

**Early Years
Foundation Stage
Curriculum
Overview**

Waddesdon Village Primary School- Pathway to Excellence

At Waddesdon Village Primary School, we aim to provide a creative, vocabulary rich curriculum that challenges and inspires our children, in preparation for life in a culturally diverse and ever-changing world.



Whole School Curriculum Drivers:

Excellence

Community

Growth



Intent - we aim to...



To provide an effective, nurturing and smooth transition to WVPS.



To ensure our curriculum underpins the characteristics of learning: playing and exploring, active learning, creating and thinking critically.



To create a language rich, enabling environment.



Plan experiences that reflect our community and our children's need.



To ensure our pupils have good emotional literacy.



Provide pupils with a secure foundation of knowledge and skills that prepares pupils for KS1 and beyond.





Curriculum Coverage and Progression of Knowledge and Skills Document

Class R 2026-2027

	Autumn 1	Autumn 2	Spring 1 (space)	Spring 2	Summer 1 (dinosaurs)	Summer 2
	All About me!	Let's Celebrate!	Ticket to ride!	Come Outside!	Amazing Animals!	Fun at the Seaside!
General Themes NB: These themes may be adapted at various points to allow for children's interests to flow through the provision	Starting school / my new class / New Beginnings People who help us / Careers Staying healthy / Food / Human body How have I changed? My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe	Bonfire Night – 5 th Nov 2024 Diwali – 12 th Nov Northern Lights Advent – 1 st Dec Mikolaj visit – 6 th Dec Hanukah 7 th Dec Christmas Christmas around the world	Around the Town How do I get there? Vehicles past and Present Design your own transport! Where do we live in the UK / world? Fly me to the moon! Who was Neil Armstrong?	Life cycles Mini Beasts Plants & Flowers Weather / seasons The great outdoors Forest School Planting seeds Make a sculpture: Andy Goldsworthy Fun Science / Materials	Safari Animals around the world Climates / Hibernation Animal Arts and crafts Night and day animals Animal patterns David Attenborough Happy Habitats Dinosaurs Fossils – Mary Anning	Under the sea Off on holiday / clothes Where in the world shall we go? Where in the world have you been? Send me a postcard! Marine life Seasides in the past Compare: Now and then! Reduce, Reuse & Recycle Seaside art
Core Texts and 'old favourites'	The colour monster starts school The perfect fit When we were giants We're going on a leaf hunt. Owl babies Funny bones Nursery Rhymes Humpty Dumpty, Incy Wincy Spider, Hickory Dickory Dock, Hey Diddle Diddle.	Sparks in the Sky Little Glow Binny's Diwali Rama and Sita – the story of Diwali. Eight Lights, Eight Nights. The lights that dance in the night. Christmas Story / Nativity	Aliens Love Underpants Meet the planets Whatever Next Back to Earth with a bump Mae Jemison – Little People Big Dreams Neil Armstrong – Little People Big Dreams. Beegu	Super Worm The Very Hungry Caterpillar Mad about Mini-beasts Oliver's Vegetables Jack and the Beanstalk Jasper's Beanstalk Tree, Seasons come and seasons go A stroll through the seasons	Teach Rex resources Tom and the island of dinosaurs Mary Anning – Little People Big Dreams. We're going on a bear hunt	Lighthouse Keeper's Lunch Somebody Swallowed Stanley Under the Sea Non – Fiction P is for Passport The Rainbow Fish World Atlases Tiddler

