

Reception – Progression in Skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Project	Let’s explore	Marvellous machines	Long ago	Ready, steady, grow	Animal safari	On the beach
Subsidiary Project	Build it up!	Puppets and pop ups!	Stories and rhymes	Signs of spring	Creep, crawl and wriggle	Moving on
Communication and Language						
Listening, Attention and Understanding	<ul style="list-style-type: none">Understand how to listen carefully and why listening is importantLearn new vocabularyEngage in story times by listening carefully, retaining what has been heard and recalling key pointsListen carefully to rhymes and songs, paying attention to how they soundEngage in non-fiction booksContributes relevant comments in discussionsRespond to a series of instructions and a range of questions		<ul style="list-style-type: none">Ask questions to find out more and to check they understand what has been said to themListen to and talk about stories to build familiarity and understandingRetell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own wordsLearn rhymes, poems and songsListen to and talk about selection non-fiction to develop deep familiarity with new knowledge and vocabularyAble to switch attention from one task to anotherFollows complex instructionsRespond to discussions with comments and questionsAble to listen in large group or whole school activities such as assembly, recalling some of the themes and comments at a later stage		ELGs Listening, Attention and Understanding <ul style="list-style-type: none">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 interactionsMake comments about what they have heard and ask questions to clarify their understandingHold conversation when engaged in back and forth exchanges with their teacher and peers	
Key Knowledge (Core, Specific)	-Question words include who, why, what, when, where and how -The five senses are sight, hearing, taste, touch and smell	-Question words include who, why, what, when, where and how -It is important to share resources and take turns in order to get on with others -Digital technology is used in all parts of everyday life. Some technology is used to communicate with others -A machine is a man made device -Machines use power to make them move or perform an action -Sound is created when something vibrates. Sound waves travel through air, water and solid objects -A mechanic is a skilled worker who repairs and maintains vehicle engines and other machinery -A puppet is a moveable model of a person or animal -Puppets can be moved by strings, rods or by a hand -A person who works a puppet is called a puppeteer -Aspects of designing and making can be compared with others, including inspiration for making a product and the tools and techniques used	-Change happens to everyone. Changes happen in families and environments -Your grandparents are your parents’ parents -All families are unique. They can be of different sizes and have different values, beliefs and traditions. -Our families give us our heritage -Fairy tales are traditional children’s stories -Nursery rhymes are traditional children’s songs or rhymes	-Question words include who, why, what, when, where and how -A farm is an area of land and its buildings are used for growing crops and rearing animals -Kenya is a country in Africa -Carrots are root vegetables that grow under the ground -Eggs are laid by female birds, reptiles, fish or invertebrates -Birds eggs are surrounded by a shell -Eggs are a healthy food	-Question words include who, why, what, when, where and how -Birds, fish, amphibians and some invertebrates lay eggs -Reptiles, such as turtles, tortoises, crocodiles, some lizards, iguanas, geckos, some chameleons and most types of snake lay eggs -Some lizards and snakes, such as boas, vipers and alligators give birth to live babies -Bird eggs have hard, chalky shells -Reptile eggs have soft, leathery shells -Minibeasts is another name for invertebrates such as insects, spiders and snails	-A sailor is a person who works as part of a crew on a ship or boat -A pirate is a person who robs and attacks a boat at sea -A captain is the person who is in charge of a ship -The ocean is the body of salt water that covers over two thirds of the Earth’s surface -Marine animals are animals that live in the seas or oceans
Speaking	<ul style="list-style-type: none">Use new vocabulary through the dayArticulate their ideas and thoughts in well-formed sentences, communicating confidently with peers and adultsConnect one idea or action to another using a range of connectivesUse talk to communicate needs, news, feelings and ideasUse plurals and some tense correctlyAsk questions to support their learning or understanding		<ul style="list-style-type: none">Describe events in some detailUse talk to help work out problems and organize thinking and activities, and to explain how things work and why they might happenDevelop social phrasesEnjoy being part of conversations and discussions and use new vocabulary in contextUse talk to support their imaginative play		ELGs Speaking <ul style="list-style-type: none">Participate in small group, class and one-to-one discussions, offering own ideas, using recently introduced vocabularyOffer 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	
PSED						
