



Federation of Holy Trinity Church of England Schools  
Reception Long Term Plan



**Communication, Language and Literacy**

Little Wandle Phonics & Early Reading - Autumn	Little Wandle Phonics & Early Reading - Spring	Little Wandle Phonics & Early Reading - Summer
<p><b>Autumn 1 – phase 2</b></p> <ul style="list-style-type: none"> <li>• s a t p i n m d g o c k c k e u r h b f l</li> <li>• tricky words: is l the</li> </ul> <p><b>Autumn 2 – phase 2</b></p> <ul style="list-style-type: none"> <li>• ff ll ss j v w x y z zz qu ch sh th ng nk</li> <li>• words with –s /s/ added at the end (hats sits)</li> <li>• words ending –s /z/ (his) and with –s /z/ added at the end (bags)</li> <li>• tricky words: as and has his her go no to into she push full pull he of we me be</li> </ul>	<p><b>Spring 1 – phase 3</b></p> <ul style="list-style-type: none"> <li>• ai ee igh oa oo oo ar or ur ow oi ear air er</li> <li>• words with double letters dd mm tt bb rr gg pp</li> <li>• longer words</li> <li>• tricky words: was you they my by all are sure pure</li> </ul> <p><b>Spring 2 – phase 3</b></p> <ul style="list-style-type: none"> <li>• Review Phase 3</li> <li>• longer words, including those with double letters</li> <li>• words with –s /z/ in the middle</li> <li>• words with –es /z/ at the end</li> <li>• words with –s /s/ and /z/ at the end</li> <li>• review all tricky words taught so far</li> </ul>	<p><b>Summer 1 – phase 4</b></p> <ul style="list-style-type: none"> <li>• Short vowels with adjacent consonants</li> <li>• CVCC CCVC CCVCC CCCVC CCCVCC</li> <li>• longer words and compound words</li> <li>• words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est</li> <li>• tricky words: said so have like some come love do were here little says there when what one out today</li> </ul> <p><b>Summer 2 – phase 4</b></p> <ul style="list-style-type: none"> <li>• Phase 3 long vowel graphemes with adjacent consonants</li> <li>• CVCC CCVC CCCVC CCV CCVCC</li> <li>• words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est</li> <li>• longer words and compound words</li> <li>• review all tricky words taught so far</li> </ul>

Reading - reading practice sessions are taught 3 times a week for approximately 10 minutes a session. Children read the same book aloud in each of the three sessions with growing automaticity and accuracy. Each session in this ‘three read’ model has a clear focus:

- Read 1: decoding
- Read 2: prosody – reading with meaning, stress and intonation
- Read 2: comprehension – understanding the text

Each of these sessions follows the same structure:

- Pre-read: Revisit and review
- Reading practice: Practise and apply

**Key text delivery and focus**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Dear Zoo People who help us	Brown Bear, Brown Bear what can you see? Whatever Next The Gingerbread Man	TBC	TBC	TBC	TBC
<b>Oral Composition</b> Use talk to organise, sequence and clarify their thinking and ideas. Use to talk to sequence events.	<b>Oral Composition</b> Use talk to organise, sequence and clarify their thinking and ideas. Use to talk to sequence events.	<b>Oral Composition</b> Use different forms of writing: lists, menus Orally compose a sentence and hold it in their memory before attempting to write.	<b>Oral Composition</b> Use different forms of writing: lists, menus Orally compose a sentence and hold it in their memory	<b>Oral Composition</b> Can talk about features of their own writing. Use different forms of writing: captions, stories,	<b>Oral Composition</b> Can talk about features of their own writing. Use different forms of writing: captions, stories,



