

Reception Progression of Skills Long Term Plan

| | Autumn Term | Spring Term | Summer Term | Early Learning Goals |
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| PSED | <p>Self-Regulation To recognise different emotions. To understand how people show emotions. To understand and follow the school's ABCDE expectations. To focus during short whole class activities. To follow simple instructions. To choose to follow the Learning Charter. To try to solve problems. To try and use kind words.</p> <p>Managing Self To wash my hands independently. To go to the toilet by myself. To come into school by myself. To get into a line with the rest of the class. To put on my coat and fasten it by myself. To explore the classroom. To access activities within any area of the classroom.</p> <p>Building Relationships To talk to an adult within the classroom. To ask for help from an adult. To build positive relationships with the adults. To understand that everyone is different. To help others to feel welcome. To care about other people's feelings. To talk with others when on the same activity. To include others when working and playing</p> | <p>Self-Regulation To have a positive attitude. To have and talk about their dreams and goals. To focus during longer whole class lessons To follow two step instructions. To know how to keep calm and deal with difficult situations. To identify and moderate their own feelings socially and emotionally. To consider the feelings and needs of others.</p> <p>Managing Self To hand in homework or letters from home independently. To get out their reading book and replace it independently. To have made a healthy choice and identify healthy foods. To taste different fruits and name them. To understand how to be physically active and name different sports activities. To learn how to keep themselves and others safe from strangers. To stay motivated when doing something challenges. To keep trying even when it is difficult.</p> <p>Building Relationships To work well with a partner or in a group. To help others to achieve their goals when playing. To know how to be a good friend and enjoy healthy friendships. To work in teams at tidy up time.</p> | <p>Self-Regulation To know how to help themselves and others when they feel upset and hurt. To understand that everyone is unique and special. To express how they feel when change happens. To understand how you can look forward to changes. To understand and respect the changes that they see in themselves. To understand and respect the changes that they see in other people. To maintain focus during extended whole class teaching. To follow more complex instructions of three steps or more.</p> <p>Managing Self To show resilience and perseverance in the face of challenge. To show a 'can do' attitude. To manage their own basic needs.</p> <p>Building Relationships To know who to ask for help if they are worried about change. To know how to make friends. To try to solve friendship problems when they occur. To help others to feel part of a group. To show respect in how they treat others. To know and show what makes a good relationship.</p> | <p>Self-Regulation Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p> |

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| | <p>To be able to talk with a talking partner. To know how to help if someone is being bullied. To know how to give and receive compliments.</p> | | | |
| Communication and Language | <p>Listening, Attention and Understanding To understand how to listen carefully. To understand why listening is important. To be able to follow directions. To engage in story times, joining in with repeated phrases and actions. To retell the beginning of a story. To retell the ending of a story. To begin to understand how and why questions. To respond to instructions with more than one step.</p> <p>Speaking To talk to the person sitting next to them. To talk in front of a small group. To talk to class teacher and LSAs. To learn new vocabulary. To answer questions in front of whole class. To use new vocabulary throughout the day.</p> | <p>Listening, Attention and Understanding To ask questions to find out more. To begin to understand humour. To understand a range of complex sentence structures. To retell a story. To follow a story without pictures or props. To follow several instructions.</p> <p>Speaking To develop the confidence to talk to other adults they see on a daily basis. To talk in sentences using conjunctions e.g. and, because. To share their work to the class- standing up at the front. To use new vocabulary in different contexts. To engage in non-fiction books and facts. To use talk partners with confidence – holding a two way conversation.</p> | <p>Listening, Attention and Understanding To understand questions such as who, what, where, when, why and how. To have conversations with adults and peers with back and forth exchanges. To follow instructions in sequential order.</p> <p>Speaking To link statements and stick to a main theme. To use talk to organise, sequence and clarify thinking, ideas, feelings and events. To talk to different adults around the school. To talk about why things happen. To talk in sentences using a range of tenses. To talk using time connectives.</p> | <p>Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> |
| Physical Development | <p>Gross Motor Skills To move safely in a space. To move in different ways – rolling, crawling, walking, jumping, running, hopping, skipping.</p> | <p>Gross Motor Skills To move in different ways – spin, rock, tilt, slide and bounce. To use these moves on the apparatus. To push and pull their bodies across the apparatus.</p> | <p>Gross Motor Skills To jump from side to side – speed bounce. To move and complete activities within a specific time – running, speed bounce, bouncing balls, throwing balls at a target. To work as a team in sports activities.</p> | <p>Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing.</p> |

