


Cycle A 2022-2023	Nursery	Reception	Year 1	Year 2
<p data-bbox="100 263 212 287">Autumn I</p> <p data-bbox="100 335 224 470">People we Know; Places we go</p> 	<p data-bbox="257 159 358 183">Literacy</p> <ul data-bbox="257 191 604 279" style="list-style-type: none"> • Stories • Labels, Lists & Captions • Poetry: Rhyming & Alliteration <p data-bbox="257 375 336 399">Maths</p> <ul data-bbox="257 406 649 678" style="list-style-type: none"> • Introduction to Maths Meetings (numbers 1-5) • Sorting by colour • Introducing and exploring Numicon apparatus: <ul data-bbox="302 558 481 646" style="list-style-type: none"> - Colour - Shape - Numbers 1-5 • 2D shape <p data-bbox="257 710 571 774">Understanding the World (The World)</p> <ul data-bbox="257 782 694 893" style="list-style-type: none"> • Seasonal changes – talks about things they have observed • Animals including Humans - talks about plants and animals <p data-bbox="257 1045 358 1069">E-Safety</p> <ul data-bbox="257 1077 660 1141" style="list-style-type: none"> • Remember rules without needing an adult to remind them. (PSED) <p data-bbox="257 1149 705 1212">Cross-curricular use of technology in other areas of learning:</p> <ul data-bbox="257 1220 694 1300" style="list-style-type: none"> • Match their developing physical skills to tasks and activities in the setting. (PD) • Explore how things work. (UW) 	<p data-bbox="734 159 835 183">Literacy</p> <ul data-bbox="734 191 1081 279" style="list-style-type: none"> • Stories • Labels, Lists & Captions • Poetry: Rhyming & Alliteration <p data-bbox="734 375 813 399">Maths</p> <ul data-bbox="734 406 1171 558" style="list-style-type: none"> • Number (1-5) • Subitising to 5 • Counting: cardinality and ordinality to 5 • Composition of number to 5 • Comparing groups (of up to 5) <p data-bbox="734 710 1048 774">Understanding the World (The Natural World)</p> <ul data-bbox="734 782 1171 1013" style="list-style-type: none"> • Seasonal changes – explore the natural world around them • Animals including Humans – makes observations and talks about similarities and differences and changes of living things • Plants – Describe what they see, hear, feel whilst outside. <p data-bbox="734 1045 835 1069">E-Safety:</p> <ul data-bbox="734 1077 1187 1197" style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing: sensible amounts of ‘screen time’. (PSED) <p data-bbox="734 1204 1182 1268">Cross-curricular use of technology in other areas of learning:</p> <ul data-bbox="734 1276 1182 1452" style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently (PD) • Explore, use and refine a variety of artistic effects to express their ideas and feelings. (EAD) 	<p data-bbox="1211 159 1312 183">English</p> <ul data-bbox="1211 191 1601 367" style="list-style-type: none"> • Traditional Tales – Fairy Tales & contemporary fiction • Labels, lists & captions • Recount • Poetry: vocab & structure (rhyming couplets) <p data-bbox="1211 375 1312 399">Maths</p> <ul data-bbox="1211 406 1500 494" style="list-style-type: none"> • Number and Place Value • Number facts • Addition <p data-bbox="1211 710 1400 734">Science – Senses</p> <ul data-bbox="1211 742 1657 853" 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 data-bbox="1211 1045 1355 1069">Computing</p> <ul data-bbox="1211 1077 1635 1165" style="list-style-type: none"> • Age appropriate e-safety awareness – Smartie the Penguin 	<p data-bbox="1688 159 1789 183">English</p> <ul data-bbox="1688 191 2094 311" style="list-style-type: none"> • Traditional Tales – Fairy Tales • Recount • Explanations • Poetry: Acrostic poems & calligrams <p data-bbox="1688 375 1789 399">Maths</p> <ul data-bbox="1688 406 1960 526" style="list-style-type: none"> • Number & Place Value • Number facts • Addition • Subtraction <p data-bbox="1688 710 2094 734">Science - Living things & their habitats</p> <ul data-bbox="1688 742 2139 885" 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 data-bbox="1688 1045 1960 1109">Computing- Algorithms Unit 2.1</p> <ul data-bbox="1688 1109 2116 1165" style="list-style-type: none"> • Programming on screen following precise, and unambiguous instructions

