


Cycle B 2020-2021	Nursery	Reception	Year 1	Year 2
<p>Once Upon a Time</p> 	<p>Literacy</p> <ul style="list-style-type: none"> • Stories • Labels, Lists & Captions • Poetry: Rhyming & Alliteration <p>Maths</p> <ul style="list-style-type: none"> • Number rhymes (0-5) • Counting in sequence (0-10) • Number recognition • Shapes in the environment • Matching numeral and quantity • Counting actions and sounds as well as objects • Positional language <p>Understanding the World (The World)</p> <ul style="list-style-type: none"> • Seasonal changes – talks about things they have observed • Animals including Humans - talks about plants and animals <p>Understanding the World (Technology)</p> <ul style="list-style-type: none"> • Operating simple equipment • Age appropriate e-safety awareness – Smartie the Penguin <p>Understanding the World (People & Communities)</p> <ul style="list-style-type: none"> • The language of time: remembers and talks about significant events in their own experience using words and phrases linked to the passing of time 	<p>Literacy</p> <ul style="list-style-type: none"> • Stories • Labels, Lists & Captions • Poetry: Rhyming & Alliteration <p>Maths</p> <ul style="list-style-type: none"> • Number and place value (0-5) • Geometry – 2D shape • Addition and subtraction (0-5) • Measurement – time (daily routines, days of the week etc.) <p>Understanding the World (The World)</p> <ul style="list-style-type: none"> • Seasonal changes – similarities, differences, patterns and change • Animals including Humans – makes observations and talks about similarities and differences and changes of living things • Plants – makes observations and begin to explain why some things occur / talk about changes <p>Understanding the World (Technology)</p> <ul style="list-style-type: none"> • Use age appropriate apps on an iPad <p>Understanding the World (People & Communities)</p> <ul style="list-style-type: none"> • Changes over time: all about me • Talks about past and present events in their own lives and in the lives of family members 	<p>English</p> <ul style="list-style-type: none"> • Traditional Tales – Fairy Tales • Labels, Lists & Captions • Recount • Poetry: vocab & structure (rhyming couplets) <p>Maths</p> <ul style="list-style-type: none"> • Number & Place Value • Addition, subtraction, multiplication and division (calculations) • Fractions • Measurement • Geometry, position & direction <p>Science – Senses</p> <ul style="list-style-type: none"> • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense <p>Computing - Illustrating an e-book</p> <ul style="list-style-type: none"> • Uses technology purposefully to create, organise, store, manipulate and retrieve digital content • Age appropriate e-safety awareness – Smartie the Penguin <p>History - Changes beyond living memory</p> <p>Toys & games in the past</p> <ul style="list-style-type: none"> • Develop an awareness of the past using common words and phrases relating to the passing of time 	<p>English</p> <ul style="list-style-type: none"> • Traditional Tales – Fairy Tales • Recount • Explanations • Poetry: Calligrams & Shape Poems <p>Maths</p> <ul style="list-style-type: none"> • Number & Place Value • Addition, subtraction, multiplication and division (calculations) • Fractions • Measurement • Geometry, position & direction <p>Science - Living things & their habitats</p> <ul style="list-style-type: none"> • Explore and compare: things that are living, dead and have never been alive • Identify and describe different habitats including the plants and animals in them • Food chains <p>Computing - Algorithms</p> <ul style="list-style-type: none"> • Programming on screen following precise, and unambiguous instructions <p>History - Significant historical events, people and places in their own locality</p> <p>Monarchs</p> <ul style="list-style-type: none"> • Comparison of aspects of life in different periods • Know where people and events fit in a chronological framework

Understanding the World (The World)

- **Locational knowledge:** recognise features of Nursery and grounds. Familiar places e.g. park, shops, post office

Expressive Arts & Design

All EAD disciplines explored through daily Busy Learning Time activities e.g.

- *Explores colour and how colours can be changed*
- *Understands that they can use lines to enclose space, and then begin to use these shapes to represent objects*
- *Beginning to be interested in and describe the texture of things*

Focus this term: Sculpture

Artist: Giuseppe Arcimboldo

Expressive Arts & Design

- Uses one-handed tools and equipment, e.g. scissors
- Uses various construction materials and begins to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces

Example projects e.g.

Cutting paper beanstalk leaves

Build a bridge for the goats to cross using construction

Build a house for pigs using construction

Design and make a basket for Red Riding Hood

Expressive Arts & Design

All EAD disciplines explored through daily Busy Learning Time activities e.g.

- *Explores colour and how colours can be changed*
- *Understands that they can use lines to enclose space, and then begin to use these shapes to represent objects*
- *Beginning to be interested in and describe the texture of things*

Focus this term: Drawing

Artist: Walt Disney

Expressive Arts & Design

- Selects appropriate tools, objects, construction and malleable materials
- Constructs with a purpose in mind and adapts work where necessary
- Use tools, objects, construction and malleable materials safely, purposefully and competently to shape, assemble and join

Example projects e.g.