Self Regulation	<ul style="list-style-type: none">Express their feelings and consider the feelings of othersCan identify a wider range of feelings eg scared, excited, angry, frustrated, nervous, worried and joyfulDevelop appropriate ways to be assertiveTalk with others to solve conflictsCan become engrossed in an activity but may find difficult to switch attention to another taskFocus attention in a whole class group for a teaching session eg phonicsWilling to keep trying if something is difficult or challenging		<ul style="list-style-type: none">Identify and moderate own feelings socially and emotionallyLabel and talk about own and others’ emotionsThink about the perspective of othersRespond well to more complex instructions in smaller groups but can need visual reminders in larger groupsComplete set challenges / tasks independentlyAble to talk about ways that skills can be improved and demonstrate pride in achievements		ELGs Self Regulation <ul style="list-style-type: none">Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordinglySet and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriateGive focused attention to what the teachers says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions	

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Key Knowledge (Core, Specific)	-Some feelings make them feel good and some not so good. It is important to be able to indicate feelings -Everybody is an individual and has things that they can do well and things that they need to get better at -Under -The five senses are sight, hearing, taste, touch and smell	-A puppet is a moveable model of a person or animal. Puppets can be moved by strings, rods, or by a hand. A person who works a puppet is called a puppeteer	-Fairy tales are traditional children's stories. Nursery rhymes are traditional children's songs or rhymes		-Everybody is an individual and has things that they can do well and things that they need to get better at	-Things that we do or say can upset and hurt others. It is not acceptable to hurt someone and if we do, we need to find a way to make things better. -Some feelings make you feel good and some not so good. It is important to be able to indicate feelings -World Ocean Day is celebrated each year on 8 th June. World Ocean Day raises awareness about the plants and animals that live in the seas and oceans -A captain is the person who is in charge of a ship -A team is two or more people working together
Managing Self	<ul style="list-style-type: none"> Show resilience and perseverance in the face of challenge Remember rules without needing an adult to remind them Make independent choices and is confident to try new things although prefers to choose activities that are within their capability Perseveres with fastenings on coats and follows instructions to dress and undress for outdoor activities Washes hands without reminders 		<ul style="list-style-type: none"> Manage their own needs More confident to tackle new challenges and with encouragement will keep going Follows school and class rules and can talk about their importance Knows some ways to keep healthy 		ELGs Managing Self <ul style="list-style-type: none"> 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 appropriately Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices 	
Key Knowledge (Core, Specific)	-Everybody is an individual and has things they can do well and things that they need to get better at -Everybody is different and special. There might be things that make them similar or different from others, including their appearance or things that they like to do -It is important to share resources and take turns in order to get on with others -Some everyday items can cause harm if not used properly. It is important to listen to adults and follow rules to keep them safe. It is important to tell a trusted adult if they are hurt or feel sad, scared or worried	-Rules keep us safe when using equipment. Safety rules include always listening carefully and following simple instructions, using equipment only for the tasks they are designed for and washing hands before touching food -Some everyday items can cause harm if not used properly. It is important to listen to adults and follow rules to keep them safe. It is important to tell a trusted adult if they are hurt or feel sad, scared or worried -It is important to share resources and take turns in order to get on with others -A machine is a man-made device. Machines use power to make them move or perform an action	-Everybody is different and special. There might be things that make them similar or different from others, including their appearance or things that they like to do -It is important to share resources and take turns in order to get on with others	-There are healthy and unhealthy foods. Fruit and vegetables are an important part of a healthy diet -Healthy lifestyle choices include eating fruit and vegetables, drinking water, limiting sugary snacks, regular exercise, a good sleep routine, sensible screen time and good hygiene -Washing and drying their hands, especially after using the toilet and before eating, helps stop the spread of harmful germs -Brushing teeth twice daily and avoiding sugary drinks and snacks help keep teeth healthy -We need to eat at least five portions of fruit and vegetables a day -Heating food can change its appearance, taste, texture and colour -Sugar can cause tooth decay. It is important to brush your teeth twice a day		-Things that we do or say can upset and hurt others. It is not acceptable to hurt someone and if we do, we need to find a way to make things better. -It is important to share resources and take turns in order to get on with others -Healthy lifestyle choices include eating fruit and vegetables, drinking water, limiting sugary snacks, regular exercise, a good sleep routine, sensible amounts of screen time and good hygiene -Everybody is different and special. There might be things that make them similar to or different from others, including their appearance or things that they like to do -Wearing sunscreen, a hat and sunglasses can protect the skin and eyes from sun damage -A team is two more people working together
