



Heritage



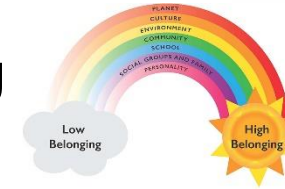
Early Years Foundation Stage

Curriculum Overview

Spring

C is for Community

Hypothesis



This project builds on the previous term's as it encourages children to reflect on and learn about their unique selves as part of their community or communities. They will develop a sense of belonging and celebrate their heritage. It addresses many areas of the Statutory Curriculum, especially Understanding of the World and in particular children's geographical knowledge. Practitioners believe that children learn best from considering themselves first and learning from their peers experiences. In this way children will be supported to draw similarities and differences of their peers' experiences. Educators will also expose children to social, religious and cultural communities which are present in Telford which they may not be aware of in order to develop their knowledge and respect of other's and their traditions and ways of life. Our aim is for children to leave the EYFS with an awareness and appreciation of a range of people. This also reflects British Values, especially at a time of protests and awareness for Black Lives Matters, for example.

Provocation

A range of 'Home Challenges' will be set in which children and their families will be asked to share their homes, religious beliefs and traditions via Seesaw. Children will be encouraged to discuss this information and share it, to enhance their speaking and listening skills and talk about their lives. We anticipate that it will spark geographical, religious, historical and PSHE learning and have planned for experiences to further develop this.

Sense of belonging

To develop self-confidence/ security to show adults and children what they are capable of.

To be in a secure environment in which they know that they are **safe and valued**.

A learning **community**/ community learning contract. Children learn from other children. Children are not empty vessels!

Knowing their place in the world. Being ambitious.

Showing tolerance and understanding regarding others' and their culture.

Change and growth exploration.

Philosophy for children; exploring what it might mean to be human.

Strengthening Parent Partnership

Expressing to parents that we are interested in the **whole child**. Most of a child's important experiences happen at home. **Celebrating** and discussing these experiences.

Rites of passage.

Being honest and open about what children **can do**. Building on their **previous knowledge** and utilising their strengths and interests.

Being aware of each child's home traditions and **cultures**. **Enriching** other children's experiences by sharing what is important to each of us.

Recognising **similarities and differences**. **Understanding** others and being understood.

Using Seesaw to enhance the ways we communicate with children and their families.

Communication and language

Listening, attention and understanding

Children will know . . . (Knowledge)	How we will deliver this . . . (Pedagogy)
<p>N</p> <ul style="list-style-type: none"> • Listen with interest to songs, rhymes and stories for an increased period. They will join in with words and actions. • They will know some nursery rhymes and songs from memory. • Listen to others one to one and in small groups. <p>R</p> <ul style="list-style-type: none"> • Sit quietly when appropriate and begin to take turns in communication. • Know significant parts of stories they have studied. • Be able to retell some parts of a story. • Respond to what they've heard appropriately and keep conversation going. <p>Y1</p> <ul style="list-style-type: none"> • Engage in a reciprocal conversation with others. 	<p>SEE COMMON PLAY BEHAVIOUR PROGRESSION ALSO</p> <ul style="list-style-type: none"> • Daily timetable ensures opportunities for a range of scenarios in which children must listen and respond. • Children are encouraged to ask for resources such as board games and jigsaws – not always on offer to them. • Nursery rhyme time every day continued; displayed so children can see the bank of rhymes they know. • Weekly song focus. Enhancements made to indoor music area – the elements/ a listening centre. • Story time daily; planned with key themes and ideas for children to make connections. • Theatre role-play in CP – outdoors. Song and Rhymes displayed/ resourced. • Role-play area/ small world area evoking discussion. • Themed enhancements which meet interests of children/ curriculum topics/ focus for learning. • Communication areas; tents, soft furnishing. • All adults engaging in high quality interactions at all time. • Forest school to develop curiosity. • Talk Boost, Neli intervention taking place for selected children. • Using aspects of Listen with Lucy during small group sessions (N)

- Recall a story orally.

Speaking

Children will know . . .	Children will say . . .	How we will deliver this . . .
<p>N</p> <ul style="list-style-type: none"> • Use sentences, sometimes connecting two ideas. • Begin to learn new words rapidly and remember ones previously learnt. Begin to use these in their play. • Talk about things they can see or experiences they are having. Begin to talk about previous events with the use of prompts/ scaffolds such as pictures and photographs. <p>R</p> <ul style="list-style-type: none"> • Use more complex sentences and begin to give reasons and justification for their ideas. • Use words to connect ideas. • Respond to others appropriately, adding to the theme/ topic being discussed. • To talk about experiences and feelings that are not always tangible. <p>Y1</p> <ul style="list-style-type: none"> • Express ideas and feelings using full sentences. • Offer more detail when prompted. • Keep conversations going by making comments and asking questions. 	<p>Nouns, talk about things they can see.</p> <p>“I got one of those.”</p> <p>“I liked the slide.”</p> <p>But, and, because</p> <p>(Adjective)</p> <p>Maybe, perhaps, what about, I think, so, then</p>	<ul style="list-style-type: none"> • High quality interactions; all staff • Helicopter stories (at least once a week for all children) • A weekly nursery rhyme • Story time daily • Stories used in numbers and patterns sessions • Environment considerations; high quality role-play, small world and construction areas • Home challenge; to inspire talking about what they know – send a photograph of a place that is special to you. • Neli (R), Talk Boost (N)