Split- pin Gingerbread Man

Design and make chairs for Goldilocks

Geography

Our School Grounds

- Follow and devise a simple map of the school grounds
- Identify physical and human features

Art & Design

- **Painting** – colour, pattern
- **Focus artist:** Mark Rothko
- **Techniques:** colour mixing to: make dark colours (shade), make light colours (tint)
- **Drawing** – line, tone, colour, shape
- **Focus artists:** David Hockney
- **Techniques:** making lines and patterns, exploring shapes, using tone: finding out about light and dark by smudging and blending

Art & Design

- **Painting** – colour, pattern, texture
- **Focus artist:** Andy Warhol
- **Techniques:** portrait painting e.g. colour mixing: making and naming their own colours including different browns, working with a colour family, using thick and thin paint
- **Drawing** – tone, colour, line, shape, pattern
- **Focus artist:** Stephen Wiltshire
- **Techniques:** Smudging, pressing and blending, over-drawing, adding detail afterwards, sequencing & story telling

Expressive Arts & Design

Exploring vocal sounds

- Voice play
- Finding the singing voice

Listening and copying

- Listening and matching in voice play
- Listening to learn songs
- Recorded music
- Move in response to music

Playing instruments

- Exploring the different sounds of instruments
- Body percussion

Personal, Social & Emotional Development (PSED)

Being Me in My World

- Being interested in play, both own and others
- Expressing own feelings

Physical Development (Moving & Handling)

Fine motor skills:

Busy Fingers
Correct pencil grip and control
Using one handed tools and equipment

Gross Motor skills

Movement: moving freely in a range of ways – walking, jumping, crawling, rolling.

Expressive Arts & Design

Exploring vocal sounds

- Voice play – spoken rhymes
- Finding the singing voice

Listening and copying

- Listening and matching in voice play
- Echo songs
- Matching melodies
- Listening to learn songs
- Recorded music

Playing instruments

- Exploring the different sounds of instruments
- Body percussion

Personal, Social & Emotional Development (PSED)

Being Me in My World

- Initiating play with others
- Adapting behaviours

Physical Development (Moving & Handling)

Fine motor skills:

Busy Fingers
Correct pencil grip and control
Scissor skills

Gross Motor skills

Movement: Running, adjusting speed and direction. Moving confidently in a range of ways

Music

Listening and performing

- Recorded and voiced sound
- Imitating song phrases
- Listening to instruments

Performing: singing

- Finding the singing voice
- Pitch matching
- Individual singing

Listening and thinking

- Recorded sound
- Voiced sound
- Live instruments

Performing: singing

- Songs and games
- Higher - lower pitch

PSHE

Being Me in My World

- Being safe and Unsafe and understanding why

Physical Education

Movement: Running

Gymnastics: Wide, narrow, curled

Coached sessions:

- Tag Rugby

Music

Listening and thinking

- Recorded sound
- Voiced sound
- Live instruments

Concept: pitch

- Demonstrating pitch changes
- Melodic shape
- Rise and fall

Concept: metre

- 4 beat metre

Performing: imitating

Concept: pitch

- Using soh and me singing names
- soh – me

Concepts: pulse and rhythm

- Distinguishing pulses and rhythms

PSHE

Being Me in My World

- The impact own behaviour has on others


Physical Education

Movement: Dodging

Gymnastics: Linking

Coached sessions:

- Tag Rugby

	<p>Understanding the World (People and Communities)</p> <p><i>The Hertfordshire Agreed Syllabus for Religious Education (2017-2022)</i></p> <ul style="list-style-type: none"> • Celebrating belonging • Harvest <p>Focus religion(s): Christianity</p>	<p>Understanding the World (People and Communities)</p> <p><i>The Hertfordshire Agreed Syllabus for Religious Education (2017-2022)</i></p> <ul style="list-style-type: none"> • Festivals, peoples and communities <p>Focus religion(s): Christianity</p>	<p>Religious Education</p> <p><i>The Hertfordshire Agreed Syllabus for Religious Education (2017-2022)</i></p> <ul style="list-style-type: none"> • Thanking God for nature <p>Focus religion(s): Christianity, Judaism, Islam</p>	<p>Religious Education</p> <p><i>The Hertfordshire Agreed Syllabus for Religious Education (2017-2022)</i></p> <ul style="list-style-type: none"> • Signs & symbols <p>Focus religion(s): Thematic unit covering six principal faiths</p>
<p>Frozen Plant</p> 	<p>Literacy</p> <ul style="list-style-type: none"> • Stories • Labels, Lists & Captions <p>Poetry: Rhyming & Alliteration</p> <p>Maths</p> <ul style="list-style-type: none"> • Number rhymes (0-5) • Counting in sequence (0-10) • Number recognition • Shapes in the environment • Matching numeral and quantity • Counting actions and sounds as well as objects • Positional language <p>Understanding the World (The World)</p> <ul style="list-style-type: none"> • Seasonal changes – continues to develop and discuss ideas about their observations • Materials – talks about some of the things they have observed e.g. natural and found objects <p>Understanding the World (Technology)</p> <ul style="list-style-type: none"> • Operating simple equipment • Age appropriate e-safety awareness – Smartie the Penguin 	<p>Literacy</p> <ul style="list-style-type: none"> • Stories • Labels, Lists & Captions <p>Poetry: Rhyming & Alliteration</p> <p>Maths</p> <ul style="list-style-type: none"> • Number and place value (0-5) • Geometry – 2D shape • Addition and subtraction (0-5) • Measurement – time (daily routines, days of the week etc.) <p>Understanding the World (The World)</p> <ul style="list-style-type: none"> • Seasonal changes – similarities, differences, patterns and change cont. • Living things and their habitats – talks about different plant and animal environments <p>Understanding the World (Technology)</p> <ul style="list-style-type: none"> • Use iPads to create pictures. • Use age appropriate apps on an iPad. • Age appropriate e-safety awareness – Smartie the Penguin 	<p>English</p> <ul style="list-style-type: none"> • Traditional Tales – Fairy Tales • Labels, Lists & Captions • Recount • Poetry: vocab & structure (rhyming couplets) <p>Maths</p> <ul style="list-style-type: none"> • Number & Place Value • Addition, subtraction, multiplication and division (calculations) • Fractions • Measurement • Geometry, position & direction <p>Science - Seasonal changes</p> <ul style="list-style-type: none"> • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies <p>Plants-</p> <ul style="list-style-type: none"> • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees <p>Computing - Produce a talking book</p> <ul style="list-style-type: none"> • Uses technology purposefully to create, organise, store, manipulate and retrieve digital content • Age appropriate e-safety awareness – Smartie the Penguin 	<p>English</p> <ul style="list-style-type: none"> • Traditional Tales – Fairy Tales • Recount • Explanations • Poetry: Calligrams & Shape Poems <p>Maths</p> <ul style="list-style-type: none"> • Number & Place Value • Addition, subtraction, multiplication and division (calculations) • Fractions • Measurement • Geometry, position & direction <p>Science - Animals including humans</p> <ul style="list-style-type: none"> • Animals have off-spring which grow into adults • Basic needs of animals, including humans, for survival (water, food, air) • Importance for humans of: exercise, balanced diet and hygiene <p>Computing - esafety</p> <ul style="list-style-type: none"> • Age appropriate e-safety awareness – Smartie the Penguin e.g. identify where to go for help and support when they have concerns about content or contact on the internet or other technologies

Understanding the World (People & Communities)

- **Celebrating special occasions:** recognises and describes special times or events for family or friends

Understanding the World (The World & People and Communities)

- **Place knowledge** – familiar visitors in school e.g. parents / staff etc. to discuss other countries and talk about where they are from and their way of life

Expressive Arts & Design

All EAD disciplines explored through daily Busy Learning Time activities e.g.

- *Explores colour and how colours can be changed*
- *Understands that they can use lines to enclose space, and then begin to use these shapes to represent objects*
- *Beginning to be interested in and describe the texture of things*

Focus this term: Abstract painting

Artist: Georgia O'Keefe

Expressive Arts & Design

- Uses one-handed tools and equipment, e.g. scissors
- Uses various construction materials and begins to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces

Understanding the World (People & Communities)

- **Bonfire night:** children know the difference between past and present events; they can talk about how / why people's lives were different in the past; they show an interest different ways of life

Understanding the World (The World & People and Communities)

- **Place knowledge** – weather forecasts; looks at similarities, differences, patterns and change
- Flags and maps from around the world – investigate using simple picture books and atlases

Expressive Arts & Design

All EAD disciplines explored through daily Busy Learning Time activities e.g.

- *Explores colour and how colours can be changed*
- *Understands that they can use lines to enclose space, and then begin to use these shapes to represent objects*
- *Beginning to be interested in and describe the texture of things*

Focus this term: Sculpture

Artist: Auguste Escoffier

Expressive Arts & Design

- Selects appropriate tools, objects, construction and malleable materials
- Constructs with a purpose in mind and adapts work where necessary
- Use tools, objects, construction and malleable materials safely, purposefully and competently to shape, assemble and join

Geography - A contrasting locality: Where do penguins live

- Use simple compass directions
- Name and locate the world's seven continents and five oceans
- Identify hot and cold areas of the world
- Use basic geographical vocabulary to describe human & physical features

Art & Design

- **Textiles** – colour, pattern, shape
- **Focus artists:** Georges Seurat
- **Techniques:** overdrawing with fabric crayons, adding detail, masking out

DT – Sliders & Levers:

Moving Christmas card

- Explore and use mechanisms in their products
- Design
- Make
- Evaluate
- Technical knowledge

Geography - A contrasting locality: living in the North Pole

- Name and locate the world's seven continents and five oceans
- Identify and locate hot and cold areas of the world in relation to the Equator and North and South Poles
- understand geographical similarities and differences through studying human & physical features
- Identify seasonal and daily weather patterns

Art & Design

- **Printing** – line, shape, pattern
- **Focus craft maker:** Indian Woodblocks
- **Techniques:** experiment with different ways of printing: block-printing, mono-printing, Lino-printing

