



	Autumn		Spring		Summer	
<b>Theme</b>	<p><b>Let's Explore</b> This project teaches children about the environments that they share with others, including their homes, school and places in the local community.</p>	<p><b>Marvellous Machines</b> This interest-led project teaches children about the technology that is part of their daily lives and how machines help us. The project gives children the opportunity to build and create marvellous machines.</p>	<p><b>Long Ago</b> This project teaches children about how they have grown and changed since they were babies and how life in the past was different from today.</p>	<p><b>Animal Safari</b> This project teaches children about the animals that live around the world, how to look after animals and the importance of caring for our local and global environments.</p>	<p><b>Ready Steady Grow</b> This project teaches children about food and farming and explores themes, including where food comes from, what plants and animals need to grow and survive and what constitutes a healthy lifestyle.</p>	<p><b>On the Beach</b> This project teaches children about the plants and animals that live at the seaside. It also explores holidays in the past and the importance of keeping safe in the Sun..</p>
<b>Steps to Read books</b>	<ul style="list-style-type: none"> <li>• <b>Superbat</b></li> <li>• <b>Where's Spot?</b></li> <li>• <b>In Every House, on Every Street</b></li> <li>• <b>The Way I Feel</b></li> <li>• <b>You Choose</b></li> <li>• <b>My Cat Likes to Hide in Boxes</b></li> <li>• <b>Harold and the Purple Crayon (Essential Picture Book Classics)</b></li> <li>• <b>Three Billy Goats Gruff</b></li> <li>• <b>Children's bible</b></li> <li>• <b>Starting school</b></li> <li>• <b>Grandpas quilt</b></li> <li>• <b>Dear zoo</b></li> <li>• <b>Peepo</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Here come the Superheros.</b></li> <li>• <b>You Can't Call an Elephant in an</b></li> <li>• <b>Emergency</b></li> <li>• <b>What Do Machines Do All Day?</b></li> <li>• <b>Machine Poems</b></li> <li>• <b>Mrs Armitage on Wheels</b></li> <li>• <b>Car, Car, Truck, Jeep (New Nursery Rhymes)</b></li> <li>• <b>Owl Babies</b></li> <li>• <b>Colour monster</b></li> <li>• <b>Nature trail</b></li> <li>• <b>Welcome</b></li> <li>• <b>Old Bear</b></li> <li>• <b>Elmer</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Newspaper boy and Origami Girl!</b></li> <li>• <b>Alfie at Nursery School</b></li> <li>• <b>Coming to England: An inspiring True Story</b></li> <li>• <b>Celebrating the Windrush Generation</b></li> <li>• <b>The Tiger Who Came to Tea</b></li> <li>• <b>Where in the World?: Famous Buildings and</b></li> <li>• <b>Landmarks, Then and Now</b></li> <li>• <b>Lucy &amp; Tom: At School</b></li> <li>• <b>Runaway Pancake</b></li> <li>• <b>God knows my name</b></li> <li>• <b>Guess how much I love you</b></li> <li>• <b>Bear in a square</b></li> <li>• <b>Luna loves gardening</b></li> <li>• <b>Little turtle and the sea</b></li> <li>• <b>When I was a child</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>My Mum is a Supermum!</b></li> <li>• <b>Book of Animals (Here We Are)</b></li> <li>• <b>Dear Zoo</b></li> <li>• <b>Animal Homes: A lift-the-flap book of</b></li> <li>• <b>Discovery</b></li> <li>• <b>Little Kids First Big Book of Animals (National Geographic Kids)</b></li> <li>• <b>Walking Through the Jungle</b></li> <li>• <b>We're Going on a Bear Hunt</b></li> <li>• <b>When cucumber lost his cool</b></li> <li>• <b>Wise about my body</b></li> <li>• <b>All are welcome</b></li> <li>• <b>Pumpkin soup</b></li> <li>• <b>Beautiful oops</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>George Saves the World by Lunchtime.</b></li> <li>• <b>The Gigantic Turnip</b></li> <li>• <b>Handa's Surprise</b></li> <li>• <b>Oliver's Vegetables</b></li> <li>• <b>Jack and the Beanstalk</b></li> <li>• <b>The Little Red Hen</b></li> <li>• <b>Oliver's Fruit Salad</b></li> <li>• <b>Jasper's Beanstalk</b></li> <li>• <b>Farmer Duck</b></li> <li>• <b>The Very Hungry Caterpillar</b></li> <li>• <b>I prayed for you</b></li> <li>• <b>Find your happy</b></li> <li>• <b>Ten wriggly wiggly caterpillars</b></li> <li>• <b>Growing story</b></li> <li>• <b>Handa surprise</b></li> <li>• <b>Then and Now</b></li> <li>• <b>Never let the diplodocus draw.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Who's Hiding at the Seaside? (Nosy Crow)</b></li> <li>• <b>Sally and the Limpet</b></li> <li>• <b>Lucy and Tom at the Seaside</b></li> <li>• <b>One is a Snail, Ten is a Crab (Walker Books)</b></li> <li>• <b>Hey Duggee: A Day at the Beach</b></li> <li>• <b>Welcome to the Rock Pool (Living Things and Their Habitats)</b></li> <li>• <b>Come Away From the Water, Shirley Wat</b></li> <li>• <b>Creature Features Oceans</b></li> <li>• <b>Goldilocks and Three Bears</b></li> <li>• <b>The way I feel</b></li> <li>• <b>Funny bones</b></li> <li>• <b>Look what I found at the sea</b></li> <li>• <b>Grandads Island</b></li> <li>• <b>Mixed</b></li> </ul>

			• Can I build another me?			