'Wow' moments / Cultural Capital / Enrichment Weeks	Autumn Trail Remembrance Day Dentist visit Harvest Time – create scarecrows Favourite Songs World Mental Health Day Halloween	Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Hannukah Black History Month Remembrance day Road Safety	Chinese New Year - Dragon Dances LENT Valentine's Day Internet Safety Day Food tasting – different cultures Space Day	Planting seeds Weather experiments Weather Forecast videos Vincent Van Gogh Father's Day Queen's Birthday Walks around the local area and Manor Mini-beast hunting at the Manor.	Start of Ramadan Eid Walk to the park / Picnic Easter time Nature Scavenger Hunt Eater Egg Hunt Mother's Day	Under the Sea – singing songs and sea shanties Map work - Find the Treasure Anniversary of the NHS Pirate Day Ice-Cream Van Visit
Parental Involvement	Staggered Start Home visits Home / School Agreement Class dojo Phonics meeting Grandparent afternoon tea	Class Dojo Nativity Open afternoon Independence Explained Workshop Parents Evening Thursdays – parent story sharing sessions	Class Dojo Helicopter Stories Workshop Communication week Space day Thursdays – parent story sharing sessions	Class Dojo Mystery Reader Mum's Afternoon Thursdays – parent story sharing sessions	Class Dojo Parents Evening Dad's Day Transition into KS1 and Beyond - Workshop Thursdays – parent story sharing sessions	Class Dojo Sports Day Reports Parent's Picnic Thursdays – parent story sharing sessions
Transition and Community Links	Gross Motor - PE	Story sessions – Little Oaks Pre-School	Story sessions – Little Oaks Pre-school	Visit from Rev W. Big Top – Library Session	Sport event Little Oaks Pre-school Big Top Pre-school	Teddy Bear's Picnic – Little Oaks Pre-school
Characteristics of Effective Learning	Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					

Communication and Language	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. See C and L Subject on a Page for more information.				
<u>Listening attention and understanding</u>	Autumn Term	Spring 1	Spring 2	Summer 1	Summer 2
	To know and understand how to listen and why listening is important. SALT -Early Talk-Boost -Whole class intervention High 5 listening To know and talk about the school rules and how they keep us safe and happy. – Class charter I can engage in story time demonstrating most aspects of high 5 listening. I can talk about stories I have read.	I can demonstrate High 5 listening in class with increasing independence. I listen to stories, rhymes, poems etc with interest. I can ask simple questions about stories that have been read to me. I am beginning to ask for help if I am unsure about something.	I can demonstrate High 5 listening during carpet sessions. I can ask questions about things that I have read and that have been read to me. I am beginning to use new vocabulary independently. I can ask for help if I am unsure about something. I can identify the main characters within stories.	I demonstrate high 5 listening in most learning situations. I can ask questions to develop my understanding of new vocabulary. I use new vocabulary with increasing confidence. I can link events in stories to my own experience. I am beginning to retell familiar stories independently. I can listen to non-fiction books and ask questions about what has been read to me.	I listen attentively and demonstrate high 5 listening in a range of learning situations and environments. I can use new vocabulary that I have learnt confidently. I can retell stories with increasing independence.
<u>Speaking</u>	I can communicate my basic wants and needs. I can talk about themselves and describe their families. I can identify and describe people who help us. I can begin to talk about the importance of being healthy and how to look after our teeth. I am beginning to engage in conversations with others – morning routines and domestic role play areas.	I can make comments about what I have heard. I can hold conversations when engaged in back and forth conversation with a peer or an adult. I can use talk to describe how something might work or why something might happen.	I can describe events in some detail. I can talk about what I observe in the natural world and growing observations. I can participate in whole class discussions when asked. I am beginning to use conjunctions such as	I can use conjunctions confidently to join my ideas together. I can use talk to help begin to solve some problems or conflict. I can share my ideas with the class and contribute to class discussions. I can ask questions about stories and non-	I can express my 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. I can use vocabulary taught in Topic in discussions and play confidently.

	I can begin to respond to what I hear with relevant comments and questions. I can describe my own family celebrations. I am beginning to engage in back and forth conversations with my peers or a teacher. I can begin to share my own ideas for a helicopter story.	I can participate in small group discussions. I can join my ideas in simple sentences when telling an adult a helicopter story.	'and' and 'because' in my sentences to join my ideas together. I can communicate my helicopter story in complete sentences.	fiction books and talk about what they have read and what has been read to them. I can organise my ideas into full sentences. I can tell an adult a helicopter story, joining my ideas together in full sentences.	I can confidently tell an adult a helicopter story creating my own sequential narrative.
<u>ELG – Communication and Language</u>	ELG: 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 ELG: 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.				
Personal, Social and Emotional Development (Including Jigsaw scheme Lessons)	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. <u>See PSED Subject on a Page for more information.</u>				
	Autumn Term	Spring 1	Spring 2	Summer 1	Summer 2
<u>Managing Self</u>	I can begin to show independence by: -Putting my own coat on -collecting my belongings -washing my hands and going to the toilet with minimal support -beginning to use cutlery effectively. I can sleep in my own bed at bed time. I can talk about how to keep myself and others safe. I can express my needs.	I can show confidence to try new activities. I can change my shoes for outdoor learning independently. I am beginning to show independence by looking after my belongings.	I show independence by: -zipping up a coat -placing my shoes on the correct feet -washing hands and going to the toilet independently. I can describe the school rules and how they keep us safe.	I am beginning to understand the importance of living a healthy lifestyle. I can identify healthy food choices. I am taking on challenges demonstrating increasing levels of perseverance.	I can use cutlery effectively. I can demonstrate perseverance and resilience when faced with a challenge. I can describe the importance of healthy food choices.