Understanding the World (Past and Present)

- **The language of time:** remembers and talks about significant events in their own experience using words and phrases linked to the passing of time

Understanding the World (People, Culture and Communities)

- **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 colour mixing
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects
- Explore different materials freely, in order to develop their ideas about how to use them

Focus this term: Painting

Artist: Giuseppe Arcimboldo

Understanding the World (Past and Present)

- **Changes over time:** all about me
- Talks about familiar events in their own lives and in the lives of family members

Understanding the World (People, Culture and Communities)

- Where do we live?
Describing their immediate environment using knowledge from observation, discussion and maps.
- Exploring different religions and sharing own experiences.

Expressive Arts & Design

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

- Explore, use and refine a variety of artistic effects to express their ideas.
- Create collaboratively sharing ideas, resources and skills.

History - Changes beyond living memory

Significant Historical Event: The First Moon Landing

- Develop an awareness of the past using common words and phrases relating to the passing of time
- Order events within a chronological framework
- Ask and answer questions about a significant historical event

Geography

Our School Grounds

- Identify physical and human features
- Using the school grounds to complete fieldwork

Art & Design

- **Drawing** – line, tone, colour, shape
- **Focus artists:** Romero Britto
- **Techniques:** making lines and patterns, exploring shapes, using tone: finding out about light and dark by smudging and blending

History - Significant historical people

Significant Historical Person: Florence Nightingale

- Use sources to find out more information about significant people
- Order people within a chronological framework
- Identify similarities and differences between ways of life in different periods
- Use parts of stories and other sources to retell the key features of an event

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

Expressive Arts & Design

- Uses one-handed tools and equipment, e.g. scissors
- Make 'small worlds' with blocks and construction kits
During this term, children are introduced to a range of construction equipment and encouraged to explore them including Duplo, wooden blocks and Aximo

Expressive Arts & Design

- Sing nursery rhymes and simple songs
- To remember and sing parts of songs – repeated words or chorus
- Listen with increased attention to sounds and recorded music
- Explore the different sounds of instruments and body percussion

Personal, Social & Emotional Development (PSED)

Being Me in My World

- Increasingly follow rules and understand why they are important
- Being interested in play, both own and others
- Expressing own feelings

Physical Development

Fine motor skills

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

Gross Motor skills

Develop their movement and riding skills: walking, jumping, riding bikes and scooters

Expressive Arts & Design

- The teaching of fundamental skills e.g.
 - How to use scissors
 - How to use tape
 - How to use PVA glue
- During this term, children are taught the fundamental skills necessary for DT and encouraged to explore them using a variety of medium e.g. paper, card, plastic

Expressive Arts & Design

- Listen, move to and talk about music
- Sing in a group or on their own
- Explore and engage in music making
- Learn nursery rhymes and songs
- Perform Harvest songs

Personal, Social & Emotional Development (PSED)

Being Me in My World

- Initiating play with others
- Adapting behaviours

Physical Development

Fine motor skills

- Busy Fingers
- Correct pencil grip and control
- Scissor skills

Gross Motor skills

Hands: Combine rolling, pushing and bouncing

Music

- Sing simple songs chants and rhymes
- Feel and move to a steady beat
- Listen and respond to a piece of music
- Listen and respond to music
- Perform Harvest songs

PSHE

Being Me in My World

- Being safe and Unsafe and understanding why

Physical Education

Movement: Running

Coached sessions:

- Kwik Cricket

Music

- Find and keep a steady beat
- Listen and respond to a piece of music, talking about how the music makes you feel
- Demonstrate good singing posture when singing
- Perform Harvest songs

PSHE

Being Me in My World

- The impact own behaviour has on others

Physical Education

Movement: Dodging

Gymnastics: Linking

Coached sessions:

