



	Autumn	Spring	Summer
Theme	<b>Transport and Travel</b>		
Communication & Language	<ul style="list-style-type: none"><li>• Understand how to listen carefully and why listening is important 1:1 and in groups.</li><li>• Shift attention appropriately.</li><li>• Engage and join in with story times.</li><li>• Describe what is happening in a picture/story.</li><li>• Respond to questions and instructions directed to them (including 2 step tasks)</li><li>• Express wants and needs, such as asking for particular resources.</li><li>• Recount and retell events from their own experiences</li><li>• Learn new vocabulary</li><li>• Develop social phrases.</li><li>• Use full sentences.</li><li>• Join in with and learn rhymes, poems and songs.</li><li>• Ask questions about things they observe</li></ul>	<ul style="list-style-type: none"><li>• Demonstrate listening attention in different situations</li><li>• Respond to what someone else has said in play or in small groups</li><li>• Sequence / recount events in stories and own experiences.</li><li>• Recall what has been said by someone else</li><li>• Make contributions to discussions</li><li>• speak audibly in front of a small group so they can be heard and understood</li><li>• Speak in full sentence and expand ideas using 'and' or 'because'</li><li>• Ask and answer questions about things they observe / what to find out.</li><li>• Understand negative sentence markers.</li><li>• Use new vocabulary in their play.</li></ul>	<ul style="list-style-type: none"><li>• Demonstrate two-channelled attention (listen and do)</li><li>• begin to take turns to speak when working in a group.</li><li>• Adapt and expand on other people's ideas.</li><li>• Remember some key features of a story without the use of pictures or prompts.</li><li>• Make relevant contributions to discussions using full sentences</li><li>• Join phrases with words such as 'if', 'because' 'so' 'but' and develop their ideas.</li><li>• use past, present and future forms mostly correctly when talking about events</li><li>• Ask questions about what how things work or why things happen.</li><li>• Use more complex vocabulary and descriptive language e.g. the snow was shimmering.</li><li>• Engage in Non-fiction books.</li></ul>
Physical Development	<ul style="list-style-type: none"><li>• Develop the skills they need to manage the school day successfully: lining up and queuing mealtimes</li><li>• Put on own coat and do it up.</li><li>• Get dressed/undressed mostly independently.</li><li>• Move freely and confidently in a range of ways, e.g. spinning, rocking, twisting, rolling, crawling,</li><li>• Combine different movements with ease &amp; fluency.</li><li>• Carryout a range of small motor activities with one handed tools such as: pouring, woodwork, making models, using a fork.</li><li>• Use tweezers &amp; other tools to develop tripod grip.</li><li>• Begin to hold a pencil and use this to make marks, pictures and write their name.</li><li>• Use basic shapes (lines and circles) when drawing.</li></ul>	<ul style="list-style-type: none"><li>• develop a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li><li>• Progress towards a more fluent style of moving, with developing control and grace.</li><li>• Balance in different ways (on and off apparatus)</li><li>• Show control and confidence at climbing and moving along, through and around apparatus.</li><li>• Jump on the floor and off apparatus safely and with control</li><li>• Carryout a wider range of small motor activities such as: threading, using scissors, using a knife.</li><li>• Hold their pencil in a tripod grasp. Form recognisable letters.</li><li>• Draw with greater control and represent objects with increasing accuracy.</li></ul>	<ul style="list-style-type: none"><li>• Get dressed/ undressed independently.</li><li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li><li>• Revise and refine the fundamental movement skills they have already acquired:</li><li>• Have the skills to be able to use a wide range of tools competently, safely and confidently, including use of scissors to cut around shapes and to make attempts at sewing.</li><li>• Use a pencil to write the majority of letters accurately and efficiently.</li><li>• Add details to drawing to demonstrate greater precision.</li></ul>



