

Curriculum Intent & Progression Document

EYFS

St. Mary's Catholic Voluntary Academy, Grantham

2022-23



Class Teacher: R. GLENDINNING

St. Mary's Catholic Voluntary Academy, Grantham
2022-23

Mission Statement

Christ is at the centre of St. Mary's as we strive to nurture and care for all our community members by encouraging them to **Believe, Succeed** and **Soar** within God's love, to achieve the very best that they can, in all areas.

Our Vision

We are disciples who put our faith into action in all that we do.

We are role models who encourage others to shine and be the best version of themselves that they can be.

We are investigators who ask questions about the past, the present and the future.

We are artists who show our creativity and talents with flair and imagination.

We are storytellers who have a passion for reading and are able to communicate in many ways.

We are problem solvers who tackle tasks with an open mind and a positive approach.

We are team players who work together to achieve our goals.

We are explorers who learn new skills, embrace other cultures and value our locality and the wider world.

We **Believe**. We **Succeed**. We **Soar**.

Our Gospel Virtues

To achieve our full Christian potential, we all need to live out our Gospel Virtues: -

Love

A Christ-like love respects the talent of each person in our school.

Faith

Faith helps us to do God's will in this world.

Hope

Hope helps us to see a new life beyond our present one.

Peace

We know that if we love one another, peace will be all around us.

Mercy

We believe that mercy will be shown by the way we forgive others.

Community

We believe our community here unites us all as followers of Jesus.

The General Principles of our curriculum are that children:

- **Meet Jesus through all aspects of their work.** Our intention is for children to encounter Jesus throughout their time at St. Mary’s. Our curriculum has ‘Christ at its heart’ and every opportunity is made for the children to welcome God into their hearts.
- **Experience the challenge and enjoyment of learning.** Early Years is so important to ensure the best foundations are provided to ensure our children are happy, secure and want to be lifelong learners – to give them the building blocks for life!
- **Learn within a coherent and progressive framework.** The EYFS curriculum is built upon children’s interests, learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development.
- **See clear links between different aspects of their learning.** EYFS is the crucial start to children’s education and it is vital that children have every opportunity to have the skills, knowledge and resilience to be ready for Key Stage 1. Our curriculum is built to ensure all children have the opportunities to experience (first hand, where ever possible) to prepare them for their role as a proactive citizen in our multicultural society.
- **Understand the purpose and value of their learning and see its relevance to their past, present and future.** As well as continuing the theme in the point above, children will learn about influences on their lives from their families, communities and cultures around them as well as globally.
- **Explore the breadth and depth of The Foundation Stage.** The intention is that the learning is fun, immersive and supports the ‘whole’ child. **Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking**

Curriculum Intent: EYFS (2022-23)

COMMUNICATION AND LANGUAGE (Listening, Attention and Understanding, Speaking) LITERACY (Comprehension, Word Reading, Writing) ENGLISH (R, W, Ph)					
ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
All elements of these Early Learning Goals will be taught through the Read, Write, Inc. scheme of work.					
VOCABULARY					

MATHEMATICS (Number, Numerical Patterns)					
ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...