Physical Development

Gross-motor

Direct teaching (PE lessons) – Gymnastics, individual ball skills (N), Net games ball skills (R Y1)

Through play

Children will know . . .	Children will say . . .	How we will deliver this . . .
<p>N</p> <p>PROCEDURAL</p> <ul style="list-style-type: none"> • Balances on one foot for a few minutes. • Can side step along a balance beam. • Can pull themselves up onto equipment. • Catch a large ball and attempts a smaller one. • To roll a ball towards a target. • Throws a ball/ send and receive an object with their hands, sometimes accurately. • Pedals a tricycle. • Kicks a ball with increasing power. • Can travel in ways such as crawling, running, tiptoeing and jumping. • Begin to copy balances <p>DECLARATIVE</p> <ul style="list-style-type: none"> • Begin to know safety rules for places and equipment <p>R</p> <p>PROCEDURAL</p> <ul style="list-style-type: none"> • Can use alternative feet to walk along a balance beam. 	<p>Kick, catch, throw, ball, bike, foot, wobbly, up, down, climb, crawl, run, walk, tiptoe, jump, stop, go, back, fast, jump, pat</p> <p>Balance, hop, swing, hang, feet, land, skip, sideways, start, travel, roll, pathway, backwards, forwards</p>	<ul style="list-style-type: none"> • Access to a planned physical development activity outdoors daily. • Weekly PE for Reception, Y1 • Healthy Movers activities 1 x a week in open door • Squiggle while you wiggle • Daily mile for R and Y1 • Access to bikes and tricycles • Forest school provision

- Jumps from higher platforms, landing with bended legs on two feet.
- Travels in ways such as skipping and jumping.
- Balance and hop on one foot in a line.
- Catch and throw a smaller ball.
- Copy and explore balances and moving with control

DECLARATIVE

- To link together movements
- To use apparatus and equipment safely.

Y1

DECLARATIVE

- To balance along a high beam.
- Catch a small ball.
- Throw a small ball over and under arm.
- To kick a ball to another child with increasing aim.
- Travel in a variety of ways with increasing control; can manoeuvre around obstacles.
- Copy, remember, explore and repeat simple actions varying speed and levels
- Select simple actions to construct basic sequences with clear start and finish
- Sometimes stop a ball using a feet or stick
- Send a ball in a the direction of another person by kicking striking or throwing
- Work with a partner to pass and receive a ball

PROCEDURAL

Beam, alternative, forwards, aim, over, under, balance, breathing, copy, curved, direction, doggy, paddle, exercise, finish, level, pathway, point, receive, send, slide, speed, step, target, warm

<ul style="list-style-type: none"> • Make decisions when presented with a simple challenge (move to an open space towards a goal). • Use simple tactics 		
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Fine-motor

Children will know . . .	Children will say . . .	How we will deliver this . . .
<p>N</p> <ul style="list-style-type: none"> • Is beginning to show a preference for a dominant hand. • Can copy some different line shapes such as a straight, wiggly and zig-zag line. • Begins to copy the first letter in their name. • Roll a ball of dough. • Begins to thread objects such as cotton reels onto string. • To join together pieces of a jigsaw. • Begins to snip paper using scissors. • Can spread and cut soft items with a knife. <p>R</p> <ul style="list-style-type: none"> • Use a dominant hand with a tripod grip. • Cuts paper using scissors. • Writes letters, sometimes forming them correctly. • Use a rolling pin to flatten dough and can cut out a shape effectively. • Begins to use a variety of objects using a range of materials. • Can thread items into string independently. 	<p>Draw, colour, block, marks, writing, playdough, roll, jigsaw, cut, scissors, wiggly, line, zig-zag</p> <p>Use the handwriting patter.</p> <p>Name, rolling pin, dough, build, circle, join, stick</p>	<ul style="list-style-type: none"> • Malleable area provision • Junk modelling provision • Woodwork area • A writing area in every class base • Access to the Art Studio daily • Expressive Art and Design Project