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<b>Physical Development</b>	<p><b>PE:</b></p> <ul style="list-style-type: none"> <li>• Move in a range of ways including: galloping, running, spinning, walking on tip-toes.</li> <li>• Negotiate space successfully showing awareness of surroundings</li> <li>• Balance on one foot for a short time.</li> <li>• Know how to link dance movements, including dance moves</li> <li>• Walk on tip toes</li> <li>• Know how to move to a simple rhythm and use actions to communicate ideas.</li> <li>• Follow rules for simple games and activities.</li> </ul>	<p><b>PE:</b></p> <ul style="list-style-type: none"> <li>• Know how to walk, run and travel at a variety of speeds</li> <li>• Know how to take off and land on two legs (jump)</li> <li>• Begin to throw a variety of equipment with accuracy.</li> <li>• Know how to link movements, including jumps, balances and runs.</li> <li>• Know how to climb and balance along equipment safely.</li> <li>• Know how to jump off equipment and land safely.</li> <li>• Copy and repeat actions and movements</li> <li>• Be safe when moving around</li> </ul>	<p><b>PE:</b></p> <ul style="list-style-type: none"> <li>• Know how to track and retrieve rolling balls</li> <li>• Hit an object, e.g. a bean bag to send it</li> <li>• Know how to travel in different directions</li> <li>• Begin to know how to hop and skip.</li> <li>• Throw and catch objects such as balloons, large balls and bean bags.</li> <li>• Know how to throw/send a variety of objects (balls and beanbags), e.g. kicking, rolling, hitting, throwing.</li> <li>• Know how to catch balls and beanbags with two hands</li> </ul>
<b>Personal, Social, Emotional Development</b>	<ul style="list-style-type: none"> <li>• Try new activities, selecting resources as needed</li> <li>• Seek adult support when necessary.</li> <li>• Wait for things I want</li> <li>• Follow direct instructions with 2 parts</li> <li>• Focus on the teacher or another adult.</li> <li>• Manage own basic hygiene - toileting, handwashing</li> <li>• Name different emotions</li> <li>• Identify own strengths.</li> <li>• Enjoys playing alone, alongside and with others, and attempting to join others' play</li> <li>• Identify who my school friends are</li> <li>• Work co-operatively with my friends, e.g. building a den in the garden.</li> <li>• Make comparisons between my interests and my friends' interests.</li> <li>• Name some 'safe adults' or people who help me.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify own strengths and areas for development.</li> <li>• Show confidence in choosing resources to fulfil plans and ideas.</li> <li>• Begin to understand the value of 'trying again' when something is difficult.</li> <li>• Regulate own emotions when finding something challenging.</li> <li>• Invites others to join in play.</li> <li>• Carryout turn taking games</li> <li>• Become increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours</li> <li>• Talk about their own and other people's feelings.</li> <li>• Show empathy when a peer is upset.</li> <li>• Follows the agreed classroom rules and talks about their behaviour and its consequences.</li> <li>• Describe some ways of keeping safe, e.g. stranger danger, using technology, crossing the road</li> </ul>	<ul style="list-style-type: none"> <li>• Resolve conflicts and negotiate with peers during play</li> <li>• Operates mostly independently within the classroom environment to select resources and fulfil own wants/needs.</li> <li>• Get dressed/ undressed independently.</li> <li>• Know and talk about the different factors that support their overall health and wellbeing:               <ul style="list-style-type: none"> <li>○ regular physical activity</li> <li>○ healthy eating</li> <li>○ toothbrushing</li> <li>○ sensible amounts of 'screen time'</li> <li>○ having a good sleep routine</li> <li>○ being a safe pedestrian</li> </ul> </li> <li>• Think about the perspectives of others.</li> <li>• Talk about how I feel and ways that I can manage my emotions.</li> </ul>



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Personal, Social, Emotional Development (PSHE & RSHE)	<p><b>Relationships (Families, friends and people who care for me)</b></p> <ul style="list-style-type: none"> <li>There are special people in our lives at home and at school</li> <li>People are special for different reasons</li> <li>That my behaviour affects others</li> <li>That I can help people that are important to me</li> <li>That there are people who can help me when I need it</li> <li>There are a range of feelings and some are comfortable and some are uncomfortable</li> <li>Our bodies can tell us how we are feeling</li> </ul> <p><b>Respectful relationships on and offline</b></p> <ul style="list-style-type: none"> <li>there are things that I am good at and enjoy doing</li> <li>everyone is unique and special, including me</li> <li>we should work cooperatively and be respectful towards others</li> <li>my feelings and emotions can be managed