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| | <p>To move to the different beat of the music – changing speeds. To climb and move over the different apparatus. To push and pull their bodies. To move in different directions - forwards and backwards. To move with speed. To move with ease and fluency To balance on equipment. To ride a balance bike. To push and roll tyres in different directions. To sit at a table correctly. To play simple ring chasing games. To stop safely. To move around equipment learning to dodge. To jump in and out of hoops – narrow and wide jumps. To move with ribbon sticks and scarves to the different music.</p> <p>Fine Motor Skills To use a dominant hand. To begin to use a tripod grip when using mark making tools. To trace lines, circles and spirals. To use anticlockwise movements. To learn the formation of Phase 2 graphemes. To hold and use a knife safely. To use scissors to cut along lines. To cut out a simple curved shape with scissors. To use a grater safely. To use mashers with pressure. To use tweezers to transfer objects. To place pegs in a pegboards. To peg on a washing line. To dress and undress dolls. To pour into and use sieves.</p> | <p>To balance on different parts of their bodies. To hold their balance. To move sideways. To jump in different ways – bunny jumps, star jumps. To sequence movements in a dance and when following a trail. To throw and catch a ball or bean bag. To throw and catch a ball or bean bag to one another. To throw at a target. To kick and pass a ball. To kick a ball at a target.</p> <p>Fine Motor Skills To develop the fluidity of their formation of lowercase letters. To be able to follow a line when writing. To hold a fork correctly. To use a knife and fork. To use scissors to cut out different shapes. To use scissors to cut out objects of different sizes. To use scissors to cut different types of paper and card. To use pipettes to transfer water. To use jugs and funnels for pouring. To use peelers safely. To thread small beads. To explore weaving patterns and create them on a large weaving frame. To use water sprays and squirty bottles. To use small cutters, pastry wheels and scissors in the playdough. To mould playdough into 3D shapes. To experiment with clay to make simple thumb pots. To make imprints in clay using the clay tools.</p> | <p>To create their own trails and incorporate their own movements. To play team chasing games and follow the rules. To dodge and run with control and spatial awareness. To stop with control. To stop and change directions. To play simple ball games. To throw and catch a beach ball. To pat a balloon. To bounce a ball.</p> <p>Fine Motor Skills To learn the formation of capital letters. To write on a line. To write ascenders and descenders on a line. To use a knife and fork to eat their food independently. To use scissors correctly and cut a range of materials independently. To use a whisk/beater correctly. To use a syringe to transfer water. To use pegs to peg up materials on dens. To thread laces on a threading card. To attach two pieces together using a treasury tag. To make 3D models in the playdough. To use playdough syringes.</p> | <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p> |
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| | <p>To thread beads, shaped buttons and cotton reels. To make imprints in playdough. To make impressions using textures. To roll playdough into balls. To roll playdough into sausage shapes. To roll out playdough using rolling pins. To use large cutters in the playdough.</p> | | | |
| <p>Literacy</p> | <p>Comprehension To use pictures to tell stories. To find and identify specific objects or people in picture books. To sequence familiar stories. To talk about the front cover. To talk about what happened at the beginning of the story. To talk about what happened at the end of the story. To begin to answer questions about the stories read to them. To know the characters in the story. To talk about the characters feelings. To talk about the title of the story. To independently look at book, holding them the correct way and turning pages. To engage in story times, joining in with repeated phrases and actions. To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes. To talk about the problem in the story.</p> <p>Word Reading To recognise their name. To tune into and identify the initial phonemes. To orally blend. To sound talk simple CVC words. To begin to blend sounds together to read words using the taught sounds.</p> | <p>Comprehension To act out stories using repeated refrains. To recall significant events from the story in chronological order. To talk about the middle of the story. To draw simple story maps and retell the story using some story language. To begin to predict what may happen in the story by looking at the title and front cover. To suggest how a story might end. To answer simple retrieval questions about the story. To begin to answer questions about what they have read. To follow a story without pictures or props. To talk about the characters in the books they are reading. To identify the main characters. To talk about where the story is set. To know that information can be retrieved from books. To talk about the problem in the story and what it means.</p> <p>Word Reading To blend in their head. To recognise taught Phase 2 and 3 sounds (<i>s a t p i n m d g o c k c k e u r h b f l f l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r</i>). To recognise taught Phase 2 and 3 Tricky words (<i>the l is put pull full as and has his</i></p> | <p>Comprehension To answer questions about what they have read showing an understanding of the vocabulary. To use vocabulary that is influenced by their experiences of books. To talk about facts and information that they have found out from non-fiction books. To talk about the characters feelings and why they have those feelings. To explain why a specific action occurred in the story. To talk about the story plot. To talk about the problem in the story and what impact it has.</p> <p>Word Reading To recognise taught Phase 2 and 3 Tricky words (<i>the l is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure</i>). To recognise taught Phase 2, 3 and 4 Tricky Words (<i>the l is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today</i>). To read words with short vowels and adjacent. To read words with phase 3 long vowel sounds with adjacent consonants.</p> | <p>Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p> |