<p>Y1</p> <ul style="list-style-type: none"> Begins to use other tools such as knives, hole punches, paintbrushes with increasing independence. Builds models Uses tools to create a lever. Cuts out shapes with increasing accuracy; not cutting too much excess paper. Colour/ shades using different pressure to create an effect. Form all letters of the alphabet (lower case). Forms some upper case letters. Use a pincer grip. 	<p>Model, construction, 2D shapes, letter names and phonemes, shade, dark, light, lever, move, froggy fingers</p>	
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Personal, Social and Emotional Development

Self-regulation

Children will know . . .	Children will say . . .	How we will deliver this . . .
<p>N</p> <ul style="list-style-type: none"> To identify three basic emotions; happy and not happy (sad), angry/ cross. To begin to identify these in others/ characters. Can sit quietly at appropriate times. To follow simple adult requests, with modelling. To follow simple rules which are repeated daily. Begins to take turns and share resources with adult help. 	<p>Happy, not happy, sad, listen, angry, rule, safe, good sitting</p>	<ul style="list-style-type: none"> Daily small group sessions in N Carpet sessions in N and R Class behaviour management system Rewards, praise Adult modelling Adults supporting behaviour during open door sessions – encouraging children to play together, take turns, make choices Adults articulating/ scaffolding ability to self-regulate/ inhibit actions Snack time/ planned activities to encourage turn taking, patience

<p>R</p> <ul style="list-style-type: none"> • To join in with the routine of the day with a simple verbal request or action. • To identify more complex emotions such as shock, excitement. • To follow an adult request, sometimes with more than one part and understands the reason for this request. • Can state some of the school rules, adhere to these and begin to explain why these rules are in place. • To play with another child sharing and taking turns with resources with increasing independence. 	<p>Angry, hungry, shocked, excited, feeling, safe, my turn, your turn, share, because, together, next, after</p>	<ul style="list-style-type: none"> • Stories about diversity/ showing diverse characters to support understanding of respect. • Home challenge – to listen to others and their experiences • Emotions in stories – reading spine
<p>Y1</p> <ul style="list-style-type: none"> • To identify a range of emotions in themselves and others and regulate their behaviour accordingly. • To immediately follow a direct adult request and understand the reasons for the request. Able to articulate/ justify rules. • To set and work towards simple goals. • To wait their turn for equipment, resources or within a game. • To play a game independently, ensuring the rules are being followed. 	<p>Taking turns, patient, persevere, independent, goal, achieve</p>	

Managing self

Children will know . . .	Children will say . . .	How we will deliver this . . .
<p>N</p> <ul style="list-style-type: none"> • To use the toilet with increasing independence. • Recognise when they need the toilet. • Use the toilet/ sinks appropriately. • Put their coat on and attempts to do their zip up. • Can use a spoon, knife and fork, sometimes needing help. • Able to make a choice between two activities and play with this for a few minutes. • Can request help by showing or using simple words/ sentences. <p>R</p> <ul style="list-style-type: none"> • Use the toilet independently, usually being dry throughout the day. • Put their coat on, doing up the zip and other clothing – aprons, PE shorts. • Use eating equipment, often without spilling and keeping themselves clean • Sustain their interest in an activity of their own choosing for longer periods, sometimes showing a high level of engagement. • Can communicate their needs and wants, asking for help from others. <p>Y1</p> <ul style="list-style-type: none"> • To change their clothing independently. • To use equipment safely. • To take care of themselves and needs with increasing independence. 	<p>Toilet, wee, pooh, zip, up, down, knife, fork, spoon, cut, safe, not safe, hurt, play, do this</p> <p>On my own, apron, on, coat, top, trousers, clean, choose, I want, I need, help</p> <p>Equipment, independent</p>	<ul style="list-style-type: none"> • Weekly PE sessions • Access to Open Door – art studio, sports equipment (See open door plan) • Times to change; art, forest school, PE • Scheduled times to go to the toilet, adults supporting and removing support as necessary • Routines in place to support toileting – timers, encouragement, links with health visitors, visual timetable, • Building relationships – adults are here to help, modelling asking and giving help, praising children who help others • Class behaviour management system • Mascots; Puppets/ historical figures linked to school values • Adults articulating/ modelling self-care; discussing what clothing should be worn outside on a cold day etc. • Daily shared snack in N, rolling snack in R, playtime snack Y1

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Building Relationships

Children will know . . .	Children will say . . .	How we will deliver this . . .
<p>N</p> <ul style="list-style-type: none"> • Be able to leave their caregiver. • Play with others showing and saying their ideas. Take turns and share with adult support. • Through their play, they show their interest in other children. • Begin to ask for help through actions or words. • To know the names of adults and other children within the class. <p>R</p> <ul style="list-style-type: none"> • To express their needs and wants to other children appropriately using words and actions. • Name a friend and enjoy playing with them • To take turns and share resources with other children • To ask adults for help. <p>Y1</p> <ul style="list-style-type: none"> • Show sensitivity to other's feelings, needs and wants. 	<p>Mummy, daddy, nanny, Miss Reese, play, my turn, you, other children's names</p> <p>Your turn, share, Can I . . .? It's my turn, friend, help</p> <p>Kind, together, Are you ok?, Do you need help?</p>	<ul style="list-style-type: none"> • Sharing and talking about their experiences – home challenge • Open Door sessions – planned to encourage collaboration • Books – People who help us • Role-play area