positively</li> <li>sometimes my own or other's behaviours have consequences and some behaviour is unacceptable</li> <li>showing sensitivity to the needs and feelings of others can help me build positive relationships with adults and other children</li> </ul>	<p><b>Keeping safe</b></p> <ul style="list-style-type: none"> <li>what being safe or unsafe means in relation to my own experiences</li> <li>know where I feel safe</li> <li>know who I can trust and go to if I feel worried or frightened</li> <li>that my body can tell me how I am feeling</li> <li>that my body belongs to me</li> <li>what private means and which body parts should be kept private</li> <li>what permission means</li> <li>how to ask for or give permission</li> <li>types of touch can affect my feelings and I can say no to touch makes me feel uncomfortable or unsafe</li> </ul> <p><b>Belonging to a community</b></p> <ul style="list-style-type: none"> <li>about examples of rules in different situations, e.g. class rules, rules at home, rules outside</li> <li>that different people have different needs</li> <li>how we care for people, animals and other living things in different ways</li> <li>how recycling is a good way of looking after the environment</li> <li>Strengths and interests: jobs in the community</li> <li>that everyone has different strengths, in and out of school</li> <li>about how different strengths and interests are needed to do different jobs</li> <li>about people whose job it is to help us in the community</li> <li>about different jobs and the work people do</li> </ul>	<p><b>Physical Health and Mental Wellbeing</b></p> <ul style="list-style-type: none"> <li>there are many different types of exercise</li> <li>exercise makes changes to our bodies e.g. fast heartbeat, breathing</li> <li>exercise is good for our bodies</li> <li>our bodies need sleep and rest</li> <li>there are healthy and unhealthy foods</li> <li>healthy foods are good for our bodies</li> <li>germs are bad for the body and are not for sharing</li> <li>there are different ways of keeping ourselves and others clean</li> <li>our bodies need to be protected from the sun</li> </ul> <p><b>Growing and Changing</b></p> <ul style="list-style-type: none"> <li>names of basic body parts and what they are for</li> <li>healthy foods can help our bodies to be healthy and happy</li> <li>keeping active can help us feel healthy and happy</li> <li>it is important to look after our bodies</li> <li>our bodies change as we grow from a baby to an adult</li> <li>there are things I couldn't do when I was a baby that I can do now</li> <li>there are lots of different feelings we might have when we are moving class</li> <li>achievements are to be celebrate</li> <li>experiences give us memories of the past</li> </ul>



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Literacy – reading	<ul style="list-style-type: none"><li>• Recognise own name.</li><li>• Enjoy playing with sounds and words (phase 1), e.g. rhyming and alliteration</li><li>• Learn that letter have names and sounds.</li><li>• Recall individual letters by saying the sounds for them (Phase 2).</li><li>• Orally blend and segment simple words.</li><li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences (phase 2 CVC)</li><li>• Join in with familiar / predictable stories and rhymes.</li><li>• Make simple predictions about what is being read.</li><li>• Use new vocabulary and story language from books that have been read.</li><li>• Read a few common exception words (Phase 2 - I, to, no, go...)</li></ul>	<ul style="list-style-type: none"><li>• Know the names of all letters of the alphabet</li><li>• Recall all sounds for the letters of the alphabet and begin to recognise some digraphs (phase 3 - ch, sh, th... ai)</li><li>• Begin to blend words containing phase 3 sounds.</li><li>• Read common exception/tricky words (Phase 2 and some phase 3).</li><li>• Read simple phrases and captions made up of words with known letter-sound correspondences and some common exception words.</li><li>• Identify favourite stories and talk about the characters, settings and events.</li><li>• Sequence stories and narratives using new vocabulary.</li><li>• Retell stories read to them in their play</li><li>• Continue to learn and use new vocabulary learnt from books</li></ul>	<ul style="list-style-type: none"><li>• Recall all phase 3 sounds and tricky/common exception words.</li><li>• Read words containing phase 3 digraphs.</li><li>• Begin to blend longer words, e.g. CVCC/CCVC words.</li><li>• Read sentences &amp; decodable books aligned to increasing phonic knowledge including words containing digraphs and taught common exception words (phase 3)</li><li>• Retrieve information and ideas from stories read to them.</li><li>• Understand that there are fiction and non-fiction books and that they serve different purposes.</li><li>• Identify and use new/ unknown vocabulary in stories, rhymes, poems and non-fiction books</li></ul>