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| | <p>To recognise taught Phase 2 sounds (<i>s a t p i n m d g o c k c k e u r h b f l f l s s j v w x y z z z q u c h s h t h n g n k</i>).</p> <p>To recognise taught Phase 2 Tricky Words (<i>the l i s p u t p u l l f u l l a s a n d h a s h i s h e r g o n o t o i n t o s h e p u s h h e o f w e m e b e</i>).</p> <p>To read words ending with s e.g. hats, sits.</p> <p>To read words ending with s /z/ e.g. his, bags.</p> <p>To begin reading captions and sentences using taught sounds.</p> <p>To read books matching their phonics ability.</p> <p>Writing</p> <p>To copy their name.</p> <p>To give meanings to the marks they make.</p> <p>To copy taught letters.</p> <p>To write initial sounds of words.</p> <p>To begin to write CVC words using taught sounds. To write their name.</p> <p>To use the correct letter formation of taught letters.</p> <p>To write words and labels using taught sounds.</p> <p>To begin to write captions using taught sounds.</p> <p>To know the GPC of taught sounds.</p> | <p><i>h e r g o n o t o i n t o s h e p u s h h e o f w e m e b e w a s y o u t h e y m y b y a l l a r e s u r e p u r e</i>).</p> <p>To recognise taught digraphs in words and blend the sounds together.</p> <p>To read words with double letters.</p> <p>To begin to read longer words.</p> <p>To read longer words including those with double letters.</p> <p>To read words with <i>s/z/</i> in the middle.</p> <p>To read words with <i>-es/z/</i> at the end.</p> <p>To read words with <i>s</i> and <i>s/z/</i> at the end.</p> <p>To read sentences containing Tricky Words and digraphs.</p> <p>To read books matching their phonics ability.</p> <p>Writing</p> <p>To write their full name.</p> <p>To form lowercase letters correctly.</p> <p>To write the GPCs of the taught sounds.</p> <p>To write CVC words using the digraphs taught.</p> <p>To write plurals.</p> <p>To spell words using the taught sounds.</p> <p>To spell some taught tricky words correctly.</p> <p>To begin to write simple sentences.</p> <p>To use fingers spaces.</p> <p>To understand that sentences start with a capital letter and end with a full stop.</p> <p>To write a simple list.</p> <p>To write a simple instruction.</p> <p>To write a simple recount.</p> <p>To write a simple description.</p> <p>To write a card insert.</p> | <p>To read longer words.</p> <p>To read compound words.</p> <p>To read words ending in suffixes (<i>-ing, -ed /t/, -ed /id/, -ed, - ed /d/, - er, -est</i>).</p> <p>To read longer sentences containing Phase 4 words and Tricky Words.</p> <p>To read books matching their phonics ability.</p> <p>Writing</p> <p>To form lowercase and capital letters correctly.</p> <p>To begin to write longer words which are spelt phonetically using the taught sounds.</p> <p>To spell some taught tricky words correctly.</p> <p>To begin to write compound words which are spelt phonetically using the sounds taught.</p> <p>To begin to use capital letters at the start of a sentence.</p> <p>To use finger spaces consistently.</p> <p>To use full stops when writing a sentence.</p> <p>To read their work back and check it makes sense.</p> <p>To write several instructions.</p> <p>To write a fact.</p> <p>To recount a simple story.</p> <p>To write a simple story.</p> | |
| <p>Mathematics</p> | <p>Number</p> <p>To count objects, actions and sounds.</p> <p>To recognise numbers 1-5.</p> <p>To begin to subitise to 5.</p> <p>To match an amount to the numeral to 5.</p> <p>To find one more of numbers to 5.</p> | <p>Number</p> <p>To recognise the number 0.</p> <p>To recognise numbers 1-10.</p> <p>To subitise to 5.</p> <p>To match an amount to the numeral to 10.</p> <p>To compare numerals – which one is more or fewer.</p> | <p>Number</p> <p>To know and order numbers to 10.</p> <p>To use the language less than and more than when comparing numbers on a number line.</p> <p>To count an amount to 20.</p> <p>To recognise numbers to 20.</p> | <p>Number</p> <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> |