<ul style="list-style-type: none"> To play reciprocally with another child and a group of others. To show care and concern for others. 		
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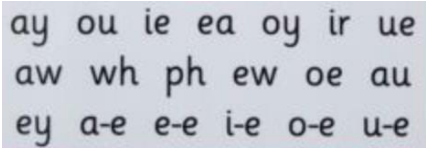
Literacy

Comprehension

Children will know . . .	Children will say . . .	How we will deliver this . . .
<p>N</p> <ul style="list-style-type: none"> To look through books, showing interest in stories they know well. To join in with some repeated words, actions and talk about what is happening in rhymes, songs and simple stories. To recognise and name some characters. To begin to answer how questions. 	<p>Book, story, song, nursery rhymes, words in rhymes such as Here We Go Round The Mulberry Bush, Bear Hunt</p>	<ul style="list-style-type: none"> Focus stories – We’re Going On a Bear Hunt (N) Reading Spine in place Focus rhymes planned out, daily. Role-play; books Small world A weekly story at forest school Helicopter stories (once a week) Small group story focus weekly (N) Orally using Rainbow Readers in R and Y1
<p>R</p> <ul style="list-style-type: none"> To talk about the plot in stories they know well; retrieval. To recall a story they know well, using a book, images and puppets as a prompt. To begin to answer why questions. 	<p>Once upon a time, next, because</p>	
<p>Y1</p> <ul style="list-style-type: none"> Retell stories and narratives using their own words. 	<p>One day, night, perhaps, maybe, I think</p>	

<ul style="list-style-type: none"> • Know an increasing number of stories. • Anticipate what may happen in a story; predict. • Begin to make simple inferences. 		
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Word Reading

Children will know . . .	Children will say . . .	How we will deliver this . . .
<p>N</p> <ul style="list-style-type: none"> • To begin to hear some initial sounds in words/ names of others. <p>R</p> <ul style="list-style-type: none"> • To read a CVC word, simple captions and begin to read simple sentences, using the GPCs taught including some digraphs. <p>Y1</p> <ul style="list-style-type: none"> • To read words and sentences using the GPCs taught (all taught digraphs including some alternatives and split digraphs). 	<p>Is for . . ., sound</p> <p>Phoneme</p> <p>Jolly Phonics</p> <ul style="list-style-type: none"> • s, a, t, i, p, n. • ck, e, h, r, m, d. • g, o, u, l, f, d. • ai, j, oa, ie, ee, or. • z, w, ng, v, oo, oo. • y, x, ch, sh, th, th. • qu, ou, oi, ue, er, ar. <p>Jolly Phonics</p> 	<ul style="list-style-type: none"> • Phase 1 teaching in N • Jolly Phonics scheme, discrete teaching daily • Independent readers • Home reading focus - seesaw • Reading application at forest school • Rainbow reading in Y1/ decodable book

Writing

Children will know . . .	Children will say . . .	How we will deliver this . . .
<p>N</p> <ul style="list-style-type: none"> • That marks have meaning and they will start to make marks in role. • That certain marks/ grapheme makeup their name. • Recognise the initial letter in their name and attempt to copy it. <p>R</p> <ul style="list-style-type: none"> • They can write their name, which is readable to others. • They can form the single letters and some digraphs they have been taught. • They begin to write CVC words, captions and some simple sentences using the GPCs taught. <p>Y1</p> <ul style="list-style-type: none"> • They can write phonetically decodable sentences using the GPCS taught, including some alternative digraphs. 	<p>Name, GPCs related to their name</p> <p>“ ___ is for . . . “</p> <p>Sound</p> <p>GPCS taught</p> <p>Sound-talk, segment</p> <p>Alternative, phoneme</p> <p>Which grapheme?</p>	<ul style="list-style-type: none"> • Jolly Phonic scheme; discrete teaching daily • Forest School diary in Writing journal (R) • English lessons (Y1) • An adult allocated task in open door each week • Writing resource area in all classrooms and outdoors

Mathematics

Number

Children will know . . .	Children will say . . .	How we will deliver this . . .
<p>N</p>		<ul style="list-style-type: none"> • Number songs and rhyme (1 x focus a week, at least)

