



	Autumn 1 All about me	Autumn 2 Celebrations	Spring 1 and 2 Animals		Summer 1 and 2 Journeys	
						
Themes	Who am I? My Family Friends Senses Starting School Signs of Autumn Feelings	Harvest Signs of Autumn Hibernation Celebrations -Diwali, Christmas, Hanukkah	Animals around the World Wild animals, Bears including - polar Sea animals	British Animals and minibeasts Farm animals Dinosaurs	Seasons – Signs of Summer	preparation for meeting new class and teacher.
Events	St Francis Day (4 th October)	Harvest Bon Fire Night Remembrance Diwali Christmas	Chinese New Year Diversity Week	Science Week Mother’s Day Easter	Arts Week School trip to the Rare Breeds Farm	Sports Day New class visits Teddy Bears Picnic
Topic Texts	The Colour Monster Pete the Cat goes to school Hello Friend (CLPE) Owl Babies, Funny Bones, My mum and Dad make me laugh My 5 senses The Great Big book of Families	Little Red Hen Leaf Man Rama and Sita Stick man The Jolly Christmas Postman The Nativity Story Information books about Divali, Autumn, Hanukka	Dear Zoo Rumble in the Jungle Lost and Found Goldilocks and the Three Bears The Three Billy Goats Gruff Atlas’ The Emperors Egg	The Very Hungry Caterpillar Farm Duck Rosie’s walk Mad about Dinosaurs	The Blue Balloon The Train Ride Naughty Bus Mr Gumpy’s Motor Car Mr Gumpy’s Boat Cars and Trucks and Things that go My Big book of Transport	Lost and Found Whatever Next Little Red Riding Hood

						Things That Go		
 Communication and language	Skill Progression	–beginning to listen and respond -use language to recreate roles -Explore with sounds	-enjoy using language. -listen attentively 1:1, small group and whole class. -share news and respond to others' news.	-respond to stories -recreate roles -share knowledge and understanding	Describe characters and settings from familiar stories. Listen to details and respond to questions. Differentiate instructions aimed at them, from others given by an adult.	Retell familiar and created stories. Use talk to organise ideas and to ask for support.	Work with partner listening to, giving and responding to instructions.	
	Language, Attention and Understanding	To be able to understand how to listen carefully and know why it is important.	To begin to understand how and why questions	To be able to ask questions to find out more.	To retell a story and follow a story without pictures or props	To be able to understand a question such as who, what, where, when, why and how	To be able to have conversations with adults and peers with back-and-forth exchanges.	
	Speaking	To be able to talk in front of small groups and their teacher offering their own ideas	To be able to use new vocabulary throughout the day.	To talk in sentences using conjunctions e.g. and, because	To engage in non-fiction books and to use new vocabulary in different contexts.	To use talk to organise, sequence and clarify thinking, ideas, feelings and events	To be able to talk in sentences using a range of tenses	
 Personal, Social and Emotional Development	Ten Ten	<u>Module 1: Created and Loved by God</u> Created and Loved by God explores the individual. Rooted in the teaching that we are created by God out of love and for love, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships		<u>Module 2: Created to Love Others</u> Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this Module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe both online and in our daily lives.		<u>Module 3: Created to Live in Community</u> Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good. In Life to the Full Plus, an introduction to careers and money is also explored, underpinned by the religious understanding that our true purpose and value comes from God.		
	Skills progression	Self Regulation	Be able to follow one step instructions, recognise different emotions and focus during short whole class activities	Talk about how they are feeling and to consider others feeling	Focus during longer whole class lessons	Identify and moderate their own feelings socially and emotionally	Control their emotions using a range of techniques.	Follow instructions of three steps or more.
		Managing Self	Wash hands independently	Understand the need to have rules.	Begin to show resilience and perseverance in the face of a challenge.	Develop independence when dressing and undressing.	Manage own basic needs independent. Dress independently	Show a can do attitude. Understand the importance of healthy food choices