DT – Cooking & Nutrition:

Winter Soup

- Use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from
- Design
- Make
- Evaluate
- Technical knowledge

Example projects e.g.
Cutting out snowflakes
Christmas decorations

Expressive Arts & Design

Singing

- Nativity songs
- Building a repertoire
- Singing at an appropriate pitch

Solo singing

- During games and musical activities

Listening

- Different instruments
- Environmental sounds
- Recorded music
- Live instruments

Rhythm

- Taps out simple repeated rhythms

Personal, Social & Emotional Development

Celebrating Difference

- Seeks out others to share experiences
- Expressed own preferences and interests

Physical Development (Moving & Handling)

Fine motor skills:

Busy Fingers
Correct pencil grip and control
Scissor skills

Gross Motor skills

Movement: moving freely in a range of ways – walking, jumping, crawling, rolling.

Example projects e.g.
Create a clay sculpture
Christmas Decorations

Expressive Arts & Design

Singing

- Nativity songs
- Building a repertoire
- Changing the starting pitch
- Singing at an appropriate pitch
- Singing independently

Solo singing

- During games and musical activities

Thinking voice

- Finding the thinking voice

Playing instruments

- Exploring the different sounds of instruments

Personal, Social & Emotional Development

Celebrating Difference

- Understanding that different children have different preferences
- Explaining preference

Physical Development (Moving & Handling)

Fine motor skills:

Busy Fingers
Correct pencil grip and control
Scissor skills

Gross Motor skills

Movement: Running, adjusting speed and direction. Moving confidently in a range of ways

Music

Listening and thinking

- Recognising known song melody

Performing: singing

- Starting pitch control
- Wider pitch – range songs
- Dynamics control

Listening and thinking

- Using the thinking voice to support rhythm work
- Live instruments and variety of genres of music

Performing: playing

- Percussion

PSHE

Celebrating Difference

- Similarities and differences between themselves and those in their classes

Physical Education

Ball Skills: Hands 1

Gymnastics: Body Parts

Coached sessions:

- Tag Rugby

Music

Listening and thinking

- Recorded music: longer pieces and variety of genres
- Recognising instruments
- Recognising song melody/rhythm

Performing: improvising

- Simple time rhythm phrases

Concept: phrase

- Same/different
- Length

Performing: percussion

- Technique
- Louder/quieter

PSHE

Celebrating Difference

- Stereotypes and anti-bullying


Physical Education

Ball Skills: Hands 1

Gymnastics: Pathways

Coached sessions:

- Tag Rugby

	<p>Understanding the World (People and Communities)</p> <p><i>The Hertfordshire Agreed Syllabus for Religious Education (2017-2022)</i></p> <ul style="list-style-type: none"> Celebrating Joyous Occasions Diwali/Hanukah/Christmas <p>Focus religion(s): Christianity and Hinduism</p>	<p>Understanding the World (People and Communities)</p> <p><i>The Hertfordshire Agreed Syllabus for Religious Education (2017-2022)</i></p> <ul style="list-style-type: none"> Exploring places, dress, food and music Jesus' birthday story <p>Focus religion(s): Christianity and Hinduism</p>	<p>Religious Education</p> <p><i>The Hertfordshire Agreed Syllabus for Religious Education (2017-2022)</i></p> <ul style="list-style-type: none"> Light as a Religious Symbol <p>Focus religion(s): Christianity, Judaism and Hinduism</p>	<p>Religious Education</p> <p><i>The Hertfordshire Agreed Syllabus for Religious Education (2017-2022)</i></p> <ul style="list-style-type: none"> Christmas: Giving & Receiving <p>Focus religion(s): Christianity</p>
<p>Heroes & Heroines</p> 	<p>Literacy</p> <ul style="list-style-type: none"> Stories Labels, Lists & Captions Reports & Instructional texts Poetry: Rhyming & Alliteration <p>Maths</p> <ul style="list-style-type: none"> Representing numbers on paper Counting (0-10) Conservation of number Measurement of capacity and length 2D shapes – naming and describing Construction with shape and using shapes for tasks <p>Understanding the World (The World)</p> <ul style="list-style-type: none"> Seasonal changes – continues to develop and discuss ideas about their observations Animals & humans - shows care and concern for living things and the environment Materials – talks about some of the things they have observed e.g. natural and found objects cont. 	<p>Literacy</p> <ul style="list-style-type: none"> Stories Labels, Lists & Captions Reports & Instructional texts Poetry: Rhyming & Alliteration <p>Maths</p> <ul style="list-style-type: none"> Addition and subtraction (0-10) Number and place value (0-10) Geometry – 2D & 3D shapes <p>Understanding the World (The World)</p> <ul style="list-style-type: none"> Seasonal changes - similarities, differences, patterns and change over time cont. Animals including humans – children know about similarities and differences in relation to living things Materials – know the properties of some materials and the purposes they are used for 	<p>English</p> <ul style="list-style-type: none"> Contemporary Fiction – own experiences Reports Explanations Poetry: vocab & structure (rhyming couplets) <p>Maths</p> <ul style="list-style-type: none"> Number & Place Value Addition, subtraction, multiplication and division (calculations) Fractions Measurement Geometry – properties of shape Geometry, position & direction Statistics <p>Science - Everyday materials</p> <ul style="list-style-type: none"> Identify and name a variety of everyday materials; distinguish between an object and the material from which it is made Describe the simple properties of a variety of materials; compare and group materials based on their physical properties 	<p>English</p> <ul style="list-style-type: none"> Stories with recurring literary language Reports Poetry: Vocab building – Acrostic Poems <p>Maths</p> <ul style="list-style-type: none"> Number & Place Value Addition, subtraction, multiplication and division (calculations) Fractions Measurement Geometry – properties of shape Geometry, position & direction Statistics <p>Science - Uses of everyday materials</p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials Find out how the shapes of solid objects made from some materials can be changed e.g. squashing, squeezing, twisting, stretching etc.