	I can explore different areas of my new environment with increasing confidence. I can describe why rules are important and how they keep us safe.	I can put a wet weather suit on with increasing independence. I can practice doing up buttons.	I understand why it is important to brush my teeth. I am beginning to demonstrate resilience and perseverance during some learning activities.		I can get changed independently.
<u>Self - Regulation</u>	Introduce Zones of Regulation – I can begin to recognize and different feelings and emotions. I am beginning to express my feelings and identify others' feelings using the Zones of Regulation. I can identify different facial expressions. I am beginning to regulate my emotions using taught strategies. – Calm corner, star breathing, calming puzzles etc. I can talk about what makes me feel happy/sad etc. I am developing more control and can ignore impulses to push or hurt others if they do something I do not like.	I can describe my feelings using words like happy, angry etc. I can begin to explain why I am feeling a particular way. E.g. I am sad because ____ took the toy I was playing with. I am beginning to consider the feelings of others. I am developing appropriate ways to be assertive.	I am beginning to moderate my feelings and emotions. E.g. calming down after being upset. I can describe what is fair and unfair. I consider the feelings of others and offer simple solutions.	I can moderate my feelings and emotions appropriately. I understand that others might feel happy or sad because of events that have happened. I can confidently use the zones of regulation to express my feelings.	I can talk confidently about my emotions and explain why I feel the way I do. I understand why others might feel happy or sad because of events that have happened. I understand that my actions can affect someone else's feelings.
<u>Building Relationships</u>	I can see myself as part of the school community. I can build positive relationships with my peers. I can build relationships with trusted adults and express my worries. I can begin take turns and play collaboratively with others. I can wait for my turn in a game. I am beginning to share voluntarily with others.	I am beginning to ask my teachers and friend's questions. With support, I can find solutions to conflicts. I can ask to join in a game. I can use my words to communicate my	I can ask my friends questions. I can play with one or more children and extend my play through conversation. With support, I can consider other people's feelings and ideas.	I can find solutions to conflicts with increasing confidence and independence. I can play with the group of children and extend my play through conversation. I can consider other people's ideas and feelings.	I work and play collaboratively, taking turns with others. I can adapt my play to include others. I can offer solutions to conflicts independently.

	I can ask an adult for support to resolve a conflict.	needs and ideas with my friends. I can take turns and share toys with others using taught strategies. I am developing an understanding of democracy through voting in class. Voting for class stories at the end of each day.	I am beginning to find ways to adapt my play to include others.	I can adapt my play to include others. I can communicate with adults in school that are outside of my classroom.	I have secure friendships within the class. I can work as part of a team. I am confident to communicate with adults around school.
ELG - Personal, Social and Emotional Development	ELG: Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships 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.				

Physical development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood. See Physical Development subject on a page for more detail.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Gross motor (including PE)</u>	(Team Work) Body and Spatial Awareness – I can build dens. I can climb in and out of spaces.	(Dance) I can perform in a small group. I can develop overall body strength,	(Gymnastics/Yoga) I can negotiate space safely.	(Dance) I can move like different animals. I can move energetically –	(Team Games) I can move energetically running and climbing.	(Competitive Races and Team Games). I can use a variety of equipment with increasing control –