Physical Development



		Building Relationships	Seek support from adults and gain confidence to speak to peers and adults	Begin to develop friendships.	Use taught strategies to support turn taking.	Listen to the ideas of other children and agree on a solution and compromise.	To work as a group.	To be able to have confidence to communicate with adults around the school.
	Continuous Provision		Calm corner, zones of regulation display and guidance. Resources to support calming. Water and healthy snacks available. Guidance for hand washing	Calm corner, zones of regulation display and guidance. Resources to support calming. Water and healthy snacks available. Guidance for hand washing	Calm corner, zones of regulation display and guidance. Resources to support calming. Water and healthy snacks available. Guidance for hand washing	Calm corner, zones of regulation display and guidance. Resources to support calming. Water and healthy snacks available. Guidance for hand washing	Calm corner, zones of regulation display and guidance. Resources to support calming. Water and healthy snacks available. Guidance for hand washing	Calm corner, zones of regulation display and guidance. Resources to support calming. Water and healthy snacks available. Guidance for hand washing
Gross Motor Skills		Forest School/PE	Understanding the rules of forest school, developing confidence to move on an uneven surface. Confidence to climb trees	Develop skills in whittling, fire steels, building camps, climbing trees.	Embedding previous skills	Get Set for PE: Introduction to PE: balance, independent choices, negotiating space safely, follow instructions, play cooperatively, taking turns, develop balance and coordination	Get Set for PE: Ball Skills: make independent choices, negotiate space safely, try new challenges, play ball games with rules, play cooperatively and take turns, use ball skills with developing competence and accuracy.	Get Set for PE: Gymnastics: try new challenges, combine movements, confidently use a range of large and small apparatus, negotiate space safely, follow instructions, develop strength, balance and coordination, work cooperatively with others and take turns.
	Skills Progression		To move safely in a space. To jump and land safely from a height.	Explore different ways to travel using equipment. Balance on a variety of equipment and climb	Control a ball in different ways,	Move safely with confidence and imagination, communicating ideas through movement. Play by the rules and develop coordination.	Use a range of athletic skills	Develop technique to improve athletic skills.
	Continuous Progression		continuous climbing, apparatus, balance, scooter/bike riding, large construction, lifting and carrying outdoor activities	continuous climbing, apparatus, balance, scooter/bike riding, large construction, lifting and carrying outdoor activities	continuous climbing, apparatus, balance, scooter/bike riding, large construction, lifting and carrying outdoor activities	continuous climbing, apparatus, balance, scooter/bike riding, large construction, lifting and carrying outdoor activities	continuous climbing, apparatus, balance, scooter/bike riding, large construction, lifting and carrying outdoor activities	continuous climbing, apparatus, balance, scooter/bike riding, large construction, lifting and carrying outdoor activities
Fine Motor Skills	Skills Progression		Begin to use tripod grip when using mark making tools	To accurately draw lines, circles and shapes to draw pictures	To handle scissors, pencil and glue effectively.	Able to use cutlery appropriately.	Hold scissors correctly and cut out small shapes	To form letters correctly using a tripod grip.