Building Relationships	<ul style="list-style-type: none"> Build constructive and respectful relationships Is aware of the needs of others but can find it hard to let others take the lead Interacts with a variety of children and is building good relationships with adults and other children Is able to identify when another child is upset and respond appropriately Makes new friends in the class, and talks to adults to share news or as part of an activity 		<ul style="list-style-type: none"> See themselves as a valuable individual. Talks about things they are good at or are proud of Express their feelings and consider the feelings of others Can cooperate with others, listening and sharing some ideas and will listen to advice about how to solve disagreements Uses words to solve conflicts Takes turns in group activities. Works and plays cooperatively and takes turns with others 		ELGs Building Relationships <ul style="list-style-type: none"> 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 	
Key Knowledge (Core, Specific)			-Special people include anyone important in a person's life. It could be parents, grandparents, brothers, sisters, friends or teachers -Grandparents are your parents' parents. All families are unique. They can be of different sizes and have different values and beliefs			-It is important to share resources and take turns in order to get on with others -Know which adults look after them and who to tell if they feel worried or scared

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Physical Development						
Gross Motor Skills	<ul style="list-style-type: none">Revise and refine the fundamental movement skills they have already acquired:<ul style="list-style-type: none">-Rolling, crawling, walking, jumping, running, hopping, skipping, climbingProgress towards a more fluent style of moving, with developing control and graceConfidently and safely use a range of large and small apparatus indoors and outside, alone and in a groupCan climb over, under and through obstacles, eg climbing frame and large construction obstacle coursesUses large construction to build		<ul style="list-style-type: none">Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floorCombine different movements with ease and fluencyFurther develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aimingAble to balance on and off equipmentCan jump safely from a piece of equipment		<ul style="list-style-type: none">Develop the overall body strength, co-ordination, balance and agility needed to engaged successfully with future physical education sessions and other physical disciplines including dance, gymnastic, sport and swimmingDevelop confidence, precision and accuracy when engaging in activities that involve a ball ELGs Gross Motor Skills <ul style="list-style-type: none">Negotiate space and obstacles safely, with consideration for themselves and othersDemonstrate strength, balance and coordination when playingMove energetically, such as running, jumping, dancing, hopping, skipping and climbing	
Key Knowledge (Core, Specific)	-The different sounds that instruments make can be used to represent feelings, images or stories		-Timers and counting can be used to record data in physical activities	-Regular exercise helps to keep us healthy -Exercise makes our hearts beat faster, and we get out of breath	-Music has different features. It can be loud, quiet, soft, fast, slow and can make us feel different emotions -Ants are insects. They live in groups called colonies	-The different sounds that instruments make can be used to represent feelings, images or stories -An aquarium is a transparent water tank in which water creatures and plants live -A hornpipe is a lively dance associated with sailors
Fine Motor Skills	<ul style="list-style-type: none">Develop their small motor skills so that they can use a range of tools competently, safely and confidently-Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoonsAttempts to use a tripod grip with some consistencyOften chooses to draw, representing recognizable objects or shapes in workUse scissors to cut along curved lines, holding scissors in the correct positionIs able to mould and shape clay with fingers and tools		<ul style="list-style-type: none">Develop the foundations of a hand writing style which is fast, accurate and efficientHolds a pencil in a tripod gripUses scissors to cut around more complex shapes, eg split pin charactersHas developed dexterity for threading small items and manipulating small objects		ELGs Fine Motor Skills <ul style="list-style-type: none">Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all casesUse a range of small tools, including scissors, paintbrushes and cutleryBegin to show accuracy and care when drawing	