<p>Getting to Know You Opportunities for settling in, introducing the areas of provision and getting to know the children. Key times of the day and class routines. Exploring continuous provision inside an out. Where do things belong? Positional language. [Baselines]</p> <p>Just Like Me! W1a: know how to explore and match objects which are the same. W1b: know how collections can be sorted into sets based on attributes such as colour, size or shape. W2a: know how the same collection of objects can be sorted in different ways. W2b: know that when making comparisons, a set can have more, the same or fewer than another set.</p>	<p>It's Me 1 2 3! W1a: know how to identify representations of 1, 2 and 3. W1b: know how to subitise or count to find out how many and make their own collections of 1, 2 and 3 objects. W1c: know how to match the number names we say to numerals and quantities. W1d: know how to count up to 3 objects in different arrangements. W2a: know that as we count, each number is one more. W2b: know that as we count back, each number is one fewer. W2c: know that circles have one curved side and triangles have three straight sides. W2d: know that all numbers are made up of smaller numbers. W3a: know how to use positional language.</p>	<p>Alive in 5! W1: know that the number name zero and the numeral 0 can be used to represent this idea. W2a: know that one quantity can be more than, the same as or fewer. W2b: know the terms of full and empty. W3a: know that all numbers are made up of smaller numbers. W3b: know the terms nearly full and nearly empty.</p> <p>Growing 6, 7, 8 W1a: know how the counting principles work to 6,7 and 8. W2a: know that a pair is two. W2b: know how to combine two groups to find how many altogether. W3a: know how to describe length and height using mathematical language. W3b: know how to order and sequence</p>	<p>Building 9 and 10 W1a: know how the counting principles work to 9. W2a: know how the counting principles work to 10. W3a: know number bonds to 10. W4a: know how to explore patterns which are repeated.</p> <p>Consolidation</p>	<p>Find My Pattern W1a: know double facts. W2a: know how quantities can be distributed equally. W3a: know how to explore and represent patterns within numbers to 10 (odd/ even/ double). W3b: know how to explore and represent patterns with shapes and models.</p> <p>First Then Now W1a: know how to compare quantities to 10. W2a: know that the quantity of a group can be changed by taking items away. W3a: know how to explore and represent patterns.</p>	<p>To 20 and Beyond W1a: know how to count verbally beyond 20. W2a: know to recognise the pattern of the counting system. W3a: know how to explore simple shape arrangements.</p> <p>On the Move W1a: know how to problem solve. W2a: know how to copy, create and continue a pattern. W3a: know how to use positional language to make maps and plans.</p>
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<p>W3: know that objects can be repeated to make patterns</p>	<p>W3b: know that circles have 1 curved side, semi-circle has 1 curved and 1 straight side and the triangles have 3 straight sides</p> <p>Light and Dark W1a: know how to count on and back to 4, including subitising. W1b: know that squares and rectangle shave 4 straight sides and 4 corners. W2a: know how to count on and back to 5, including subitising. W3a: know how to subitise and compare as they explore one more and one fewer.</p>	<p>important times in their day.</p>			
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VOCABULARY

<p>Getting to Know You</p>	<p>Alive in 5! Zero, nothing, gone, count, subitise, order, ordinal, compare, forwards, backwards, numerals, digit, one more, one less, equal to, more than, less than, fewer, number bond, mass, weight, heavy, light, heavier than, lighter than, capacity, full, empty, half full, more than, less than</p>	<p>Find My Pattern Count, subitise, order, ordinal, compare, forwards, backwards, numerals, digit, one more, one less, equal to, more than, less than, fewer, match, sort, same, different, pairs, rule, odd one out, double, twice as many, equal, sharing, grouping, half, even, odd, rotate, manipulate</p>
<p>Just Like Me! Match, sort, same, different, pairs, rule, odd one out, compare, order, size, tall, long, short, large, small, balance, equal, weigh, measure, pattern, repeat</p>	<p>Growing 6, 7, 8 Count, subitise, order, ordinal, compare, forwards, backwards, numerals, digit, one more, one less, equal to, more than, less than, fewer, pairs,</p>	<p>First Then Now Count, subitise, order, ordinal, compare, forwards, backwards, numerals, digit, one more, one less, equal to, more than, less than, fewer, match, sort,</p>

circle, triangle, sides, over, under, between, around, through, on, into, next to, behind, beneath, order, repeat, patterns, on top of	explore, possibilities, length, height, , breadth, long, longer, short, shorter, tall, taller, wider, narrower, more than, less than, time, quicker, slower, earlier, later, before, after, first, now, next, today, yesterday, tomorrow, morning, afternoon, evening, day, week, hour, minutes	same, different, pairs, rule, odd one out, adding more, add, plus, altogether, total, taking away, take away, minus, number bonds, part, whole, digit, 2D shapes, triangle, rectangle, sides, tangram, compose, decompose
Light and Dark Count, subitise, order, ordinal, compare, forwards, backwards, numerals, digit, one more, one less, equal to, more than, less than, fewer, 2D shapes, rectangle, square, sides, time, quicker, slower, earlier, later, before, after, first, now, next, today, yesterday, tomorrow, morning, afternoon, evening, day, week, hour, minutes, night, day	Building 9 and 10 Count, subitise, order, ordinal, compare, forwards, backwards, numerals, digit, one more, one less, equal to, more than, less than, fewer, number bond, 3D shapes, cuboid, cube, cone, sphere, curved, straight, flat, pattern, ten frame	To 20 and Beyond Count, subitise, order, ordinal, compare, forwards, backwards, numerals, digit, one more, one less, equal to, more than, less than, fewer, match, sort, same, different, pairs, rule, odd one out, tens, ones, ten frame, 2D shapes, circle, triangle, rectangle, square, sides, visualise, build
		On The Move Count, subitise, order, ordinal, compare, forwards, backwards, numerals, digit, one more, one less, equal to, more than, less than, fewer, match, sort, same, different, pairs, rule, odd one out, pattern, relationship, mapping

**PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT (Self-Regulation, Managing Self, Building Relationships)
UNDERSTANDING THE WORLD (People, Culture and Communities)
RE/RSE**

Journey In Love: God loves each of us in our uniqueness.