- Kwik Cricket

	<p>Understanding the World (People, Culture and Communities)</p> <p><i>The Hertfordshire Agreed Syllabus for Religious Education (2017-2022)</i></p> <ul style="list-style-type: none"> • Celebrating belonging ~ class, groups, religious groups (Islam) • Harvest <p>Focus religion(s): Christianity and Islam</p>	<p>Understanding the World (People, Culture 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>Autumn II</p> <p>As Cold as Ice</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"> • 2D shape • Sorting and comparing • Pattern • Language of size • Counting principles through number rhymes (0-5) • Comparing quantities <p>Understanding the World (The Natural World)</p> <ul style="list-style-type: none"> • Seasonal changes – continue to develop and discuss ideas about their observations • Materials – explore collections of materials with similar and/or different properties 	<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"> • Counting: cardinality and ordinality to • Composition of number to 5 • Comparing groups (of up to 5) <p>Understanding the World (The Natural 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>English</p> <ul style="list-style-type: none"> • Traditional Tales – Fairy Tales & contemporary fiction • Labels, lists & captions • Recount • Poetry: vocab & structure (rhyming couplets) <p>Maths</p> <ul style="list-style-type: none"> • Addition • Subtraction • Geometry 3D and 2D shapes • Place value <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>English</p> <ul style="list-style-type: none"> • Traditional Tales – Fairy Tales • Recount • Explanations • Poetry: Calligrams & Acrostic poems <p>Maths</p> <ul style="list-style-type: none"> • Multiplication • Money • Division • Fractions • Time • Geometry 2D <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

E-safety:

- Operating simple equipment
- Age appropriate e-safety awareness – Smartie the Penguin

Understanding the World (Past and Present)

- **Celebrating special occasions:** making sense of their own life-story and family's history

Understanding the World (People, Culture and Communities)

- **Place knowledge** – know that there are different countries in the world and find out about the differences in weather, landscape and animals by looking at photos, video clips and books

E-Safety:

- Know and talk about the different factors that support their overall health and wellbeing: sensible amounts of 'screen time'. (PSED)

Cross-curricular use of technology in other areas of learning:

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently (PD) Explore, use and refine a variety of artistic effects to express their ideas and feelings. (EAD)

Understanding the World (Past and Present)

Bonfire night:

- Begin to understand the difference between past and present events they can talk about how / why people's lives were different in the past
- **Ernest Shackleton**
- Compare and contrast characters from stories, including figures from the past.

Understanding the World (People, Culture and Communities)

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

Computing - Produce a talking book

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

Geography - A contrasting locality: Where do penguins live

- Name and locate the world's seven continents and five oceans
- Identify hot and cold areas of the world

Computing - Esafety

- 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

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

Expressive Arts & Design

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

- Explores colour and colour mixing
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects
- Explore different materials freely, in order to develop their ideas about how to use them

Focus this term: Abstract painting

Artist: Georgia O'Keefe

Expressive Arts & Design

- Uses one-handed tools and equipment, e.g. scissors
- Make 'small worlds' with blocks and construction kits
- Join different materials and explore different texture

Example projects e.g.

Make a shelter for an animal

Cutting out snowflakes

Christmas cards and decorations

Expressive Arts & Design

- To remember and sing entire songs – nativity songs
- Listen with increased attention and respond to sounds and recorded music
- Sing the pitch of a tone sung by another person

Personal, Social & Emotional Development

Celebrating Difference

- Seeks out others to share experiences
- Expressed own preferences and interests
- Recognising that everyone has different strengths

Expressive Arts & Design

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

- Explore, use and refine a variety of artistic effects to express their ideas.
- Create collaboratively sharing ideas, resources and skills.

Focus this term: Collage

Artist: Andy Goldsworthy

Expressive Arts & Design

- Implementing skills taught previously through different activities

Example projects e.g.

