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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Enquiry Question  (answered in Mastery Day) | **What makes me, me?** | **What makes Autumn and Winter special?** | **What might I see on an adventure?** | **How can I take care of living things?** | **How can I be a hero?** | **How amazing am I?** |
| Rational and blurb | During this topic we will explore our physical characteristics and how these can be similar and/or different to our friends. We will look at our facial features, the colour of our hair, skin, eyes etc and celebrate the diversity of our class. We will also however look deeper into ‘what makes me, me’ which is so much more than just physical appearance. We will explore our likes and dislikes; our emotions and how they affect us in different situations; and how our family and friends love us for who we are. We will encourage and support the children to talk positively about themselves and others. | During this topic we will look at the physical and cultural world we live in. We will look at the physical changes that take place from autumn through to winter; the special religious and cultural events that take place in this time period; and to follow on from our Autumn 1 question, which celebrations / events do we have that are special to us in this time and how do they differ and match? We will encourage families to join in and share their traditions with focus on clothing, food, music and games. | During this topic, pupils will investigate the environment around them, noticing similarities and differences between different environments and habitats. We will look at where we live, and how that fits in Sneinton, Nottingham, the UK, and the world. We will ‘travel’ across the world to different countries where life can be very different to the UK in terms of weather, language, transport, food and wildlife. Families will be encouraged to share photos and talk about their home country | During this topic we will explore our role in looking after our world on a local level whilst also researching and exploring mankind’s impact on the wider world. We will explore what animals and plants need to survive from first-hand experiences such as planting a herb/ flower/ bean and observing minibeasts in their natural habitats. We will look at the life cycles of different animals and how they can differ with different species. We will learn how to look after our immediate environment and our wider world through the focus of litter and recycling. We will also revisit our work on seasons. | During this topic, we will continue from Spring 2 to look at how we and others can make a positive impact. We will look into different occupations and how they help and support others. We will learn that we can choose kindness to make a positive contribution to others and that not all superheroes wear masks and capes! We will have a focus on PSHE and the grown up shift of no longer only thinking about ourselves, but understanding how others feel and the impact our actions and words can have in a negative or positive way on them. | During this topic, we will be fine tuning and celebrating all the children’s skills they have learnt in the past year. We will be working towards achieving the ELG’s (reception) and becoming more independent and emotionally ready to move into the next year group. We will be following our interests and given the freedom to use our seven survival skills to take a line of our own enquiry and explore all within it. We will celebrate how fantastic we are in class as well as inviting our adults in to share our success with them. |
| F1 – N1 | Nursery N1 children join us throughout the year, as soon as they have turned 3 and they attend our afternoon sessions. The themes for each half term will remain, but our focus will be heavily on PSED, C&L and PD | | | | | |
| F1 – N2  Themes/ Content | * Appearance – body parts (arm, leg, head, neck, hands, feet, body) * Appearance - facial features (eyes, nose, mouth, ears) * Appearance – hair (blond/e, brown, black, ginger, curly, straight, long, short) * Appearance – distinguishing features (as appropriate to group e.g. glasses, freckles, skin colour) * Family – members, relationships. * Friends – in and out of school * Things I like at school – role play, creative, mark making, stories, singing etc * Emotions - happy, sad, cross, frightened | * Weather and seasonal changes – leaves changing colour and falling off, colder weather, darker evenings * Personal events – birthdays; christenings; weddings. * Key religious celebrations – Diwali, Christmas (plus any other seasonal celebration specific to the group) * Cultural celebrations – bonfire night * Customs and decorations – fireworks, cards (Diwali and Christmas), rangoli patterns, paper chains * Special foods – mushy peas, burfi, mince pies, gingerbread, toffee apples | Local area – Sneinton – simple mapping of local area / walk to school. Looking at the amenities and transport. Looking at local woodland area.  Contrasting locations –  1 – Colder Climates – snow, ice, igloos, ice –pools with a focus on Iceland.  Animals: polar bear, penguin, artic fox  Animal life cycle : penguin life cycle  Things to do: ice fishing, ski-doo, husky ride, build a snowman, make a snow angel, have a snow ball fight.  Transport in the area – ski-doos, snow mobiles, skis/snowboards.  2 – Warmer Climates – seaside, woods, river, ponds, with a focus on Egypt.  