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| | <p>To find one less of numbers to 5.</p> <p>Number Patterns To explore the composition of 2, 3, 4 and 5. To say the stem sentence 2 is made of 1 and another 1. To say which group has more to 5. To say which group has fewer to 5. To say which group is equal to 5. To compare quantities to 5. To count to 10.</p> <p>Shape, Space and Measure To match and sort objects to a specific criteria. To identify the odd one out. To compare different heights. To use the language tall and short. To compare different lengths. To use the language long and short. To compare capacity using the language more and less. To use positional language. To know and name 2D shapes - circle, triangle, square and rectangle. To talk about time – day and night. To sequence events and put them in the correct order of time. To use the language first, next. To copy and continue a repeating pattern.</p> | <p>To find one more of numbers to 10. To find one less of numbers to 10.</p> <p>Number Patterns To explore the composition of numbers to 10. To say the stem sentence 5 is made from ...and.... To estimate an amount. To share out an amount. To split numbers into two parts. To know that two parts make a whole. To add two amounts to make a total. To say which group has more to 10. To say which group has fewer to 10. To say which group is equal to 10. To compare quantities to 10. To say the stem sentenceis fewer than..... Oris more than..... To count to 20. To count on and back along a number track to 10. To identify mistakes on a number line.</p> <p>Shape, Space and Measure To know and use the term part and whole. To compare the mass of objects. To use the language heavy and light. To compare and order different capacities. To make comparisons in height and length. To use the language longest, tallest, shortest, longer than, taller than and shorter than. To know and name 3D shapes – cube, cuboid, cylinder, sphere, cone, triangular prism To know the properties of 3D shapes. To make a repeating pattern. To identify mistakes on a repeating pattern and correct it.</p> | <p>To subitise to 6. To make teen numbers using tens and ones.</p> <p>Number Patterns To count on and back along a number track to 10. To know that 1, 3, 5, 7 and 9 are odd numbers. To know that 2, 4, 6, 8, 10 are even numbers. To double numbers up to 10. To know doubling facts and recall them. To say the stem sentence is made of and</p> <p>To say the stem sentence double is</p> <p>To know number bonds to 5. To estimate an amount by comparing it to another number – is it more than or fewer than</p> <p>To use 10 frame to represent number bonds to 5. To develop their understanding of the composition of numbers to 10. To identify mistakes on a number line. To identify numbers that are missing on the number line. To count on from a larger number. To compare numbers on a number line. To subtract numbers. To add two numbers. To find the missing number in an addition and subtraction sentence problems.</p> <p>Shape, Space and Measure To match and sort objects to their own criteria. To match, rotate and manipulate different shapes. To find shapes within other shapes. To make shapes using different shapes. To compare and order different capacities using non-standard units.</p> | <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> |
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| | | | <p>To compare and order lengths using non-standard units.</p> <p>To make more complex repeating patterns and count how many times it is repeated.</p> <p>To sequence and follow a map.</p> | |
| <p>Understanding The World</p> <p>(Including, Science, History, Geography, & RE Links)</p> | <p>Past and Present</p> <p>To talk about families in the past and now through the use of photographs and know some similarities and differences.</p> <p>To talk about the similarities and differences between kitchens/homes in the past and now.</p> <p>To learn about artefacts from houses in the past.</p> <p>To talk about the changes in technology in the home over time.</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Peepo, Christmas).</p> <p>People, Culture and Communities</p> <p>To know about family structures and talk about who is part of their family.</p> <p>To talk about their experiences with their family.</p> <p>To identify similarities and differences between themselves and peers with regards to their families.</p> <p>To know the name of the town the school is in.</p> <p>To know and name the different features of their school through the use of photographs and ariel views.</p> <p>To identify features of their immediate environment.</p> <p>To look at drawing simple settings from the stories read (woods).</p> <p>To talk about how Hindus celebrate Diwali.</p> | <p>Past and Present</p> <p>To talk about the similarities and differences between their local area in the past and now.</p> <p>To know that some of the features in their local environment have changed over time (The Dream) through the use of photographs.</p> <p>To talk about the similarities and differences between farms and farm machinery in the past and now.</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Easter).</p> <p>People, Culture and Communities</p> <p>To look at simple maps in stories.</p> <p>To draw simple routes/maps based on stories.</p> <p>To make 3D maps of a farm – naming the different features.</p> <p>To talk about their route to school and the features that they see.</p> <p>To talk about the Easter Story and how it is celebrated.</p> <p>To know that there are many countries around the world.</p> <p>To know some similarities and differences between Kenya and where we live.</p> <p>To talk about similarities and differences between African culture and ours (musical instruments, music, families).</p> <p>The Natural World</p> <p>To know about and recognise the signs of Winter.</p> <p>To know the conditions for growth.</p> | <p>Past and Present</p> <p>To talk about holidays past and present, focusing on similarities and differences (Blackpool).</p> <p>To know about the past through settings, characters and events encountered in books read in class and storytelling (Mary Anning – Palaeontologist, Charles Darwin).</p> <p>People, Culture and Communities</p> <p>To know about features of my own immediate environment and how they might vary from another.</p> <p>To compare a seaside destination to where they live – what are the differences and similarities.</p> <p>To name the features of the seaside.</p> <p>To draw simple maps of the seaside.</p> <p>To talk about recycling and the plastic pollution in the ocean.</p> <p>The Natural World</p> <p>To know about and recognise the signs of Spring.</p> <p>To sequence the life cycle of a butterfly and other mini beasts.</p> <p>To name different minibeasts.</p> <p>To name the parts of an insect.</p> <p>To talk about the differences between living things and non-living things.</p> <p>To identify the different habitats for a range of animals.</p> <p>To name different sea creatures.</p> <p>To know the different between herbivores, carnivores and omnivores.</p> | <p>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>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities</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 cultural communities in this country, drawing on their experiences and what has been read in class.</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>The Natural World</p> <p>Explore the natural world around them, making observations and</p> |