<ul style="list-style-type: none"> When there are one or two objects in a set. To say some number names in order forwards and backwards. To know a number can represent a quantity and the number changes when an object is added or removed. To match groups of up to three objects. To count out three objects from a larger set reliably. <p>R</p> <ul style="list-style-type: none"> Comparing numbers to 5. Combining two numbers – addition Making pairs Understanding zero <p>Y1</p> <ul style="list-style-type: none"> Numbers and place value to 20. Spring 2 – to 50. Addition and subtraction within 20. 	<p>1, 2, 3, 3-1, how many, more, same, stop</p> <p>More, fewer, bigger, smaller, after, before, add, zero</p> <p>0-20, 0-50, add, equation, equals.</p>	<ul style="list-style-type: none"> Discrete teaching in Numbers and Patterns (White Rose) An adult allocated to outdoor maths each week. Number resource area in all classrooms and outdoors
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Numerical patterns

Position

Children will know . . .	Children will say . . .	How we will deliver this . . .
<p>N</p> <ul style="list-style-type: none"> To move an object to a relative position. <p>R</p>	<p>There, here, top, under, behind.</p>	<ul style="list-style-type: none"> Map-making; the nursery outdoors, the community centre . . . Cubetto exploration (sequence of lessons) Reading Spine – We’re Going on a Bear Hunt, Rosie’s Walk, Snail Trail

<p>Y1</p> <ul style="list-style-type: none"> To use language to describe the position of an object or place. Create a pattern and increasingly complex core. Creating a 4 characteristic pattern. 	<p>In front of, on, next to, in the middle.</p>	
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Shape, Pattern

Children will know . . .	Children will say . . .	How we will deliver this . . .
<p>N</p> <ul style="list-style-type: none"> To use 3D shapes to create towers and models. To name some basic 2D shapes; square, triangle, circle. To identify sides and corners by pointing. To use everyday language of pattern. To be aware of repeated patterns, continuing them. Identify long and short by pointing. Begin to use the words short and long. <p>R</p> <ul style="list-style-type: none"> To know the names of basic 3D shapes; sphere, cube, cuboid. To identify faces and edges by touching/ pointing Explore patterns with repeats in such as ABB, AAB, AABB 	<p>Square, triangle, circle.</p> <p>Wiggly, spotty, stripy, star, cross, dot.</p> <p>Long, short</p> <p>Sphere, cube, cuboid.</p> <p>Repeated pattern.</p> <p>Longer, shorter.</p>	<ul style="list-style-type: none"> Construction area. Discrete Numbers and Patterns Teaching

<ul style="list-style-type: none"> • Begin to use language to describe length and height. • Use some comparative language in relation to length and height. <p>Y1</p> <ul style="list-style-type: none"> • Create a pattern and increasingly complex core. • Creating a 4 characteristic pattern. • Compare lengths and height. • Measure length and height using objects and centimetres. 	<p>_____ is longer than _____</p> <p>_____ is shorter than _____</p> <p>Centimetre</p> <p>_____ is 4 blocks long.</p>	
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Understanding the World

People and Communities

Enquiry Question – Which people help us and why?

What helps keeps us safe in our area/community?

Children will know . . .	Children will say . . .	How we will deliver this . . .
<p>N</p> <p>SUBSTANTIVE</p> <ul style="list-style-type: none"> • The names of some jobs and what people do in these jobs; for example the police, keep us safe. • The human features of a place we know well; the Nursery Garden • To talk about maps and begin to make simple ones. 	<p>Police, safe, hairdresser, cut hair, doctor, help, look after, better</p> <p>Bridge, hut, shed, grass, playground, sandpit</p>	<ul style="list-style-type: none"> • Role-play area; police station focus (other areas such as hairdressers/ doctors/ firefighters available) • Visits to the local shops/ forest school • Expert visitor; police officers, children’s nurse • NRich- pathways using construction and small world resources • People who help us books

<p>DISCIPLINARY</p> <ul style="list-style-type: none"> To observe and notice features. <p>R</p> <p>SUBSTANTIVE</p> <ul style="list-style-type: none"> Some places of significance in the Sutton Hill Community; shop, community centre, church. To know what some people do in these places/ what these places are used for. To know where these places are in relation to one another; next to, across the road. To know in greater detail the role of some people with certain jobs. To follow and create simple maps (including 3D maps) – begin to discuss the use of keys. To use simple fieldwork and observational skills to study the geography of their school (including the school garden and forest school) and begin to discuss human and physical features. 	<p>Arrest, criminal, law, protect</p> <p>Community centre, church, shop</p> <p>Next to, across the road, path</p>	
<p>DISCIPLINARY</p> <ul style="list-style-type: none"> Explain and summarise findings (in discussions) To use a camera to take aerial photographs of a map they have created. <p>Y1 Geography</p> <p>SUBSTANTIVE</p> <ul style="list-style-type: none"> To identify land use within and around our school. To know some physical and human features surrounding the school. To map out the journey to Bluebell Park. 	<p>Physical, human, bench, building, curb, car park, left, right, forwards, backwards</p>	