Animals: fish, deer, squirrels, frogs, bears  Animal life cycle : frog life cycle  Things to do: build sandcastles, eat icecream, swim / jump waves, go hiking, climb trees, build dens, river rafting.  Transport in the area – boats, quad bikes, rowing boats, | What animals need – water, food, shelter, vet care if poorly, exercise  Contrasting animals  1- farm animals – farmers, tractors, harvest, crops,  Animals and their babies – cow/calf, sheep/lamb, pig / piglet, chicken/chick  Animal lifecycles – chicken  2 – pet animals – owners, homes (both owner and pet),  Animals and their babies – cat/kitten, dog/puppy, guinea pig/pup  Animal lifecycles – snake  What plants need – water, food, sunlight  1 – growing: sunflower, cress, potatoes  2 – growing: Marigold, rosemary, runner beans  Seasons and weather – warm weather, some very hot days, light mornings and long evenings  How to look after our school: turning of lights, using the correct bins, litter picking outside. | Superheroes relevant to children’s interests  People that help us day to day– parents, grandparents, school staff  1 – Emergency and critical services – NHS, ambulance, doctors/nurses. Fire service, fire engine, fire fighters. Police, police car, police officer  2 - Local community jobs – Transport, taxi driver, bus driver, lollypop person. Local services,  refuse collector, delivery/post worker, shop worker, restaurant/take away worker  How we can be a superhero – helping others, being kind, good manners  **PDSA project** – raising money for the phase charity | Staff will work with children to explore their interests and use the seven survival skills to answer a question about their chosen topic. Adults will support the process and guide where needed.  Celebrations –   * Seven survival skills celebration - Parents invited in for a ‘stay and play’ to share the children’s work on their interests and lines of enquiry. * PE celebration - parents invited in for sports day. * End of Year celebrations – Report giving time. Parents in for Graduation ceremony. |
| F2  Themes/ Content | Deepening learning from above, to include:   * Appearance – body parts (thigh, ankle, wrist, elbow, chest, hips), * Appearance - facial features (chin, eyebrows, eyelashes, cheeks) * Appearance - distinguishing characteristics (glasses, freckles, scars, birthmarks, hair length, skin colour) * clothing/cultural dress or signifiers - hijab, shalwar kameez, patka, any other relevant to the class * Family/Friendships/community – members, relationships, similarities and differences. * School – likes and dislikes (which areas/lessons ect) * Interests - sports, hobbies, favourite characters * Emotions - happy, sad, scared, angry, worried | Deepening learning from above, to include:   * Weather and seasonal changes – leaves changing colour and falling off, colder weather, darker evenings – making predictions what will happen next in the coming seasons – revisit later in year to see if correct. * Personal events – birthdays; christenings; weddings * Key religious celebrations – Eid, Diwali, Christmas, Hannukah, (plus any other seasonal celebration specific to the group) * Cultural celebrations – Chinese New Year; New Year; bonfire night * Customs related to celebrations – foods, clothes, presents, decorations, artefacts | Deepening learning from above, to include:   * Broadening focus from Sneinton to different parts of the UK eg London (city) Peak District (forests) ect. * Looking at famous land marks around the world eg Taj Mahal, Amber Palace, Great wall of China, Forbidden City, Big Ben, Houses of Parliament, London Bridge (others that may be seen in relevant home countries to the children) * Explorers Sir Edmund Hillary, Christopher Columbus, Bear Grills, Sir David Attenborough. * Maps local maps, google maps, globe, world map, UK map | Deepening learning from above, to include:   * What does reduce, reuse, recycle mean? * simple actions we can all take - not littering, riding a bike, recycling, reusing bags * environmentally friendly travel – trains, tram, bike (look at what’s available locally) * responsibility for own actions * processes - planting, growing, taking care of plants, watching lifecycles first hand * encouraging local wildlife – wildflowers, growing food, and birdfeeders – project for outdoor environment. * degradation (e.g. paper, vs food, vs plastic) * Significant person – Greta Thunberg, Licypriya Kangujam | Deepening learning from above, to include:   * Superpowers – everyday like superpowers as well as fictional superpowers. * Special abilities and talents * People that help us – Extended list of teacher, vets, dentists, hairdressers, etc. * significant people who have made a difference - Marcus Rashford (activist from a disadvantaged area) * Role models – Mae Jemison (pioneer, challenging stereotypes)   Occupations and aspirations | Deepening learning from above – supporting children to become even more independent with their lines of enquiry. Using the interests to write simple sentences (ELG - literacy) and to develop the team work aspect (ELG - PSED). Children supported to develop their vocabulary within their chosen areas (ELG – C&L) and to encourage a whole cross curricular link within the planning stages.  Children to present their findings to the other class and recorded to share with parents. |