	I can climb onto and off objects safely. Movements to support vestibular -I can spin, slide, roll and move up and down. – Use of the park. Lateral and bi-lateral co-ordination – I can build structures using loose parts. I can negotiate space safely. I know how to use high equipment safely. I can lift and carry things that cause resistance. I am developing a good sitting posture. I can move and rotate my arms and wrists independently. I understand why it is important to line up and wait sensibly. I understand why it is important to use a knife and fork.	coordination and balance. I can perform a simple movement with control. I can move energetically – skipping and hopping. I am aware of my own and others personal space without physical boundaries. I can ride a bike or trike with increasing confidence. I am developing a good sitting posture. I can line up sensibly at the end of playtimes and in the lunch hall. I can hold a knife and fork correctly.	I can travel and balance in different ways. To use equipment properly and move and land safely. I can move energetically – skipping and hopping. I can combine different movements with ease and fluency. I can use my fork correctly and I am beginning to use my knife to cut objects.	dancing, skipping and hopping. I can link two movements together. I can work with others and take turns whilst comparing movements. I can use my knife and fork with increasing accuracy.	I can work collaboratively as part of a team. I can change speed and direction with increasing control. I know and I am beginning to refine some ball skills – throwing, catching, rolling, kicking, I can work as part of a team and begin to problem solve and resolve conflict.	balls, bats, bean bags etc. I can move energetically running and climbing. I can work collaboratively as part of a team. I know how to participate in sporting events.
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<u>Fine-Motor</u>	Fine motor skills are developed continually across the year through daily Dough Disco (Autumn Term) and Funky Fingers sessions, carefully planned activities in Child Initiated Learning, morning activities and targeted interventions. Skills practiced include: - Manipulation of playdough - Construction – lego - Sorting objects using tweezers - Nuts and bolts - Threading - Pasta lacing - Peg boards and pin boards - Uses of clips, clasps, buttons, locks and screwing jars - Scissor skills – straight lines, curved lines, circular shapes - Weaving - Puzzles Pencil control – see English Progression document for handwriting and pencil grips.					
<u>ELG – Physical Development</u>	ELG: Gross Motor Skills - Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: 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					
<u>Understanding the world</u>	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. See Understanding the World Subject on a page for further information.					
<u>Past and Present (History links)</u>	<u>Autumn 1</u> <u>Developing an understanding of the past.</u> I can talk about myself in the past, when I was younger. I am developing a sense of my family history.	<u>Autumn 2</u> <u>Significant historical events.</u> I can describe why bonfire night is celebrated. I can describe who Guy Fawkes was and what he tried to do.	<u>Spring 1</u> <u>Significant Individuals</u> I can describe similarities and differences between vehicles past and present. I can describe significant events in	<u>Spring 2</u> <u>Significant Individuals</u> I can describe the lives of significant individuals: <u>Vincent Van Gogh</u> <u>Sunflower – focus</u>	<u>Summer 1</u> <u>Events beyond living memory</u> I can describe how we know dinosaurs existed. I can describe how/why dinosaurs became extinct.	<u>Summer 2</u> <u>Changes within living memory</u> I can describe similarities and differences between a present day seaside town with a Victorian seaside town. -clothing -bathing

	I can describe changes that have happened in my family life-time. E.g the birth of a sibling, moving house, special birthdays etc. I can describe how I have changed in my life-time. I can talk about things that have happened in the past e.g. a family holiday. I can compare differences between my toys and my Grandparents' toys. – Grandparent afternoon. I can describe the lives of people around me in their roles in society and how these may have changed. I can comment on images of familiar situations in the past.	I can describe why remembrance day is important. I can identify why poppies are an important symbol. I can describe some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. I am developing an understanding of the past through settings, characters and events encountered in books read in class and storytelling. I can comment on images of familiar situations in the past.	history in the past tense – moon landing. I can describe the lives of significant individuals: Neill Armstrong Mae Jemison Valentina Tereshkova Tim Peak I am developing a secure understanding of the past through settings, characters and events encountered in books read in class and storytelling. I can comment on images of familiar situations in the past.	I can comment on images of familiar situations in the past. I am developing a secure understanding of the past through settings, characters and events encountered in books read in class and storytelling. I can talk about things that have happened in the past e.g. a family holiday.	I can talk about I understand that people did not live alongside dinosaurs. I can describe how the world has changed since the dinosaur extinction. I can describe the lives of significant individuals: Mary Anning David Attenborough I can describe who Mary Anning is and why she is significant. I can describe Mary Anning's discovery. I can comment on images of familiar situations in the past.	-activities -beach huts -food -games etc. Focus Brighton – Queen Victoria link I can identify that Queen Victoria lived in Brighton for a period of time. I can Identify some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. I can comment on images of familiar situations in the past.
<u>People, Places and Community</u> <u>(RE links)</u>	<u>'British Values'</u> I understand that people have differing values and beliefs. I can be respectful of others views and beliefs. I can describe what is important to me.	<u>'Festivals'</u> I can describe what a celebration is. I can describe the different celebrations that happen in autumn/winter.	<u>'Festivals'</u> I can describe how Luna New Year is celebrated. I can describe how different celebration make me feel. I can describe how Christian celebrations	<u>What times are special and why?</u> I can describe how Easter is celebrated. I can describe why Easter is important to Christians.	<u>What places are special and why?</u> I can describe places that are special to me. I can describe places that are special to my family.	<u>What is special about our world?</u> I can describe why we should care for our world. I can describe how I think the world was created.