<p><b>Communication and Language</b></p> <p>Listening, attention and understanding</p> <p>Speaking</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> <p>-Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>-Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>-Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>-Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>-Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and</p>	<p>-Listen attentively and respond to what they hear with relevant questions, 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<b>Personal, Social, Emotional Development (PSED)</b>  Self-Regulation  Managing Self  Building Relationships	-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. -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. -Work and play cooperatively and take turns with others.	-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. -Explain the reasons for rules, know right from wrong and try to behave accordingly. Work and play cooperatively and take turns with others. -Know which adults look after them and who to tell if they feel worried or scared.	-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. -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. -Work and play cooperatively and take turns with others. -Form positive attachments to adults and friendships with peers.	-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.	-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. --Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	-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. -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. -Work and play cooperatively and take turns with others. -Show sensitivity to their own and to others' needs.

<p><b>Physical Development (PE)</b></p> <p><b>Gross motor skills (PE)</b></p> <p><b>Fine motor skills (ART)</b></p>	<p>-Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>-Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>-Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>-Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>-Begin to show accuracy and care when drawing.</p>	<p>-Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>-Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>-Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>-Begin to show accuracy and care when drawing.</p> <p>-Explore a range of tools and equipment to perform practical tasks safely, for example, cutting and joining.</p>	<p>-Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>-Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>-Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>-Begin to show accuracy and care when drawing.</p>	<p>-Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>-Demonstrate strength, balance and coordination when playing.</p> <p>-Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>-Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>-Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>-Begin to show accuracy and care when drawing.</p>	<p>-Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>-Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>-Use a range of small tools, including scissors, paint brushes and cutlery.</p>	<p>-Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>-Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>-Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>-Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>-Begin to show accuracy and care when drawing.</p>
<p><b>Understand the World (Foundational knowledge in History)</b></p> <p><b>Past and present</b></p>	<p>-Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>- share stories and talk about significant people who lived in the past.</p> <p>-School then and now</p> <p>-Shadsworth then and now</p>	<p>-Talk about the lives of the people around them and their roles in society</p> <p>-Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>-Machines then and now.</p> <p>- famous explorers, Marco Polo, Amelia Earhart, Matthew Henson and Jeanne Baret</p> <p>-similarities between aspects of their life and life in the past, using books, stories and pictures.</p> <p>-Transport through the ages.</p> <p>- Make observations about objects</p>	<p>-Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>-Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>- similarities and differences between pictures of the past and the modern day.</p> <p>- Old photographs of School and local community.</p> <p>- Make observations about objects and artefacts from the past, such as toys, clothes and other</p>	<p>-Talk about the lives of the people around them and their roles in society.</p> <p>- different occupations that familiar adults and members of their community have.</p> <p>-Vet</p> <p>-Zoos of the past</p> <p>- animal assistance dog and Arlo.</p>	<p>-Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>- Put familiar events in chronological order, using pictures and discussion.</p> <p>-Farms in the past and present.</p>	<p>-Talk about the lives of the people around them and their roles in society.</p> <p>-Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>- Talk about the lives of the people around them and their roles in society.</p> <p>- Order an event using words relating to the passage of time, including yesterday, last week, before and then.</p> <p>-Holidays past and present</p>