<ul style="list-style-type: none"> • To identify seasonal and daily weather patterns. • To use simple picture maps to move around the school. • To use maps and atlases to identify the UK, capital cities and the seas surrounding the UK. • To devise simple maps. To use relative vocabulary such as bigger, smaller, like and dislike. • To use simple compass directions (4 point compass – North, South, East and West). • To use and construct basic symbols in a key to represent places or features. • To use photographs and maps to identify features. • To use aerial photographs to recognize basic human and physical features. <p>DISCIPLINARY</p> <ul style="list-style-type: none"> • Identify key features, similarities and differences and localities • Explain and summarise findings • Understanding key concepts • Good communication • Teamwork 		
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What happens at a birthday and baptism?

How do some Christians celebrate Easter and why?

Children will know . . .	Children will say . . .	How we will deliver this . . .
N		<ul style="list-style-type: none"> • Role-play area enhancements; birthday resources/ Easter/ baptism

<p>SUBSTANTIVE</p> <ul style="list-style-type: none"> To talk about ways they celebrate some occasions such as birthdays. To recognise and name some symbols of Easter; cross, egg. To know some significant parts of the Easter Story. <p>DISCIPLINARY</p> <ul style="list-style-type: none"> Think and talk about my big days and those of others. 	<p>Jesus, die, cross, Easter, birthday cake, presents, party</p>	<ul style="list-style-type: none"> Visits to the local church; mock baptism Books/ DVDs – facts and other people’s experiences. Artefacts; special baptism clothing etc. Small world resources – Easter story Story-telling resources – resurrection eggs/ paper folding
<p>R</p> <p>SUBSTANTIVE</p> <ul style="list-style-type: none"> To describe in detail their own experiences and feelings regarding celebrations such as birthdays. To understand the Christian festival of Easter and some of the celebrations involved. Recognise some objects/symbols/buildings linked to Christianity; crown of thorns, church, font. To know that people have differences and similarities. To know three or more key events in the Easter story. To make simple comparisons between two celebrations. <p>DISCIPLINARY</p> <ul style="list-style-type: none"> Describe some aspects of belonging for myself and for others – community. 	<p>Community centre, church, pray, baptism</p> <p>Alive, remember, last supper</p> <p>Celebrate, Candles, Christian, Baptism</p>	

<ul style="list-style-type: none"> Only some people go to church. (There are other religions – children will have met the Imam of the Mosque who will discuss his life). <p>Y1 RE</p> <p>SUBSTANTIVE</p> <ul style="list-style-type: none"> To know that stories from the Bible matter to Christian and Jewish people. To understand and use religious or spiritual vocabulary such as God, Bible, Torah, creation To understand why the symbol of Christianity is a cross. To know Christian and Islamic building names, properties and start to understand worship within the buildings. 	<p>Community, Holy, Beliefs, Sacred, Faith, Mysteries, Questions, Giving thanks, Life, Creation, God, Responsibilities, Pray</p>	
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Past and Present

Enquiry question – What were homes like in the past?

Children will know . . .	Children will say . . .	How we will deliver this . . .
<p>N</p> <p>SUBSTANTIVE</p> <ul style="list-style-type: none"> To know that things are happening now. To know things/ events have happened in the past. Compare the past and now through artefacts and books. <p>DISCIPLINARY</p>	<p>Long ago, now, past, before, same, different</p>	<ul style="list-style-type: none"> See Past and Present sequence of lessons. Visit to Blists Hill Looking at homes in the past in books and through nursery rhymes Artefacts in the home corner Small world Victorian Dolls House

- Use language of past, before and now accurately in context.

R

SUBSTANTIVE

- To identify, compare and sort objects from the past (significant in terms of their life span) and objects which are used now such as an iron, camera and telephone.
- To understand that change happens over time; that some objects/ houses in the past were different to those now.
- Compare the past and now through fiction.

DISCIPLINARY

- . Use language of past, before, then and now accurately in context.
- To ask and answer questions about the past.

Y1

SUBSTANTIVE

- Be able to describe an historical event.
- Compare changes overtime in relation to crossing a river.

DISCIPLINARY

- Look at evidence and find answers about the past.
- Use artefacts, pictures, stories, online sources and databases to find out about the past.

Then, old, today, when, change

In the past, present, already happened, remember, different, before, earlier, older, foetus, toddler, adolescent, OAP.

<ul style="list-style-type: none"> Find answers to simple questions about the past. 		
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The Natural World

Enquiry Question – Does everything change in Winter?

Does everything change in Spring?