Understanding the World (Technology)

- Controlling a floor robot: use and program Blue-Bots
- Age appropriate e-safety awareness – Smartie the Penguin

Understanding the World (The World & People and Communities)

- **Communities and families** – shows an interest in the lives of people who are familiar to them e.g. grandparents, people who live near them etc.
- Walk to the post-box – local environment walk

Understanding the World (The World & People and Communities)

- **Human and physical Geography** – shows interest in different occupations and ways of life e.g. different jobs people do and where they work e.g. hospital, school etc.

Expressive Arts & Design

All EAD disciplines explored through daily Busy Learning Time activities e.g.

- *Explores colour and how colours can be changed*
- *Understands that they can use lines to enclose space, and then begin to use these shapes to represent objects*
- *Beginning to be interested in and describe the texture of things*

Focus this term: Impressionist paintings
Artist: Van Gogh

Understanding the World (Technology)

- Programming a floor robot: use and program Blue-Bots
- Use age appropriate apps on an iPad
- Use safe search engines for research
- Age appropriate e-safety awareness – Smartie the Penguin

Understanding the World (People & Communities)

- **Family trees** – shows interest in the lives of people who are familiar to them
- Talk about past and present events in their own lives and in the lives of family members

Expressive Arts & Design

All EAD disciplines explored through daily Busy Learning Time activities e.g.

- *Explores colour and how colours can be changed*
- *Understands that they can use lines to enclose space, and then begin to use these shapes to represent objects*
- *Beginning to be interested in and describe the texture of things*

Focus this term: Drawing & painting
Artist: Axel Scheffler

Computing - Create a digital card:

- Uses technology purposefully to create, organise, store, manipulate and retrieve digital content
- Age appropriate e-safety awareness – Smartie the Penguin

History - Why do we remember Isambard Kingdom Brunel?

- Learn about the lives of significant individuals in the past that have contributed to national and international achievements
- Know where people and events fit in a chronological framework

Geography - Japan: a contrasting non-European country

- Use world maps, atlases and globes
- Use aerial photographs and plan perspectives to recognise landmarks
- Identify and describe basic human and physical features

Art & Design

- **Collage** – colour, shape
- **Focus artists:** Pablo Picasso
- **Techniques:** paper skills – e.g. tearing, arranging, folding, cutting holes, cutting patterns

Computing - Computational thinking

- Exploring how computer games work e.g. how algorithms are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- **Use logical reasoning:** to predict the behaviour of simple programs
- **Taking, selecting and editing digital images**
- **Research a topic** using technology
- Age appropriate e-safety awareness – Smartie the Penguin

History – Events beyond living memory that are significant nationally or globally Boudicca

- Ask and answer questions about the past
- Use different sources to find out about the past
- Understand some of the ways we find out about the past

Geography - Local Geography: St Albans

- Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas
- Use basic geographical vocabulary to refer to human and physical features
- Use maps, atlases and globes
- Use simple compass directions and directional language

Art & Design

- **Sculpture** – shape, form, space, texture
- **Focus:** Roman coins
- **Techniques:** exploring different sculptural materials e.g. clay, wire

Expressive Arts & Design

- Joins construction pieces together to build and balance
- Realises tools can be used for a purpose
- Uses available resources to create props to support role-play

Example projects e.g.

Cut out shapes to make an emergency vehicle

Design and make an emergency vehicle

Make a ladder for a firefighter

Expressive Arts & Design

Dynamics

- Exploring dynamics through the speaking voice and singing voice
- Experiencing dynamics through live and recorded music

Tempo

- In songs and rhymes
- Live and recorded music

Playing instruments

- Exploring the different sounds of instruments

Being creative

- Inventing new words for known songs
- Improvising sounds, melodies and rhythms

Personal, Social & Emotional Development

Dreams and Goals

- Demonstrates early signs of perseverance

Healthy Me

- Observes changes over time

Expressive Arts & Design

- They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Children use what they have learnt about materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology

Example projects e.g.