PENTECOST 2
Children will...

LO: I will know that there is no one more special than me.
I will know that God made me and loves me as I am.

<u>Physical</u> Close their eyes and describe themselves to the person next to them.	<u>Social</u> Explore favourite games.	<u>Emotional</u> Explore how we feel about our friends at home and at school.	<u>Intellectual</u> Describe a good friend by listing all their good qualities e.g. kind, helpful etc.	<u>Spiritual</u> To consider: Is Jesus our friend? To share the story from scripture 'Jesus welcomes the
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<p>Does it matter if we are all different? How are we different? Draw themselves using correct colour for skin and features for display. Pause, reflect and prayer.</p>	<p>Who do I play with at school and why does he/she play with me? Pick a name of another child out of a box and name one thing that person is good at. Pause, reflect and prayer.</p>	<p>How do you feel about your friend? Do you have other friends at home/school? Why do you play with them? Explore why we play with them. Who would we go to if we were worried or concerned? Say one thing they like about the person sitting next to them. Pause, reflect and prayer</p>	<p>Is it important to have friends? Role play 'The Good Samaritan'. Pause, reflect and prayer.</p>	<p>little children' and talk about children being special to God. What celebrations do we enjoy in our family and our church? Who is the Mother of Jesus? Why is she special? Know that Jesus grew for nine months in Mary's womb. Pause, reflect and prayer.</p>
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VOCABULARY

God, unique, different, wonder, special, eyes, hair, boy/girl, hands, fingers, name, family, love, womb, describe, Baptism, friends, generous, worried, noses

**UNDERSTANDING THE WORLD (Past and present)
HISTORY**

ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
<p>Families. Growing and Changing Know members of their immediate family and community. Know and be able to describe people who are familiar to them.</p>	<p>Lives of significant people. Know significant figures from the past and present and compare them. Know and use the language of time when talking about past/present events in their own lives and in the lives of others they</p>	<p>How has life changed. Know from differences that familiar situations took place in the past and that there are similarities and differences. Know that many stories are from the past and be able to compare and contrast characters. Know how to visually represent their own day</p>	<p>How has technology changed. Historical events, significant people. Know how some elements of technology have changed over time including the telephone, blackboard/IWB etc. Know how to talk about and understand changes in their own</p>	<p>Growth and Change. Know how to comment on images of animals growing and changing overtime. Know how to recount an event (orally, pictorially, and/or with captions). Know about key roles people have in society both in the present and past.</p>	<p>How has transport changed. Historical events, significant people. Know how to comment on images of transport from the past. Know how to order experiences in relation to themselves and others including stories. Know how to describe features of objects,</p>

	<p>have learnt about through books.</p> <p>Know how to talk about themselves as babies and birthdays.</p> <p>Know why and how we celebrate key historical events (bonfire night, remembrance day, Christmas day)</p>	<p>on a simple timeline (corresponds with the number 7 work and days of the week).</p>	<p>lifetime by creating a personal timeline.</p> <p>Know how to describe images of familiar situations in the past such as 'When we were giants' 'Peepo' (Shirley Hughes stories)</p>	<p>Know how to name and describe people who are familiar to them within their community (fire service, police, doctor, dentist)</p>	<p>people places and make comparisons; know how to talk about what is the same and different.</p>
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VOCABULARY

<p>People family, change, lives, history, grow, same/different, day, today yesterday, tomorrow, week, month, year, birthday, when I was a baby, before I was born, parents, grandparents, remember, calendar</p>	<p>Past/present, now, comparing, history, historical, years, artefacts, long ago, who?</p>	<p>A long time ago, once upon a time, timeline, ordering, lifetime</p>	<p>Modern, old, new, plastic, materials, clue, what?</p>	<p>Growing, changing,</p>	
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UNDERSTANDING THE WORLD
GEOGRAPHY

ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
<p><u>Do you want to be friends?</u> Where do I live? Where is my school? What is it like here? What differences are around the school environment?</p>	<p><u>Why do squirrels hide their nuts? + Christmas</u> Looking at migration of animals. What is the weather like now? What has changed outside?</p>	<p><u>Will you read me a story?</u> What features of countryside can I see? How is the countryside different to a town? What is the weather like now?</p>	<p><u>What's that sound?</u> Can I draw a map of my journey? Can I give directional instructions to a partner? Can I find the UK on a world map?</p>	<p><u>Do cows drink milk?</u>Growth and change What is the weather like now? What has changed outside?</p>	<p><u>What can you see in summer?</u> Where are the seas and oceans? What's it like at the seaside? What's like on an island?</p>