Children will know . . .	Children will say . . .	How we will deliver this . . .
<p>N</p> <p>SUBSTANTIVE</p> <ul style="list-style-type: none"> Notice what is happening to the weather in Winter/ Spring. To notice some changes in regards to plants. <p>DISCIPLINARY</p> <p>To observe and notice changes</p> <p>R</p> <p>SUBSTANTIVE</p> <ul style="list-style-type: none"> Describe the changes that are happening in Winter/ Spring. To make some simple comparisons between Autumn and Winter/ Winter and Spring. To begin to talk about the impact of winter/ spring on animals and plants. <p>DISCIPLINARY</p>	<p>Cold, snow, hard, empty, ice, dark, bird</p> <p>Frosty, icy, icicles, Robin, Blackbird, Pigeon, bare</p> <p>Darker, less, sunlight</p> <p>Look, touch, feel, smell, taste.</p>	<ul style="list-style-type: none"> Forest School Sessions. Non-fiction books - seasons

<p>To look at changes over time and make comparisons</p> <p>Y1</p> <p>SUBSTANTIVE</p> <ul style="list-style-type: none"> To understand and recognise the changing hours of sunlight during winter months. To name the 5 human senses. <p>DISCIPLINARY</p> <ul style="list-style-type: none"> Observing day light hours 		
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Animals

Children will know . . .	Children will say . . .	How we will deliver this . . .
<p>N</p> <p>SUBSTANTIVE</p> <ul style="list-style-type: none"> To name 6 farm animals and their features. <p>DISCIPLINARY</p> <ul style="list-style-type: none"> To observe farm animals. 	<p>Cow, pig, sheep, horse, goat, chicken, legs, horn, udders, snout, hair, hooves, tail, farm, farmer</p>	<ul style="list-style-type: none"> Forest School Sessions. Non-fiction and fiction books Nursery rhymes, songs and poems Small world resources Role-play masks Videos/ noises Visit to the farm

Materials

Children will know . . .	Children will say . . .	How we will deliver this . . .
<p>N</p>	<p>Ice, cold, hot, melt, water</p>	<ul style="list-style-type: none"> MTP sequence – science

<p>SUBSTANTIVE</p> <ul style="list-style-type: none"> To know that ice is made from water freezing. <p>DISCIPLINARY</p> <ul style="list-style-type: none"> To describe how ice feels. <p>R</p> <p>SUBSTANTIVE</p> <ul style="list-style-type: none"> To know that ice changes state when it melts. <p>DISCIPLINARY</p> <ul style="list-style-type: none"> To describe what happens to ice when it warms up. How to make ice. 	<p>Frozen, freeze, melted, warm</p>	<ul style="list-style-type: none"> Practical exploration of ice – both planned and at forest school Investigations
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Expressive Arts and Design

Creating with Materials

Children will know . . .	Children will say . . .	How we will deliver this . . .
<p>N COLOUR</p> <p>SUBSTANTIVE</p> <ul style="list-style-type: none"> Experimenting with and using primary colours Naming basic colours - mixing (not formal) Learn the names of different tools that bring colour 	<p>Paint, oil pastel, pencils, sponge, mix, brush, straw, red, yellow, blue</p>	<ul style="list-style-type: none"> Exploring paint in the art studio Collage sequence of lessons (open door) Mondrian Creating Sutton Hill Maps Geography

- Use a range of tools to make coloured marks on paper, e.g. straws, matchsticks, brushes, sponges

DISCIPLINARY

- Understand we can use a variety of tools to make marks.
- Understand that colours can be mixed to create new colours.

R TEXTURE

SUBSTANTIVE

- Handling, manipulating and enjoying using materials
- Sensory experiences
- Simple collages
- Simple weaving

DISCIPLINARY

- Understand that materials can be combined to create artwork.
- Understand that materials can feel similar or different.

Y1 FORM

SUBSTANTIVE

- Construct
- Use materials to make known objects for a purpose
- Carve
- Pinch and roll coils and slabs using a modelling media

Hard, soft, bumpy, smooth, materials, tissue paper, sand, same, different

Coil, carve, pinch, roll, model, construct, material, clay, mod-roc, join, manipulate, layer, knead, sculpture, 3D, figure.

<ul style="list-style-type: none"> • Make simple joins • Awareness of natural and man-made forms • Expression of personal experiences and ideas • Identify work of famous sculptors <p>DISCIPLINARY</p> <ul style="list-style-type: none"> • Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. • Know that Giacometti is a sculptor. <p>Y1 have previously learnt about colour –</p> <p>SUBSTANTIVE</p> <ul style="list-style-type: none"> • Explore mixing of colours to identify secondary colours. • Make as many tints of one colour as possible (adding white) • Use colour to express feelings <p>DISCIPLINARY</p> <ul style="list-style-type: none"> • Understand that a sketchbook is for experimentation and exploration. • Understand that colours can be used to express feelings. 		
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To design and make a building. (Structures)

Children will know . . .	Children will say . . .	How we will deliver this . . .
N	up, down, side, fix, tape, I have, fold, push, cut	<ul style="list-style-type: none"> • Junk modelling area

SUBSTANTIVE

- I know what scissors, glue and tape are used for.
- Begin to talk about the processes of cutting and joining in simple terms.

