










Green Park Village Primary Academy- Curriculum Overview- Long Term Plan (LTP)

EYFS – Reception

Year group	Enquiry Approach	Autumn		Spring		Summer	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception Jade and Emerald	Enquiry Theme	All About Me	Light and Lanterns	Superheroes	It's a Bug's Life	Under the Sea	Sing a Rainbow
		<i>Communication, Language and Literacy</i>		<i>Planting, sustainability and eco-focus</i>			
	Enquiry Initial Engagement Question	Why am I special?	How is light special in our celebrations?	Who does a super job to help me?	How do minibeasts help our garden?	How can creatures live under the sea?	How can the weather change?
	Prior knowledge	Prior, baseline and ongoing assessment					
	Prior knowledge- GPVPA Nursery	All About me					
	Future knowledge	Knowing Me, Knowing You- Y1 T2	Fairy Tales- remastered –writing- Y1 T2 Y2 T6 Y2 T5	Y1 T5 Y1 T3	Y1 T5	Glorious Gardens- Y1 T5	Wacky Weather- Y1 T6
	Visits/ Visitors		Visitor: Family/ faith members	Visitor: Firefighter/ Police		Visit: Aquarium (Portsmouth)	
Role play	Inside	Home corner/ cafe	Party shop/ light or firework shop	Superhero's Lair	Gardening Centre	Sea creature's emporium	Weather studio
	Outside	GP's Surgery	Performance theatre	Emergency Services base- Fire Station/ Police Station	Garden shed	Ship/ shipwreck	Lighthouse
Exceptional Futures- I am a...							
					Wildlife Warrior 		Caring Campaigner 

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Tier 3 Vocabulary	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Welcome Happy Sad Angry feeling emotion scared excited worried Me unique fingerprint special past present My Family family relative sibling mother father brother sister grandparent How My Body Changes body healthy unhealthy grow hydrate exercise change different same	Celebrations of Love wedding bride groom invite bouquet culture acceptance Fabulous Food taste smell same different culture acceptance Celebrations Christmas celebrate culture Hanukkah fireworks Eid Gifts Festival Prayer Diwali Remembrance Day	Police emergency uniform rescue support services careers danger fingerprint Firefighters emergency uniform rescue support services Dentist teeth tongue gum lips clean oral hygiene brush healthy unhealthy Hospitals doctor nurse hurt care medicine emergency first aid bandage operation x-ray	Bugs life Life cycle Crystals Egg Caterpillar Cacoon Habitat Insects Bugs Minibeast Prey Change Grow Planting Stem Petals Leaves Sun Rain Growth Seed Soil Roots Stem Leaf Germinate Bud Compost Fruit Vegetable Harvest Gardening Watering Observation	Beach safety ocean land wave weather hot cold wind sun sea beach sand coastline shells Below the sea sea creature fish octopus seal crab seaweed fish sharks Conservation pollution recycle reuse reduce plastic material help teamwork	Weather type weather lighting thunder drizzle wind rainbow snow fog hail cloudy hot cold warm freezing blizzard weather forecast forecast temperature atmosphere humidity thermometer ice melt runny hard soft change Seasons Autumn Spring Summer Winter

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Throughout all learning, the Reception Team will ensure activities and interactions which support the Characteristics of Learning :			Playing and exploring – engagement: Finding out and exploring; Playing with what they know; Being willing to ‘have a go’ Active learning – motivation: Being involved and concentrating; Keeping trying; Enjoying achieving what they set out to do Creating and thinking critically – thinking ; Having their own ideas; Making links; Choosing ways to do things				
Subject area	Autumn		Spring		Summer		Schemes used
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Personal, Social and Emotional Development (PSED)	School GRIT values: G iving and gratitude; R esilience and readiness; I ntegrity and inspiration; T rust and teamwork						Jigsaw
	Self-Regulation Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.	Self-Regulation Identify and moderate their own feelings socially and emotionally	Self-Regulation Talk with others to solve conflicts.	Self-Regulation Show resilience and perseverance in the face of challenge.	Self-Regulation 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.		
	ELG: Managing Self Become more outgoing with unfamiliar people and show more confidence in new social situations. Usually dry and clean during the day.	ELG: Managing Self Increasingly follow rules without adult reminders and understand why they are important. Able to dress/undress independently.	ELG: Managing Self See themselves as a valuable individual who can manage their own needs. Select and use activities and resources to achieve a goal (with help when needed).	ELG: Managing Self Shows understanding that good practices with regards to exercise, eating, sleeping and hygiene can contribute to good health.	ELG: Managing Self 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		
	ELG: Building Relationships Play with one or more other children, extending and elaborating play ideas.	ELG: Building Relationships Begin to understand how others may feel. Express their feelings and consider the feelings of others.	ELG: Building Relationships Help to find solutions to conflicts and rivalries.	ELG: Building Relationships Build constructive and respectful relationships.	ELG: Building Relationships 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.		