<p>What can I see on an aerial map of school? What is the weather like now? What has changed outside?</p>	<p>What is this habitat/environment like? How is it different? What are its features? What is it like to live here?</p>	<p>How has it changed? How can I draw a map of my story? What symbols will I use?</p>	<p>Can I identify land and sea on a world map?</p>	<p>What is this habitat/environment like? FARM VISIT What can I see on maps on the route I travelled? Can I draw my own route? What symbols will I put on my route?</p>	<p>What features can I see? What symbols can I use on a map? What is the weather like now? How has it changed? What is the weather like now? What has changed outside? Where have I been to? What countries have I visited?</p>
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VOCABULARY

<p>Where, map, find, locate, differences, similarities, weather, world, earth, town, village, road, house,</p>	<p>Seasons, Autumn, Winter, Spring, Summer, country, cold, windy, hot, sunny,</p>	<p>Features, symbols, farm, countryside</p>	<p>Directions, up, down, across, right, left, North, South, East, West, land, sea, United Kingdom, England, Ireland, Scotland, Wales</p>	<p>Route, plan, manmade, natural</p>	<p>Island, other countries, seaside, coast,</p>
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UNDERSTANDING THE WORLD (explore, problem solve, observe, predict, think, make decisions and talk about the world around them)

SCIENCE

<p>ADVENT 1– Growth and Change (Humans) Children will...</p>	<p>ADVENT 2– Light and Dark (Grouping and Classifying) Children will...</p>	<p>LENT 1– Comparing and Grouping. Floating and Sinking. Properties of Materials. Children will...</p>	<p>LENT 2 – Sounds and Senses Children will...</p>	<p>PENTECOST 1 – Growth and Change (Animals) Children will...</p>	<p>PENTECOST 2 – Growing plants Children will...</p>
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<p>Know the lifecycle of a human.</p> <p>Know how to talk about how they have changed since they were a baby.</p> <p>Know how to talk about similarities/differences/pattern and change in relation to people.</p> <p>Know how to talk about changes in Autumn</p>	<p>Know how to talk about changes they can see in Winter.</p> <p>Know how make different shadows and colours with torches.</p> <p>Know and talk about why some animals hibernate or migrate in Winter.</p> <p>Know that they need to care for the natural environment and all living things.</p>	<p>Know what Floating and Sinking are and to sort objects accordingly.</p> <p>Know some properties of everyday materials and talk about their similarities and differences.</p>	<p>Know how to talk about the changes I see in Spring.</p> <p>Know how to talk about a famous scientist – linked to Sound and Technology, including their name.</p> <p>Know what the 5 senses are.</p>	<p>Know how to talk about similarities and differences in relation to some farm animals.</p> <p>Know about the life cycles of butterflies and chickens</p> <p>Know what animals needs to grow and stay healthy and how they can help with this.</p> <p>Know that they need to care for the natural environment and all living things.</p> <p>Know some features of our school environment and how they might differ from another environment.</p>	<p>Know the names of the basic parts of a plant (leaf, stem, petal, flower)</p> <p>Know what a plant needs to grow and how they can help with this</p> <p>Know some similarities and differences between plants.</p> <p>Know how to talk about the changes they see in summer.</p>
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VOCABULARY

<p>Baby, child, teenager, adult, elderly, leaves, changes, red, orange, brown, crunchy, yellow, falling, season</p>	<p>Cold, ice, snow, bare trees, dark, freeze, frozen, warm, shadow, shape, migrate, fly, south, warmer, hibernate, shelter, warm, food store, curl, Gloves, scarf, boots, coat</p>	<p>Float, sink, heavy, light, bottom, top, soft, rough, smooth, hard, bendy, same, different</p>	<p>Buds, shoots, leaves, warmer, blossom, rain showers, daffodils, eye, seeing, ear, hearing, nose, smelling, mouth, tasting, fingers, touching, feeling, senses.</p>	<p>Farm animal names. Butterfly, egg, caterpillar, cocoon/chrysalis, hatch, chick, chicken, incubator, life cycle, changes, food, water, shelter, clean, humans, help, care,</p>	<p>Plant, leaf, stem, petal, flower, water, light, soil, food, sun, tee - shirt, shorts, sunglasses, hot, sunburn, safe, sun cream, shade.</p>
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COMPUTING

EXPRESSIVE ARTS AND DESIGN (Creating with materials, Being imaginative and Expressive)