Streamers

Model aeroplanes

Paper mache dinosaur egg

Split-pin super heroes

Construct walkie-talkies & police badges

Expressive Arts & Design

Pulse

- Pulse in songs and games

Dynamics

- Exploring dynamics through the speaking voice and singing voice
- Experiencing dynamics through live and recorded music

Tempo

- In songs and rhymes
- Live and recorded music

Performing

- Singing

Personal, Social & Emotional Development

Dreams and Goals

- Explains preferences, interests, knowledge and understanding

Healthy Me

- Observes the effect of exercise on their bodies

DT – Frameworks & Structures: Bridge for Billy Goat Gruff

- Build structures, exploring how they can be made stronger, stiffer and more stable
- Design
- Make
- Evaluate
- Technical knowledge

Music

Concept: timbre

- Voices
- Instruments

Concept: pulse

- Rhythmic speech and tapping
- Actions felt as pulse

Listening and thinking

- Recognising sound melody
- Recognising instruments

Performing: singing and playing

- Rhythmic speech and tapping
- Rhythm on percussion
- One breath per phrase
- Sound quality

PSHE

Dreams and Goals

- Understanding their own success and what success feels like

Healthy Me

- Physical Health and Healthy Eating

DT – axles and wheels: Boudicca's chariot

- Explore and use mechanisms in their products
- Design
- Make
- Evaluate
- Technical knowledge

Music

Concept: pulse and metre

- Relation of pulse to speed
- Physicalizing pulse
- 4 beat metre

Performing: singing

- Controlling a song's starting pitch

Concept: tempo, dynamics, timbre, rhythm

- Simple time notation
- Instruments of the orchestra

Concept: pitch

- Melodic phrases using lah, soh and me
- lah, soh and me

Performing: improvising

PSHE

Dreams and Goals

- Understanding team success and what that feels like/how it can be measured

Healthy Me

- Impact of medicines etc. negative choices and mental health focus

	<p>Physical Development (Moving & Handling)</p> <p>Fine motor skills: Busy Fingers Letter formation Scissor skills Manipulation of materials</p> <p>Gross Motor skills: Movement: moves freely in a range of ways – skipping, sliding, hopping. Running, adjusting speed and direction. Ball skills: catch a large ball</p> <p>Understanding the World (People and Communities)</p> <p><i>The Hertfordshire Agreed Syllabus for Religious Education (2017-2022)</i></p> <ul style="list-style-type: none"> • Exploring places of prayer, worship and reflection • Food for Celebrations • Exploring the Easter Story <p>Focus religion(s): Christianity</p>	<ul style="list-style-type: none"> • Can explain their understanding to others <p>Physical Development (Moving & Handling)</p> <p>Fine motor skills: Busy Fingers Letter formation Scissor skills Manipulation of materials</p> <p>Gross Motor skills: Ball skills: Shows increasing control over an object in pushing, patting, throwing, catching or kicking it</p> <p>Understanding the World (People and Communities)</p> <p><i>The Hertfordshire Agreed Syllabus for Religious Education (2017-2022)</i></p> <ul style="list-style-type: none"> • Creation, awe and wonder of the natural world • Remembering Jesus at Easter <p>Focus religion(s): Christianity</p>	<p>Physical Education</p> <p>Ball Skills: Feet Dance: Zoo Ball Skills: Hands 2</p> <p>Coached sessions:</p> <ul style="list-style-type: none"> • Kwik Cricket <p>Religious Education</p> <p><i>The Hertfordshire Agreed Syllabus for Religious Education (2017-2022)</i></p> <ul style="list-style-type: none"> • Belonging • Easter <p>Focus religion(s): Christianity, Judaism and Islam</p>	<p>Physical Education</p> <p>Ball Skills: Feet Dance: Water Ball Skills: Hands 2</p> <p>Coached sessions:</p> <ul style="list-style-type: none"> • Kwik Cricket <p>Religious Education</p> <p><i>The Hertfordshire Agreed Syllabus for Religious Education (2017-2022)</i></p> <ul style="list-style-type: none"> • Special Places • Easter <p>Focus religion(s): Christianity and Islam</p>
<p>The Great Outdoors</p>	<p>Literacy</p> <ul style="list-style-type: none"> • Stories • Reports • Explanation texts • Poetry: Rhyming & Alliteration 	<p>Literacy</p> <ul style="list-style-type: none"> • Stories • Reports • Explanation texts • Poetry: Rhyming & Alliteration 	<p>English</p> <ul style="list-style-type: none"> • Stories with predictable phrasing • Instructions • Reports • Poetry: vocab building; take one poet 	<p>English</p> <ul style="list-style-type: none"> • Traditional Tales: Myths (Creation Stories) • Instructions • Explanations • Poetry: take one poet



Maths

- Counting (0-10)
- Introducing addition and subtraction (0-10)
- 3D shape
- Language related to money and time
- Measurement of weight
- Positional language

Understanding the World (The World)

- **Seasonal changes** – developing an understanding of growth, decay and changes over time
- **Plants** – talks about some of the things they observe
- **Living things and their habitats** - Comments and asks questions about aspects such as the place where they live or the natural world

