

Reception Long Term Curriculum Map

Intent:

At St John XXIII, our aim is to create a learning environment and build relationships which support, enhance and invite a child's curiosity, confidence and individual competency to flourish regardless of backgrounds, circumstances or needs. We recognise children as capable, curious learners and value play as the primary vehicle for learning. Through careful observation and meaningful interactions, we follow children's interests and motivations, supporting them to take an active role in shaping their own learning. We aim to work collaboratively with parents and carers to encourage independent, enthusiastic learners who thrive and reach their full potential. It is our intent that children who enter our EYFS begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally whilst also embedding a positive attitude to school and a love of learning.

To ensure children make outstanding progress in St John XXIII EYFS, it is our intent to take into consideration their starting points and individual needs as they begin their learning journey. Every child has access to a broad, balanced and differentiated curriculum which prepares them for now and for the future in terms of opportunities and experiences. By following children's personal interests and recognising them as capable drivers of their own learning, we plan and provide meaningful opportunities that support their development and enable them to achieve their next steps.

In the Early Years at St John XXIII our children are given opportunities to:

- **To be good communicators** – language and new vocabulary is consistently modelled to the children in the Early Years setting. STEM sentences are used to encourage children to speak in full sentences to support language acquisition. We want our children to become eloquent orators speaking with confidence and fluency in a variety of situations. We want them to develop an enriched vocabulary and a love for reading.
- **To be enthusiastic, lifelong learners** – children in the Early Years are encouraged to use their imaginations and to be curious, to ask questions and explore the world around them. We want children's sparks of interest to be nurtured to ignite their enthusiasm for learning. Through developing learning behaviours such as playing and exploring, active learning and creating and thinking critically, we want children to be autonomous with their own learning. We want them to plan, implement and review this process and do it with integrity.
- **To understand how to keep themselves safe and be respectful in their communities** - We want our children to develop a sense of pride in themselves and respect for others in their immediate, school and White City community. We want to foster partnerships with families and engagement in their child's learning journey. We want children to develop a sense of citizenship in line with British Values.
- **To develop their God given talents by being creative** – to ensure the curriculum takes into account the interests of all pupils to support them in developing their talents through the Arts, Music and the broader curriculum offer.
- **To be independent, resilient learners who enjoy challenges** - We want children to engage in rich experiences to develop imagination, ingenuity and 'blue-sky thinking'. We will encourage managed risk and develop resilience.

Outdoor learning:

We intend for our outdoor environment to provide rich, dynamic experiences that evolve with the seasons, weather and children's ideas, creating meaningful contexts for exploration and discovery. We aim for the space and scale of outdoor play to encourage collaboration, problem-solving and communication, supporting children to develop resilience, confidence and perseverance as they encounter challenge and manage risk. We value outdoor learning as essential to children's wellbeing, curiosity and sense of belonging, and ensure children have daily access to outdoor environments within our school and the wider community to deepen their understanding of the world.

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Implementation: Curriculum overview

Our curriculum overview provides a clear progression of skills and knowledge to support practitioners in planning meaningful learning experiences. It serves as a guide rather than a fixed programme, recognising that children develop at different rates and bring their own interests, motivations and experiences. Practitioners use this progression alongside careful observation and a pedagogy of listening to respond to children's individual needs and fascinations. Themes and learning experiences remain flexible, allowing children's interests to shape the direction of learning while ensuring coverage and progression across all areas of the EYFS curriculum.