Literacy – Writing	<ul style="list-style-type: none"><li>• Build my name</li><li>• Write own name.</li><li>• Mark make when writing and begin to represent some sounds correctly.</li><li>• Identify and represent initial letters in words and represent these when writing.</li><li>• Begin to represent some letters accurately.</li><li>• Orally segment simple words on fingers and have a go at writing these.</li><li>• Hold a pencil the correct way around using my fingers to grasp.</li></ul>	<ul style="list-style-type: none"><li>• Segment sounds in words and use growing phonic knowledge to spell simple words when writing.</li><li>• Communicate ideas for writing.</li><li>• Begin to write dictated sentences</li><li>• Begin to compose own ideas and have a go at writing these.</li><li>• Begin to break sentences into words ready for writing.</li><li>• Write for different purposes.</li><li>• Form many lower case letters when writing.</li><li>• Develop a tripod grip</li></ul>	<ul style="list-style-type: none"><li>• Orally compose simple sentences to communicate my ideas</li><li>• Write short sentences with words with known letter-sound correspondences either dictated by an adult or composed independently.</li><li>• Use finger spaces between words.</li><li>• Use a full stop to demarcate sentences.</li><li>• Re-read what they have written to check that it makes sense.</li><li>• Begin to form capital letters</li><li>• Write for a range of purposes.</li><li>• Use the correct penil grip for writing.</li></ul>



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Maths – Number	<ul style="list-style-type: none"> <li>Fast recognition of up to 5 objects, without having to count them individually (subitising).</li> <li>Recite numbers past 5 (forwards &amp; back.)</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total.</li> <li>Show 'finger numbers' up to 5.</li> <li>Represent numerals to 5 on five frames, fingers and in other ways.</li> <li>Link numerals and amounts up to 5</li> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Solve real world mathematical problems with numbers up to 5.</li> <li>Compare quantities to 5</li> <li>Order numerals to 5</li> <li>Understand the concept of 1 more and 1 less.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the concept of zero</li> <li>Continue to developing rapid and automatic recognition of 0-5 (subitising)</li> <li>Identify composition for each number for 1-5 and some beyond.</li> <li>Recall number bonds to 5 and subtraction facts.</li> <li>Use subitising to 5 to help identify how many there are up to 10 without counting all (conceptual subitising)</li> <li>Recognise numerals to 10</li> <li>Count objects and actions to 10 reliably.</li> <li>Match numerals to amounts to 10.</li> <li>Represent numbers to 10 using ten frames, fingers, part whole models etc.</li> <li>Compare quantities to 10.</li> <li>Order numerals to 10</li> <li>Count and recite numbers beyond 10 (forwards &amp; back).</li> <li>Recall some number bonds to 10.</li> <li>Write some numerals and symbols when recording.</li> <li>Solve real world mathematical problems with numbers up to 10.</li> <li>Find/recall 1 more &amp; 1 less of numbers to 10</li> <li>Combine groups to add</li> <li>Make Pairs</li> </ul>	<ul style="list-style-type: none"> <li>Rote count to 20 and beyond (forwards &amp; back).</li> <li>Begin to understand the composition of numbers beyond tens as one ten and ones.</li> <li>Use appropriate vocabulary when comparing quantities</li> <li>Continue to recall number bonds for numbers up to 10 and subtraction facts.</li> <li>Recall some double facts.</li> <li>Combine groups to add</li> <li>Understand subtraction as 'take away'</li> <li>Continue to solve real world mathematical problems with numbers up to 10.</li> <li>Recall 1 more and 1 less than numbers to at least 10</li> <li>Understand the concepts of doubling, sharing and grouping.</li> <li>Know the difference between an even and odd number and how to identify them using 'pair wise'</li> </ul>