Junk modelling

Creating using joining skills

Split pin attachments

Christmas decorations

Building using construction materials

Expressive Arts & Design

- Listen attentively, move to and talk about music, expressing their responses
- Explore and engage in music making and singing, performing solo or in groups
- Listen carefully to and learn nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others – Nativity songs

Personal, Social & Emotional Development

Celebrating Difference

- Understanding that different children have different preferences
- Explaining preference

Art & Design

- **Textiles** – colour, pattern, shape
- **Focus artists:** Orla Kiely
- **Techniques:** overdrawing with fabric crayons, adding detail, masking out
- **Painting** – colour, pattern
- **Focus artist:** Mark Rothko
- **Techniques:** colour mixing to: make dark colours (shade), make light colours (tint)

DT – Sliders & Levers:

Moving Christmas card

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

Music

- Sing high and low-pitched notes
- Clap and copy back rhythms
- Perform Christmas songs to an audience, singing in unison
- Listen and respond to music, talking about feelings created by the music

PSHE

Celebrating Difference

- Similarities and differences between themselves and those in their classes

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:

Vegetable kebabs

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

Music

- Listen and respond to music, recognising some band and orchestral instruments
- Describe tempo as fast or slow
- Describe dynamics as loud or quiet
- Rehearse and learn to play a simple melodic instrumental part
- Perform Christmas songs to an audience

PSHE

Celebrating Difference

- Stereotypes and anti-bullying

	<p>Physical Development</p> <p>Fine motor skills</p> <ul style="list-style-type: none"> • Busy Fingers • Correct pencil grip and control • Scissor skills <p>Gross Motor skills</p> <p>Develop their movement, balancing and ball skills: use of adventure playground and introduction to ball skills</p> <p>Understanding the World (People, Culture 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/Christmas • Understanding Christianity: Incarnation unit <p>Focus religion(s): Christianity and Hinduism</p>	<p>Physical Development</p> <p>Fine motor skills</p> <ul style="list-style-type: none"> • Busy Fingers • Correct pencil grip and control • Scissor skills <p>Gross Motor skills</p> <p>Gymnastics: Applying high and low on apparatus</p> <p>Understanding the World (People, Culture and Communities)</p> <p><i>The Hertfordshire Agreed Syllabus for Religious Education (2017-2022)</i></p> <ul style="list-style-type: none"> • Festivals, people and communities • Understanding Christianity: Incarnation unit <p>Focus religion(s): Christianity, Judaism, Hinduism</p>	<p>Physical Education</p> <p>Gymnastics: Wide, Narrow, Curled</p> <p>Coached sessions:</p> <ul style="list-style-type: none"> • Tag Rugby <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 • Understanding Christianity: Incarnation unit <p>Focus religion(s): Christianity, Judaism and Hinduism</p>	<p>Physical Education</p> <p>Ball Skills: Hands 1</p> <p>Dance: Explorers</p> <p>Coached sessions:</p> <ul style="list-style-type: none"> • Tag Rugby <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 • Understanding Christianity: Incarnation unit <p>Focus religion(s): Christianity</p>
<p>Spring Term</p> <p>Near & Far</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"> • Developing an understanding of the numbers: <ul style="list-style-type: none"> - 1 - 2 - 3 - 4 - 5 • 2D shape • 3D shape • Length • Positional Language • Repeating patterns 	<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"> • Comparing groups to 10 • Combining two groups to find the whole • 1 more (up to 10) • 1 less (within 10) • Number bonds to 10 (tens frame) • Number bonds to 10 (part-whole model) • Counting beyond 10 • Adding to 10 • Subtraction within 10 • Number patterns (doubling) • Number patterns (odds and evens) • Number problems (sharing) 	<p>English</p> <ul style="list-style-type: none"> • Contemporary Fiction – stories reflecting children ‘s own experiences • Reports • Explanations • Poetry: vocab & structure (rhyming couplets) <p>Maths</p> <ul style="list-style-type: none"> • Addition • Subtraction • Measurement – length • Place value • Measurement – Mass • Measurement – Capacity • Time 	<p>English</p> <ul style="list-style-type: none"> • Stories with recurring literary language • Explanations • Reports • Poetry: free verse & shape poems <p>Maths</p> <ul style="list-style-type: none"> • Addition • Subtraction • Multiplication • Division • Fractions • Money • Time • Measurement – length • Measurement – temperature • Geometry 3D

Understanding the World (The Natural World)

- **Seasonal changes** – continue to develop and discuss ideas about their observations
- **Plants** – plant seeds and care for growing plants
- **Materials** – explore collections of materials with similar and/or different properties continued

E-Safety

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

Understanding the World (Past and Present)

- **Communities and families** – shows an interest in the lives of people who are familiar to them e.g. grandparents who have moved from other countries in the past

Understanding the World (People, Culture 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
- Where they live and other countries in the world
- Walk to the post-box – local environment walk

Understanding the World (The Natural World)

- **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

E-Safety

- Know and talk about the different factors that support their overall health and wellbeing: sensible amounts of ‘screen time’. (PSED)

Cross-curricular use of technology in other areas of learning

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently (PD)
- Explore, use and refine a variety of artistic effects to express their ideas and feelings. (EAD)

Understanding the World (Past and Present)

Amelia Earhart

- Compare and contrast characters from stories, including figures from the past.