DISCIPLINARY

- I can use two methods of joining materials such as glue and tape. I use these techniques with increasing accuracy.
- I can use spring scissors to cut strips off from paper.
- I can snip with regular scissors.
- I begin to create models with a purpose. I can talk about my design choices.
- I can do a simple fold using regular paper.

R

SUBSTANTIVE

- I know which tools will cut and join effectively.
- I know some properties of paper, card and plastic.
- Talk about processes I have used.

DISCIPLINARY

- I can create simple representations of objects.
- I use what I have learnt about materials in original ways, such as joining and cutting.
- I can join a range of materials in a variety of ways, safely.
- I select a method based on the purpose/properties of materials.

R Material, cardboard, split pin, thick, thin, join, fold, tie, cardboard, fabric, shapes-round, square

- Large and small construction areas
- Mathematics – small parts
- MTP for designing and making a community building

<ul style="list-style-type: none"> • I can use regular scissors to cut around a shape and remove it. I make good attempts to cut cardboard. • I can build model. I use materials that are small. <p>Y1</p> <p>SUBSTANTIVE</p> <ul style="list-style-type: none"> • Know why measurement is important. • Know why strength is crucial for a structure. <p>DISCIPLINARY</p> <ul style="list-style-type: none"> • Know how to make freestanding structures stronger, stiffer and more stable. • Evaluate their products as they are developed, identifying strengths and possible changes they might make. Evaluate their product by asking questions about what they have made and how they have gone about it. • With help measure, mark out, cut and shape a range of materials. Use tools eg scissors and a hole punch safely. • Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape. 	<p>Design, product, model, equipment, evaluate, mould, mock –up, cut, join, drawing tools.</p>	
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Being Imaginative

Children will know . . .	Children will say . . .	How we will deliver this . . .
N	Words from nursery rhymes/ songs/ stories they know. (See Reading/ Poetry Spine)	<ul style="list-style-type: none"> • Theatre area outdoors; updated with growing nursery rhymes taught.

<ul style="list-style-type: none"> Join in with an adult singing songs and rhymes. Sing some parts of songs and nursery rhymes they can remember. Act out some significant events in a story/ rhyme they know. To dress up to enhance their play. To imitate others (adults and children) to act in the role of another character. 	<p>Show, song, nursery rhyme, clap</p>	<ul style="list-style-type: none"> Role play area – Baby clinic enhancements, general, people who help us resource Helicopter stories (1 x a week) Forest school story telling Songs for routines Songs for concepts
<p>R</p> <ul style="list-style-type: none"> Sing a song or nursery rhyme they know with accuracy. To begin to apply their knowledge from other experiences and use this in their role play, for example what they know about babies (past and present). To begin to create their own narrative – innovating part of a story or song. 	<p>Words from nursery rhymes/ songs/ stories they know. (See Reading/ Poetry Spine)</p> <p>Once upon a time, tickets, ladies and gentlemen</p>	
<p>Y1</p> <ul style="list-style-type: none"> Sing a range of songs and nursery rhymes from memory, showing understanding through drama/ the way they act. To add a narrative to their own role-play. 	<p>Words from nursery rhymes/ songs/ stories they know. (See Reading/ Poetry Spine)</p> <p>Performance, audience, applause</p>	

Computing

Computing – algorithms

Cubetto Project

Children will know . . .	Children will say . . .	How we will deliver this . . .
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N

DECLARATIVE

- I know that robots move.
- I know they can be used for a purpose.
- I know if a computer/ robot is on or off.

PROCEDURAL

- I can explore robots using buttons.

R

DECLARATIVE

- I can identify robots and what they can do and need.
- I can give an instruction to a robot and watch the outcome.

PROCEDURAL

- I can create a programme using three commands.

Y1

DECLARATIVE

- I can recognise, explain and match a command to an outcome.
- I understand that a program is a set of commands that a computer can run.
- I understand that a series of instructions can be issued before they can be enacted.

PROCEDURAL

Computer, tablet, phone, game, on, off, safe, button

Robot, press, grown-up/ adult, tools, instruction

Forwards, backwards, turn, clear, go, commands, instructions, directions, left, right, plan, algorithm, program, route.

- MTP – cubetto project
- Project Evolve discreet lessons

<ul style="list-style-type: none">• I can predict and then run my command on a floor robot.• I can choose a series of commands that can be run as a program.• I can build a sequence of commands that can be run a program on a device.		
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SPRING TERM Review/ Evaluation

How do we know that the curriculum is being implemented?

How do we know children are making progress?

Which areas need more focus? Do children need repetition?