		and artefacts from the past.	<ul style="list-style-type: none"> <li>items relating to everyday life.</li> <li>-Blackburn Museum</li> <li>-Children's toys and life in the past.</li> <li>- Various stories that show life in the past</li> <li>-Explore and talk about important events in the school or locality's history.</li> <li>- Put familiar events in chronological order, using pictures and discussion.</li> <li>- use words relating to the passage of time when retelling a past (Rosie's Hat by Julia Donaldson.).</li> <li>-timeline</li> <li>- significant event in the past EG birthdays, christenings or religious celebrations.</li> <li>- The way that people lived in the past is not the same as the way that we live now (schools, play activities, toys, food, transport and clothes).</li> <li>-Clothes in the past.</li> <li>-</li> </ul>			
<p><b>Understanding the World (foundational knowledge in Geography)</b></p> <p><b>People, culture and communities</b></p>	<p><b>Fieldwork=Land marks of school</b></p> <p>-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>-Explain some similarities and differences between life in this country and life in other countries, drawing on</p>	<p><b>Fieldwork=Journey Stick (eyfs playground)</b></p> <p>-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>-Explain some similarities and differences between life in this country and life in other countries,</p>	<p><b>Fieldwork= NESW MAP (big playground, square paper)</b></p> <p>-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>-Know some similarities and differences between different religious and</p>	<p><b>Fieldwork= Landmarks of Queen's Park (link in with CAFOD walk)</b></p> <p>-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>-Know some similarities and differences between different</p>	<p><b>Fieldwork= Journey stick (big playground)</b></p> <p>-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>- Make and use simple maps in their play to represent places and journeys, real and imagined.</p> <p>- photographs from around the school or of the local area.</p> <p>-WoodEnd Farm trip</p>	<p><b>Fieldwork= NESW beach trip (square paper)</b></p> <p>-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.</p> <p>-Describe their immediate environment using knowledge from observation,</p>

	<p>knowledge from stories, non-fiction texts and –map, roads, journey, town.</p> <ul style="list-style-type: none"> <li>- Draw information from a simple map.</li> <li>-around them.</li> <li>-Recognise some environments that are different to the one in which they live.</li> <li>- Human features of the immediate environment include the school, the playground, streets and houses.</li> <li>- going on walks and visits to collect information about the environment.</li> <li>- A map is a picture or drawing of an area of land or sea.</li> <li>- Take photographs of familiar places in your local community and environment</li> <li>-Google maps</li> <li>-Features they can see on the map, including roads, roundabouts, parks, trees, shops, churches and houses.</li> <li>- buildings or places they recognise and have changed.</li> <li>- bring in photographs of places they have visited in the United Kingdom or around the world.</li> <li>- weather, plants and animals of one place is</li> </ul>	<p>drawing on knowledge from stories, non-fiction texts and</p> <ul style="list-style-type: none"> <li>-A machine is a man-made device. Look and use different machine.</li> <li>-Machine hunt</li> <li>-Vehicles are machines that transport people or goods.</li> <li>-Observe/make different vehicles.</li> <li>-A mechanic is a skilled worker who repairs and maintains vehicles. A mechanic in school?</li> <li>-There are different types of vehicles used in different places.</li> <li>-Look at different vehicles and compare to the ones in school.</li> </ul>	<p>cultural communities in this country, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> <li>-Describe ways to look after the immediate environment.</li> <li>- Discuss how the local environment has changed over time using photographs</li> <li>- similarities and differences between people in different communities and groups (Chinese New Year).</li> <li>- travelling to England (Coming to England by Floella Benjamin).</li> <li>- similarities and differences between food around the world.</li> <li>- There are different types of weather.</li> <li>-The 4 seasons are Spring, Summer, Autumn and Winter</li> <li>-It is warmer in the Summer and colder in the Winter.</li> <li>-Antarctica is the coldest place on Earth.</li> </ul>	<p>religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> <li>-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.</li> <li>-UK animals</li> <li>-Local area animals.</li> <li>-Map of a journey.</li> <li>-Kenya, Africa (Handa’s Surprise).</li> <li>-School ground litter picking.</li> <li>- Look after the immediate environment.</li> <li>-Places of animals at risk of extinction.</li> <li>-Map drawing (Little Red Riding Hoods journey).