Understanding the World (People, Culture and Communities)

- Describe their immediate environment using knowledge from observation, discussion and maps.
- Explain some similarities and differences between life in this country and life in other countries.

Science - Everyday materials

- 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

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
- Identify, describe and compare human and physical features in Watford and Japan.

Science - Uses of everyday materials

- 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.

Computing – Computational thinking Unit 2.3 and 2.4

- 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

The Great Fire of London

- 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: London

- 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

Expressive Arts & Design

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

- Explores colour and colour mixing
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects
- Explore different materials freely, in order to develop their ideas about how to use them

Focus this term: Impressionist paintings

Artist: Van Gogh

Expressive Arts & Design

- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.

Example projects e.g.

- Design and make an emergency vehicle
- Make a ladder for a firefighter

Expressive Arts & Design

- Play instruments with increasing control to express their feelings and ideas
- Respond to what they have heard
- Sing the melodic shape of familiar songs
- Create their own songs, or improvise a song around one they know

Personal, Social & Emotional Development

Dreams and Goals

- Demonstrates early signs of perseverance

Expressive Arts & Design

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

- Explore, use and refine a variety of artistic effects to express their ideas.
- Create collaboratively sharing ideas, resources and skills.

Focus this term: Drawing

Artist: David Hockney

Expressive Arts & Design

- Embedding the fundamental skills and extending learning
- Children will be making links using skills already taught to enhance their DT knowledge

Example projects e.g.

- using scissors to create a variety of for a window
- Creating binoculars using a variety of joining resources

Design and build a house following a criteria using construction blocks

Expressive Arts & Design

- Listen attentively, move to and talk about music, expressing their feelings and responses
- Sing in a group or on their own, increasingly matching the pitch and following the melody
- Listen carefully to rhymes and songs,
- Learn rhymes, poems and songs

Personal, Social & Emotional Development

Dreams and Goals

- Explains preferences, interests, knowledge and understanding

Art & Design

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

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

- Invent rhythm and pitch patterns
- Listen and respond to music, beginning to recognise some band and orchestral instruments
- Describe tempo as fast or slow
- Understand dynamics as loud and quiet

PSHE

Dreams and Goals

- Understanding their own success and what success feels like

Art & Design

- **Drawing** – tone, colour, line, shape, pattern
- **Focus artist:** Stephen Wiltshire
- **Techniques:** Smudging, pressing and blending, over-drawing, adding detail afterwards, sequencing & story telling

DT – Wheels and Axels: Fire engine

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

Music

- Listen and respond to music, starting to talk about the style of a piece of music
- Rehearse and learn to play a simple melodic part
- Invent rhythm and pitch patterns

PSHE

Dreams and Goals

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

Healthy Me

- Observes changes over time
- Understand how to make healthy choices about food, drink, activity and tooth brushing

Physical Development

Fine motor skills

- Busy Fingers
- Letter formation
- Scissor skills
- Manipulation of materials

Gross Motor skills

Continue to develop their movement, balancing and riding skills

Dance: remember sequences and patterns of movement which are related to music and rhythm

Understanding the World (People, Culture and Communities)

The Hertfordshire Agreed Syllabus for Religious Education (2017-2022)

- Exploring places of prayer, worship and reflection
- Exploring the Easter Story - Understanding Christianity: Salvation unit

Focus religion(s): Christianity

Healthy Me

- Observes the effect of exercise on their bodies
- Can explain their understanding to others

Physical Development

Fine motor skills

- Busy Fingers
- Letter formation
- Scissor skills
- Manipulation of materials

Gross Motor skills

Dance:

- Moving in sequence
- Creating our own movements
- Creating simple movement sequences
- Responding in movement to words and music
- Exploring contrasting tempos
- Exploring character movements

Understanding the World (People, Culture and Communities)

The Hertfordshire Agreed Syllabus for Religious Education (2017-2022)

- Creation, awe and wonder of the natural world – Christian and Hindu creation stories, Understanding Christianity: Creation unit
- Guru Nanak's birthday
- Remembering Jesus at Easter - Understanding Christianity: Salvation unit

Focus religion(s): Christianity and Sikhism

Healthy Me

- Physical Health and Healthy Eating

Physical Education

Ball Skills: Feet

Dance: Growing

Coached sessions:

- Tag Rugby (Spring I)
- Kwik Cricket (Spring II)

Religious Education

The Hertfordshire Agreed Syllabus for Religious Education (2017-2022)

- Belonging
- Easter - Understanding Christianity: Salvation unit

Focus religion(s): Christianity and Islam

Healthy Me

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

Physical Education

Ball Skills: Feet

Gymnastics: Pathways

Coached sessions:

- Tag Rugby (Spring I)
- Kwik Cricket (Spring II)

Religious Education

The Hertfordshire Agreed Syllabus for Religious Education (2017-2022)

- Special Places – Church and Mosque
- Easter - Understanding Christianity: Salvation unit

Focus religion(s): Christianity and Islam

Summer Term

Where the Wild Things Are



Literacy

- Stories
- Reports
- Explanation texts
- Poetry: Rhyming & Alliteration

Maths

- Counting / recite numbers past 5 (0-10)
- Real-world maths problems (0-5)
- 3D shape
- Routes
- Ordering events of the day
- Height
- Length
- Weight
- Capacity positional language
- Routes

Understanding the World (The Natural World)

- **Seasonal changes** – continue to develop and discuss ideas about their observations
- **Plants** – talks about some of the things they observe
- **Living things and their habitats** – Understanding the need to respect and care for the natural environment and all living things
- **Materials** – explore and talk about different forces they can feel including the exploration of magnets, floating and sinking

E-Safety

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

Literacy

- Stories
- Reports
- Explanation texts
- Poetry: Rhyming & Alliteration

Maths

- Length
- Mass
- Capacity
- Positional language
- Spatial reasoning
- 2D shape recognition
- 2D shape decomposition
- 3D shape recognition
- 3D shape decomposition

Understanding the World (The Natural 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

E-Safety

- Know and talk about the different factors that support their overall health and wellbeing: sensible amounts of 'screen time'. (PSED)

Cross-curricular use of technology in other areas of learning

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently (PD)

English

- Stories with predictable phrasing
- Instructions
- Reports
- Poetry: vocab building; take one poet – poetry appreciation week

Maths

- Number facts
- Multiplication
- Division
- Fractions
- Place value
- Time
- Money
- Position & Direction
- Measurement - Mass
- Problem solving

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

English

- Traditional Tales: Myths (Creation Stories)
- Instructions
- Explanations
- Poetry: free verse & take one poet – poetry appreciation week

Maths

- Addition & Subtraction
- Multiplication & Division
- Fractions
- Money
- Position & Direction
- Measurement – length
- Measurement – problem solving
- Statistics
- Measurement - capacity
- Problem solving

Science - Plants

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

Computing

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

- Explore, use and refine a variety of artistic effects to express their ideas and feelings. (EAD)

**Understanding the World
(Past and Present)**

- Explorer: **Jacques Cousteau**
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

**Understanding the World
(People, Culture 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.

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

Geography - Where do we live?

- Name, locate and identify characteristics of the four countries of the United Kingdom
- Use world maps, atlases and globes
- Describe the location of features and routes on a map
- Identify and describe basic human and physical features

History

Significant Individuals in the past that have contributed to national and international achievements: Grace Darling

- Use parts of stories and other sources to show that they know and understand key features of events

Geography - South America: a contrasting non-European country

- 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

**Understanding the World
(People, Culture 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 colour mixing
- Use drawing to represent ideas like movement or loud noises
- Show different emotions in their drawings and painting
- Explore different materials freely, in order to develop their ideas about how to use them
- Sculpture

Focus this term: Pop Art

Focus 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.