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REAch2	<p>To work in a pair or three to solve a problem with some adult support.</p> <p>To be able to resolve conflicts by themselves where possible, returning to the secure base of a familiar adult for support in difficult situations.</p> <p>To understand they may need to wait their turn and can anticipate this, including in group time.</p> <p>To begin to show sensitivity to the needs of others and adjust their response.</p>		<p>To solve problems co-operatively</p> <p>To develop skills of negotiation and compromise, with some support.</p> <p>To watch the person who is speaking and knows when it is their turn to speak.</p> <p>To show sensitivity to the needs of others and is increasingly flexible and co-operative.</p>		<p>To use what they have learnt about social interactions from close adults, in play and in relationships with others.</p> <p>To determine when a situation requires adult intervention.</p> <p>To take turns with others in conversation in a range of contexts.</p> <p>To show sensitivity to the needs of others, beyond own friendship group.</p>	
Physical Development (PD)	<p>Fine</p> <p>Show a preference for a dominant hand. Use one-handed tools and equipment, i.e, making snips in paper with scissors.</p>	<p>Fine</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Fine</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>	<p>Fine</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Fine</p> <p>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.</p> <p>Begin to show accuracy and care when drawing.</p>	
	<p>Gross</p> <p>Start to eat independently and learning how to use a knife and fork. Develop skills they need to manage school day successfully: lining up and queuing; mealtimes; personal hygiene</p>	<p>Gross</p> <p>Revise and refine fundamental movement skills they have already acquired: rolling; crawling; walking; jumping; running; hopping; skipping and climbing</p>	<p>Gross</p> <p>Know and talk about different factors that support their overall health and wellbeing; regular physical activity; healthy eating; toothbrushing; sensible amounts of screen time; good sleep routine; being safe pedestrian.</p>	<p>Gross</p> <p>Develop overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	<p>Gross</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	
Communication and Language (CL)	<p>Listening, Attention and Understanding</p> <p>Understand how to listen carefully and why listening is important.</p>	<p>Listening, Attention and Understanding</p> <p>Listen carefully to rhymes and songs, paying attention to</p>	<p>Listening, Attention and Understanding</p> <p>Listen to and talk about stories to build</p>	<p>Listening, Attention and Understanding</p> <p>Engage in non-fiction books. Listen to and talk about selected</p>	<p>Listening, Attention and Understanding</p> <p>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</p>	

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	Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.	how they sound. Learn rhymes, poems and songs.	familiarity and understanding.	non-fiction to develop a deep familiarity with new knowledge and vocabulary.	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		
	Speaking Develop social phrases. “Good morning, how are you?” Learn new vocabulary and use it throughout the day in different contexts.	Speaking Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Ask questions to find out more and to check they understand what has been said to them.	Speaking Describe events in some detail. Connect one idea to another using a range of connectives. Articulate ideas and thoughts in well-formed sentences.	Speaking Listen to and talk about selected fiction and non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Speaking 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 making use of conjunctions, with modelling and support from their teacher.		
Literacy	Core Texts: Ruby’s worry, Colour Monster	Core Texts: Poppies Remembrance Day, Stick Man	Core Texts: Supertato, Supertato Carnival Catastro-pea	Core Texts: Katie and the Sunflowers, Jack and the Jelly Beanstalk,	Core Texts: Somebody Swallowed Stanley Non fiction: If Sharks Disappeared	Core Texts: We’re Going on a Bear Hunt, Non fiction: Meet the Weather	The Writing Stuff, Letters and Sounds- Little Wandle <i>See also Writing Genre progression/ coverage document</i>
	Wider reading: The Colour Monster Starts School, Owl Baby	Wider reading: Proudest Blue	Wider reading: The Jolly Postman, Non-fiction: Fire Fighters, Doctors, Police, All Through the Night	Wider reading: The Very Hungry Caterpillar	Wider reading: Rainbow Fish, Tiddler, The Snail and the Whale	Wider reading: Come on Rain, The Rain Came down, When the Wind Blows	
	Word reading Phonics Letters and Sounds- Phase 2 Understand the five key concepts about print: Print has meaning; Print can have different	Word reading Phonics Letters and Sounds- Phase 2 Develop phonological awareness to spot and suggest rhymes, count or clap syllables	Word reading Phonics Letters and Sounds- Phase 3 Read simple phrases and sentences made up of words with known letter-sound	Word reading Phonics Letters and Sounds- Phase 3 Read a few common exception words matched to school scheme. Read some	Word reading Phonics Letters and Sounds- Phase 3 and 4 Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending.		Letters and Sounds- Little Wandle