| Books | **Reception Talk4Writing focus** : Shark in the Park (fiction story writing)  **To support answering the enquiry question:**  Elmer – unique  Khechi’s Hair - physical similarities / differences  Hair Love – physical similarities / differences  My world your world – difference between people  Monkey puzzle – families – look like  Head to toe – body parts PE  What makes me, me? - likes and interests  Owl babies – families | **Reception Talk4Writing focus :** Dear Santa (fiction story writing 🡪 nonfiction letter to Santa)  **To support answering the enquiry question:**  The runaway chapatti (traditional tale)  Nativity – Christian festival  Stickman - well known author  Percy the park keeper – One snowy night  Is it warm enough for icecream? - seasonal  Stroll through the seasons – seasonal  Rama and Sita – Hindu story  Jolly Postman  Pumpkin Soup | **Reception Talk4Writing focus** Bear Hunt (fictional story writing 🡪 nonfiction simple directions)  **To support answering the enquiry question:**    On the way home  Rosies walk  Three little pigs – traditional tale  Red riding hood – traditional tale  Gingerbreadman – traditional tale  Lost and Found – well known author  Blown Away  Poles apart  Handas surprise – multicultural journey  Tiddler -important author  Mister Seahorse - classic text | **Reception Talk4Writing focus –**The VeryHungry Caterpillar (fictional story writing 🡪 nonfictional simple instructions)  **To support answering the enquiry question:**  Look after us  The last tree  The lorax  When the bees bussed off  Tiny seed  What the ladybird heard  Little red hen  Oliver veg  Tiny seed  Run away pea  The odd fish | **Reception Talk4Writing focus –** Supertato (functional story writing 🡪 nonfictional simple diary entry)  **To support answering the enquiry question:**  What will I be?  Up and down  The lion inside  What’s my superpower  Colour monster  Super worm  Super Mo  Max the Brave  A Superhero like you  I’m a Fire Engine Driver  A Day at a Police Station  Superheroes are everywhere  Dust Bin Dad  Mrs Wobble the Waitress | **Reception focus on writing simple sentences, using phonics skills and neat handwriting.**  **To support answering the enquiry question:**  Super Duper Me  Amazing  Be You  Only One of You  Books will be researched with the children once they have chosen their line of enquiry. A trip to the local library with the children. |
| Enrichment | **Family morning – inviting parents in and looking at what makes a family.**  **Visit local park – Shark in the Park**  **In school drum and dance class** | **Visit local church**  **Religious Leaders in to visit**  **Santa visit**  **Christmas Craft Parents morning** | **Local bus trip**  **Visit local woodland – forest school**  **Mother’s Day Event** | **White Post Farm trip**  **Butterfly life cycle in action!**  **Easter Egg Family Competition** | **Emergency services visit**  **Teddy bear hospital (University of Nottingham)**  **Father’s Day Event** | **Parents in for celebration events** |
| Curriculum Coverage  F1 PSED – Self-Regulation | Knowing what is expected in school in very simple terms, e.g. where we put our coat, we sit down when we eat, we listen to stories together. | Asserting themselves as an individual person with likes and dislikes. | Finds what they want to play with and stays with the activity for longer periods of time. Starts to show a preference. | More aware of the choices around them and the other pupils around them and starting to interact. | Starts to be more confident to play with others and notices when other pupils are happy and sad. | Starting to show responsibility for their own feelings and their own play. |
| Curriculum Coverage  F2 PSED – Self-Regulation | Begins to develop confidence and cooperation. | Increasing ability to share, recognise emotions of self and show good manners. | Beginning to find ways to resolve conflicts. Cooperates increasingly with routines. | Starts to consider the feelings of others. | Begins to understand how others might be feeling – to show empathy. | Children at the expected level of development will: • 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. |
| Curriculum Coverage  F1 -PSED – Managing Self | Finding comfort in the familiar. Knowing what comforts them and how to soothe themselves when necessary. | Aware that things don’t always go their way and when they are upset an adult with help them. | Start to comply with the boundaries of school, knowing there are rules. | Be more confident in the school setting, being less upset or nervous with unfamiliar people or events. | More aware of others around them and the need to take account of others around them. | Able to manage a task, seeing it through from beginning to end. |
| Curriculum Coverage  F2 -PSED – Managing Self | Begins to develop confidence with pupils and sustained interest in play. Manages coat, toilet with help, and cutlery with support. | Builds own confidence with adults. Responds increasingly well to positive and negative experiences. Manages jumper and toilet independently. | Develops confidence in new situations. Understands classroom expectations. | Developing a positive self-image. Increased understanding of behaviour expectations and why the expectations exist. | Increased confidence and resilience and this can include supporting peers. | Children at the expected level of development will: • 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; • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. |