Maths – Spatial Reasoning	<ul style="list-style-type: none"> <li>Match and sort everyday objects according to size, colour or shape.</li> <li>Compare the size of objects (big and little, large and small, tall, long, short)</li> <li>Compare mass and capacity using everyday language</li> <li>Copy, create and continue simple patterns (AB) in a variety of contexts including actions, words/sounds.</li> <li>Recognise, name and describe basic 2D shapes (circle, triangle, square, oblong).</li> <li>Recognise 2D shapes in everyday items / the environment.</li> <li>Combine shapes to make new ones.</li> <li>Follow and begin to use positional language to describe how items are positioned.</li> <li>Use language to describe when events happen.</li> <li>Begin to measure time in simple ways.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and compare length, height, mass and capacity using appropriate vocabulary.</li> <li>Begin to use non-standard units of measure to measure length.</li> <li>Order and sequence importance times in their day.</li> <li>Name the days of the week and identify activities that happen on particular days.</li> <li>Recognise and name 3D shapes; describe similarities and differences between them and sort them.</li> <li>Recognise 3D shapes in everyday items / the environment.</li> <li>Copy, create and continue simple patterns (ABB/AAB/AABB) in a variety of contexts.</li> <li>Identify and correct errors within patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> <li>Compose and decompose shapes so that children recognise a shape can have other shapes within it.</li> <li>Use positional language to describe where shapes are in relation to one another.</li> <li>Visualise and re-create simple models.</li> <li>Continue copy and create repeating patterns (ABBC).</li> </ul>



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<b>Understanding the World</b>	<p><b>Past and Present (History)</b></p> <ul style="list-style-type: none"> <li>I know important information about myself, e.g. my full name, my age</li> <li>Name and describe people who are familiar to them</li> <li>Begin to make sense of their own life-story and family's history e.g. naming and recognising family members, describing past events by looking at photos.</li> <li>Talk about and describe different objects, e.g. types of houses and their home.</li> <li>Begin to use words related to the passing of time, e.g. old and new / long ago and now.</li> <li>Find out about the past through pictures, stories, objects (artefacts) and people</li> <li>Compare and contrast characters from stories, including figures from the past</li> <li>Comment on images of familiar situations in the past.</li> <li>Know that people lived differently in the past</li> <li>Name some historical figures in history, e.g. kings and queens in the past.</li> </ul>	<p><b>Past and Present (History)</b></p> <ul style="list-style-type: none"> <li>Know that there have been significant people in the past</li> <li>Know and recount different stories about the past</li> <li>Begin to organise events using basic chronology, recognising that things happened before they were born.</li> </ul>	<p><b>Past and Present (History)</b></p> <ul style="list-style-type: none"> <li>Find answers to simple questions about the past from sources of information (pictures, artefacts, video etc.)</li> <li>Communicate their historical understanding in various ways.</li> <li>Use words related to the passing of time.</li> <li>Begin to look closely at objects and identify whether they are old/new.</li> <li>Sort objects into old and new based on observations.</li> <li>Begin to identify the difference between old and new and sort artefacts /pictures accordingly.</li> <li>Comment on images of familiar situations in the past</li> <li>Compare and contrast characters from stories, including figures from the past</li> <li>Know that there have been significant people in the past.</li> </ul>
	<p><b>People, culture and communities (Geog)</b></p> <ul style="list-style-type: none"> <li>Talk about what they see in their own environment (school/home)</li> <li>Recognise some environments that are different from the ones in which they live.</li> <li>Look simple maps and plans.</li> <li>Create simple maps/plans using classroom objects, e.g. train tracks and toy homes.</li> <li>Know and use positional language in relation to myself and my surrounding</li> </ul>	<p><b>People, culture and communities (Geog)</b></p> <ul style="list-style-type: none"> <li>Investigate local surroundings and make observations about where things are.</li> <li>Show respect and care for the environment</li> <li>Know that I live in the UK and that there are some other countries/ cities</li> <li>That the Earth is a sphere and is made of water and land</li> <li>Know that people live in different places in the world</li> <li>Recognise some similarities and differences between life in this country and life in other countries, including physical and human features.