Literacy

Reading

	Continuous Progression	using small equipment, construction and activities letter and number formation buttons and zips begin to attempt to put clothes in the right way around,	using small equipment, construction and activities letter and number formation buttons, zips and gloves begin to attempt to put clothes in the right way around. putting their own coat on independently.	using small equipment, construction and activities letter and number formation buttons, zips and gloves attempt to put clothes in the right way around. putting their own coat on independently.	using small equipment, construction and activities letter and number formation buttons and zips	using small equipment, construction and activities letter and number formation buttons and zips	using small equipment, construction and activities letter and number formation buttons and zips
	Phonics	Phonics (Success for All (FFT))– steps 1-4 Week 1 – s, a, t, p Week 2 – i, n, m, d Week 3 – g, o, c, k and Tricky word ‘is’ Week 4 – ck, e, u, r and Tricky word ‘l’ Week 5 - consolidation Week 6 – h, b, f, ff and Tricky word ‘the’	Phonics (Success for All (FFT))– step 5-10 Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to our phonic programme. - Week 1 – ff, ll, ss Tricky word: ‘as’ Week 2 – j, v, w, Tricky words: ‘and’, ‘has’, ‘his’ & ‘her’ Week 3 – x, y, z, Tricky words: ‘go’, ‘no’, ‘to’ & ‘into’ Week 4 – consolidation Week 5 – zz, qu, ch Tricky words: ‘she’, ‘he’ & ‘of’ Week 6 – sh, th, ng Tricky words: ‘we’, ‘me’ & ‘be’	Phonics (Success for All (FFT))– step 11-18 Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to our phonic programme. Week 1 – ai, tricky word do and her Week 2 – ee Tricky words: ‘my and by’ Week 3 – igh Tricky words: ‘ask and our’ Week 4 – oa Tricky words: ‘says and they’ Week 5 – oo Tricky words said and was Week 6 – oo Tricky words were, put, all	Phonics (Success for All (FFT))– step 20-25 Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to our phonic programme. Week 1 – ar, tricky word there, like Week 2 – or Tricky words: ‘here, where’ Week 3 – ur Tricky words: ‘today, what, when’ Week 4 – ow Tricky words: ‘come, some’ Week 5 – oi Tricky words push, pull Week 6 – ear Tricky words friend, school, out	Phonics (Success for All (FFT))– step 26-32 Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to our phonic programme. Week 1 – consolidation Week 2 – air Tricky words: ‘one, once’ Week 3 – ure Tricky words: ‘your, love’ Week 4 – er Tricky words: ‘house, full’ Week 5 – consolidation Week 6 consolidation	Consolidation of all phonemes and graphemes learnt focusing on: Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school’s phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read books consistent with their secure phonic knowledge to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Writing	Skill Progress	Identify corresponding phonemes and graphemes	Segment and blend sounds together to read words.	Begin to read captions and sentences.	Recognise taught digraphs in words and blend the sounds together.	Read words containing tricky words and digraphs.	Read books matching their phonics ability.
	Handwriting	know that print carries meaning, write from left to right, top to bottom, know how to draw lines and circles.	Nelson handwriting scheme - letter formation rhymes.	Writing from left to right. Letter formation long ladder letters. Write letters in names.	Letter formation curly caterpillar letters.	Letter formation zig zag letters. Form clear ascenders and descenders.	Word writing practise. Form most letters with correct orientation, ascenders descenders and spaces between words
	Writing for Purpose	letter writing labels speech bubbles	Words Labels Diary writing	Captions Sentence Diary writing	Lists Descriptions Diary writing	Instructions Recount. Diary writing	Story writing Developing story writing Diary writing
	Spelling	Identify initial and final sounds Spell name	Orally spell VC and CVC words by segmenting sounds. Spell surname	VC CVC CVCC CCVC words using known graphemes learnt so far	VC CVC CVCC CCVC words using known graphemes learnt so far	VC CVC CVCC CCVC words using known graphemes learnt so far	VC CVC CVCC CCVC words using known graphemes learnt so far
	Skills Progression	To give meanings to the marks they make.	Forms letters correctly.	Write words representing the sounds with a letter/letters.	Write words which are spelt phonetically.	Write labels/phrases representing the sounds with a letter/letters.	Write simple phrases and sentences using recognisable letter and sounds.