Key Knowledge (Core, Specific)	-A painting of a place is called a landscape -A human body normally has a head, neck, body, two arms, two legs, two hands, two feet, five fingers and five toes on each hand and foot -A human face has two eyes, a nose and a mouth -Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire -Papers and fabrics can be used to create art, including tearing, cutting and sticking -Different types of line include thick, thin, straight, zigzag, cury and dotted -Aspects of designing and making can be compared with others, including inspiration for making a product and the tools and techniques used -Different tools are needed for different tasks eg pencils and paper are needed for drawing pictures -Different types of art include painting, drawing, collage, textiles, sculpture and printing	-Different types of line include thick, thin, straight, zigzag, curvy and dotted -Different types of art include painting, drawing, collage, textiles, sculpture and printing -Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire -Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire -Different tools are needed for different task. For example pencils and paper are needed for drawing pictures -Vehicles are machines that transport people or goods	-Different types of art include painting, drawing, collage, textiles, sculpture and printing -Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire -A human body normally has a head, neck, body, two arms, two legs, two hands, two feet, five fingers and five toes on each hand and foot -A human face has two eyes, a nose and a mouth -Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire	-Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire -Different types of art include painting, drawing, collage, textiles, sculpture and printing -Different types of line include thick, thin, straight, zigzag, curvy and dotted	-Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire -Different types of line include thick, thin, straight, zigzag, curvy and dotted -Papers and fabrics can be used to create art, including tearing, cutting and sticking	-Different types of art include painting, drawing, collage, textiles, sculpture and printing -Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire -Papers and fabrics can be used to create art, including tearing, cutting and sticking -Starfish are marine animals that can have a range of colours and patterns -Most starfish have five arms, but some have seven -Starfish use the tiny tube feet on their arms to move -Henri Matisse is a famous French artist
Health and Self-Care	<ul style="list-style-type: none">Be increasingly independent in meeting their own care needs eg brushing teeth, using toilet, washing and drying their hands thoroughlyMake healthy choices about food, drink, activity and tooth brushing		<ul style="list-style-type: none">Further develop the skills they need to manage the school day successfully:<ul style="list-style-type: none">-Lining up and queuing, mealtimes, personal hygiene		No ELG <ul style="list-style-type: none">Know and talk about the different factors that support their overall health and wellbeing-Regular physical activity-Healthy eating-Tooth brushing	

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					-Sensible amounts of 'screen time' -Having a good sleep routine -Being a safe pedestrian	
Literacy						
Word Reading	<ul style="list-style-type: none">Develop their phonological awareness to<ul style="list-style-type: none">-Spot rhymes in familiar stories and poems-Count or clap syllables in a word-Recognise words with the same initial soundBeing to read individual letters by saying the sounds for themBegin to blend sounds into words, so that they can read short words made up of known letter-sound correspondencesBegin to read CVC words containing known letter-sound correspondencesCan match taught graphemes and phonemesCan blend and read CVC words containing taught soundsCan read taught tricky words		<ul style="list-style-type: none">Develop their phonological awareness to<ul style="list-style-type: none">-Able to complete a rhyming string-Begin to use sound buttons to identify how many sounds are in a word-Can supply words with the same initial sound for phase 2 single soundsRecognise all taught sounds, including some digraphsRe-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoymentBlend sounds into words, so that they can read short words made up of known letter-sound correspondencesRead simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words		ELGs Word Reading <ul style="list-style-type: none">Say a sound for each letter in the alphabet and at least 10 digraphsRead words consistent with their phonic knowledge by sound-blendingRead aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words	
Compre-hension	<ul style="list-style-type: none">Has a love of stories and listens attentively to story timeAsks questions about storiesRepeats words and phrases from familiar storiesRepeats new vocabulary in a context of a storyHas favourite books and seeks them out, to share with an adult, with another child, or to look at aloneIs able to talk about the main events in the story and predict what might happenCan retell a story using role play or small world resources, using some story language		<ul style="list-style-type: none">Answer questions about a text that has been read to themBegin to predict what might happen next in a storyBegin to use modelled vocabulary during role play (eg in small world)Seeks familiar texts or stories to re-read in the book area. Requests favourite stories and poems for example during 'Vote for a story'Retell or make up own stories using vocabulary that has been learntIdentifies non-fiction texts, remembering facts		<ul style="list-style-type: none">Can share a favourite book with a peer, retelling the story in their own way, repeating known phrases from the text ELGs Comprehension <ul style="list-style-type: none">Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabularyAnticipate – where appropriate – key events in storiesUse and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play	