</li> <li>Know the words hot and cold (in relation to weather and start to relate to place</li> <li>Recognise and describe some environments that are different from the one in which they live</li> <li>Understand the effect of changing seasons on the natural world around them</li> </ul>	<p><b>People, culture and communities (Geog)</b></p> <ul style="list-style-type: none"> <li>(Start to) Recognise that in our surroundings there are man-made and natural things</li> <li>Look at and create simple maps and plans of places.</li> <li>Draw simple picture maps of imaginary and real places</li> <li>Draw information from a simple map</li> <li>Identify ways of looking after the local area and other environments.</li> <li>Know that I live in Caversham Park Village (or another name), Reading, United Kingdom</li> <li>Recognise and describe some environments that are different from the one in which they live</li> <li>Investigate local surroundings and make observations about where things are.</li> </ul>
	<p><b>People, culture and communities (RE):</b></p> <ul style="list-style-type: none"> <li>Talk about people who are special to them</li> </ul>	<p><b>People, culture and communities (RE)</b></p>	<p><b>People, culture and communities (RE)</b></p>



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	<ul style="list-style-type: none"> <li>Talk about and recount celebrations and events in their own and their families lives.</li> <li>Know that Christians celebrate Christmas and the birth of Jesus.</li> <li>Begin to learn that some people in our community have different celebrations and traditions and develop positive attitudes to these.</li> </ul>	<ul style="list-style-type: none"> <li>Know that people in their community have different customs, traditions and beliefs and celebrate special times in different ways.</li> <li>Continue developing positive attitudes about the differences between people.</li> <li>Know that we can learn from stories and that some stories have morals</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that people have different beliefs and celebrate special times in different ways. (in this country and around the world).</li> <li>Understand that some places are special to members of their community.</li> <li>Continue developing positive attitudes about the differences between people.</li> </ul>
<b>Understanding the World</b>	<p><b>The World (Science):</b></p> <ul style="list-style-type: none"> <li>Know that they are a human.</li> <li>Know how humans change over time, e.g. baby, toddler, child, teenager, adult, elderly person.</li> <li>Name a wide range of external human body parts</li> <li>Begin to name the 5 senses and understand their purpose</li> <li>Recognise, name and describe common household and farm animals and match them to their babies</li> <li>Know that there are different seasons</li> <li>Know that there are different types of weather</li> <li>Understands the need to respect and care for the natural environment and all living things.</li> <li>Make observations of animals and plants noticing similarities, differences, patterns and changes</li> </ul>	<p><b>The World (Science):</b></p> <ul style="list-style-type: none"> <li>Know that objects are made from different materials and name some of these.</li> <li>Know that the materials share similar properties, e.g. class is see-through.</li> <li>Choose materials for a purpose based on their properties.</li> <li>Know that some materials can change</li> <li>Know the following processes: sinking, floating, freezing, melting</li> <li>Know and name the 4 seasons.</li> <li>Know some simple changes and differences between the 4 seasons</li> <li>discuss when and how things grow.</li> <li>Make observations of animals and plants noticing similarities, differences, patterns and changes</li> <li>Understands the need to respect and care for the natural environment and all living things.</li> </ul>	<p><b>The World (Science):</b></p> <ul style="list-style-type: none"> <li>know that living things grow and change over time.</li> <li>Begin to understand the concept of a life cycle, e.g. for a butterfly.</li> <li>Name the basic parts of a plant (root, stem, leaves, petals)</li> <li>Know that plants need water to grow.</li> <li>Make observations of plants over time.</li> <li>Care for living things in the environment, e.g. plants and minibeasts and begin to explain why we need to look after the natural world.</li> <li>Begin to make suggestions for how you might test an idea.</li> <li>Record my ideas and observations in different ways, e.g. through writing, drawing, artwork, technology.</li> </ul>