	I can describe myself and my family. I can identify different people in my community and their roles. I can identify people in our community who help us. I can describe where I belong/ what communities I am part of.	I recognise that people have different beliefs and celebrate them in different ways at different times. I can name some important places of worships. I can describe how Diwali is celebrated. I can describe how Hanukah is celebrated. I can describe how Christmas is celebrated. I can explain why Christmas is celebrated. I can describe influential people from the past such as Guy Fawkes. I can identify similarities between different festivals and celebrations.	such as Shrove Tuesday and Ash Wednesday are celebrated.	I can describe how Ramadan is celebrated. I can describe why Ramadan is important to Muslims.	I can describe places that are special in my community.	I understand that people have differing views on how the world was created. I am respectful of others views and beliefs. I can describe how Eid is celebrated. I can describe why Eid is important.
<u>The Natural world</u> <u>Geography links</u>	I can describe where I live using key vocab e.g. village, town, city, hamlet. I can identify which country I live in. I can describe physical and human features in my environment.	I can describe the similarities and differences between England and Finland. I can compare the weather and climate of England and Finland.	I can use simple directional and locational language. I can describe the daily weather. I can begin to notice weather patterns within seasons.	I can use simple directional and locational language. I can devise a simple map. I can observe the human and physical geography in my environment.	I can use simple directional and locational language. I can devise a simple map. I can identify physical geography features such as volcanoes.	I can devise a simple map and describe the features on it. I can compare the similarities and difference between Waddesdon and a sea-side town. E.g. Brighton.

	I can identify human and physical features e.g. house, shop, beach cliff. I can describe the daily weather.	I can identify England and Finland on a world map with support.		I can use basic geographical language to describe the habitats of mini-beasts e.g. soil. I can describe the daily weather. I can begin to notice weather patterns within seasons.	I can describe what happens when a volcano erupts. I can describe the human and physical geography features along the Jurassic Coastline (Dorset) using aerial photographs.	I can identify human and physical features e.g. harbour, beach. I can identify coastal areas on a map. I can describe the similarities and differences between coastal and inland towns.
<u>The Natural world</u> <u>Science links</u>	I can identify basic parts of the human body. I can identify that the human body has a skeleton. I can describe why brushing my teeth is important. I can identify some foods that could damage my teeth. I can describe why eating healthy is important. I can identify a 'healthy' snack. I can describe why it is important to exercise. I know that there are five different senses. I can use my senses to describe things on a nature/listening walk.	I can identify sources of light. I can begin to describe why we have day time and night time. I can identify the Earth's source of light. I can identify and group animals into nocturnal and diurnal animals. I can observe and identify seasonal changes. E.g. leaves falling off the trees in autumn. I can make a simple observation.	I can identify the seven planets in our solar system. I can describe similarities and differences between planets. I can group planets based on their environments. E.g. Neptune and Saturn are icy gas giants. I know that the sun is a star and the Earth's light source. I can describe the Earth's moon. I can make simple observations about the planets. I can ask questions to further develop my understanding. I am beginning to understand that the	I can identify a range of different mini-beasts. I can describe what an invertebrate is. I know that mini-beasts are invertebrates. I can describe what an exoskeleton is and how some mini-beasts have them. I can identify and classify mini-beasts into groups. I can observe closely using simple equipment. I can identify and describe the features of different mini-beasts. I can describe what a habitat is.	I can identify and name a variety of different dinosaurs. I can describe the terms carnivore, omnivore and herbivore. I can describe what a habitat is. I can identify and classify dinosaurs into groups. I can describe what living things need to survive. I can observe the life-cycle of a living thing. I can make simple observations and draw simple pictures of animals. I can ask questions to further my understanding.	I can identify a small number of different materials. I can describe what different materials feel like. E.g. texture, weight. I can describe why it is important to recycle. I can identify some of the impacts of not recycling and single plastic use – oceans link. I can test the suitability of a variety of materials – boats. I can make simple predictions. I can draw simple conclusions.