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	purposes; we read English text from left to right and top to bottom; name of different parts of a book; page sequencing.	in a word, recognise words with same initial sound, such as money and mother. Read individual letters by saying sounds for them.	correspondences and, where necessary, a few exception words.	letter groups that represent one sound. Re-read books to build up confidence in word reading and fluency and their understanding and enjoyment.	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	
	Comprehension Ask questions about the book. Make comments and share their own ideas. Develop play around favourite stories using props.	Comprehension Engage in extended conversations about stories, learning new vocabulary.	Comprehension Use vocabulary and forms of speech that are increasingly influenced by their range of books.	Comprehension Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Comprehension 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.	
	Writing Write some lower case letters mostly correctly.	Writing Use some of their print and letter knowledge in their early writing. Form lower-case and capital letters correctly.	Writing Spell words by identifying the sounds and then writing the sound with letter/s.	Writing Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Writing 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 read by others.	Penpals for Handwriting style GPVA
REAch2	To know that phonemes are represented by graphemes To articulate ideas structuring them in speech, before writing, with adult support To begin to write simple words/phrases using phonic knowledge and some common exception words To re-read what they have written, with adult support To write own name, mostly correctly		To articulate ideas structuring them in speech, before writing, with some adult support. To write simple phrases and sentences using phonic knowledge and some common exception words. To form all lower-case letters, mostly correctly. To re-read what they have written, to check it makes sense, with some adult support. To write first name correctly and begins to write surname with some accuracy.		To enjoy creating texts to communicate meaning for an increasingly wide range of purposes. To articulate ideas structuring them in speech, before writing. To write simple phrases and sentences using phonic knowledge and learnt common exception words, using capital letters and full stops in the right place. To form lower case letters correctly and begins to form some capital letters accurately To re-read what they have written to check it makes sense and, with support, make simple changes. To write full name correctly.	
Writing	Write recognisable letters, most of which are correctly formed.		Form lower-case and capital letters correctly. Write simple phrases and sentences that can be read by others.		Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	
					REAch2- cluster	