	<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>Knows how to operate simple equipment, e.g.</li> <li>Recognise, show an interest in and use classroom technology, e.g. to make things work or to take photos and recordings.</li> <li>Uses ICT hardware to interact with age appropriate computer software</li> <li>uses a track pad and/or mouse</li> <li>Click and drag objects/icons on the screen</li> <li>Click and hold a mouse button.</li> <li>Make marks on the screen using paint programs.</li> <li>Select colours in paint programs.</li> <li>Know that we use kind words when using the computer.</li> </ul>	<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>Draw a picture on screen.</li> <li>Control a floor robot using forwards, backwards and turn in single steps.</li> <li>Know that floor turtles can be programmed to carryout multiple steps.</li> <li>Complete a simple program on electronic devices such as a floor turtle.</li> <li>know to ask for help if I am unsure about something when using technology</li> <li>Begin to understand the importance of 'stranger danger' online.</li> </ul>	<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>Know how to log into school devices.</li> <li>Begin to use a keyboard to type words such as their own name.</li> <li>Select a range of technologies for a purpose.</li> <li>Continue to develop mouse skills to move the cursor around the screen.</li> <li>Complete a simple program on a screen</li> <li>Know that I need to think carefully when using technology to keep myself safe and to ask for help when I need it.</li> </ul>



	Autumn	Spring	Summer
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Expressive Arts and Design	<p><b>Creating with materials (art)</b></p> <ul style="list-style-type: none"> <li>Name the colours</li> <li>Use thick paint brushes to mark make.</li> <li>hold a paintbrush using tripod grip Begin to use simple drawing tools –pencil, chalk, chunky crayon</li> <li>Experiment with different types of lines</li> <li>Begin to draw enclosed spaces to represent objects and people.</li> <li>Explore printing tools, e.g. blocks, shapes, sponges, fruit, rollers</li> <li>know the names of different art tools (paint, colouring pencil, brush, pencil, rubber, pastel, glue).</li> <li>Use shapes for printing to create pictures</li> <li>begin to build 3D shapes using construction items, e.g. Lego.</li> <li>Explore moulding with clay and playdough.</li> <li>Learn about the work of famous artists, e.g Paul Klee.</li> </ul>	<p><b>Creating with materials (art)</b></p> <ul style="list-style-type: none"> <li>Hold a pencil effectively for drawing (tripod)</li> <li>Choose colours for a purpose.</li> <li>Use a variety of drawing tools (pencils, pastels, charcoal) to draw things I observe.</li> <li>Begin to add more detail to drawings.</li> <li>Begin to draw a variety of pictures, e.g. objects, landscapes, people.</li> <li>Develop a variety of techniques for modelling materials, e.g. rolling, squashing, smoothing</li> <li>Use tools to affect modelling materials for a purpose, e.g. playdough.</li> <li>Create artwork using and combining a range of materials (including natural materials).</li> <li>Use a range of tools to combine materials.</li> <li>Identify pieces of artwork that I like..</li> <li>Learn about the work of famous artists and say what I see.</li> </ul>	<p><b>Creating with materials (art)</b></p> <ul style="list-style-type: none"> <li>Name the primary colours</li> <li>Experiment with mixing colours and explain how new colours have been made.</li> <li>Create patterns / meaningful pictures when printing.</li> <li>Imitate and create own simple repeating patterns</li> <li>Begin to add detail to paintings using more precise tools e.g. thin paintbrushes.</li> <li>Use a variety of drawing tools to draw things from memory.</li> <li>Use a variety of artistic tools and effects to create own artwork</li> <li>Talk about the work of famous artists</li> <li>Say what I like/dislike about pieces of art work.</li> <li>re-create pieces of artwork in the style of an artist.</li> </ul>