Writing	<ul style="list-style-type: none">Spells words by identifying the sounds and then writing the sound with letter/sWrites CVC words using the sounds taughtSays a simple sentence for writing (orally and can count words)Writes some lower cases letters correctlyUses some upper case letters eg for their own name, Mum and DadWrites own name <p><i>Physical Development: uses a range of small tools competently and confidently. Suggested tools include pencils, paint brushes, scissors and knives</i></p>		<ul style="list-style-type: none">Form lowercase letters and capital letters correctlyIs starting to write short sentences with words with known sound-letter correspondences, using a capital letter and a full stopBegin to use capital letters, finger spaces and full stops in independent writingRead sentences back to an adultWrites CVC words and labels using taught soundsSpells some high frequency tricky words <p><i>Physical Development: develop the foundations of a handwriting style which is fast, accurate and efficient. Begins to use tripod grip</i></p>		<ul style="list-style-type: none">Use a capital letter at the beginning of a sentence and a full stop at the endUse finger spaces most of the timeIs able to write their first name and starting to write their surname independently ELGs Writing <ul style="list-style-type: none">Write recognizable letters, most of which are correctly formedSpell words by identifying sounds in them and representing the sounds with a letter or lettersWrite simple phrases and sentence that can be read by others <p><i>ELG Fine Motor</i> <i>Hold a pencil effectively in preparation for fluent writing; using the tripod grip in almost all cases;</i></p>	
Maths						
Number	<ul style="list-style-type: none">Develop the key skills of counting objects including saying the numbers in order and matching one number name to each itemEstimate and guess how many there might be before countingJoins in and sings counting songs and number rhymes. Listen to and enjoy stories that involve countingCan subitise to 5 and is beginning to talk about the different ways that amounts of 5 can be made		<ul style="list-style-type: none">Look at small quantities in familiar patterns – for example a dice – and random arrangements, saying how many they can seeUse 5 frames and 10 frames to become familiar with the tens structure of the number system. Talk about how many spaces are filled or unfilledLink the number symbol (numeral) with its cardinal number valueConfidently talks about the different ways that numbers can be made to 5 and is now applying this knowledge to numbers to 10Links subtraction facts to composition of numbers to 5Recalls some double facts to 10		<ul style="list-style-type: none">Explore the composition of numbers to 10Automatically recall number bonds for numbers 0-5, 0-10 ELGs Number <ul style="list-style-type: none">Have a deep understanding of number 10, including the composition of each numberSubitise (recognize quantities without counting) up to 5Automatically recall – without reference to rhymes, counting or other aids – number bonds up to 5. Recall some number bonds to 10, including doubling facts	
Numerical Patterns	<ul style="list-style-type: none">Use vocabulary 'more than', 'less than', 'fewer', 'the same as', 'equal to'Become familiar with two digit numbers and start to notice patterns within themDistribute items evenly from a groupCounts objects accurately to 10 using one to one correspondence and can identify when objects have the same, less that or more thanRecognises numbers to 10 and puts them in order		<ul style="list-style-type: none">Understand the 'one more than / one less than' relationship between consecutive numbersCount beyond 10, noticing patterns within the structure of countingRecognises patterns within number		ELGs Numerical Patterns <ul style="list-style-type: none">Verbally count beyond 20, recognizing the pattern of the counting systemCompare quantities up to 10 in different contexts, recognizing when one quantity is greater than, less than or the same as another quantityExplore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally	
Shape	<ul style="list-style-type: none">Select, rotate and manipulate shapes in order to develop spatial reasoning skillsUses some shape names appropriately and understands prepositional languageCreates a repeated pattern with colour and shape		<ul style="list-style-type: none">Compare length, weight and capacityContinue, copy and create repeating patternsUses mathematical language to compare and talk about shape and size		<ul style="list-style-type: none">Compose and decompose shapes so that children recognize a shape can have other shapes within it, just as numbers can <p>No ELG</p>	

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Understanding the World						
Past and Present	<ul style="list-style-type: none">• Comment on images of familiar situations in the past• Understands the difference between past and present and is building up knowledge of key historical events through topics, stories and community events eg Bonfire Night, Remembrance Day		<ul style="list-style-type: none">• Compare and contrast characters from stories, including figures from the past• Talks about significant historical events and how things were different in the past		ELGs Past and Present <ul style="list-style-type: none">• 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	