**UNDERSTANDING THE WORLD (Past and present)
PHYSICAL DEVELOPMENT (Gross and Fine Motor Skills)**

ONLINE SAFETY IS A LIFE SKILL AND WILL ALWAYS BE REFORCED AND REITERATED THROUGHOUT THE YEAR

ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
<p>COMPUTING SYSTEMS AND NETWORKS –</p> <ul style="list-style-type: none"> -Know how what a keyboard is and how to locate relevant keys -Know how to log in and out -Know how a mouse works and develop control -Know how to control a mouse – clicking -Know how to control a mouse – clicking and dragging 	<p>PROGRAMMING A –</p> <ul style="list-style-type: none"> All about instructions -Know how to follow instructions. -Know how to give simple instructions -Know how order of instructions is important (getting dressed) -Know how to debug when things go wrong -Know how to make predictions (what is an algorithm) 	<p>DATA HANDLING –</p> <ul style="list-style-type: none"> Introduction to data handling -Know how to sort and categorise objects -Know how to sort based on categories -Know how to respond to yes/no questions as an introduction to branching databases. -Know how to complete a branching database through physical sorting and categorising -Know how to interpret a basic pictogram 	<p>COMPUTING SYSTEMS AND NETWORKS –</p> <ul style="list-style-type: none"> Exploring hardware- Know how to use different hardware- Know how to identify where technology is used in places.-Know how to operate a basic camera-Know how to take photographs of the world around them- Know how to take a selfie. 	<p>PROGRAMMING B –</p> <ul style="list-style-type: none"> Programming Bee-Bots-Know how to use directional arrows-Know how to program a robot.-Know how to give simple commands- Know how to follow an algorithm (as part of an unplugged game)-Know how to give instructions and to debug (with adult support) 	
VOCABULARY					
<p>Computer, computer tower, monitor, keyboard, mouse, letters, numbers, uppercase, lowercase, type, log in, log out, computer safety, password, secure, private, protect, security, personal, lock, left-click, right-click, arrow, cursor, paint, stamp, drag, move, drop, on, off</p>	<p>Instructions, blindfold, step over, walk around, turn, left, right, to the side, straight on, stand still, stop, duck, under, bend down, walk, hop, tiptoe, shuffle, skip, run, describe, two part instruction, adjective, algorithm, order, sequence, predict, prediction, next, last, first, second, third</p>	<p>Sort, categorise, category, group, describe, texture, colour, pattern, size, weight, height, length, more, less, count, in total, altogether, share, divide, equal, bigger than, smaller than, thicker than, thinner than, pictogram, graph, column, row, square, data, collect, record,</p>	<p>Mouse, buttons, keyboard, keys, monitor, computer tower, speaker, click, push, pull, twist, under, on top of, behind, open, shut, larger, smaller, dial, memory, technology, power, electricity. Batteries, on, off, camera, iPad, tablet, lens, point, shoot, capture, picture, image, gallery, record,</p>	<p>Forward, back, backwards, right, left Arrow, direction, turn straight on, directions, route, algorithm, instructions, circle, program, sequence, debug</p>	

		count, most popular, least popular	photograph, photographer, still, blurred, blurry, crisp, clear, selfie	
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EXPRESSIVE ARTS AND DESIGN (Creating with materials, Being imaginative and Expressive)
MUSIC

ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
<p>Original Scheme – Unit 1 Me!</p> <p>L1: Know what the pulse of a piece of music is</p> <p>L2: Know how to find the pulse in a piece of music and do this in different ways</p> <p>L3: Know how to copy rhythms</p> <p>L4: Know that some notes are high and others are low</p> <p>L5: Know that there are different styles of music</p> <p>L6: Know how to sing at least 3 nursery rhyme songs and be able to attempt to perform one of them.</p>	<p>Original Scheme – Unit 2 My Stories</p> <p>L1: Know that different music makes people feel different things</p> <p>L2: Know how to move to music in different ways, depending on how the music makes them feel</p> <p>L3: Know how to sing songs adding actions</p> <p>L4: Know how to hold an untuned percussion instrument; know how to make it make a sound</p> <p>L5: Know what a glockenspiel and beaters are; know how to hold a beater; know how to play one note; know how to play one note together</p> <p>L6: Know how to create their own sounds using instruments.</p>	<p>Original Scheme – Unit 3 Everyone!</p> <p>L1: Know how to describe/verbalise some ways different music makes them feel</p> <p>L2: Know how to play a note (tuned or untuned percussion) to the beat of the beginning of a nursery song.</p> <p>L3: Know how to play a note (tuned or untuned percussion) to the beginning of a nursery song by changing the pattern (whole-class together)</p> <p>L4: Know how to play a note (tuned or untuned percussion) to the beginning of a nursery song by changing the pattern independently</p> <p>L5: Know how to play a note (tuned or untuned percussion) along to a</p>	<p>Original Scheme – Unit 4 Our World</p> <p>L1: Know that the same song can be sung in different ways</p> <p>L2: Know that songs can be sung in different languages</p> <p>L3: Know that songs have been written throughout history, so some songs are very old and some are new</p> <p>L4: Know that some tunes do not have any words</p> <p>L5: Know at least 3 more nursery songs</p> <p>L6: Know they can play their instrument and/or sing by themselves (and have a go, if they are confident enough to do so)</p>	<p>Original Scheme – Unit 5 Big Bear Funk</p> <p>L1: Know that the song is in a funk style and be able to describe this in their own words</p> <p>L2: To know that songs can have different sections</p> <p>L3: Know how to clap to/play basic word phrases (e.g. 'Big Bear', 'Big bear funk')</p> <p>L4: Know that different words can make the same clapping/playing pattern</p> <p>L5: Know that we can count to music (e.g. 1 2 3 4, 1 2 3 4, etc.) and the 1 beat is the strongest; to clap/play together on the 1 only.</p> <p>L6: Know how to play a repeated pattern (riff)</p>	<p>Original Scheme – Unit 6 Reflect, Rewind, Replay</p> <p>L1: Know that some music is 'classical' and some music is 'pop' and that these are music styles</p> <p>L2: Know how to listen for the different sounds that make up a piece of music (e.g. voice, instruments) and begin to name some of them</p> <p>L3: Know, using the digital support tool, the names of some of the instruments they can hear.</p> <p>L4: Know that different instruments play different tunes at the same time to make the music</p> <p>L5: Know how to compose a short tune for part of a nursery</p>

		nursery song independently L6: Know how to perform a practiced nursery song by singing, playing instruments and adding actions		from the phrase 'Funky music' using two notes	rhyme or song (whole-class) L6: Know and perform 3 contrasting nursery rhymes/songs from the year, using voice and instruments.
VOCABULARY					
Pulse, rhythm, pitch (high and low), performance	Pulse, rhythm, pitch, performance, glockenspiel, beaters, rhyme, high, low	Pulse, rhythm, pitch, performance, glockenspiel, beaters, rhyme, high, low, improvise	Pulse, rhythm, pitch, performance, glockenspiel, beaters, rhyme, high, low, improvise	Pulse, rhythm, pitch, performance, glockenspiel, beaters, rhyme, high, low, improvise, funk, compose	Pulse, rhythm, pitch, performance, glockenspiel, beaters, rhyme, high, low, improvise, funk, compose, classical, pop

EXPRESSIVE ARTS AND DESIGN (Creating with materials, Being imaginative and Expressive)
ART

ADVENT – Portraits and Patterns Children will...	LENT- Simple Colour Mixing Children will...	PENTECOST - Printing Children will...
L1: Know what an artist is; know what a paint brush is, how to hold it and how to make marks with it	L1: Know that Yves Klein is an artist and look at some of her work	L1: Know that Guiseppe Arcimboldo is an artist and look at examples of his work
L2: Know what a portrait is and produce a self-portrait	L2: Know that colours can be changed	L2/3: Know how to use fruit to make patterns and pictures
L3: Know what a pattern is and experiment with use of patterns	L3: Know what happens when colours are mixed; know how to keep brushes clean when mixing colours	L4: Know what printing is
L4: Know how to represent objects they have observed in paint	L4: Know that some colours are called primary colours, and some are called secondary colours	L5: Know how to use fruit and vegetables to print patterns
L5/6: Know how to make models from junk and say what these represent	L5: Know what happens to a colour when black is added to it	L6: Know how to use fruit and vegetables to print a picture and say what it represents

	L6: Know what happens to a colour when white is added to it	
VOCABULARY		
Artist, paint brush, paint, portrait, pattern, observe, model, junk, represent	Mix, primary, secondary	Printing, pattern, press, shape, cut,