	I can observe and identify seasonal changes. E.g. leaves falling off the trees in autumn. I can observe and describe the weather.		seven planets in our solar system orbit the sun. I can identify that we live on planet Earth. I can make simple observations and offer a conclusion to a test. E.g. Which vehicle is the fastest.	I can describe what a micro-habitat is. I can identify different mini-beasts' microhabitats. I can begin to describe a simple life-cycle e.g. frogs/ caterpillar. I can describe what I can see hear and feel outside. I can make observations and draw simple pictures of mini-beasts, animals and plants. I can identify and describe what plants need to survive. I can identify a small number of common plants. I can observe the growth and change of a sunflower. I can observe and describe how trees change over time.		
	ELG: Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.					

<u>ELG – Understanding the world</u>	Understand the past through settings, characters and events encountered in books read in class and storytelling. ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. ELG: The Natural World Explore the natural world around them, making observations and 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.
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<u>Expressive Art & Design</u>	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. – See Expressive Art and Design Subject on a page for more detail.					
<u>Creating with materials</u> <u>Art links</u>	I can begin to mix colours. I can complete a Self-portraits. I can draw shapes to represent objects. E.g. a circle to represent a face. I can use a variety of tools and material to make a collage family tree. I can show different emotions in my drawings.	I can use a variety of different colours and printing techniques to create a firework picture. I can experiment with primary and secondary colours. I know how to print with a variety of objects and different textures.	I can draw shapes and objects using my imagination. I can use a variety of materials to collage a lantern. I can hold a paint brush and use brush strokes with increasing accuracy. I can use water colour paints to design and create a planet. I can experiment with a paint brush to explore a variety of painting techniques. I can design an astronaut suit.	I can draw my observations. I can design and make cards for special occasions, thinking carefully about colour, shape and textures. I create a mini-beast collage scene using a variety of different textures. I can paint using a variety of different tools e.g. cotton buds – dabbing technique. I can create a picture in the style of Van Gogh. I can identify similarities and	I can design and make cards for special occasions, thinking carefully about colour, shape and textures. I can draw with increasing complexity and detail. – Sketches of Ichthyosaurs. I can draw my observations. I am beginning to show accuracy and care with my drawings. I can create models of dinosaurs out of construction materials. I know how to create rubbings of objects and fossils.	I can create a jelly-fish using a variety of different materials, colours and textures. I can mix colours with increasing accuracy to create an underwater scene. I create pictures using a variety of different materials e.g. chalk, oil pastels, paint, colouring pens and pencils etc. I can use different shapes, colours and textures to create a coral reef scene. I can describe my art work and designs.