| Curriculum Coverage  F1 - PSED – Building Relationships | Forms an attachment with an adult in the setting. | Will play alongside other pupils. | Starts to ‘dip’ into others play. | Is more aware of others in the setting and starts to interact during play. | Is interested in other pupils’ play and may start to observe with interest and join in the game. | Joins in with others’ play. |
| Curriculum Coverage  F2 - PSED – Building Relationships | Shows friendly behaviour, contributing to increasingly positive play and relationships. Beginning to respond to adults well. | Initiates play, recognises some emotions better and follows instructions. | Can identify when they require support or help. Can start to play in a group more effectively. | Increasingly able to share, take turns and respond positively to other pupils. | Starts to understand the needs of other pupils and their own feelings. | Children at the expected level of development will: • 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. |
| Curriculum Coverage  F1 - PD – Gross Motor Skills | Showing some control over their body. | Showing some control over their choice of tools. | Showing increasing development of control over trickier tools, e.g. a flag, a spade. | Starting to control the body to work with others. | Good control in large movements like changing direction when running. | Beginning to control smaller tools. |
| Curriculum Coverage  F2 - PD – Gross Motor Skills | Shows an increasing awareness of what their own body can do. Engages with physical play. | Becoming increasingly aware of the space around them and what they can do in the space. | Refining the way they move in the space around them. | More confident and proficient in their movements and in using objects and equipment. | Children at the expected level of development will: • Negotiate space and obstacles safely, with consideration for themselves and others; • Demonstrate strength, balance and coordination when playing; • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. | |
| Curriculum Coverage  F1 - PD – Fine Motor Skills | Will use a range of tools and equipment. | Will use a range of tools and equipment with some control. | Starts to recognise the changes they can make using tools and equipment. | Showing more fine motor control with tools. | Showing finer control with smaller tools whilst still needing some help with tricky things like buttons. | Being more in control of the tools being used, e.g. can make more-controlled marks with crayons and pencils. |
| Curriculum Coverage  F2 - PD – Fine Motor Skills | Begins to make marks and shapes using simple equipment. | Uses a wider range of equipment to make more-refined shapes and marks, models and construction. | Adds more detail to shapes and objects created as control increases. | Shows increased control to use a range of tools to create more-complex shapes, objects and writing. | Children at the expected level of development will: • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; • Use a range of small tools, including scissors, paint brushes and cutlery; • Begin to show accuracy and care when drawing. | |
| Curriculum Coverage  F1 - CAL – Listening, Attention and Understanding | Starting to listen to adults around them and will respond to very simple requests, usually on their own terms. | More likely to listen to and respond to a simple request or instruction. Starting to understand more of the ‘F1-specific’ vocabulary. | Will respond to simple questions and attempt to answer by speaking, pointing or gesturing. | Can listen for a longer period but will need prompting to maintain focus. Will use characters in their play but not necessarily the features of the characters or the events from a story. | Is starting to use some new vocabulary and join in with songs, stories and rhymes. | Can remember the main events in a story and will follow a single instruction with little support. |
| Curriculum Coverage  F2 - CAL – Listening, Attention and Understanding | Begins to show the physical attributes of a good listener (sit, look, listen, simple comprehension and memory). | Demonstrates good listening through increased interaction. | Showing an understanding of a broader vocabulary. | Initiates interactions and shows an understanding of more-complex questions. | Begins to express own opinions and justify them. | Children at the expected level of development will: • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. |
| Curriculum Coverage  F1 - CAL – Speaking | Pupils communicate through words and gestures and combine words to meaningful phrases and sentences. | | Pupils are starting to engage in longer dialogues. | | Pupils are more confident when using fantasy language in play. | |
| Curriculum Coverage  F2 - - CAL – Speaking | Begins to show the physical attributes of a good speaker, for example, face the person they are communicating with etc. | Starts to interact with more confidence. | Starts to use more-appropriateness, structure and vocabulary. | Uses more-complex vocabulary. | Begins to articulate their own thoughts and ideas. Uses talk for a range of purposes. | Children at the expected level of development will: • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and ma |
| Curriculum Coverage  F1 - Literacy (L) – Comprehension | Likes to read a book with an adult. | Will talk about the pictures and what is happening. | Knows where to find the story on the page. | Can identify some signage in the classroom. | Can talk about the characters in a story. | Can talk about the story events in simple terms. |