Understanding the World (Technology)

- Use age appropriate apps on an iPad
- Age appropriate e-safety awareness – Smartie the Penguin

Understanding the World (People & Communities)

- **Past Experiences** remembers and talks about significant events in their own experience
- Uses talk to connect ideas...and recall and relive past experiences

Maths

- Geometry – exploring patterns
- Addition and subtraction
- Number and place value
- Multiplication and division (doubling, halving, sharing, odd & even)
- Measurement - length, weight & capacity

Understanding the World (The World)

- **Seasonal changes**- similarities, differences, patterns and change over time cont.
- **Living things and their habitats** – continues to makes observations and talks about similarities and differences and changes of living things
- **Materials** - they are familiar with scientific concepts such as floating, sinking and experimentation

Understanding the World (Technology)

- Programming a floor robot: use and program Blue-Bots
- Use safe search engines for research
- Uses technology to capture experiences
- Age appropriate e-safety awareness – Smartie the Penguin

Maths

- Number & Place Value
- Addition, subtraction, multiplication and division (calculations)
- Fractions
- Measurement
- Geometry – properties of shape
- Geometry, position & direction
- Statistics

Science - Animals including humans

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- **Plants-**
- Identify and describe the basic structure of a variety of common flowering plants, including trees

Computing

- **Creating a short film clip:** use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school
- **Create and debug simple programs:** using programmable toys
- Age appropriate e-safety awareness – Smartie the Penguin

History - Changes within living memory: seaside holidays in the past

- Identify similarities and differences between ways of life in different periods
- Understand some of the ways we find out about the past

Maths

- Number & Place Value
- Addition, subtraction, multiplication and division (calculations)
- Fractions
- Measurement
- Geometry – properties of shape
- Geometry, position & direction
- Statistics

Science - Plants

- Observing how seeds and bulbs grow into mature plants
- Find out and describe what plants need in order to grow

Computing

- **Communicating using email**
- Use technology safely and respectfully, keeping personal information private
- **Data software** - Recording information using
- Age appropriate e-safety awareness – Smartie the Penguin

- **History - Jane Goodall - Significant Individuals** in the past that have contributed to national and international achievements
- Use parts of stories and other sources to show that they know and understand key features of events

Understanding the World (The World & People and Communities)

- **Geographical skills and fieldwork** – name and locate areas around the Nursery e.g. comments and asks questions about aspects of their familiar world

Expressive Arts & Design

All EAD disciplines explored through daily Busy Learning Time activities e.g.

- *Explores colour and how colours can be changed*
- *Understands that they can use lines to enclose space, and then begin to use these shapes to represent objects*
- *Beginning to be interested in and describe the texture of things*

Focus this term: Pop Art
Artist: Yayoi Kusama

Expressive Arts & Design

- Selects appropriate tools, objects, construction and malleable materials
- Constructs with a purpose in mind and adapts work where necessary
- Use tools, objects, construction and malleable materials safely, purposefully and competently to shape, assemble and join

Example projects e.g.
Construct a den/shelter
Design and make binoculars
Make a clay nest for a bird

Understanding the World (The World & People and Communities)

- **Geographical skills and fieldwork** – name and locate the areas around school e.g. office, running track, forest, playground etc.
- Draw simple maps of their familiar environment e.g. the Reception garden / the school playground etc.

Expressive Arts & Design

All EAD disciplines explored through daily Busy Learning Time activities e.g.

- *Explores what happens when they mix colours*
- *Experiments to create different textures*
- *Understands that media can be combined to create new effects*
- *Manipulates materials to achieve a planned effect*
- *Create simple representations of events, people and objects*
- *Chooses particular colours to use for a purpose*

Focus this term: Collage
Artist: Andy Goldsworthy

Expressive Arts & Design

- Children develop their own ideas through selecting and using materials and working or processes that interest them
- They can talk about features of their own and others work, recognising the differences between them and the strengths of others

Example projects e.g.
Model Boat
Junk model a Litter Bug Character
Create forest animals using a range of materials
Construct a Train Track

Geography - Where do we live?

- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- Use world maps, atlases and globes
- Use simple compass directions
- Describe the location of features and routes on a map
- Use aerial photographs and plan perspectives to recognise landmarks
- Identify and describe basic human and physical features

Art & Design

- **Printing** – colour, shape, pattern
- **Focus artists:** Richard Long
- **Techniques:** Experimenting with hand and finger prints, vegetable prints etc.
- **Sculpture** – shape, form, space, texture
- **Focus artists:** Friedrich Hundertwasser (Architecture)
- **Techniques:** Modroc sculptures; junk modelling

DT – Cooking & Nutrition: healthy picnic sandwich

- Use the basic principles of a healthy and varied diet to produce dishes
- Understand where food comes from
- Design
- Make
- Evaluate
- Technical knowledge