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<p>Have their own ideas and reasons for writing. <b>Developing Writing</b> Develop language skills (listening and talking) in a range of contexts. Show an awareness that writing communicates meaning. Give meaning to the marks that they make. Understand that their thoughts and ideas can be written down. Copy adult writing behaviour. Make marks and draw using increasing control. Know that there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in cluster like words. <b>Spelling</b> Use some clearly identifiable letters to communicate meaning, representing some phonemes correctly and in sequence. Segment phonemes in simple words.</p>	<p>Have their own ideas and reasons for writing. <b>Developing Writing</b> Begin to use corresponding grapheme for initial sounds in words. Begin to build words using GPCs in their writing. Use writing as part of their play. <b>Vocabulary, grammar, punctuation</b> Begin to recognise that there needs to be spaces between words. Begin to recognise that full stops are at the end of a sentence. Begin to recognise that a sentence starts with a capital letter. <b>Spelling</b> Use some clearly identifiable letters to communicate meaning, representing some phonemes correctly and in sequence. Segment phonemes in simple words. Segment to write VC and CVC words independently using Phase 2.</p>	<p>Begin to form simple sentences. Sequence a series of instructions. <b>Developing Writing</b> Spell key words correctly in their writing. <b>Vocabulary, grammar, punctuation</b> Begin to recognise (and use in own writing) that there needs to be spaces between words. Recognise (and use in own writing) that full stops are at the end of a sentence. Recognise (and use in own writing) that a sentence starts with a capital letter. Write a simple phrase, with finger spaces, that can be read back by themselves. <b>Spelling</b> Segment to write VC and CVC words independently using Phase 2 and some Phase 3.</p>	<p>before attempting to write (fiction and factual). <b>Developing Writing</b> Spell key words correctly in their writing. Show an awareness of the different audience for writing <b>Vocabulary, grammar, punctuation</b> Begin to recognise (and use in own writing) that there needs to be spaces between words. Recognise (and use in own writing) that full stops are at the end of a sentence. Recognise (and use in own writing) that a sentence starts with a capital letter. Write a simple phrase, with finger spaces, that can be read back by themselves. <b>Spelling</b> Segment to write VC and CVC words independently using Phase 3.</p>	<p>instructions, recipes, postcards. <b>Spelling</b> Segment to write CVCC/CCVC words. Make phonically plausible attempts when writing more complex words. <b>Vocabulary, grammar, punctuation</b> Write simple sentences, with finger spaces, that can be read back by themselves.</p>	<p>instructions, recipes, postcards. <b>Spelling</b> Segment to write CVCC/CCVC words. Make phonically plausible attempts when writing more complex words. <b>Vocabulary, grammar, punctuation</b> Write simple sentences, with finger spaces, that can be read back by themselves.</p>
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**Core Books**

Core Books are an essential approach to how children learn to read. Children will develop language and increase vocabulary in addition to gaining a love of books. They will become very familiar with these known texts, as they are read repeatedly, so that they can remember and re-tell them independently and with confidence.

<p>Aliens Love Underpants – Claire Freedman Homes – Carson Ellis</p>	<p>Once Upon a Picnic – John Pratter</p>	<p>The Enormous Turnip The Magic Porridge Pot</p>	<p>It's the bear – Jez Alborough Little Red Riding Hood</p>	<p>My Green Day – Melanie Walsh</p>	<p>Coming to England - Floella Benjamin &amp; Diane Ewen</p>
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Patrolling Police Cars – Tony Mitton The Fire Engine is Flashing – Mandy Archer Ruby's Worry – Tom Percival	Astro Girl – Ken Wilson- Max Busy People – Astronaut – Ando Twin The Gruffalo's Child – Julia Donaldson	The Tiger who came to tea – Judith Kerr Daisy Eat your peas – Kes Gray	Stanley's Stick – John Hegley Bog Baby – Jeanne Willis and Gwen Millward	We found a Seed – Rob Ramsden World in Danger – Frankie Morland Jack and the Beanstalk	Hair Love – Matthew Cherry & Vashti Harrison Mama Panya's Pancakes – Mary & Rich Chamberlin
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**Focused Rhymes**

Singing encourages the expression of language and confidence, and nursery rhymes offer a set of new vocabulary that we don't often use in everyday speech. Children are exposed to a wider variety of words which helps to enrich their vocabulary. Reciting and singing rhymes helps to develop phonemic awareness.