Junk modelling boat

Expressive Arts & Design

- Sing a large repertoire of songs
- Play instruments with increasing control to express their feelings and ideas
- Respond to what they have heard, expressing their thoughts and feelings
- Sing the melodic shape of familiar songs
- Create their own songs, or improvise a song around one they know

Expressive Arts & Design

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

- Explore, use and refine a variety of artistic effects to express their ideas.
- Create collaboratively sharing ideas, resources and skills.

Focus this term: Painting

Artist: Kandinsky

Expressive Arts & Design

- Introduction to 'Design' and 'Evaluate' element of DT.
- Children will embed all skills learnt as well as incorporating the design and evaluation stages e.g. does my product match my design? If I did it again I would change?

Example projects e.g.

- *designing, building/making and evaluating boats and submarines*
- *junk modelling*

Expressive Arts & Design

- Listen attentively, move to and talk about music, expressing their feelings and responses
- Explore and engage in music making
- Perform songs, rhymes, poems and stories with others

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:** Yinka Shonibare (sculpture)
- **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

Music

- Identify some of the sounds of the instruments heard when listening to music
- Listen and respond to music, talking about feelings created by the music
- Explore or invent symbols to represent music

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
- **Sculpture** – shape, form, space, texture
- **Focus Artist:** Giacometti
- **Focus:** rainforest theme: animals/plants
- **Techniques:** exploring different sculptural materials e.g. clay, wire
- **Textiles** – pattern, shape, texture and colour
- **Focus craft maker:** woven textiles from other countries; Michael Brennand 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

Music

- Listen and respond to a piece of music, starting to talk about where music the might fit into the world
- Compose simple rhythm patterns and melodies
- Practise, rehearse and share a song that has been learned in the lesson, from

Personal, Social & Emotional Development

Relationships

- Moving beyond themselves in play

Changing Me

- Notices the changes in the environment
- Transition

Physical Development

Fine motor skills

- Busy Fingers
- Handwriting
- Scissor skills
- Manipulation of materials

Gross Motor skills

- Continue to develop their movement, balancing, riding and particularly ball skills
- Start taking part in some group activities which they make up for themselves or in teams

Understanding the World (People, Culture and Communities)

The Hertfordshire Agreed Syllabus for Religious Education (2017-2022)

- Relationships
- What makes our world so wonderful? Understanding Christianity: Creation unit
- Ramadan and Eid

Focus religion(s): Christianity and Islam

Personal, Social & Emotional Development

Relationships

- Working cooperatively with others

Changing Me

- Talks about understanding and asks questions to clarify
- Transition

Physical Development

Fine motor skills

- Busy Fingers
- Handwriting
- Scissor skills
- Manipulation of materials

Gross Motor skills

- Circuits to develop their movement, balancing, ball skills, agility

Understanding the World (People, Culture and Communities)

The Hertfordshire Agreed Syllabus for Religious Education (2017-2022)

- Sacred spaces, simple prayers & time to reflect
- Treating the world fairly
- Taking responsibility

Focus religion(s): Christianity and Islam

- Learn to play a simple melodic instrument part

PSHE

Relationships

- Own and others behaviours that are positive and negative

Changing Me

- From Baby to young child - Own journey
- Transition

Physical Education

Ball Skills: Hands

Athletics

Health & Wellbeing

Coached sessions:

- Kwik Cricket (Summer I)
- Tennis (Summer II)

Religious Education

The Hertfordshire Agreed Syllabus for Religious Education (2017-2022)

- Books and Stories
- Understanding Christianity: Gospel unit

Focus religion(s): Thematic unit covering Christianity, Judaism, Sikhism, Hinduism and Islam

memory or with notation, and with confidence.

PSHE

Relationships

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

Changing Me

- Body parts
- Transition

Physical Education

Movement: Jumping

Dance: Water

Games: for Understanding Health & Wellbeing

Coached sessions:

- Kwik Cricket (Summer I)
- Tennis (Summer II)

Religious Education

The Hertfordshire Agreed Syllabus for Religious Education (2017-2022)

- Religious Leaders – Vicar and Imam
- Easy Questions – Difficult Answers
- Understanding Christianity: God unit

Focus religion(s): Christianity and Islam