| Curriculum Coverage  F2 - Literacy (L) – Comprehension | Shows an interest in reading, often choosing a book to look at themselves or with friends. | Listens to a story and can give simple details about the story. Starts to use some of the events in their own play. | Can answer questions about the content of a book and shows an interest in reading by themselves. | Shows a preference for a book, story type, genre, author. Chooses to read to friends. Likes to join in with reading in class. | Can answer more-complex questions about books and stories. | Children at the expected level of development will: • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. |
| Curriculum Coverage  F1 - Literacy (L) – Writing | Mark making and drawing with a range of tools and equipment. | Can say what their marks mean. | Shows consideration when mark making. Starts to take their time changing their tool as the marks progress. | Can copy with increasing control. | Starting to make shapes that are recognisable as pre-letter shapes. Can start to write name as a shape. | Will write their name as a shape (physical link) and identify their name. |
| Curriculum Coverage  F2 - Literacy (L) – Writing | Pupils have the confidence to mark make using their physical skills to increase control over tools and equipment. They mark make as part of their play. | Pupils mark make consistently as part of their play and can talk about the meaning of their marks. | Sentence structure is starting to be evident. Some phonic awareness is evident. Pupils are good at oral rehearsal. | Can compose a sentence well with some sentence structure more-consistently used. Phonic awareness is more evident. Physical control is evident. | Writes recognisable letters and words and reads back what has been written. | Children at the expected level of development will: • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be ready by others. |
| Curriculum Coverage  F1 -Literacy (L) – Word Reading | Identifies environmental sounds and can copy/repeat some. | Identifies instrumental sounds and can copy/repeat some. | Explores different ways of making sounds with their bodies, sings songs and rhymes independently. | Hears initial sound phonemes and applies knowledge to alliteration. | Explores and creates sound words. Claps syllables in words. | Reads some meaningful key words and can orally segment and blend words. |
| Curriculum Coverage  F1 -Literacy (L) – Word Reading | Reads some meaningful key words and can orally segment and blend words.  Beginning to link graphemes and phonemes. | Links phonemes to every letter of the alphabet and beginning to blend them in words.  Reads HFW from Phase 2 letters and sounds | Fluently reads cvc phase 2 words and captions and recognises some diagraphs.  Identifies rhymes. | Beginning to apply knowledge of long vowels in their reading of sentences. | Fluently reads words and sentences containing Phase 3 letters and HFWs.  Completes rhyming strings | Children at the expected level of development will: • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. |
| Curriculum Coverage  F1 -Maths (M) – Number | Points in sequence to a number of objects. | Starts to use some number names and starts to ascribe names to objects in a rhythmical way. | Can identify one and two objects when asked. | Subitise and count to three. | Count up to five, starting to understand cardinal principle. | Uses number in play. Can identify numerals to five. |
| Curriculum Coverage  F2 -Maths (M) – Number | Counts objects and selects the numeral card (1–5). | Uses five frames and talks about the significance of the formation. Counts the total number of objects in two groups. | Subitise to five. Counts on without starting at 1. | Uses 10 frames and talks about the arrangements. Starts to estimate. | Order, identify, subitise, combine and manipulate numbers to 10. | Children at the expected level of development will: • Have a deep understanding of number to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5; • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. |
| Curriculum Coverage  F1 -Maths (M) – Numerical Patterns | Counts rhythmically and can count in songs and rhymes. | Starts to use number comparison language. | Enjoys counting as far as they can and uses numbers in their play. | Can say what number comes next when counting and singing number songs. | Can use ‘more than’ to identify different groups. | Can identify when two groups have the same number. |
| Curriculum Coverage  F2 -Maths (M) – Numerical Patterns | Uses the language of counting confidently and as part of play. | Starts to understand one more and one less. | Identifies pattern in the number system, e.g. finding all the numbers that include 5 on a 100 square, exploring odds and evens and doubles. | Can use more, fewer, less when talking about numbers and quantities. | Knows 1 more/less than. | Children at the expected level of development will: • Verbally count beyond 20, recognising the pattern of the counting system; • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. |
| Curriculum Coverage  F1 -Maths (M) – Shape, Space and Measure | Can build using different equipment of different sizes and shapes. | Can talk about their models and what they used to build their models, identifying different bricks and colours, for example. | Can sort using simple criteria | Starts to identify simple patterns. | Can make simple comparisons. | Starts to use simple shape names. |