Number formation rhymes - communication for all  1, 2, 3, 4, 5 Once I caught a fish alive 5 little speckle frogs 5 little ducks	Number formation rhymes - communication for all  5 current buns 5 little snowmen Dr Foster	Number formation rhymes - communication for all  1 potato 2 potato 1 hippo balancing 5 little monkeys	Number formation rhymes - communication for all Shape songs  5 fat sausages Zoom, zoom, zoom were going to the moon London Bridge is Falling Down	Number formation rhymes - communication for all  10 sleepy fingers I am the music man The Hokey Cokey	Number formation rhymes - communication for all  10 green bottles The big ship sails A sailor went to sea, sea, sea
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**Maths Units**

**Mastering Number & White Rose Maths**

<ul style="list-style-type: none"> <li>perceptually subitise within 3</li> <li>identify subgroups in larger arrangements</li> <li>create their own patterns for numbers within 4</li> <li>practise using their fingers to represent quantities which they can subitise</li> <li>experience subitising in a range of contexts, including temporal patterns made by sounds. relate the counting sequence to cardinality,</li> </ul>	<ul style="list-style-type: none"> <li>continue from first half-term</li> <li>subitise within 5, perceptually and conceptually, depending on the arrangements</li> <li>continue to develop their counting skills</li> <li>explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand</li> <li>begin to count beyond 5</li> <li>begin to recognise numerals, relating these to</li> </ul>	<ul style="list-style-type: none"> <li>increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements</li> <li>explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part</li> <li>experience patterns which show a small group and '1 more'</li> </ul>	<ul style="list-style-type: none"> <li>explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.</li> <li>continue to consolidate their understanding of cardinality, working with larger numbers within 10</li> <li>become more familiar with the counting pattern beyond 20</li> <li>explore the composition of odd and even numbers, looking at the 'shape' of these numbers</li> </ul>	<ul style="list-style-type: none"> <li>continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns</li> <li>use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number</li> </ul>	<p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.</p> <p><b>White Rose Maths</b></p> <ul style="list-style-type: none"> <li>Visualise, build and map</li> <li>Make connections</li> </ul>
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<p>seeing that the last number spoken gives the number in the entire set</p> <ul style="list-style-type: none"> <li>● have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song</li> <li>● have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting</li> <li>● have opportunities to develop an understanding that anything can be counted, including actions and sounds</li> <li>● explore a range of strategies which support accurate counting.</li> <li>● see that all numbers can be made of 1s</li> <li>● compose their own collections within 4.</li> <li>● understand that sets can be compared according to a range of attributes, including by their numerosity</li> <li>● use the language of comparison, including 'more than' and 'fewer than'</li> <li>● compare sets 'just by looking'</li> </ul>	<p>quantities they can subitise and count.</p> <ul style="list-style-type: none"> <li>● explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot</li> <li>● explore the composition of numbers within 5.</li> <li>● compare sets using a variety of strategies, including 'just by looking', by subitising and by matching</li> <li>● compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.</li> </ul> <p><b><u>White Rose Maths</u></b></p> <ul style="list-style-type: none"> <li>● Circles and triangles</li> <li>● Shapes with 4 sides</li> <li>● Mass and Capacity</li> </ul>	<ul style="list-style-type: none"> <li>● continue to match arrangements to finger patterns.</li> <li>● continue to develop verbal counting to 20 and beyond</li> <li>● continue to develop object counting skills, using a range of strategies to develop accuracy</li> <li>● continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10</li> <li>● order numbers, linking cardinal and ordinal representations of number.</li> <li>● continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5</li> <li>● explore the composition of 6, linking this to familiar patterns, including symmetrical patterns</li> <li>● begin to see that numbers within 10 can be composed of '5 and a bit'</li> <li>● continue to compare sets using the language of comparison, and play games which involve comparing sets</li> <li>● continue to compare sets by matching, identifying when sets are equal</li> </ul>	<ul style="list-style-type: none"> <li>● begin to link even numbers to doubles</li> <li>● begin to explore the composition of numbers within 10.</li> <li>● compare numbers, reasoning about which is more, using both an understanding of the 'how many ness' of a number, and its position in the number system.</li> </ul> <p><b><u>White Rose Maths</u></b></p> <ul style="list-style-type: none"> <li>● Explore 3D shapes</li> </ul>	<ul style="list-style-type: none"> <li>● subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10</li> <li>● be encouraged to identify when it is appropriate to count and when groups can be subitised.</li> <li>● continue to develop verbal counting to 20 and beyond, including counting from different starting numbers</li> <li>● continue to develop confidence and accuracy in both verbal and object counting.</li> <li>● explore the composition of 10.</li> <li>● order sets of objects, linking this to their understanding of the ordinal number system.</li> </ul> <p><b><u>White Rose Maths</u></b></p> <ul style="list-style-type: none"> <li>● Manipulate, compose and decompose shapes</li> <li>● Sharing and grouping</li> </ul>	