</li> <li>- . Use a world map or globe to locate Africa.</li> <li>-Animals that live in the wild in the Serengeti in Africa.</li> <li>- Different climates, weather, food, religions, culture, wildlife, transport and amenities.</li> <li>- Books is a village in south-west Kenya, Africa.</li> <li>-African Village</li> <li>-Hot climates and cold climates.</li> <li>- Maps show us areas of land and sea.</li> <li>-Globes and maps can show us the location of</li> </ul>	<ul style="list-style-type: none"> <li>- A farm is an area of land for growing plants and raising animals.</li> <li>-Farms make lots of the foods that we eat.</li> <li>-A farmer is someone who grows plants and raises animals for human use.</li> <li>-WoodEnd Farm is a local working farm in</li> <li>-Dunsop Bridge at the heart of the Forest of Bowland</li> </ul>	<p>discussion, stories, non-fiction texts and maps.</p> <ul style="list-style-type: none"> <li>-Beach trip</li> <li>-British seashore.</li> <li>-Irish Sea.</li> <li>- Geographical information can be collected by using simple tally charts and pictograms.</li> <li>- look after the immediate environment.</li> <li>- Leaving litter on beaches can potentially kill marine life.</li> <li>- books on the theme of looking after our environment,</li> <li>-UK on a map</li> <li>-Maps, land and Sea. (Irish Sea).</li> <li>- Describe how the weather, plants and animals of one place is different to another using simple geographical terms.</li> <li>-Beach scavenger hunt (fieldwork)</li> <li>- A beach is an area of sandy, pebbly or rocky land by the sea.</li> <li>-The seashore is the land along the sea or ocean.</li> <li>-The ocean is a body of salt water</li> <li>-The Irish Sea is our closest body of water.</li> </ul>
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	<p>different to another using simple geographical terms.</p> <p>- Globes and maps can show us the location.</p>			<p>different places around the world.</p> <p>-Wildlife in Blackburn is different to Africa.</p> <p>-Litter has a harmful effect on the environment.</p> <p>-Blackpool Zoo Trip</p>		
<p><b>Understanding the World (foundational knowledge in Science)</b></p> <p><b>The Natural World</b></p>	<p>-Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>-Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>-Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion.</p> <p>-Make observations about the world around them.</p> <p><b><u>Materials/Light/sound</u></b></p> <p>- Identify the best materials in which to make holes and tunnels.</p> <p>-Sensory walk</p> <p>- Gather natural materials to make collections</p> <p>- talk about the natural materials they explore, using their senses</p> <p>- Sort and group materials and resources and talk about how</p>	<p>-Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>-Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion.</p> <p>-Sort and group materials and resources and talk about how they are similar or different.</p> <p><b><u>Earth and Space</u></b></p> <p>-Space</p> <p>- Using their senses to explore natural materials in the environment, such as stones, twigs, leaves, feathers, seeds, flowers etc.</p> <p>-materials they are using when making pictures.</p> <p>-Using materials, including natural materials, when making models and identify a key property that was required.</p> <p>-properties the material has.</p> <p>-Make pictures using natural materials they have gathered from the Environment</p>	<p>-Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>-Discuss simple changes as they have grown from being a baby.</p> <p>-Sort and group materials and resources and talk about how they are similar or different.</p> <p><b><u>Seasons/Human s</u></b></p> <p>- weather change throughout the year.</p> <p>-seasons</p> <p>- clothes they wear in different seasons and why.</p> <p>- observe living things throughout the year</p> <p>- share books about the seasons</p> <p>-seasonal walks to observe key features of the seasons</p> <p>-make artwork with seasonal found objects</p> <p>- describe daily weather include sunny, rainy, windy, cloudy, warm or cold.</p> <p>- discuss how they have changed from when they were babies.</p>	<p>-Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>-Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion.</p> <p><b><u>Animals excluding Humans</u></b></p> <p>-Features for different groups of animals, including wild and domestic animals.</p> <p>- Vets</p> <p>- Types of animals</p> <p>- Blackpool Zoo trip</p> <p>- Different habitats</p> <p>-matching animals to their habitats</p> <p>- different animals and the habitats they live in.</p> <p>-comparing animals</p> <p>-African animals</p> <p>- Sort animals according to where they live</p> <p>-caring for pets</p> <p>- small world animals in different habitats</p> <p>- create pictures of animals in their habitats</p> <p>- books about different animals</p>	<p>-Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>-Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>-Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion.</p> <p><b><u>Living things and their habitat</u></b></p> <p>-Make observations about the world around them.