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Foundational Skills/ Knowledge	Spell words by identifying sounds in them and representing the sounds with a letter or letters.	Spell words by identifying the sounds and then writing the sound with letter/s.	Re-read what they have written to check that it makes sense.	
Mathematics	Number and Place Value- Numbers to 5 Addition and Subtraction- Sorting Number and Place Value- Comparing Groups Addition and Subtraction- Change within 5 Measurement- Time- My Day	Addition and Subtraction- numbers to 5 Number and Place Value- numbers to 10 Addition and Subtraction- Addition to 10 Geometry- Shape and space	Geometry- Exploring patterns Addition and Subtraction- Count on and back Number and Place Value- numbers to 20 Multiplication and Division- Numerical Patterns Measurement- measure	White Rose NCETM
	Number Develop fast recognition of up to 3 objects, without having to count them (subitising). Show 'finger numbers' up to 5. Link numerals and amounts, eg, showing correct number of objects to match numeral 5.	Number Begin to subitise (recognise quantities without counting) up to 5. Solve real world mathematical problems with numbers up to 5. Experiment with their own symbols and marks as well as numerals.	Number 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.	
	Numerical Patterns Recite numbers past 5 and in order to 10. Say one number for each item in order: 1, 2, 3, 4, 5. Know that last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Count objects, actions and sounds, reciting the numbers in order and matching one number name for each item. Compare quantities using language: 'more than', 'fewer than'. Compare objects: weight, length, size and capacity. Talk about and explore 2D and 3D shapes using information language such as: sides, corners, straight, flat, round. Describe sequence of events (real or fictional) using words such as first, then, next.	Numerical Patterns Count verbally beyond 10. Understand the 'one more/one less than' relationship between consecutive numbers to 10 Positional language: describe a familiar route, using words such as 'in front of' and 'behind'. Compare numbers using appropriate vocabulary such as 'more than' 'less than', 'equal to'. Begin to identify evens and odds to 10. Begin to recall double facts to 10. Begin to share quantities between 2 and 3 people to 10. Talk about patterns in environment and continue copy and create repeating patterns. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes to show shapes can be made up of smaller shapes.	Numerical Patterns 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.	
Maths- Foundational Facts	Say all numbers to 10 Count to 10 Recall number bonds to 5 Recall composition numbers to 5 Recall number bond to 10 Name 2d shapes	Subitise numbers on a dice Recall days of the week and months of the year Subitise numbers to 10 Double numbers to 10 Name 3D shapes	Say all numbers to 20 Count to 20 Count forwards/ backwards from any given number within 20 Say 1 more/ less than any number to 20 Recall 1p, 2p, 5p 10p and 20p coins	REAch2

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<div>Subject linked (whole school progressions)</div> <div>Science</div> <div>Knowledge – What the children will know and understand</div> <div>Skill – what the children will be able to do</div>	<div>Knowledge</div> <div>Recognise trees around our locality as physical features. Identify weather types and talk about times of the year when it is hot/cold.</div> <div>Skill</div> <div>Observe and name different weather types – discuss feelings and how to dress appropriately. Describe what they see, hear and feel whilst outside. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Make comments about what they have heard and ask questions to clarify their understanding</div>	<div>Knowledge</div> <div>Observe the change in plants and trees across the different seasons. Discuss the change in weather at different times of the year. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Make comments about what they have heard and ask questions to clarify their understanding</div> <div>Skill</div> <div>Explore the natural world around them, making observations and drawing pictures of animals and plants. Observe and demonstrate understanding of how to care for our local area.</div>	<div>Knowledge</div> <div>Name common animals in different locations around the local area. Understand why particular animals areas may be. Make comments about what they have heard and ask questions to clarify their understanding</div> <div>Skill</div> <div>Observe and understand the importance of creating suitable habitats for minibeasts. Observe change in habitats and the local area over time. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</div>	<div>Knowledge</div> <div>To discuss different weather types required to support plant growth. To understand that some plants are grown for food. To identify changes in local area over time and the importance of plants and trees. To understand the important role of minibeasts in growing healthy plants. To discuss the change in weather at different times of the year. Make comments about what they have heard and ask questions to clarify their understanding</div> <div>Skill</div> <div>Explore the natural world around them, making observations and drawing pictures of animals and plants. To observe and demonstrate understanding of how to care for our local area and those further afield.</div>	<div>Knowledge</div> <div>Recognises that some plants (like seaweed) grow in the sea. Knows that sea animals need clean water to survive. Understands that oceans cover much of the Earth. Explains that some animals camouflage to stay safe. To name common animals they may see near the seaside</div> <div>Skill</div> <div>Names and describes more sea creatures using detail Sorts animals into groups: fins, shells, legs, no legs. Predicts which objects might float or sink, and checks results. Uses magnifying glasses to observe shells, sand, or seaweed. Explains simple cause and effect</div>	<div>Knowledge</div> <div>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Recall and describe the effect of changing seasons on the natural world. Observe how to reverse or speed up changes (heating, cooling). Identify changes in the local area over time and the importance of plants and trees. 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. have heard and ask questions to clarify their understanding</div> <div>Skill</div> <div>To identify weather types and talk about times of the year when it is hot/cold. To observe and name different weather types – discuss feelings and how to dress appropriately for the weather. Explore floating and sinking. Relate floating and sinking to different types of transport. Observe and demonstrate understanding of how to care for our world and make informed travel choices. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</div>	
	<div>Knowledge</div> <div>To talk about the lives of the people around them and their roles in society.</div> <div>Skill</div> <div>Talk about family members and people in their community. Recall events from their own recent experiences.</div>	<div>Knowledge</div> <div>Know some similarities and differences between things in the past and now, drawing on their experiences.</div> <div>Skill</div> <div>Compare past and present in familiar contexts (e.g., toys, home, school). Recognise objects and pictures from the past. To explore their local area through the eyes of a ‘historian’.</div>	<div>Knowledge</div> <div>Understand the past through settings, characters, and events encountered in books read in class. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</div> <div>Skill</div> <div>Listen to and retell stories about the past, including key events and characters.</div>	<div>Knowledge</div> <div>Reinforce understanding of similarities and differences between past and present.</div> <div>Skill</div> <div>Use drawings, talk and role play to represent events from the past.</div>	<div>Knowledge</div> <div>Extend knowledge of people in the past and their roles in society.</div> <div>Skill</div> <div>Compare how people lived in different times, using stories, pictures and objects. Retell events from stories, sequencing simple events.</div>	<div>Knowledge</div> <div>Understand the past through settings, characters, and events encountered in stories.</div> <div>Skill</div> <div>Make simple observations about the past from books, artefacts, and images. Discuss how things have changed over time.</div>	