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<b>White Rose Maths</b> <ul style="list-style-type: none"> <li>Match sort and compare</li> <li>Measure and Patterns</li> </ul>		<ul style="list-style-type: none"> <li>explore ways of making unequal sets equal.</li> </ul> <b>White Rose Maths</b> <ul style="list-style-type: none"> <li>Length, height and time</li> </ul>			
<b>Physical Development</b>					
<b>Gross Motor Skills</b>					
<ul style="list-style-type: none"> <li>Begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table.</li> <li>Begin to safely use tools and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to develop overall body strength, balance, coordination, balance and agility.</li> <li>Experiment moving in different ways</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop overall body strength, balance and coordination.</li> <li>Developing ability when dancing to music.</li> </ul>	<ul style="list-style-type: none"> <li>Negotiate space successfully and can adjust speed and direction.</li> <li>Show increasing control with a ball.</li> </ul>	<ul style="list-style-type: none"> <li>Using equipment safely with consideration to others. Move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<ul style="list-style-type: none"> <li>Negotiate space and obstacles safely.</li> <li>Show strength, balance and coordination when playing. Move energetically in a range of different ways</li> </ul>
<b>Fine Motor Skills</b>					
<ul style="list-style-type: none"> <li>Use pencils and other equipment comfortably for them.</li> <li>Make snips on paper either using one hand or two.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop their fine motor skills.</li> <li>Begin to learn correct letter formations and use these in their writing</li> </ul>	<ul style="list-style-type: none"> <li>Develop an effective pencil grip.</li> <li>Develop skill when using tools including scissors.</li> </ul>	<ul style="list-style-type: none"> <li>Form recognisable letters with an effective pencil grip.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently use scissors and small tools.</li> <li>Use a tripod grip to draw and write accurately.</li> </ul>	<ul style="list-style-type: none"> <li>Use the tripod grip.</li> <li>Using a range of small tools. Showing accuracy when drawing.</li> </ul>
<p>Ongoing and developed throughout the year:</p> <ul style="list-style-type: none"> <li>Children will develop overall body strength, coordination, balance, and agility to support lessons in dance, gymnastics and sport.</li> <li>Children will develop their fine motor skills to use a range of tools safely and confidently.</li> <li>Children will always have access to pencils, paintbrushes, scissors, knives, forks, and spoons.</li> <li>Children will develop a good posture when sitting at a table (classroom and lunch times)</li> <li>Develop a good pencil grip.</li> </ul>					
<b>Religious Education</b>					
<b>Where do we belong?</b> <ul style="list-style-type: none"> <li>To know what makes us special and what makes Christians feel special to God.</li> <li>To know why Christians believe that children are special to God?</li> <li>To know what groups we belong to?</li> </ul>	<b>Why is Christmas special for Christians?</b> <ul style="list-style-type: none"> <li>Why do Christians perform nativity plays at Christmas</li> <li>What special stories from the bible are about Jesus?</li> <li>What do Christians do at Church at Christmas?</li> </ul>	<b>Why is the word God so important to Christians?</b> <ul style="list-style-type: none"> <li>Who is God?</li> <li>What does the creation story tell Christian's about God?</li> <li>How do Christian's celebrate God?</li> <li>How can we care for our wonderful world?</li> </ul>	<b>Why is Easter special to Christians?</b> <ul style="list-style-type: none"> <li>Why do Christian's put a cross in an Easter Garden?</li> <li>Why is a palm cross a special symbol?</li> <li>How do Christian's use crosses to celebrate Easter at home?</li> <li>Why do we celebrate Easter?</li> </ul>	<b>What places are special and why?</b> <ul style="list-style-type: none"> <li>talk about somewhere that is special to themselves, saying why</li> <li>be aware that some religious people have places which have special meaning for them</li> </ul>	<b>What times/stories are special and why?</b> <ul style="list-style-type: none"> <li>Explore stories pupils like, re-telling stories to others and sharing features of the story they like.</li> <li>Talk about the Bible being the Christians' holy book which helps them to understand more about</li> </ul>