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| | <p>To know that people around the world have different religions. To talk about the Christmas Story and how it is celebrated.</p> <p>The Natural World</p> <p>To ask questions about the natural environment. To know some features of a wood and what animals live in the wood. To name the different parts of a bird. To sequence the life cycle of an owl. To name some nocturnal animals. To make shadows using torches and talk about them. To respect and care for the natural environments. To care for nature during the winter months – making bird feeders. To know about and recognise the signs of Autumn. To plant and talk about what a bulb needs in order to grow. To know some important processes and changes in the natural world including states of matter: Ice/water - freezing, melting. Heat – melting fat to make fat balls. Shadows.</p> | <p>To plant seeds. To name the different parts of a flower. To sequence the life cycle of cress. To know some important processes and changes in the natural world including states of matter: Adding water – thinning. Absorbing water – sponges/foods. Heat – changes on bread.</p> | <p>To know some important processes and changes in the natural world including states of matter: Making volcanos. Floating and sinking.</p> | <p>drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> |
| <p>Technology</p> | <p>To use a mouse to select and click on features on the computer. To draw a picture on the IWB by selecting different colours and backgrounds. To use the camera app on the iPad to take a photograph. To use the camera app on the iPad to take a video. To operate torches.</p> | <p>To begin use a mouse to select, click and drag features on the computer. To save pictures on the IWB onto a USB stick. To use a CD player to listen to different stories. To select a game on the internet on the iPad. To input a simple instruction into a Beebot. To learn about different technology in the Kitchen – looking at different appliances. Using toasters and bread makers – what do we have to do.</p> | <p>To use a mouse to select, click and drag features on the computer. To use the microwave to melt chocolate. To use a search engine to look at different mini beasts and their life cycles. To use the timer on the iPads, can they time themselves doing different things. To sequence several instructions on a Beebot. To operate metal detectors.</p> | |