	<p><b>Creating with materials (DT):</b></p> <ul style="list-style-type: none"> <li>Explore different tools and materials freely to make simple models.</li> <li>Use nails and hammers</li> <li>Use glue and tape to join.</li> <li>Make models using a variety of classroom equipment, e.g. mobilo, recycled materials, crates</li> <li>Use whole hand grasp scissors to cut.</li> <li>Know how to use hammers and scissors safely.</li> <li>Show an interest in technological toys</li> <li>Thread beads or similar.</li> <li>Talk about what I find easy or difficult when constructing.</li> <li>Explain how I made something.</li> </ul>	<p><b>Creating with materials (DT):</b></p> <ul style="list-style-type: none"> <li>Plan what I want to make and use appropriate tools and techniques to create the design.</li> <li>Join different materials and explore different textures.</li> <li>Create models that replicate the appearance of real items.</li> <li>Use staplers and thread to join.</li> <li>Use scissors correctly to cut.</li> <li>Adapt my designs.</li> <li>Use in and out motion when threading in preparation for sewing.</li> <li>Independently practise safety measures when carrying out DT tasks</li> </ul>	<p><b>Creating with materials (DT):</b></p> <ul style="list-style-type: none"> <li>Look at similarities and differences between existing objects / materials / tools</li> <li>Independently practise safety measures when carrying out DT tasks</li> <li>Practise stirring, mixing, pouring when creating food.</li> <li>Know to wash hands and ensure a clean surface for food preparation.</li> <li>Use knives to cut safely.</li> <li>Use senses to describe food.</li> <li>Begin to understand that eating well contributes to good health</li> <li>Explain what I like my creations and what can be improved.</li> <li>Create work collaboratively, sharing ideas with peers and developing skills further.</li> </ul>



	Autumn	Spring	Summer
Theme	Transport and Travel		
Expressive Arts and Design	<p><b>Being imaginative and creative (Music):</b></p> <ul style="list-style-type: none"> <li>Remember and sing entire rhymes from memory.</li> <li>know the names of some simple instruments such as drum, triangle, tambourine, glockenspiel, maraca</li> <li>Know how to hold an instrument correctly and play it with care.</li> <li>Play instruments with increasing control and know that they can be played in different ways (shaking, tapping, scraping)</li> <li>Play instruments along with music.</li> <li>know the term pulse and be able to move, sway, clap or tap to the pulse.</li> <li>Imitate movement in response to music</li> <li>Copy simple repetitive rhythms and make up own rhythms with body percussion or instruments.</li> </ul>	<p><b>Being imaginative and creative (Music):</b></p> <ul style="list-style-type: none"> <li>To sing simple rhymes and chants keeping in time with others.</li> <li>sing songs and experiment with ways of changing them or make up their own.</li> <li>To imitate movement in response to music and respond to changes in movement.</li> <li>Respond verbally to music, e.g. this song sounds like dinosaurs</li> <li>Name common percussion instruments in my classroom.</li> <li>Explore how sounds can be made on untuned instruments and found instruments through shaking, tapping, scraping.</li> <li>respond to words such as faster, slower, higher, lower with our bodies and with instruments.</li> <li>Begin to recognise and distinguish between high and low.</li> <li>Use and respond to sounds shown as pictures e.g. large circle for a loud sound.</li> <li>become familiar (but not to use yet) the terms rhythm, pitch and tempo</li> </ul>	<p><b>Being imaginative and creative (Music):</b></p> <ul style="list-style-type: none"> <li>Sing with a sense of melody</li> <li>To sing songs and experiment with ways of changing them or make up their own.</li> <li>Make own music – making/ following rhythms.</li> <li>Perform music to an audience</li> <li>experiment with tuned instruments.</li> <li>create simple sound effects in response to stories or pictures</li> <li>Talk about musical performances and express feelings and responses.</li> </ul>
	<p><b>Being imaginative and creative (Dance &amp; Drama):</b></p> <ul style="list-style-type: none"> <li>represent own experiences in role play and use props to represent objects.</li> <li>Use small world items in role play and make comments on their actions</li> <li>Create own small worlds using blocks and toys.</li> <li>Create movements in response to music or other stimulus</li> <li>try to move in time to music</li> </ul>	<p><b>Being imaginative and creative (Dance &amp; Drama):</b></p> <ul style="list-style-type: none"> <li>Perform familiar stories and narratives</li> <li>Develop storylines in play</li> <li>Use props in role play, e.g. fabric</li> <li>When using small world characters take on the role of the character.</li> <li>Shares likes/ dislikes about dances/ performances</li> </ul>	<p><b>Being imaginative and creative (Dance &amp; Drama):</b></p> <ul style="list-style-type: none"> <li>Invent own narrative in role play and take on a role</li> <li>Make props to support role play.</li> <li>Use movement to express ideas, experience and emotion.</li> <li>Choose particular movements for their purpose.</li> <li>Learn some dance routines.</li> </ul>