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<ul style="list-style-type: none"> <li>• To know how we show people they are welcome?</li> <li>• To know how babies are welcomed into the world.</li> <li>• To understand the groups religious people belong to?</li> <li>• To know how babies are welcomed into Islam.</li> <li>• To have a developing respect for the way that their family and other families welcome babies.</li> </ul>	<ul style="list-style-type: none"> <li>• What special things do Christians do at Christmas to share Gods love?</li> </ul>			<ul style="list-style-type: none"> <li>• talk about the things that are special and valued in a place of worship</li> <li>• identify some significant features of sacred places</li> <li>• recognise a place of worship</li> <li>• get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.</li> </ul>	<p>God, and how people and the world work.</p> <ul style="list-style-type: none"> <li>• Look at a range of children’s Bibles to see how they are similar/different.</li> <li>• Share a Bible story from a suitable children’s Bible</li> <li>• Hear and explore stories from the Bible, stories Jesus told, stories from the life of Jesus</li> <li>• Hear a selection of stories taken from major faith traditions and cultures, including stories about leaders or founders within faiths</li> <li>• Explore stories through play.</li> </ul>
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**Personal, Social and Emotional Development**

<ul style="list-style-type: none"> <li>• Play with one or more other children, extending and elaborating ideas.</li> <li>• Find solutions to conflicts and rivalries.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Remember rules without needing an adult to remind them.</li> <li>• Develop appropriate ways of being assertive.</li> <li>• Talk with others to solve conflicts.</li> <li>• Talk about their feelings using words like happy, sad, angry or worried.</li> </ul>	<ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs - personal hygiene</li> </ul>	<ul style="list-style-type: none"> <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> </ul>	<p><b><u>PSED Early Learning Goals</u></b></p> <p><b><u>Self-Regulation</u></b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b><u>Managing Self</u></b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>
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<ul style="list-style-type: none"> <li>• Understand gradually how others might be feeling.</li> <li>• Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Make healthy choices about food, drink, activity and tooth brushing.</li> </ul>				<p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>Building Relationships</b> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>
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**Learning Means the World Topics**

<b>LMTW:</b> Happy To Be Me	<b>LMTW:</b> Help Is At Hand	<b>LMTW:</b> Food Glorious Food	<b>LMTW:</b> Way Back When... Hats Had Brims	<b>LMTW:</b> If You Go Down To The Woods	<b>LMTW:</b> What On Earth	<b>LMTW:</b> Come Fly With Me
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**Understanding the World**