Mathematics



White Rose Block Number and Small sEps

Skills Progression

Books	A Pair of Socks Big How to Count Rosie's Walk	Circle / Triangle/Square Witches 4 Night Anno's Counting book Monkey, Day Monkey	None the Number Balancing Act How many Flamingos /Kittens/Ducks	Ten Black Dots Ten Little Mice Nine ducks Nine Double the Ducks	20 Big Trucks in The Middle of the Street 1 is a snail 10 is a crab Mr Gumpy's outing	The Shrinking Mouse The Big Bug Follow that Map Dexter's Big Day Out
Number	Have a deep understanding of numbers 1 3.	Have a deep understanding of numbers 1 - 5.	Have a deep understanding of numbers 1 8.	Have a deep understanding of numbers 1 - 10	To revise number bonds to 5.	Know number bonds to 10 including doubling facts
Numerical pattern	Verbally say which group has more or less.	Compare equal and unequal groups.	Understand and explore the difference between odd and even numbers.	Add and subtract using number sentences.	Share quantities equally.	To be able to count beyond 30 and higher (100)


<p>A1 Match, Sort Compare 1 Match objects 2 Match pictures & objects 3 Identify a set 4 Sort objects to a type 5 Explore sorting techniques 6 Create sorting rules 7 Compare amounts A2</p> <p>Measure & Pattern 1 Compare size 2 Compare mass 3 Compare capacity 4 Explore simple patterns 5 Copy & continue simple patterns 6 Create simple patterns</p> <p>A3 It's me, 1,2,3. 1 Find 1,2 3 2 Subitise 1,2,3 3 Represent 1,2,3 4 1 More 5 1 Less 6 Composition of 1,2,3</p>	<p>A4 Circles and Triangles 1 Identify & name circles & triangles 2 Compare circles & triangles 3 Shapes in the environment 4 Describe position A5 1,2,3,4,5 1 Find 4 and 5 2 Subitise 4 and 5 3 Represent 4 and 5 4 1More 5 1Less 6 Composition of 4 and 5 7 Composition of 1-5</p> <p>A6 Shapes with 4 sides 1 Identify and name shapes with 4 sides 2 Combine shapes with 4 sides 3 Shapes in the environment 4 My day and night</p>	<p>Sp1 Alive in 5 1 Introduce zero 2 Find 0 to 5 3 Subitise 0 to 5 4 Represent 0 to 5 5 1More 6 1Less 7 Composition 8 Conceptual subitising to 5</p> <p>Sp2 Mass & Capacity 1 Compare mass 2 Find a balance 3 Explore capacity 4 Compare capacity</p> <p>Sp3 Growing 6,7,8 1 Find 6,7,8 2 Represent 6,7,8 3 1More 4 1Less 5 Composition of 6,7,8 6 Make pairs-odd even 7 Double to 8 (find doubles) 8 Double to 8 (make doubles) 9 Combine 2 groups 10 Conceptual subitising</p>	<p>Sp 4 Length Height & Time 1 Explore length 2 Compare length 3 Explore height 4 Compare height 5 Talk about time 6 Order & sequence time</p> <p>Sp 5 Building 9 & 10 1 Find 9 &10 2 Compare numbers to 10 3 Represent 9 and 10 4 Conceptual subitising to 10 5 1More 6 1Less 7 Composition to 10 8 Bonds to 10 (2parts) 9 Make arrangements of 10 10 Bonds to 10 (3parts) 11 Doubles to 10 (find a double) 12 Doubles to 10(make a double) 13 Explore even and odd</p> <p>Sp 6 Explore 3D Shapes 1 Recognise & name 3D shape 2 Find 2D shapes in 3D shapes 3 Use 3D shapes for tasks 4 3D shapes in the environment 5 Identify more complex patterns 7 Patterns in the environment</p>	<p>S1 to 20 & Beyond 1 Build numbers beyond 10 (10-13) 2 Continue patterns beyond 10 (10-13) 3 Build numbers beyond 10(14-20) 4 Continue patterns beyond 10 (14-20) 5 Verbal counting beyond 20 6 Verbal counting patterns</p> <p>S2 How Many Now? 1 Add more 2 How many did I add? 3 Take away 4 How many did I take away?</p> <p>S3 Manipulate, Compose, Decompose 1 Select shapes for a purpose 2 Rotate shapes 3 Manipulate shapes 4 Explain shape arrangements 5 Compose shapes 6 Decompose shapes 7 Copy 2D shape pictures 8 Find 2D shapes within 3D shapes</p>	<p>S4 Sharing & Grouping 1 Explore sharing 2 Sharing 3 Explore grouping 4 Grouping 5 Even and odd sharing 6 Play with and build doubles</p> <p>S5 Visualise, Build & Map 1 Identify units of repeating patterns 2 Create your own pattern rules 3 Explore your own pattern rules 4 Replicate and build scenes and constructions 5 Visualise from different positions 6 Describe positions 7 Give instructions to build 8 Explore mapping 9 Represent maps with models 10 Create own maps from similar places 11 Create own maps and plans from story situations</p> <p>S6 Make Connections 1 Deepening understanding 2 Patterns and relationships</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Seasonal changes Play and explore outside in all seasons and in different weather. Observe living things throughout the year. **Sound Listen** to sounds outside and identify the source. **Make sounds Materials, including changing materials** Observe, measure and record how materials change when heated and cooled