Key Knowledge (Core, Specific)	-Some people in history are significant because they did important things that changed the world or how we live	-The way that people lived in the past is not the same as the way we live now -There have been changes to schools, play activities, toys, food, transport and clothes -Objects from the past can look different to objects from the present -The emergency services include fire and rescue, police, RNLI and the ambulance service -A machine is a man-made device -Machines use power to make them move or perform an action -Puppet shows depicting the story of Rama and Sita are shown at Diwali	-Objects from the past can look different to objects from the present -The way that people lived in the past is not the same as the way that we live now -There have been changes to schools, play activities, toys, food, transport and clothes -Kings and queens are known as royalty. Some kings and queens are real people and some are characters in stories -Words that help us to describe the passage of time include yesterday, last week, before and then -Stories, books and pictures are used to help people to find out about people and events from the past -The past is made of events that have already happened -Memories are things we remember from the past -Historians and archaeologists are people who find out about life long ago -Antiques are often valuable objects from the past -All families are unique. They can be of different sizes and have different values, beliefs and traditions. Our families give us our heritage -A timeline shows the order in which events happened -Your history is all the events that have happened in your life -People grow from being babies to adults. As people grow older they look different and can do different things		-A vet is an animal doctor -Assistance dogs are trained to support people with disabilities and medical conditions in a variety of ways	-Words that help us to describe the passage of time include yesterday, last week, before and then -The way that people lived in the past is not the same as the way that we live now. -There have been changes to schools, play activities, toys, food, transport and clothes -A coastguard keeps watch on coastal waters to assist people or ships in danger -The RNLI is the Royal National Lifeboat Institute. The members volunteer to save people who are in danger at sea
People, Culture and Communities	<ul style="list-style-type: none">• Talk about members of their immediate family and community• Name and describe people who are familiar to them• Listens carefully to stories about different places and is beginning to recognize that different places have different features eg recognizing the difference between life in this country and other countries• Knows about some celebrations and is able to talk about how they might be celebrated eg Christmas, Advent, Diwali		<ul style="list-style-type: none">• Understand that some places are special to members of their community• Recognise that people have different beliefs and celebrate different times in different ways• Recognise some similarities and differences between life in this country and life in other countries• Has a wider understanding of the wider world and draws comparisons between own local environment / community and other places. Looks at, and makes maps of, local environment• Describes a journey within the local environment		ELGs People, Culture and Communities <ul style="list-style-type: none">• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps• Know some similarities and differences between 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	
Key Knowledge (Core, Specific)	-Fieldwork includes going on walks and visits to collect information about the environment -A painting of a place is called a landscape -A map is a picture or drawing of an area of land or sea -Globes and maps can show us the location of different places around the world -We are part of a community		-Litter has a harmful effect on the areas where we live, work and play -People need to put their rubbish into the bin and not throw it on the ground -All families are unique. They can be of different sizes and have different values, beliefs and traditions -Our families give us our heritage	-A map is a picture or drawing of an area of land or sea -A farm is an area of land and its buildings used for growing crops and rearing animals -Easter is a festival that is celebrated by Christians each year in spring -Easter celebrates the resurrection of Jesus -Holi is a festival that is celebrated by Hindus each year in spring	-Geographical information can be collected by using simple tally charts and pictograms -Places can have different climates, weather, food, religions, culture, wildlife, transport and amenities -Litter has a harmful effect on the areas where we live, work and play -A habitat is the natural home for plants and animals	-Geographical information can be collected by using simple tally charts and pictograms -Globes and maps can show us the location of different places around the world -Different materials are suitable for different things eg construction kits for modelling and ingredients for baking -A beach is a pebbly or sandy shore, especially by the sea

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	-A community is a group of people who live together or share a space -Maps and plans represent areas and show their features, including roads			-Holi is known as the 'festival of colours'	-The Serengeti is in Africa -The Serengeti is the natural habitat for many wild animals such as lions, elephants and giraffes -Conservation is the prevention of wasteful use of resources and how to protect, preserve or restore the natural environment and wildlife -Snails are invertebrates from the mollusc family -Snails have soft bodies and a spiral shell	-The ocean is the body of salt water that covers two thirds of the Earth's surface -An ocean is a large expanse of water -The polar regions, the Arctic and Antarctica are always cold and icy -The seashore is an area of sandy, stony or rocky land bordering and level with the sea -Leaving litter on beaches can potentially kill marine life