<ul style="list-style-type: none"> <li>• explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>• know about similarities and differences between themselves and others</li> <li>• know some similarities and differences between the natural world around them</li> <li>• talk about the lives of the people around them</li> <li>• order and sequence familiar events</li> <li>• understand and use language related to the passing of time</li> </ul>	<ul style="list-style-type: none"> <li>• know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class</li> <li>• know about similarities and differences between themselves and others</li> <li>• understand and use language related to the passing of time</li> <li>• state examples of change</li> <li>• talk about the lives of the people around them and their roles in society</li> <li>• describe their immediate environment using knowledge from observation</li> <li>• know what causes everyday things to happen</li> <li>• know that food comes from plants or animals and that food has to be grown or caught</li> </ul>	<ul style="list-style-type: none"> <li>• explore the natural world around them, making observations and drawing pictures of plants</li> <li>• know that processes and change occur</li> <li>• talk about the lives of people around them and their roles in society</li> <li>• understand some important processes and changes in the natural world around them</li> <li>• know that food comes from plants or animals and that food has to be grown or caught</li> <li>• know some similarities and differences between different cultural</li> </ul>	<p>talk about the lives of the people around them and their roles in society;</p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>• know some similarities and differences between things in the past and now drawing on their experience and what has been read in class</li> <li>• understand the past through settings, characters and events encountered in books read in class and storytelling</li> <li>• identify how things can be done differently</li> <li>• explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>• understand some important processes and changes in the natural world around them</li> <li>• know that processes and changes occur</li> </ul>	<ul style="list-style-type: none"> <li>• explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>• know some similarities and differences between the natural world around them and contrasting environments, drawing on what has been read in class</li> <li>• know that human geographical features are man-made</li> <li>• know that physical geographical features are natural</li> <li>• talk about the lives of people around them and their roles in society</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• know human geographical features are man-made</li> <li>• know physical geography features are natural</li> <li>• drawing on knowledge from stories, non-fiction texts and - where appropriate - maps</li> <li>• know about similarities and differences between themselves and others</li> </ul>
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	<ul style="list-style-type: none"> <li>• know some similarities and differences between things in the past and now</li> <li>• state examples of change</li> <li>• understand and use language related to the passing of time</li> </ul>	<p>communities in this country, drawing on their experiences and what has been read in class</p> <ul style="list-style-type: none"> <li>• know about similarities and differences between themselves and others</li> <li>• identify how things can be done differently</li> </ul> <p>• know some similarities and differences between the natural world around them and contrasting environments, drawing on experiences and what has been read in class</p> <ul style="list-style-type: none"> <li>• know that processes and change occur</li> </ul>		<ul style="list-style-type: none"> <li>• describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>• understand some important processes and changes in the natural world around them</li> <li>• know the names of some places in their immediate locality and say what those places are like</li> <li>• name some similarities and differences between places that are familiar to them</li> </ul>	<ul style="list-style-type: none"> <li>• understand and use language related to the passing of time</li> <li>• know about similarities and differences between themselves and others</li> <li>• understand some important processes and changes in the natural world around them, including the seasons and changing matter</li> <li>• know that processes and changes occur</li> </ul>	<ul style="list-style-type: none"> <li>• describe their immediate environment using knowledge from observation, discussion, stories and non-fiction texts</li> <li>• know some similarities and differences between different cultural communities in this country, drawing on their experiences and what has been read in class</li> <li>• identify how things can be done differently</li> <li>• know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</li> <li>• 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</li> </ul>
<b>Key Vocabulary</b>						
Individual, deaf, blind, family, community, senses, appearance, diversity, belonging	Chores, staff, emergency, accident, medicine, surgery, job, support, litter, office,	Crunchy, food, cereal, fruit, crisps, sweet, honey, healthy, unhealthy, savoury,	hard hat, firefighter helmet, beret, party hat, fez, Santa hat, fairy tale princess paper cone	Wood, forest, tree, leaves, green, smooth, map, grow, seed, environment, picnic	living, grow, pretty, precious, gigantic, miniature, ancient, new, environment, building,	Passport, country, festival, traditions, culture, continent, Diwali, Chinese New