Science	<p>Humans Describe people who are familiar to them Learn about how to take care of themselves.</p>	<p>Living Things and their Habitats Explore the plants in the surrounding natural environment</p>	<p>Plants Grow Plants Forces Explore how to change how things work Explore</p>	<p>Animals, excluding Humans Name and describe animals that live in different habitats.</p>	<p>Light Explore shadows Explore rainbows See a simple electric circuit with bulb.</p>	<p>Materials, including changing materials Explore a range of materials, including natural materials.</p>
---------	--------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------

		Explore the animals in the surrounding natural environment	how the wind can move objects Explore how objects move in water	Describe different habitats Living things and their Habitats Explore plants and animals in a contrasting natural environment.	Earth and Space Learn about the Earth, Sun, Moon, planets and stars Learn about space travel.	Make objects from different materials, including natural materials. Compare how materials change over time and in different conditions	
Geography	All Around Me Observe features in my school and village. Draw simple plans to represent features. Use maps to plan routes for fieldwork walks. Identify people in the community.		Our World Find the North and South Poles on a globe. Locate familiar countries on the globe. Relate these countries to the world map. Locate the equator.		Mapping Begin to draw features to scale. Draw from a bird's eye view. Give directions using left and right. Draw from both experience and imagination		
RE	1 God's World Children come to know that God loves each one always and at all times. They begin to hear about God's wonderful world.	2 God's Family Children hear the story of Christmas. They come to know that Mary is the mother of Jesus. They will be able to join in simple prayers and hymns.	3 Getting to Know Jesus Children come to know that Jesus is God the Father's Son. They come to appreciate friendship with Jesus. Children know that Jesus helps us to choose the good. They know that Jesus cured people who were ill.	4 Sorrow and Joy Children know that Jesus can help us to choose the good. They learn to take responsibility for choices and actions. They learn to say sorry. They learn to show care for one another.	5 New Life Children learn to show care for one another. They hear the story of Easter. They come to know that Sunday is a special day for the church family to come together to celebrate. Children experience praying with others as a celebration.	6 The Church Children experience that a church is a special place where God's People gather to pray. They come to know that Sunday is a special day for the Church family who come together to celebrate. They come to appreciate their friendship with Jesus through Baptism. Children will experience praying with others as a celebration. They will join in simple prayers and hymns.	
History	I have changed? Listen to first hand evidence. Discuss their development from birth to school. Talk about their parents as children.		Dinosaurs – looking at the life of Mary Anning the English fossil collector, dealer, and palaeontologist who became known around the world for the discoveries she made in Jurassic marine fossil beds in the cliffs along the English Channel at Lyme Regis in the county of Dorset in Southwest England.				
Explore the natural world around them by taking part in weekly forest school and making observations and drawing pictures of animals and plants. Looking at seasonal change							
Skill s Prog	The Natural World	To explore and ask questions about the	Understand the terms same and different	Talk about features of the environment they are in and learn about	Make observations about animals	Make observations about plants discussing	Know some important processes and