</p> <p>- name plants they find in the school grounds</p> <p>-identify plants</p> <p>-grow plants</p> <p>-look after a plan</p> <p>-label a plant</p> <p>-draw a plant</p> <p>- minibeast in the school grounds</p> <p>- Observe using a magnifying glass or app on a Tablet.</p> <p>-Small world minibeast</p> <p>-Books on plants and minibeast</p> <p>-Contrasting environment</p> <p>- Farm Trip</p> <p>-Plants and animals at the farm</p> <p>- identify similarities and differences between the plants and animals they find in the</p>	<p>-Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>-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.</p> <p>-Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>-Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion.</p> <p>-Encourage children to name and describe animals that live in different habitats while reading books, watching videos, looking at pictures or playing matching games.</p> <p><b><u>Animals/Forces</u></b></p> <p>- Animals and the habitats they live in.</p> <p>- Describe habitats.</p>

	<p>they are similar or different.</p> <ul style="list-style-type: none"> <li>- properties the material has.</li> <li>- Local habitats include woodlands and gardens.</li> <li>-Shadows</li> <li>- Make shadows using their bodies, both outside using the Sun and inside using torches.</li> <li>-shadows puppets</li> <li>-light source (sun/torch)</li> <li>- talk about the changes to the shadows when the clouds cover and uncover the Sun</li> <li>-Going on a sound walk</li> <li>-Close eyes and listening to the sounds around them when outside</li> <li>-Listen to rain, wind, thunder</li> <li>-Play sound identification games</li> </ul>	<ul style="list-style-type: none"> <li>-Make dens, nests, bug hotels etc. using natural materials</li> <li>-Make ice pictures by putting water in a shallow tray and adding natural objects gathered from the environment and then leaving them outside to freeze or putting them in the freeze.</li> <li>- Making junk models with a range of materials.</li> <li>- Making model planets</li> <li>- Share books and video clips about the Earth, Sun, Moon, planets and stars</li> <li>-Talk about what happens and what they can see and hear in the daytime and at night.</li> <li>- move as if they were in space or on the Moon.</li> <li>- talk about how binoculars or a telescope make distant objects appear larger and closer.</li> <li>- describe the movements of astronauts.</li> <li>- Testing simple air-propelled card or plastic bottle rockets.</li> <li>- Nocturnal animals</li> <li>- Identify products that use electricity to make them work.</li> </ul>	<ul style="list-style-type: none"> <li>- talk about themselves, friends, family and community using photographs</li> <li>-Use mirrors to look at their faces</li> <li>-Create pictures or collages of themselves, friends, family and Community</li> <li>-Make hand and footprints using paint.</li> <li>-share books about different types of families.</li> <li>- Talk about other people that look after them</li> <li>- describe their friends and family using photographs to help them.</li> <li>- people who look after them, both within their family and the wider community e.g. teachers, doctors, dentists etc.</li> </ul>		<p>surrounding natural environment and the contrasting one they visit.</p> <ul style="list-style-type: none"> <li>-Experiment Teeth/germs</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>-Talk about how animals are cared for when they live outside their natural habitat.</li> <li>-Move like different animals.</li> <li>-Beach trip</li> <li>-Animal diets</li> <li>-float and sink</li> <li>-Crabs</li> <li>-Rockpools</li> <li>- Features for different groups of animals, including wild and domestic animals.</li> <li>-Living things</li> <li>-Beach shop</li> <li>-Sea animals</li> <li>- clothes they wear in different seasons and why.</li> <li>- litter on beaches can potentially kill marine life.</li> <li>- Identifying objects being blown around outdoors</li> <li>- what happens when they poured sand/water through wheels and down gutters and how they changed this</li> <li>- objects move in the wind (kite/pinwheels)</li> </ul>
<p><b>Understanding the World (foundational knowledge in Computing)</b></p> <p><b>World</b></p>	<ul style="list-style-type: none"> <li>-Create simple programs.</li> <li>-Input simple instructions to make technological toys operate, including floor robots and</li> </ul>	<ul style="list-style-type: none"> <li>-Create simple programs.</li> <li>-Input simple instructions to make technological toys operate, including floor</li> </ul>	<ul style="list-style-type: none"> <li>-Use technology to record their work and ideas. -</li> <li>-Use age-appropriate software to create images and record</li> </ul>	<ul style="list-style-type: none"> <li>-Create simple programs.</li> <li>- Input simple instructions to technological toys, including floor robots and onscreen sprites.</li> </ul>	<ul style="list-style-type: none"> <li>-Create simple programs.</li> <li>-Input simple instructions to make technological toys operate, including floor robots and onscreen sprites.</li> </ul>	