EXPRESSIVE ARTS AND DESIGN (Creating with materials, Being imaginative and Expressive)		
DT		
ADVENT – Why do squirrels hide their nuts + Harvest & Christmas Children will...	LENT - What's that sound? Making musical instruments Children will...	PENTECOST – What can you see in summer? Making transport – joining techniques, using tools, large constructions Children will...
Know what a balanced diet means Know how to talk about healthy and unhealthy foods Know how to talk about likes and dislikes, in the context of foods Know how to use a range of tools, beginning to show accuracy and care. Know how to use recipes Know how to discuss what they have made and how they could improve it next time (evaluate)	Know how to explore and evaluate a range of musical instruments. Know to use a range of tools and equipment to join materials. Know how to select and use a range of tools and equipment to cut Know how to design a musical instrument. Know how to communicate their ideas through talking and drawing Know how to select and use a range of materials to make my own musical instrument.	Know how to explore and evaluate a range of toy vehicles/transport Know which parts of the vehicles move. Know how to design my own vehicle/transport by talking and drawing Know how to evaluate their ideas against design criteria Know how to share their likes and dislikes about their vehicle and what they would do to improve it next time.
VOCABULARY		
Diet, balanced, unbalanced, food, vegetables, fruit, food groups, unhealthy, healthy, like, dislike,	Explore, materials, plastic, cardboard, paper, ribbon, wool, fur, evaluate, join, attach, template,	Moving, transport, vehicle, wheel, push, pull, direction, up, down, left, right, moving, evaluate, join, fix, split pin, picture, make, remake, cut,

taste, cut, chop, stir, mix, recipes, ingredients, evaluate,	cut, line, shape, round, square, design, criteria, materials, tools, annotated drawing, evaluate.	draw, design criteria, annotated sketch, idea, discuss, choose, drawing, label, appealing, evaluate, make, improve
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PHYSICAL DEVELOPMENT (Gross and Fine Motor Skills)
PE

ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
<p>Introduction to PE: Unit 1 L1: know how to move safely and sensibly in a space with consideration of others. L2: know how to develop moving safely and stopping with control. L3: know how to use equipment safely and responsibly. L4: know how to use different traveling actions whilst following a path. L5: know how to work with others co-operatively and play as a group. L6: know how to follow, copy and lead a partner.</p> <p>Fundamentals: Unit 1</p>	<p>Introduction to PE: Unit 2 L1: know how to move around safely in space. L2: know how to follow instructions and stop safely. L3: know how to stop safely and develop control when using equipment. L4: know how to follow instructions and play safely as a group. L5: know how to follow a path and take turns. L6: know how to work co-operatively with a partner.</p> <p>Gymnastics: Unit 1 L1: know how to copy and create shapes with your body.</p>	<p>Ball Skills: Unit 1 L1: know how to develop rolling a ball to a target. L2: know how to develop stopping a rolling ball. L3: know how to develop accuracy when throwing to a target. L4: know how to develop bouncing and catching a ball. L5: know how to develop dribbling a ball with your feet. L6: know how to develop kicking a ball.</p> <p>Gymnastics: Unit 2 L1: know how to create short sequences using shapes, balances and travelling actions.</p>	<p>Dance: Unit 1 L1: know how to use counts of 8 to know when to change action. L2: know how to explore different body parts and how they move. L3: know how to explore different body parts and how they move and remember and repeat actions. L4: know how to express and communicate ideas through movement exploring directions and levels. L5: know how to copy and repeat actions showing confidence and imagination. L6: know how to move with control and coordination, linking,</p>	<p>Ball Skills: Unit 2 L1: know how to develop rolling and tracking a ball. L2: know how to develop accuracy when throwing to a target. L3: know how to develop dribbling with hands. L4: know how to develop throwing and catching with a partner. L5: know how to develop dribbling a ball with your feet. L6: know how to develop kicking a ball to a target.</p> <p>Dance: Unit 2 L1: know how to use counting to help stay in time with the music when copying and creating actions.</p>	<p>Fundamentals: Unit 2 L1: know how to develop balancing. L2: know how to develop running and stopping. L3: know how to develop changing direction. L4: know how to develop jumping. L5: know how to develop hopping. L6: know how to explore different ways to travel using equipment.</p> <p>Games: Unit 2 L1: know how to develop accuracy when throwing and practise keeping score. L2: know how to follow instructions and move</p>