The Natural World	<ul style="list-style-type: none"> Draw information from a simple map Explore the natural world around them Describes some features of plants and animals and identifies when things are the same and different Notices, observes and talks about seasonal changes 		<ul style="list-style-type: none"> Describe what they see, hear and feel whilst outside Understand the effect of changing seasons on the natural world around them Recognise some environments that are different to the one in which they live Has a good general knowledge about living things and the natural world and can describe features of different plants and animals recognizing when they are the same and different Understands and uses some language related to animals eg camouflage, predator, nocturnal, diurnal 		ELGs The Natural World <ul style="list-style-type: none"> 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 	
Key Knowledge (Core, Specific)	-Objects can be compared and grouped according to their shape, colour, material or use -A habitat is a place where living things live. -Local habitats include woodlands, gardens and ponds. -Other habitats include hot places, such as deserts, and cold places such as the Arctic		-Ways to describe daily weather include sunny, rainy, windy, cloudy, warm or cold -Weather is warmer in the summer with more sunshine and colder in the winter with more snow, hail and rain -Items can be measured to show how long, tall or heavy they are -Capacity shows how much a container can hold	-A habitat is a place where living things live -Local habitats include woodlands, gardens and ponds -Other habitats include hot places, such as deserts and cold places such as the Arctic -Parts of plants and trees include trunk, branch, twig, roots, stem, flowers and leaves -Animals are living things. There are different types of animal -Parent and baby mammals include cow and calf, sheep and lamb, cat and kitten -Parent and baby birds include duck and duckling, chicken and chick, goose and gosling -There are four seasons in the United Kingdom: spring, summer, autumn and winter. -Each season has typical weather patterns -Living things change over time. This includes growth and decay -Ways to describe daily weather include sunny, rainy, windy, cloudy, warm or cold -Weather is warmer in the summer with more sunshine and colder in the winter with more snow, hail and rain -Natural phenomena include weather, shadows, rainbows, clouds, flooding and waves -A farm is an area of land and its buildings used for growing crops and rearing animals -We use our senses to explore the world -The five senses are sight, smell, taste, touch and hearing -Beans are edible seeds that grow on plants in pods -Seeds need water, air and warmth to germinate -Plants need water, sunlight, air and warmth to grow -Some plants produce seeds so that they can grow new plants -Animal babies are known by different names than adult animals such as cow and calf or sheep and lamb	- A habitat is a place where living things live - Local habitats include woodlands, gardens and ponds - Other habitats include hot places, such as deserts and cold places such as the Arctic -Different animal groups have some common body parts, such as birds have wings and fish have fins -Animals eat different types of food, including other animals, plants or both animals and plants - Living things change over time. This includes growth and decay -Zoos are places that have collections of wild animals for study, conservation and public display -Mammals are animals that breathe air, have warm blood and give birth to live babies -Reptiles are animals that breathe air, have dry, scaly skin and lay eggs -Birds are animals that breathe air, have beaks and feathers and lay eggs -Carnivores are animals that eat other animals -Herbivores are animals that eat plants -Omnivores are animals that eat plants and other animals -Different types of animals grow to different lengths and heights -Minibeasts is another name for invertebrates, such as insects, spiders and snails -Insects are invertebrates -They have six legs, three body parts, antennae and most have one or two pairs of wings -Woodlice are invertebrates from the crusacean family	- Logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2D and 3D forms - Different animal groups have some common body parts such as birds have wings and fish have fins -A shell is the hard, protective outer case of a mollusc or crustacean -Crabs are crustaceans -Crabs have five pairs of legs. The first pair of legs has pincers -Rock pools or tide pools are shallow pools of seawater that form on the rocky part of the seashore. Many of these pools only appear at low tide -Rock pools are habitats for many animals such as starfish, crabs, anemones, mussels, barnacles and periwinkles -Wading seabirds such as oystercatchers and sandpipers, feed on shellfish and fish on the shoreline -Diving seabirds, such as cormorants and gannets, catch fish by diving into the sea -Fish use their gills for breathing in the water -Fish use their tails for swimming -Fish use their fins to keep them upright -Fish have scales to protect their bodies and help them to swim -Something that keeps water out is waterproof -Some objects float and others sink -When an object sinks it falls through water to the bottom of the vessel -An object that floats stays at the water's surface - A carnivore is an animal that eats other animals - A herbivore is an animal that eats plants - An omnivore is an animal that eats plants and other animals