	<p>onscreen sprites.          -Find out about and use a range of everyday technology.          -Use a variety of digital technology, such as smartphones and tablets.          -Where we live.          - Digital technology used at home and at school for communicating with others.</p>	<p>robots and onscreen sprites.          -Find out about and use a range of everyday technology. -          Explain that digital technology is used in the home and at school for communication. -          Talk about and use digital technology with confidence and independence, giving examples of how it is used in the home, at school and beyond.          -Use technology to record their work and ideas. -          -Use age-appropriate software to create images and record sounds and videos.          -Use technology safely and respectfully with support from adults.          -Describe what they would do if they saw something online that made them sad, scared or worried.          -Remote controlled objects.          - smartphones, tablets, microwaves and washing machines.          -share it          -digital art          -selfies          -record it          -computer reading          -mobile devices          -keeping safe online</p>	<p>sounds and videos.          -black and white photos          -digital art          -digital work can be saved, shared and accessed from other devices.</p>	<p>-Use technology to record their work and ideas.          -Navigate to find digital content, in digital folders and online, with supervision. -          Learnpad Animal Apps.          - Errors in instructions can be checked and fixed.</p>	<p>-Use technology to record their work and ideas.          -Use age-appropriate software independently.          -Mobile devices</p>	
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<p><b>Expressive Art and Design (foundational knowledge in DT/ART)</b></p> <p><b>Creating with Materials</b></p> <p><b>Being imaginative and expressive</b></p>	<p>-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>-Share their creations, explaining the process they have used.</p> <p>-Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients.</p> <p>-Use everyday products, stories, pictures, interests and experiences to inspire their creations.</p> <p>- Take part in imaginative, creative and sensory play activities.</p> <p>-Use natural materials and loose parts to make 2-D and 3-D art.</p> <p>- Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.</p> <p>- Make simple prints using a variety of tools, including print blocks and rollers.</p> <p>- Cut, tear, fold and stick a range of papers and fabrics</p> <p>- Create collaboratively, share ideas and use a variety of resources to</p>	<p>-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>-Share their creations, explaining the process they have used.</p> <p>-Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients.</p> <p>-Use pictures, interests and experiences to inspire their creations.</p> <p>-- Take part in imaginative, creative and sensory play activities.</p> <p>-Select appropriate tools and media to draw with.</p> <p>-Use a variety of paper and fabric to design a robot.</p> <p>-Use natural materials and loose parts to make 2-D and 3-D art.</p> <p>-Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.</p> <p>-Play dough robots</p> <p>-Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own</p>	<p>-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>-Share their creations, explaining the process they have used.</p> <p>-Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients.</p> <p>-Explore artwork made by great artists.</p> <p>-- Take part in imaginative, creative and sensory play activities.</p> <p>-create art in different ways on a theme, to express their ideas and feelings.</p> <p>-card marking</p> <p>-Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. (clay sculptures).</p> <p>-Make simple prints using a variety of tools, including print blocks and rollers. (stampers)</p> <p>-Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own</p>	<p>-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>-Share their creations, explaining the process they have used.</p> <p>-Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients.</p> <p>-Test their ideas.</p> <p>-- Take part in imaginative, creative and sensory play activities.</p> <p>- Cut, tear, fold and stick a range of papers and fabrics.</p> <p>- Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools</p> <p>-model animals</p> <p>-Animals collage</p> <p>- Make simple prints using a variety of tools, including print blocks and rollers.</p> <p>-reptile skin</p> <p>-snake skin</p> <p>- Discuss similarities and differences in their own and others' work, linked to visual elements, such as colour, scale, subject matter, composition and type. (animal patterns)</p> <p>- Share their creations with</p>	<p>-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>-Share their creations, explaining the process they have used.</p> <p>-Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients.</p> <p>-Explore artwork made by great artists.</p> <p>-- Take part in imaginative, creative and sensory play activities.</p> <p>-Explore colour and application of paint using a range of different tools. (fruit art)</p> <p>-Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. (milk paint).