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	environment, ladder, vehicle, hospital, fire station, police station	hygiene, festival, picnic, growing	hat, rain hat, bike helmet, bobble hat, pirate hat, baseball cap, Rainbows / Beavers cap, cowboy hat, knight helmet, brim, nowadays, long ago, fashionable, Charlie Chaplin		city, mountain, skyscraper, tower, habitat, native, non-native, species, flower, plant, mirror, reflection, creature	Year, climate, culture, desert, chopsticks, lantern, temple, tuk-tuk
<b>Expressive Art and Design</b>						
<ul style="list-style-type: none"> <li>• safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>• know that painting and drawing are fundamental art techniques (Ar KB)</li> <li>• know the names of basic art tools e.g. paintbrush, easel etc</li> <li>• share their creations, explaining the process they have used</li> <li>• identify a range of colours and simple art techniques</li> <li>• safely use and explore a variety of techniques</li> <li>• share their creations, explaining the process they have used</li> <li>• know what they are designing and making and say what its purpose is</li> </ul>	<ul style="list-style-type: none"> <li>• sing a range of well-known nursery rhymes and songs</li> <li>• perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with music</li> <li>• safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>• share their creations, explaining the process they have used</li> <li>• know what they are designing and making and say what its purpose is</li> <li>• identify a range of colours and simple art techniques e.g. printing, painting and drawing</li> <li>• explore the different sounds of instruments</li> </ul>	<ul style="list-style-type: none"> <li>• safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function</li> <li>• know what they are designing and making and say what its purpose is</li> <li>• share their creations, explaining the process they have used</li> <li>• know what they like and dislike about a product</li> <li>• know the key features that define a product</li> <li>• manipulates materials to achieve a planned effect</li> <li>• know that art can be found in different places everywhere</li> <li>• perform songs, rhymes, poems and stories with others and -</li> </ul>	<ul style="list-style-type: none"> <li>• safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>• share their creations, explaining the process they have used</li> <li>• know what they like and dislike about a product</li> <li>• know that art can be found in different forms everywhere.</li> <li>• identify a range of colours and simple art techniques e.g. printing, painting and drawing</li> <li>• know that art (design and craft) is made by skilled artists</li> <li>• know what they are designing and making and say what its purpose is</li> </ul>	<ul style="list-style-type: none"> <li>• safely use and explore a variety of materials, tools and techniques, experimenting with colour design, texture, form and function</li> <li>• share their creations, explaining the process they have used</li> <li>• know what they are designing and making and say what its purpose is</li> <li>• identify a range of colours and simple art techniques e.g. printing, painting, drawing</li> <li>• perform songs, rhymes, poems and stories with other, and - when appropriate try to move in time with music</li> <li>• know the names of some basic tuned instruments and untuned percussion</li> </ul>	<ul style="list-style-type: none"> <li>• safely use and explore a variety of materials, tools, techniques, experimenting with colour, design, texture, form and function</li> <li>• know what they are designing and making and say what its purpose is</li> <li>• know the key features that define a product</li> <li>• identify a range of colours and simple art techniques e.g. printing, painting, drawing</li> </ul>	<ul style="list-style-type: none"> <li>• safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>• know that painting and drawing are fundamental art techniques (Ar KB)</li> <li>• know the names of basic art tools e.g. paintbrush, easel etc</li> <li>• share their creations, explaining the process they have used</li> <li>• identify a range of colours and simple art techniques</li> <li>• safely use and explore a variety of techniques</li> <li>• share their creations, explaining the process they have used</li> <li>• know what they are designing and making and say what its purpose is</li> </ul>



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<ul style="list-style-type: none"> <li>• know the key features that design a product</li> <li>• sing a range of well known nursery rhymes and songs</li> <li>• perform songs, rhymes, poems and stories with others, and - when appropriate to move in time with music</li> </ul>	<ul style="list-style-type: none"> <li>• represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories</li> <li>• know the names of some basic tuned instruments</li> <li>• share their creations, explaining the process they have used</li> <li>• know what they like and dislike about a product</li> <li>• know what they are designing and making and say what its purpose is</li> </ul>	<p>when appropriate try to move in time with music</p> <ul style="list-style-type: none"> <li>• sing a range of well-known nursery rhymes and songs</li> <li>• know a range of simple songs</li> </ul>	<ul style="list-style-type: none"> <li>• share their creations, explaining the process they have used</li> <li>• invent, adapt and recount narratives and stories with peers and their teacher</li> <li>• perform songs, rhymes, poems and stories with others</li> <li>• know the names of some basic tuned instruments and untuned percussion</li> <li>• know and understand the elements of tempo and dynamics</li> </ul>	<ul style="list-style-type: none"> <li>• know that symbols represent sounds in music</li> </ul>		<ul style="list-style-type: none"> <li>• know the key features that design a product</li> <li>• sing a range of well known nursery rhymes and songs</li> <li>• perform songs, rhymes, poems and stories with others, and - when appropriate to move in time with music</li> </ul>
<b>Key Vocabulary</b>						
<p>self-portrait, face features, family portrait, photograph, media, name, song, rhyme, rhythm, singing rhymes, clap, repetition</p>	<p>badge, lanyard, design, photograph, I.D., words, preference, cook, share, favourite, junk modelling, gift, sound effect, song</p>	<p>Design, texture, toppings, banner</p>		<p>Collage, sunflowers, Van Gogh, pattern</p>	<p>design, make, pattern, texture, gift wrap, model, fabric, plant pot, clay, mould, symbols, sounds, instrumental, vocal, percussion, composition</p>	<p>Wassily Kandinsky, abstract, colour, artefact, gold, mask, hieroglyphics, dragon, Chinese, colour, bright, traditional, compare, feature, diva lamp, salt dough, Diwali, Chinese music, triangles, gong, drums, Chinese dragon, lions</p>