. Discuss nocturnal animals/hibernation.</p>	<p>Focussed activities: Learning about our solar system/order of the planets. Exploring historical space events. Learning about gravity. Discussing the 'Big Bang.' Rocket launch science experiment (bicarb/vinegar).</p>	<p>Focussed activities: Identify the schools address and the fact that we live in Disley. Look at a local picture map of Disley and identify where the school is. What roads are named? Do any of the children know where they live? Begin to look at where the nearest fire station is, police station, doctors, church, post office etc. and create a large visual map of where the people who help us are situated.</p>	<p>Focussed activities: Locate where different animals live around the world on a map. Cut and stick pictures of animals onto a map e.g. lion in Africa. Learning about and observing the life cycles of butterflies and frogs. Children go on a mini beast hunt around school and learn about each animal. Look at a mini beast under a microscope and learn about the body parts of an insect. Learn about different habitats. Discuss carnivores/omnivores /herbivores. Learn about the different animal groups.</p>	<p>Focussed activities: Children learn about the weather around the world and focus on extreme climates e.g. deserts and the polar regions. Discuss the effect that climate change is having on these areas and the rest of the world. Focus on how the ice is melting in the North pole which is threatening the habitat of the animals that live there. Learn about different materials and their properties - links to past. Magnets.</p>
--	---	---	---	---	--	---

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

People, Culture and Communities: 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, non-fiction texts and (when appropriate) maps.

The Natural World: 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

	<p>Music: Being Imaginative Children will sing and perform nursery rhymes.</p> <p>Art & Design: Creating with Materials Children will experiment mixing with colours. Famous artist: Hannah Bullen-Ryner - creating images from loose parts</p> <p>Focussed activities: Introduce morning song and the days of the week song. Sing familiar songs i.e. 'Farmers in the Den.' Sing 'My Body is Special to Me' and 'The Body Parts' song. Creating a collage of an owl from 'The Owl Babies.' Painting and printing vegetables for the Harvest assembly. Creating self-portraits using a variety of media, e.g. wax crayons, felt-tips, paints.</p>	<p>Music: Being Imaginative Children will experiment with different instruments and their sounds.</p> <p>Art & Design: Creating with Materials Children will experiment with different textures. Famous artist: Georgia O'Keeffe - colour mixing</p> <p>Focussed activities: Creating our own seasons dance with actions representing each season, e.g. twirl like an autumn leaf, crunch the snow, or grow like a seed. Collect conkers, pine cones and acorns. Create patterns using paint by printing the objects. Talk about the sounds we might hear each season and recreate with instruments. Make trees in the junk-modelling area using cardboard tubes.</p>	<p>Music: Being Imaginative Children will create narratives based around stories.</p> <p>Art & Design: Creating with Materials Children will safely explore different techniques for joining materials. Famous artist: Andy Goldsworthy - sculptures</p> <p>Focussed activities: Creating Papier-mâché planets and exploring wax resist patterns. Cooking moon and star biscuits. Experimenting with crayon rubbings to match the surface of the moon. Listen to space sound effects and use instruments to mimic these sounds. Design and build a moon buggy. Sing songs about space.</p>	<p>Music: Being Imaginative Children will move in time to the music.</p> <p>Art & Design: Creating with Materials Children will make props and costumes for different role play scenarios. Famous artist: Wassily Kandinsky - using shapes</p> <p>Focussed activities: Junk modelling - make a range of vehicles for the people who help us. Use images as a stimulus for building using construction toys and reclaimed materials. Working in all role play areas; police station, fire station, post office, doctor's surgery, café and library.</p>	<p>Music: Being Imaginative Children will play an instrument following a musical pattern.</p> <p>Art & Design: Creating with Materials Children will explore and use a variety of artistic effects to express their ideas and feelings. Famous artist: Van Gogh - sunflowers</p> <p>Focussed activities: Children design and make an animal mask of their choosing. They use collage to add texture to their masks to look like fur. Perform a dramatic dance to show how each animal moves in the different environments whilst wearing their masks. Making a sculpture of their favourite mini beast using clay and painting them. Using different animal parts to create and draw their own creature</p>	<p>Music: Being Imaginative Children will invent their own narratives, stories and poems.</p> <p>Art & Design: Creating with Materials Children will share creations, talk about process and evaluate their work. Famous artist: Alma Thomas - collaging</p> <p>Focussed activities: The class contribute towards a shared picture of the World using paint and other media. Children design and make a useful object using recycled materials e.g. a bird feeder out of a plastic milk bottle. Making musical instruments from recycled materials and using them to create our own musical performance.</p>
--	--	--	---	---	--	---



Playing instruments found in Old Bear's suitcase in different ways, e.g. quietly, loudly.	Decorate them to represent different seasons. Making Christmas decorations. Creating firework display artwork.			to colour or collage using different materials.	
---	--	--	--	---	--

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.

Diversity Texts to be read throughout the year during story time sessions

BAME Main Characters	Cultural Diversity	Neurodiversity	Physical Disabilities	Different Families
So Much Astro Girl Lulu's First Day Baby Goes to Market Mommy Saying Full, Full Full of Love 15 Things Not to Do With a Puppy Jabari Jumps Izzy Gizmo Little People Big Dreams Books	The Big Book of Families Maisie's Scrapbook Hats of Faith The Jasmine Sneeze Golden Domes and Silver Lanterns	We're All Wonders Perfectly Norman Incredible You I See Things Differently Mr Gorski I think I have the Wiggle Fidgets Because What Makes Me a Me? The Unbudgable Curmudgeon	Its Ok to Me Different When Charlie Met Emma Only One You Don't Call Me Special Happy to Be Me Millie Gets Her Super Ears	My Pirate Mums My Two Grandads The Girl With Two Dads We Are Family More People to Love Me Our Class is a Family Love Makes a Family Heather Has Two Mummies