			I can colour within the lines and with increasing accuracy.	differences between artists work. –Van Gogh and Eric Carle.		
<u>Creating with materials</u> <u>DT links</u>	I join in with role play games and use resources available for props; build models using construction equipment. I am developing an understanding of how to join materials. E.g. tape, glue, folding etc. I can use tools safely to make a scarecrow. I can design and draw a scarecrow. I can create a tractor joining a variety of different materials. I can use a variety of ingredients safely to make a potion.	I can join materials together using glue. I am developing my ability to use scissors to cut a range of materials. I can design and make a diya lamp. I can design and make a Christmas tree decoration.	I can design a rocket. I can create a rocket-ship using a variety of junk modelling materials. I can join materials together in a variety of different ways. I can create a structure using papier-mâché – solar system planets. I can follow a recipe and instructions to make a sandwich and a biscuit. I can begin to describe how I have created something.	I can design and make models using constructions resources. I can make models of mini-beasts. I can join materials independently, selecting the most appropriate way. I can use tools such as a trowel and a spade with increasing confidence. I can design and make a bug hotel. I can begin to identify ways I could improve the models I make. I can follow a recipe to make an Easter nest. I can describe my design and what I have used to create it.	I can create a dinosaur movie. I can shape and manipulate materials to create a fossil. I can design and make models using constructions resources. I join in with role play games and use resources available for props; build models using construction equipment.	I can design a beach hut. I can carefully select and join materials together to make a beach hut. I can use scissors confidently, to cut a range of materials. I can use tools such as a trowel and a spade confidently.
<u>Being imaginative and expressive</u>	I can listen to sounds with increasing attention.	<u>Kapow unit: Celebration in Music</u>	<u>Kapow unit – Transport</u> I can recognise that voices and sounds	<u>Kapow unit – Exploring Sound</u>	<u>Kapow – Music stories</u>	<u>Kapow – Big band</u> I can describe what a performance is.

<u>Music links</u>	I can identify familiar sounds. I join in with class songs and routines. I can sing the pitch of a tone song by another person. I can begin to describe how a music or sound makes me feel. I can join in or perform a well-known nursery rhyme. I can explore the different sounds musical instruments make. <u>When I grow up performance video:</u> I can participate in performances to a small audience. I can remember and maintain my role within a group performance.	I can listen to and follow a beat using body percussion and instruments. I can match sounds to objects or instruments. I can listen to and repeat a simple rhythm. I know that there are special songs we can sing to celebrate events. I can recognise different sounds can be long and short. I can recognise if music is fast or slow. I am beginning to recognise that an instrument can represent an action in a song. <u>Nativity and Firework-safety video:</u> I can respond to music with movement. I can remember and maintain my role within a group performance. I can move to music with instruction to perform actions.	can imitate sounds from the world around us e.g. vehicles. I can describe that the beat of a song is the steady pulse. I can identify music that is slow and fast. I can experiment with playing instruments in different ways. <u>Solar System performance:</u> I can participate in performances to a small audience. I can use body percussion and vocal sounds to respond to music. I can respond to music with movement. I can remember and maintain my role within a group performance. I can move to music with instruction to perform actions. I can sing as part of a group. Increasingly matching pitch and melody.	I can experiment with playing instruments in different ways. I can recognise when to start and stop playing music at the right time. I can listen carefully and talk about what I can hear. I know that sounds can be copied by my voice, body percussion and instruments. I know that music can be played softly and loudly. I am beginning to understand that different instruments make different sounds and I can begin to group them accordingly. I can describe how music often has more than one instrument playing at a time. <u>Mini-beast performance poetry and Easter songs:</u> I can respond to music with movement. I can remember and maintain my role	I know that a piece of music can tell a story using sounds. I know that different instruments can represent different characters. I can describe what high and low notes are. I can describe the story behind some pieces of music. I can identify high and low pitch sounds. I understand that different instruments make different sounds and I can group them accordingly.	I can describe what an orchestra is. I can select classroom objects to use as instruments. I can play untuned percussion in time with music. I can select instruments and sounds to represent an action or a mood. I can join in with well-known songs from memory. I can participate in small group performances.
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<u>Being imaginative and expressive:</u> <u>Helicopter stories and role play</u>	Skills practiced across the year: I can adapt familiar story by changing one part of it. E.g. The very enormous onion and the very hungry caterpillar. I can develop storylines within my pretend play. I can invent and develop storylines to share with others. I can participate in live performances (helicopter stories, poetry, songs, shows) I can express my feelings and ideas through performances. I can develop stories using small world objects and props. I can create imaginative 'small world' structures with blocks or construction such as a city, farm, park or a mini-beast, dinosaur, rocketship etc. I can use story maps, props, puppets and story sacks to retell known stories and create my own. I can use the class role play areas to communicate imaginatively with my peers. I can pretend to play a character in a game.					
<u>ELG – Expressive Art and Design</u>	ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories ELG: Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. 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.					