| Curriculum Coverage  F2 -Maths (M) – Shape, Space and Measure | Identifies simple 2D shapes in the environment. | Knows that the world is made of 2D and 3D shapes.  Recognises 2D shapes and their properties. | Knows some units of measure. | Uses language of time when talking about the day and events in their life.  Recognises some 3D shapes. | Recognises mathematical features of some shapes.  Starts to explore problems including shape. | |
| Curriculum Coverage  F1 -Understanding the World (UW) - Past and Present | Pupils start to be curious about the people around them. They show interest in characters in stories and also people in school. | | Pupils show an interest and curiosity in the people in their family and can tell us some simple facts about their family. They recognise some families have similar features. | | Pupils start to use simple language about the passage of time. They comment on photographs and images and can talk about similarities and differences in simple terms. | |
| Curriculum Coverage  F2 -Understanding the World (UW) - Past and Present | Can talk about their own family and the people around them, describing features about them. | Starts to talk about the passage of time and understands significant events in their own timeline. | Starts to understand events outside their own timeline. Understands ‘different’. | Talks about events of personal significance. Starts to understand ‘similarity’. | Sequences events using time-specific vocabulary. | Children at the expected level of development will: • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling; |
| Curriculum Coverage  F1 -Understanding the World (UW) – People, Culture and Communities | Pupils show interest and curiosity in very simple similarities and differences between people and places. | | Pupils start to know there are other countries in the world. | | Pupils recognise simple features like tree, river, beach and also places that might be significant to people like church, temple, etc. | |
| Curriculum Coverage  F2 -Understanding the World (UW) – People, Culture and Communities | Knows features of their own environment. | Knows some features of a different environment and what makes it different. | Knows there are locations beyond their own and that these are represented in different ways. | Knows that there are different and significant celebrations. | Identifies some features of personal significance and some features that others find significant. | Children at the expected level of development will: • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; • 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; • 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. |
| Curriculum Coverage  F1 -Understanding the World (UW) – The Natural World | Pupils start to explore the environment around them with curiosity. | | Pupils start to notice when things have changed with support from an adult. | | Pupils start to understand they can influence their environment and make changes to the space around them. | |
| Curriculum Coverage  F2 -Understanding the World (UW) – The Natural World | Notices features of the immediate environment. | Starts to talk about changes like the weather. | Starts to show curiosity and wonder when involved in investigations. | Shows some understanding of difference. | Starts to talk about the passage of time in relation to changes. | Children at the expected level of development will: • Explore the natural world around them, making observations and drawing pictures of animals and plants; • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |
| Curriculum Coverage  F1 -Expressive Arts (EAD) – Being Imaginative and Expressive | Sings and makes sounds rhythmically. Enjoys making sounds with musical instruments and moving to music. | | Imaginatively plays with small world and in the role play developing ideas and scenarios. Likes listening to music and responds to songs and music. | | Shows a preference for types and methods of expression and shows more control when expressing themselves. | |
| Curriculum Coverage  F2 -Expressive Arts (EAD) – Being Imaginative and Expressive | Uses what they know and what they like to be musical and to create role play. Begins to show an understanding and enjoyment of music and arts. | | Devises their own role play with greater sophistication. Music becomes more melodic and meaningful. They can talk about music, what it sounds like and what it makes them think of. | | Children at the expected level of development will: • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; • Share their creations, explaining the process they have used; • Make use of p | |
| Curriculum Coverage  F1 -Expressive Arts (EAD) – Creating with Materials | Shows an interest in making marks and controlling the tools and equipment needed to manipulate marks on the paper. | | Experimentation of marks and mark making using colour, texture and senses. | | More-deliberate use of materials and colour with more-deliberate exploration of colour and changes. | |
| Curriculum Coverage  F2 -Expressive Arts (EAD) – Creating with Materials | Beginning to understand colour, shape and space. Knows how to put things together in a basic way. | | Pupils’ creations are more clearly representational and outcomes have a more easily identifiable purpose. | | Children at the expected level of development will: • Invent, adapt and recount narratives and stories with peers and their teacher; • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. | |