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| | | Technology around the house. | | |
| <p>Expressive Arts Links</p> <p>(Including Art, DT, Music, Drama Links)</p> | <p>Creating with Materials</p> <p>To talk about colours, shapes and texture of autumnal materials.</p> <p>To create a picture using materials from the natural world. (Andy Goldsworthy)</p> <p>To draw black and white pictures of their family using pencils and felt tips.</p> <p>To create simple representations of people, objects and characters from stories heard.</p> <p>To draw and colour with pencils, felt tips and crayons.</p> <p>To experiment with cotton buds and cotton wool when painting pictures.</p> <p>To use pastels and chalks to create their own Starry Night picture. (Vincent Van Gogh)</p> <p>To look at artists and talk about the techniques that they use.</p> <p>To experiment with paint mixing by adding black and white paint to colours.</p> <p>To experiment with paint mixing using primary colours.</p> <p>To talk about the colours that they have made.</p> <p>To use collage materials to create a picture of a character.</p> <p>To manipulate materials by tearing or cutting with scissors.</p> <p>To explore folding and rolling paper for 3D models.</p> <p>To explore wrapping and covering 3D materials.</p> <p>To explore different techniques for joining materials using glue sticks and masking tape.</p> <p>To make 3D structures with a variety of construction kits and talk about them.</p> <p>To experiment with different ways of rolling playdough for effect.</p> | <p>Creating with Materials</p> <p>To experiment with different shapes and sizes to create their own picture. (Kandinsky - circles)</p> <p>To draw around shapes to create their own pictures.</p> <p>To experiment with charcoal to create pictures.</p> <p>To experiment with making thick and thin paints.</p> <p>To use a range of thick and thin brushes when painting pictures.</p> <p>To explore scrunching and curling collage materials to create a picture.</p> <p>To explore different techniques for joining materials using PVA glue and sellotape.</p> <p>To manipulate 3D materials and construction kits to make scenes and 3D maps.</p> <p>To pinch, squeeze and manipulate playdough to make 3D models.</p> <p>To experiment with clay to make simple thumb pots.</p> <p>To use some cooking techniques – kneading, rolling, spreading.</p> <p>Being Imaginative and Expressive</p> <p>To listen to music from Africa.</p> <p>To move in response to the music.</p> <p>To join in with a simple rhythm using a chime bar.</p> <p>To make high and low pitches.</p> <p>To name the percussion instruments.</p> <p>To experiment with African instruments.</p> <p>To beat out a simple rhythm on a drum.</p> <p>To explore dynamics – fast and slow sounds.</p> <p>To use costumes and resources to act out narratives.</p> | <p>Creating with Materials</p> <p>To cut and rotate different shapes to create a picture. (Matisse – snail)</p> <p>To paint different patterns.</p> <p>To experiment with sketching pencils to create observational drawings.</p> <p>To create pictures using different rollers.</p> <p>To explore folding paper to make corrugated effects.</p> <p>To create pictures using different textured materials.</p> <p>To mould, cut, join and assemble materials to make a 3D model.</p> <p>To share creations, talk about process and evaluate them.</p> <p>To use some cooking techniques – whisking.</p> <p>Being Imaginative and Expressive</p> <p>To listen to traditional music.</p> <p>To explore pitch by creating sounds using voices and instruments.</p> <p>To perform songs to others.</p> <p>To copy and create sound patterns using simple graphic scores.</p> <p>To create their own rhythms that can be copied.</p> <p>To invent their own narratives.</p> | <p>Creating with Materials</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>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> |

To use some cooking techniques – cutting, melting.

Being Imaginative and Expressive

To listen to music from different cultures, faiths and countries.

To talk about how music makes them feel and move.

To tap/clap the rhythm of the different sounds.

To copy simple rhythms.

To listen to and talk about high and low pitches.

To explore the percussion instruments.

To learn to sing Nursery Rhymes.

To create narratives based around stories.