</p> <p>- Create art in different ways on a theme, to express their ideas and feelings. (thread and weave).</p> <p>-Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. (scented dough, mashed potato).</p> <p>-Adapt and refine their work as they are constructing and making. (seed shakers)</p> <p>-Discuss similarities and differences in their own and others' work, linked to visual elements, such as colour, scale, subject matter,</p>	<p>-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>-Share their creations, explaining the process they have used.</p> <p>-Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients.</p> <p>-Explore artwork made by great artists.</p> <p>-Test their ideas.</p> <p>-- Take part in imaginative, creative and sensory play activities.</p> <p>-Create art in different ways on a theme, to express their ideas and feelings. (starfish)</p> <p>-Cut, tear, fold and stick a range of papers and fabrics.</p> <p>-Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. (sand moulds).</p> <p>-Create art in different ways on a theme, to express their ideas and feelings. (was resit paint).</p> <p>-Adapt and refine their work as they are constructing and making.</p> <p>-share their creations with others, explaining their intentions and the techniques and tools they used. Construct simple structures and models using a range of materials. (boats).</p>
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	<p>make products inspired by existing products, stories or their own ideas, interests or experiences (boxes). -den building</p> <p>- Draw or paint a place from observation or imagination. (fantasy worlds) - Use primary and other coloured paint and a range of methods of application.</p>	<p>ideas, interests or experiences. -Communicate their ideas as they are creating artwork. -Describe what, why and how something was made and compare with others. -Explore, build and play with a range of resources and construction kits with wheels. -Explore, build and play with a range of resources and construction kits with wheels and axles. -Construct simple structures and models using a range of materials.</p> <p>-Make simple prints using a variety of tools, including print blocks and rollers. -Machine printing -observation drawings of vehicles. -Create art in different ways on a theme, to express their ideas and feelings. -Use various nuts, coloured plastic-coated wire, bolts, screws and sheets of black paper to create machine art.</p>	<p>ideas, interests or experiences. (old and new clothes). -Construct simple structures and models using a range of materials. (toys from the past-peg doll). -Construct simple structures and models using a range of materials. (old buildings). -Explore, build and play with a range of resources and construction kits with wheels and axles. (horses and carts).</p> <p>-Use primary and other coloured paint and a range of methods of application. -Explore and talk about pictures of famous artwork as they paint and draw. - Explore artwork by famous artists and talk about their likes and dislikes.</p>	<p>others, explaining their intentions and the techniques and tools they used. - Adapt and refine their work as they are constructing and making. (animal mask)</p> <p>-Draw like a Scientist - Different types of line include thick, thin, straight, zigzag, curvy and dotted. -animal illustrations -observation drawings - draw or paint a place from observation or imagination. -landscapes - Create art in different ways on a theme, to express their ideas and feelings.</p> <p>- Talk about the characters, events and settings in stories they have listened to, using props and materials for role play. - retell stories and narratives through role play and small world play, using some key vocabulary.</p>	<p>composition and type. -animal masks -animal homes</p> <p>-Use primary and other coloured paint and a range of methods of application. -elect appropriate tools and media to draw with. (animals and their babies). - explore artwork by famous artists and talk about their likes and dislikes. ( The Fruit Basket picture card by Giuseppe Arcimboldo).</p>	<p>-Draw or paint a place from observation or imagination. (animals in the sea). - Explore artwork by famous artists and talk about their likes and dislikes. Paintings could include The Beach at Trouville by Claude Monet, 1870; Beach Scene by Edgar Degas, 1869–70, Rhyl Sands by David Cox, 1854–5, View of Collioure (The Tower) by Henri Matisse, 1905 or contemporary artwork by artists like Laura Wall.</p>
<p><b>Expressive Art and Design (foundational knowledge in Music)</b></p> <p><b>Being imaginative and expressive</b></p>	<p>-Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. -Listen to a variety of music and sounds.</p>	<p>-Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. -Explore playing a variety of percussion instruments.</p>	<p>-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.</p>	<p>-Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. -Listen to a variety of music and sounds. -animal songs</p>	<p>-Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. -farm songs -seed shakers</p>	-