Geography - South America: a contrasting non-European county

- Name and locate the world's seven continents and five oceans
- Identify hot and cold areas of the world; understand geographical similarities and differences through studying human & physical features
- Use basic geographical vocabulary to refer to human and physical features
- Use maps, atlases and globes

Art & Design

- **Collage** – shape, pattern and texture
- **Focus Artist:** Henri Matisse
- **Techniques:** paper skills e.g. curling, fanning, twisting; working with different natural and manmade textures e.g. wood, sand, leaves, wool, plastic etc. Finding and matching colours and shapes, folding and cutting
- **Textiles** – pattern, shape, texture and colour
- **Focus craft maker:** woven textiles from other countries; Michael Brennan Wood
- **Techniques:** sewing on buttons & sequins, weaving, overdrawing with fabric crayons, simple weaving

DT – Textiles: Rainforest puppets

- Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining & finishing)
- Design
- Make
- Evaluate
- Technical knowledge

Expressive Arts & Design

Introduction to pulse & rhythm

- Pulse in songs and games
- Keeping the pulse with instruments
- Basic rhythms

Playing instruments

- Exploring the different sounds of instruments

Being creative

- Inventing new words for known songs
- Improvising sounds, melodies and rhythms

Personal, Social & Emotional Development

Relationships

- Moving beyond themselves in play

Changing Me

- Notices the changes in the environment
- Transition

Physical Development (Moving & Handling)

Fine motor skills:

Busy Fingers
Handwriting
Scissor skills
Manipulation of materials

Gross Motor skills:

Movement: travelling with confidence

Expressive Arts & Design

Rhythm

- Tapping rhythms
- Songs which feature rhythm tapping

Playing instruments

- Exploring the different sounds of instruments

Being creative

- Creating new verses of songs
- Inventing new words for known songs
- Improvising sounds, melodies and rhythms

Introduction to timbre

- Recognising vocal timbre (e.g. each other's voices)
- Instrumental timbre (identifying instruments from their sound)

Personal, Social & Emotional Development

Relationships

- Working cooperatively with others

Changing Me

- Talks about understanding and asks questions to clarify
- Transition

Physical Development (Moving & Handling)

Fine motor skills:

Busy Fingers
Handwriting
Scissor skills
Manipulation of materials

Gross Motor skills:

Team games

Music

Concepts: dynamics, pitch and tempo

- Louder – quieter (dynamics)
- Higher – lower (pitch)
- Faster – slower (tempo)

Listening and thinking

- Recognise instruments that they hear
- Find the pulse of recorded music
- Listen to different styles of music

Concept: rhythm

- Simple time rhythm
- Copy and improvise simple rhythms
- Pulse and rhythm differences

Performing

- Sing in unison and in two parts
- Improvising

Composing

- Create a simple melody or rhythm and know how this can be recorded

PSHE

Relationships

- Own and others behaviours that are positive and negative

Changing Me

- From Baby to young child - Own journey
- Transition

Physical Education

Movement: Jumping

Dance: Growing

Games for understanding
Health & Wellbeing

Coached sessions:

- Kwik Cricket

Music

Concept: rhythm

- Copy and improvise simple rhythms
- Pulse and rhythm differences
- Recognising musical symbols

Performing: singing, playing and improvising

Concepts: dynamics, pitch and tempo

- Louder – quieter (dynamics)
- Higher – lower (pitch)
- Faster – slower (tempo)

Listening and thinking

- Recognise instruments that they hear
- Find the pulse of recorded music
- Listen to different styles of music

Composing

- Create a simple melody or rhythm and know how this can be recorded

PSHE

Relationships

- The impact of others behaviours on own feelings safe/special

Changing Me

- Body parts
- Transition

Physical Education

Movement: Jumping

Dance: Explorers

Games for Understanding
Health & Wellbeing

Coached sessions:

- Kwik Cricket

	<p>Ball skills: shows increasing control over an object in pushing, patting, throwing, catching or kicking it</p> <p>Understanding the World (People and Communities)</p> <p><i>The Hertfordshire Agreed Syllabus for Religious Education (2017-2022)</i></p> <ul style="list-style-type: none"> • Relationships • What makes our world so wonderful? <p>Focus religion(s): Christianity and Islam</p>	<p>Understanding the World (People and Communities)</p> <p><i>The Hertfordshire Agreed Syllabus for Religious Education (2017-2022)</i></p> <ul style="list-style-type: none"> • Sacred spaces, simple prayers & time to reflect • Treating the world fairly • God and other big questions <p>Focus religion(s): Christianity and Islam</p>	<p>Religious Education</p> <p><i>The Hertfordshire Agreed Syllabus for Religious Education (2017-2022)</i></p> <ul style="list-style-type: none"> • Books and Stories <p>Focus religion(s): Thematic unit covering Christianity, Judaism, Sikhism, Hinduism and Islam</p>	<p>Religious Education</p> <p><i>The Hertfordshire Agreed Syllabus for Religious Education (2017-2022)</i></p> <ul style="list-style-type: none"> • Religious Leaders • Easy Questions – Difficult Answers <p>Focus religion(s): Christianity and Islam</p>
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