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Geography Knowledge – What the children will know and understand Skill – what the children will be able to do			Talk about the lives of the people around them and their roles in society.			
	Knowledge Describe their immediate environment using knowledge from observation and discussion. Understand some important processes and changes in the natural world around them, including the seasons. To name the town/area in which they live and understand that this is a part of England.	Knowledge Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between the natural world around them and contrasting environments, drawing on experiences and stories.	Knowledge Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. 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			
Understanding the World	Past and Present Begin to make sense of their own life story and family's history.	Past and Present Comment on images of familiar situations in the past.	Past and Present Compare and contrast characters from stories including figures from the past.		Past and Present 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.	
	People, Culture and Communities Talk about members of their immediate family and community. Name and describe people who are familiar to them.	People, Culture and Communities Recognise that people have different beliefs and celebrate special times in different ways.	People, Culture and Communities Show interest in different occupations. Continue developing positive attitudes about the differences between people. Draw information from a simple map.	People, Culture and Communities Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries.	People, Culture and Communities 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.	
	The Natural World Explore the natural world around them. Describe what they see,	The Natural World Use all their senses in hands on exploration of natural materials.	The Natural World Plant seeds and care for growing plants. Understand the key	The Natural World Begin to understand the need to respect and care for the	The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants.	

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	hear and feel whilst outside. Know there are different countries in the world and talk about the differences they have experienced or seen in photos.	Talk about the differences between materials and changes they notice. Explore and talk about different forces they can feel.	features of the life cycle of a plant and an animal. Recognise some environments that are different to the one in which they live.	natural environment and all living things. Understand the effects of the changing seasons on the natural world around them. Talk about what they see, using a wide range of vocabulary.	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.	
Subject linked (whole school progressions) Art and Design Design and Technology	Children at the expected level of development will: 1. Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form, and function. 2. Share their creations, explaining the process they have used. 3. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. 4. Use a range of tools, including scissors, paint brushes and cutlery. 5. Begin to show accuracy and care when drawing. 6. Continues to explore colour and how colours can be changed 7. Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience 8. Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces 9. Use tools for a purpose					
	Children at the expected level of development will: 1. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 2. Share their creations, explaining the process they have used. 3. Make use of props and materials when role playing characters in narratives and stories. 4. Create collaboratively, sharing ideas, resources and skills. 5. Select different objects of different shapes to build with and explain reasons for selection. 6. Begin to explore the best way to join materials together.					
Expressive Arts and Design	Creating with Materials Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a part. Show different emotions in their drawings. Explore colour and colour mixing.	Creating with Materials Take part in simple pretend play, using an object to represent something else even though they are not similar. Use drawing to represent ideas like movement or loud noises.	Creating with Materials Develop own ideas and decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects.	Creating with Materials Create collaboratively sharing ideas, resources and skills. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Develop storylines in their pretend play.	Creating with Materials 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 props and materials when role playing characters in narratives and stories.	
	Being Imaginative and Expressive Listen with increased attention to sounds.	Being Imaginative and Expressive Sing in a group or on their own,	Being Imaginative and Expressive Create their own songs or improvise a	Being Imaginative and Expressive Play instruments with increasing control to	Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher.	