		natural environment around them		the different environments.	discussing similarities and differences.	similarities and differences.	changes in the natural world including states of matter.
	People, Cultural and Communities	Know about features of the immediate environment.	know that there are many countries around the world.	Know that people around the world have different religions.	Know about people who help us within the local community.	To know that people in other countries may speak different languages.	To know that simple symbols are used to identify features on a map
	Past and Present	To know about their own life story and know they have changed.	To know some similarities and differences between things in the past and now.	Talk about the lives of people around them.	Talk about past and present events in their lives and what has been read to them	To know about the past through settings, characters.	To know about the past through settings, characters and events.
Expressive Arts and Design 	Design and Technology	Structures: Junk modelling In this unit, pupils explore and learn about various types of permanent and temporary join. They are encouraged to tinker using a combination of materials and joining techniques in the junk modelling area.	Cooking and nutrition: Soup In this unit, children explore the differences between fruits and vegetables using their senses (taste, texture, smell etc.). They listen to the story 'The best pumpkin soup' and discuss the key ingredients the characters used before developing a class-based vegetable soup recipe.		Structures: Boats In this unit, children explore what is meant by 'waterproof', 'floating' and 'sinking', then experiment and make predictions with various materials to carry out a series of tests. They learn about the different features of boats and ships before investigating their shape and structures to build their own.		Textiles: Bookmarks Pupils develop and practise threading and weaving techniques using various materials and objects. They look at the history of the bookmark from Victorian times versus modern-day styles. The pupils apply their knowledge and skills to design and sew their own bookmarks.
	Art and Design	Drawing Begin to use a variety of drawing tools. -Use drawings to tell a story. -Investigate different lines. -Explore different textures -Begin to draw more accurate drawings of people					

		<p>Drawing: Marvellous marks Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.</p>	<p>Painting and mixed media: Paint my world Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art.</p>	<p>Sculpture and 3D: Creation station Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.</p>	<p>Craft and design: Let's get crafty Developing cutting, threading, joining and folding skills through fun, creative craft projects.</p>	<p>Seasonal crafts A craft for each season, including Easter and Christmas.</p>	
Creating with Materials Skill Progression	Experiment mixing with colours.	Experiment with different textures. Safely explore	Safely explore different techniques for joining materials.	Make props and costumes for different role play scenarios.	Explore and use a variety of artistic effects to express their ideas and feelings.	To share creations, talk about process and evaluate their work.	
Music - Kapow	<p>Exploring Sound 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.</p>	<p>Celebration music Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.</p>	<p>Music and Movement Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music.</p>	<p>Musical Stories 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.</p>	<p>Transport Using our voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.</p>	<p>Big Band 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.</p>	
Story telling Skills Progression	Relate a collection of unrelated ideas. No cohesive links (e.g. and, then) are used	Start to link story elements together. There is a central character, topic or setting. Tends to be a basic description of event with no causal or time links	Stories contain a central character, topic or setting. They may include emerging story structure elements and will often discuss a character's emotion and expressions. basic joining words to link ideas may be used (e.g. and then).	The story is a sequence of events which are linked logically or with a cause-effect relationship. The story is related from one part to the next, but not from beginning to end. The child may now use joining words such as but and because.	Stories contain a central character and a logical sequence of events. Stories have a cause and effect or temporal (time) relationship, but the plot does not show the attributes or the motivations of the characters. Endings may be abrupt.	Stories focus on an incident. There is a true plot, character development and sequence of events. The problem in the story is resolved in the end.	
Being Imaginative and Expressive Skills Progression	Sing and perform nursery rhymes.	Experiment with different instruments and their sounds.	Create narratives based around stories.	Move in time to the music.	Play an instrument following a musical pattern.	Invent their own narratives, stories and poems	