	-songs and rhymes	Listen to a variety of music and sounds. -music machines -robot dancing	-nursery rhymes -lullabies	-rainforest animals		
<b>Extra Music</b>	My musical classroom  Extra-Curricular- Harvest Hymns Remembrance Hymns  Assembly performance	My musical classroom  Extra-Curricular- Nativity Hymns	Musical patterns and performing	Musical patterns and performing  Extra-Curricular- Lent/Easter Hymns	Sound stories  Extra-Curricular- Crowning of Mary Hymns	Sound stories
<b>Ready steady write/Writing Opportunities</b>	The Something	Star in the jar	Juniper Jupiter	Little Red	The extraordinary Gardener	The Storm Whale
<b>Literacy</b>  <b>Comprehension</b>  <b>Word Reading</b>  <b>Writing</b>	-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. -Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. -Write recognisable letters, most of which are correctly formed. Spell words by - identifying sounds in them and representing the sounds with	-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. -Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. 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.	-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. -Say a sound for each letter in the alphabet and at least 10 digraphs. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. -Write recognisable letters, most of which are correctly formed. -Write simple phrases and	-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. -Read aloud simple sentences and books that are consistent with their phonic knowledge by sound-blending. -Write recognisable letters, most of which are correctly formed. -Enjoys looking at books and sharing stories.	-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. -Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. -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. -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	-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. -Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. -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. -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

	a letter or letters. -Write simple phrases and sentences that can be read by others. -Enjoys looking at books and sharing stories.	-Write simple phrases and sentences that can be read by others. -Enjoys looking at books and sharing stories.	sentences that can be read by others. -Enjoys looking at books and sharing stories.	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. -Enjoys looking at books and sharing stories.		sentences that can be read by others. Enjoys looking at books and sharing stories.
<b>Maths (WhiteRose)</b> <b>Number</b> <b>Numerical Patterns</b>	- Recognising numerals to 5  - Counting to 10  - Positional language  - Comparing	-Pattern and 2D Shape  -1 More 1 Less  - Vocabulary for addition and subtraction	- Counting objects to 10 and beyond.  - Practical activities for addition and subtraction.  - Comparing 'more' and fewer'  - Doubling, halving and sharing	- Size, height, and time  - Simple estimation  - Pattern and 3D Shape	- Count reliably to 20 (forwards and backwards)  - Counting in 2's, 5's and 10's  - To add and subtract two single digit numbers by counting on or back  - Solving simple problems	- Record using marks  - Weight, length and capacity  - Money  - 2D and 3D shape
<b>Role play</b>	Home Corner – <i>moving in</i>	Home Corner – <i>Christmas Decorations</i>	Home Corner – <i>Toys from the past</i>	Home Corner – <i>add animals</i>	Home Corner – <i>add gardening</i>	Home Corner – <i>going on holiday</i>
<b>Outdoor (Separate Plan)</b>	-Shop (Clothes)	-Shop (Food)	- Meteorologist -Weather presenter	-Vets	-Ice Cream Parlour	- Beach Shop
<b>BV and EDI</b>	Picture News- Current Affairs	Picture News- Current Affairs	Picture News- Current Affairs	Picture News- Current Affairs	Picture News- Current Affairs	Picture News- Current Affairs
<b>RE Links Come and See</b>	1) Domestic church - / family – why am I precious?	2) Baptism - how do we show people that they are welcomed? 3) Advent/ Christmas - why do we celebrate birthdays?	4) Local Church - what is a celebration? 5) Eucharist – what things are better done together?	6) Easter - how do things grow? 7) Pentecost - what is Good News?	8) Reconciliation - who are your friends?	9) Universal Church – what makes our world so wonderful? 10) Other religions
<b>RSE TENTEN</b>	Module One: Created and Loved by God  Unit 1: Religious Understanding  Unit 2: Me, My Body, My Health	Module One: Created and Loved by God  Unit 3: Emotional Well-Being  Unit 4: Life Cycles	Module Two: Created to Love Others  Unit 1: Religious Understanding  Unit 2: Personal Relationships	Module Two: Created to Love Others Unit 3: Keeping Safe	Module Three: Created to Live in Community  Unit 1: Religious Understanding	Module Three: Created to Live in Community  Unit 2: Living in the Wider World
<b>Visits/Visitors</b>	Topic Day  Community Walk  Police visit	Fr Barry – Baptism  Topic Day	Toys from the past museum visit school.  Topic Day	Blackpool Zoo	Farm Trip  Topic Day- parent gardening afternoon	Beach trip,  Queen's Park  Litter Picking

		Lindon House Visit				
		Pantomime				