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	Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs.	increasingly matching the pitch and following the melody. Sing the pitch of a tone sung by another person ‘pitch match’. Sing the melodic shapre (moving melody, such as up and down, down and up) of familiar song.	song around one they know. Watch and talk about dance and performance art, expressing their feelings and responses.	express their feelings and ideas. Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.	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.		
Specific progression subjects for school curriculum continuation							
Music	Exploring Sounds	Celebration Music	Music and Movement	Musical Stories	Transport	Big Band	Kapow
	Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment	Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas	Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music	A unit based on traditional children’s tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters.	Exploring transport sounds and recognising symbols	Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience	
Computing	Unit 1 We have confidence Unit 2 We can take turns Unit 3 We are successful Unit 4 We have feelings	Unit 5 We can drive Unit 6 We are DJs Unit 7 We can exercise Unit 8 We are healthy	Unit 9 We can listen Unit 10 We can understand instructions Unit 11 We can understand messages Unit 12 We are talkers	Unit 13 We are digital readers Unit 14 We can email Unit 15 We can blog Unit 16 We can count	Unit 17 We are designers Unit 18 We are shape-makers Unit 19 We are community members Unit 20 We can observe	Unit 21 We are games players Unit 22 We are creative Unit 23 We can record soundtracks Unit 24 We are film producers	Rising Stars
PE	Body Management Unit 1	Co-operate and Solve Problems Unit 1	Gymnastics Unit 1	Body Management Unit 2	Co-operate and Solve Problems Unit 2	Gymnastics Unit 2	The PE Hub
	Manipulation and Co-ordination Unit 1	Dance Unit 1	Speed Agility Travel Unit 1	Manipulation and Co-ordination Unit 2	Dance Unit 2	Speed Agility Travel Unit 2	
RE	What makes people special? How do people celebrate?	What makes people special? What can we learn from stories?	What can we learn from stories? How do people celebrate?	What can we learn from stories? How do people celebrate?	What makes people special? What can we learn from stories?	What makes places special? What can we learn from stories?	Pan-Berkshire SACRE Discovery RE

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		How do people celebrate?			How do people celebrate?	How do people celebrate?	
PSHE and Citizenship	Being Me Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Celebrating Difference Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Dreams and Goals Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthy Me Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Relationships Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Changing Me Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change	Jigsaw
	Know they have a right to learn and play, safely and happily Know that some people are different from themselves Know that hands can be used kindly and unkindly Know special things about themselves Know how happiness and sadness can be expressed Know that being kind is good	Know what being unique means Know the names of some emotions such as happy, sad, frightened, angry Know why having friends is important Know some qualities of a positive friendship Know that they don't have to be 'the same as' to be a friend Know what being proud means and that people can be proud of different things Know that people can be good at different things Know that families can be different	Know what a challenge is Know that it is important to keep trying Know what a goal is Know how to set goals and work towards them Know which words are kind Know some jobs that they might like to do when they are older Know that they must work hard now in order to be able to achieve the job they want when they are older Know when they have achieved a goal	Know some things that they need to do to keep healthy Know the names for some parts of their body Know when and how to wash their hands properly Know how to say no to strangers Know that they need to exercise to keep healthy Know how to help themselves go to sleep and that sleep is good for them Know what to do if they get lost	Know what a family is Know that different people in a family have different responsibilities (jobs) Know some of the characteristics of healthy and safe friendships Know that friends sometimes fall out Know some ways to mend a friendship Know that unkind words can never be taken back and they can hurt Know how to use Jigsaw's Calm Me to help when feeling angry Know some reasons why others get angry	Know the names and functions of some parts of the body (see vocabulary list) Know that we grow from baby to adult Know who to talk to if they are feeling worried Know that sharing how they feel can help solve a worry Know that remembering happy times can help us move on	

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		<p>Know that people have different homes and why they are important to them</p> <p>Know different ways of making friends</p> <p>Know different ways to stand up for myself</p>					
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