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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				-Spring is one of the seasons -The season of spring follows winter -Spring is a season associated with new life -An adult frog lays eggs called frogspawn -Tadpoles hatch out of frogspawn -Over time, tadpoles grow legs and their tails shrink and disappear. They are then known as a froglet -Spring weather is changeable; it can be warm, cold, sunny, rainy and even snowy		
Expressive Arts and Design						
Creating with Materials	<ul style="list-style-type: none">Explore, use and refine a variety of artistic effects to express their ideas and feelingsReturn to and build on their previous learning, refining ideas and developing their ability to represent themMakes some independent choices about the resources needed and talks about creationsUses different textures in creations and will combine mediaCuts along curved lines with scissors and uses moulding tools with malleable materialsUses a range of shapes and colours to represent observational drawings		<ul style="list-style-type: none">Create collaboratively, sharing ideas, resources and skillsUses different techniques and materials to achieve the desired effect and can talk about what has been createdMixes colours to produce different shades and combines materials to create different texturesIs beginning to plan a design before starting. Uses a range of tools and equipment and selects the most appropriate tool or joining materials for the job		ELGs Creating with Materials <ul style="list-style-type: none">Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and functionShare their creations, explaining the process they have usedMake use of props and materials when role playing characters in narratives and stories	
Key Knowledge (Core, Specific)	-Aspects of designing and making can be compared with others, including inspiration for making a product and the tools and techniques used -Logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2D and 3D forms -Different materials are suitable for different purposes – such as construction kits for modelling and ingredients for baking	-2D shapes are flat. They have a different number of sides and angles. -2D shapes can be folded and cut into different 2D shapes -Logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2D and 3D forms -Aspects of designing and making can be compared with others, including inspiration for making a product and the tools and techniques used -Different materials are suitable for different purposes, such as construction kits for modelling and ingredients for baking	-Different tools are needed for different tasks. For example, pencils and paper are needed for drawing pictures -Aspects of designing and making can be compared with others, including inspiration for making a product and the tools and techniques used -Logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2D and 3D forms -The primary colours are red, yellow and blue	-Aspects of designing and making can be compared with others, including inspiration for making a product and the tools and techniques used -It is possible to change and alter designs and ideas as we are making them -Papers and fabrics can be used to create art, including tearing, cutting and sticking	-Logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2D and 3D forms -The primary colours are red, yellow and blue -Animals build homes to provide shelter from the elements and other animals -Birds have different features, such as the colours and patterns of their plumage and beaks eg male birds often have brightly-coloured feathers so they can attract female birds -Spiders are invertebrates from the arachnid family -They have eight legs -Spiders spin webs from silk to catch food -Not all spiders spin webs	-It is possible to change and alter designs and ideas as we are making them -Digital devices can be used to share information about creations with others -The different sounds that instruments make can be used to represent feelings, images or stories -Objects like shells, beach glass and driftwood are carried onto the beach by waves
Being Imaginative and Expressive	<ul style="list-style-type: none">Listen attentively, move to and talk about music, expressing their feelings and responsesWatch and talk about dance and performance art, expressing their feelings and responsesPlays alongside others to develop storylines in role play or small world. Sings familiar songRehearses for, and performs in, Christmas production		<ul style="list-style-type: none">Sing in a group or on their own, increasingly matching the pitch and following the melodyExplore and engage in music making and dance, performing solo or in groupsDevelop storylines in their pretend playPlays a range of percussion instrumentsUses instruments to compose own musicAlong with others, collects resources to develop role play storylines		ELGs Being Imaginative and Expressive <ul style="list-style-type: none">Invent, adapt and recount narratives and stories with peers and their teacherSing a range of well-known nursery rhymes and songsPerform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music	
Key Knowledge (Core, Specific)	-		-Nursery rhymes are traditional children's songs or rhymes		-Music has different features. It can be loud, quiet, soft, fast, slow and can make us feel different emotions	