<p>L1: know how to develop balancing whilst stationary and on the move. L2: know how to develop running and stopping. L3: know how to develop changing direction. L4: know how to develop jumping and landing. L5: know how to develop hopping and landing with control. L6: know how to explore different ways to travel.</p>	<p>L2: know how to create shapes whilst on apparatus. L3: know how to develop balancing and taking weight on different body parts. L4: know how to develop jumping and landing safely. L5: know how to develop rocking and rolling. L6: know how to copy and create short sequences linking actions together.</p>	<p>L2: know how to develop balancing and safely using apparatus. L3: know how to develop jumping and landing safely from a height. L4: know how to develop rocking and rolling. L5: know who how to explore travelling around, over and through apparatus. L6: know how to create short sequences linking actions together and including apparatus.</p>	<p>copying and repeating actions. Games: Unit 1 L1: know how to work safely and develop running and stopping. L2: know how to develop throwing and learn how to keep score. L3: know how to play games showing an understanding of the different roles within it. L4: know how to follow instructions and move safely when playing tagging games. L5: know how to work co-operatively and learn to take turns. L6: know how to work with others to play team games.</p>	<p>L2: know how to move safely with confidence and imagination, communicating ideas through movement. L3: know how to explore movement using a prop with control and co-ordination. L4: know how to move with control and co-ordination, expressing ideas through movement. L5: know how to move with control and coordination, copying, linking and repeating actions. L6: know how to remember and repeat actions, exploring pathways and shapes.</p>	<p>safely when pay tagging games. L3: know how to learn to play against an opponent. L4: know how to play by the rules and develop coordination. L5: know how to explore striking a ball and keeping score. L6: know how to work co-operatively as a team.</p>
VOCABULARY					
<p>Introduction to PE: Unit 1 Follow, team, space, travel, share, safely, path, listen</p>	<p>Introduction to PE: Unit 2 Follow, team, space, travel, share, safely, path, listen</p>	<p>Ball Skills: Unit 1 Roll, team, space, kick, bounce, throw safely, stop, listen</p>	<p>Dance: Unit 1 Move, space, safely, shape, copy, around, sideways, forwards, backwards</p>	<p>Ball Skills: Unit 2 Roll, team, space, kick, bounce, throw safely, stop, listen</p>	<p>Fundamentals: Unit 2 Run, safely, space, jump, hop, direction, stop, listen, balance</p>
<p>Fundamentals: Unit 1 Run, safely, space, jump, hop, direction, stop, listen</p>	<p>Gymnastics: Unit 1 Copy, travel, space, shape, rock, over,</p>	<p>Gymnastics: Unit 2 Copy, travel, space, shape, rock, over, around, through, roll</p>	<p>Games: Unit 1 Run, safely, space, catch, throw, team, stop, tag, score</p>	<p>Dance: Unit 2 Move, space, safely, shape, copy, around,</p>	<p>Games: Unit 2 Run, safely, space, catch, throw, team, stop, tag, score</p>

	backwards, sideways, forwards			sideways, forwards, backwards	
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PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT (Self-Regulation, Managing Self, Building Relationships)

PSHE

Statements to Live By - Odd numbers

ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
L1/2 We are all special. L3/4 I can say how I feel. L5/6 I know what to do if I see anyone being hurt.	L1/2 I try to stand up for myself and others without hurting others. L3/4 I can tell you how I look after myself. L5/6 I can work, play, rest and pray each day.	L1/2 I try to love others as I love myself. L3/4 I know I belong in a community that includes my school. L5/6 I listen to what you say. I show that I am listening to you.	L1/2 I try to use words that make the world a better place. (Please, sorry, thank you). L3/4 I know that it is ok for me to make mistakes. L5/6 I try to keep going when things are difficult and not give up hope.	L1/2 I know when to ask for help and who to ask for help from. L3/4 I know how to help others when they are in trouble. L5/6 I try to forgive people when they hurt me.	L1/2 I know how to show I am sorry. L3/4 I know what human dignity means and I show that I respect others. L5/6 I notice that we are the same and we are different.

VOCABULARY

special, feelings, hurt, good, proud, happy, sad	work, rest, pray	love, community, belong, school,	world, please, thank you, sorry, mistake, difficult	help, trouble, forgive	sorry, respect, same, different
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Statements to Live By – Even numbers

ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
L1/2 I can say one good thing about myself. L3/4 I can laugh and have fun. L5/6 I understand that rights match responsibility.	L1/2 I try to be just and fair. L3/4 I think before I make choices that affect my health. L5/6 Simple things can make us happy.	L1/2 I try to follow our school and classroom rules. L3/4 I know we are happiest when we are united. L5/6 I co-operate with others in work and play.	L1/2 I try to appreciate the beauty and the wonder in the world around me L3/4 I can learn from my mistakes and failures. L5/6 I know what humility means.	L1/2 I can recognise comfortable and uncomfortable feelings. L3/4 I understand what trust means. L5/6 I try to accept forgiveness from others.	L1/2 I understand the importance of peace. L3/4 I stand up for people who are being treated unfairly. L5/6 I try to be accepting of others.

VOCABULARY

good, laugh, fun, rights, responsibility	just, fair, choices, health	school, classroom, rules, united, co-operate, work, play	appreciate, beauty, wonder, world, mistake, failure, humility	comfortable, uncomfortable, trust, accept, forgiveness	peace, unfair, fair, important, accept
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