	Autumn 1 Who am I?	Autumn 2 How do we celebrate?	Spring 1 How do we 'go'?	Spring 2 Where do we live?	Summer 1 How do things change?	Summer 2 Who shares our world?
Possible themes and lines of enquiry	Names and identity Family trees Emotions People who help us Classroom rules and responsibilities Friendships	Light and shadows Light in celebrations Cultural and religious celebrations Traditions, food and special clothing	Journeys and mapping Transport in the past and present Forces Road Safety Travel Around the World	Homes around the world Maps and directions Community roles Materials and their properties	Plant life cycles Seasons and weather Changing materials (wet/dry, cold/hot, mixing) How people and living things grow	Animal groups and features Habitats Exploring simple life cycles Understanding the role of insects in our environment Dinosaurs and animals from the past
Enrichment Opportunities (subject to change)	Autumn treasure walk, Diwali experience day, Virtual author visit	Post office, Science Museum, Living Nativity, Christmas fun day	Transport experience day, Wormholt Park, Wagamama visit	Museum of The Home, Local Walk to the Upside Down House, Builders experience day	Kew Gardens, W12 Garden Centre, Shepherd's Bush Market, Growing Sunflowers	London Zoo, Caterpillars to Butterflies, Animal experience day
Parent Involvement	EYFS welcome meeting, Parent coffee morning	Mystery Reader, Parent-led celebration sharing (food, clothing, stories) Stay and Make: decorations, cards, lanterns,	Mystery reader, Stay and Play, Community walk, Coffee morning	Mystery reader, Stay and Play, Community walk	Mystery reader, Stay and Play, Stay and Grow (planting together), Community walk	Mystery reader, Stay and Play, Community walk
Special celebrations	Dot Day, Harvest, Diwali, Recycling Week, World Mental Health Day (10th Oct)	Christmas, Advent around the world, Hanukkah, Remembrance Day,	Epiphany, Lunar New Year, Shrove Tuesday, Children's Mental Health Week	World Book Day, Science Week, Easter, Ramadan, Mother's	Earth Day (22 April) , St. George's Day, Eid, Walk to school Week	Father's Day, Sports Day

		Guy Fawkes Day, Anti Bullying Week, Black History Month		Day, Holi, St. Patrick's Day		
Key texts and storytime (may change based on cohort's needs and interests)	Our class is a family, We're going on a Leaf Hunt, The family book Meesha makes friends, Katie in London, Martha Maps it Out, Somebody Swallowed Stanley	Little Glow, The Best Diwali Ever, The Christmas Pine, Stick Man, The owl who was afraid of the dark, Sammy Spider's First Hanukkah, The Darkest Dark, Orion and the Dark	Emma Jane's Aeroplane, Journey home from grandpa's, Whatever next! Astro Girl, Goldy luck and the three pandas, Amazing Machines series, Amelie Earhart Little People Big Dreams	Iggy Peck Architect, An Engineer Like Me The Building Boy The Concrete Garden, How to Build a Home, The Three Little Wolves and The Big Bad Pig, The Can Caravan, Our Tower Home, In Every House on Every Street	Oliver's Fruits and Vegetables, The Shopping Basket, The extraordinary gardener, Eco girl, Wangari's trees of peace, A seed is sleepy	Walking through the Jungle, Dear Greenpeace, If I had a sleepy sloth, Under the same sky, Mad about minibeasts
Traditional Tale (Repeated Read)	The Three Billy Goats Gruff	Little Red Riding Hood	Hansel and Gretel	The Three Little Pigs	Jack and the Beanstalk	The Ugly Duckling
RE	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	From Desert to Garden	To the Ends of the Earth	Dialogue and Encounter
C&L	Listening, Attention and Understanding					
	I can listen to whole-class instructions during short carpet sessions (around 5–7 minutes) with adult support, such as during interactive story times and class discussions. I can respond to familiar routines, songs and cues, such as tidy-up music, clapping signals or other class signals.	I can listen to adults and peers during carpet sessions lasting around 7–10 minutes, such as during story time or topic discussions. I can follow single-step instructions without repetition during games, such as follow-the-direction games or classroom routines.	I can sustain attention during carpet sessions or group work for around 10 minutes with support, such as during story sequencing activities or partner discussions. I can listen to stories with more complex plots and vocabulary during whole-class read-aloud sessions.	I can listen to peers' ideas and respond appropriately during small-group discussion circles. I can follow two-step instructions independently during cooperative games or classroom routines. I can stay focused on a listening task even when distractions are present, such as during team-building	I can take turns speaking and listening during class discussions, such as show and tell or partner talk. I can sustain attention during longer whole-class stories or topic sessions (around 10–15 minutes) I can listen to non-fiction texts and ask questions to clarify meaning	I can listen during whole-class and group sessions without adult reminders for most routines. I can follow 3 step instructions across classroom routines ("Put away your book, get your coat and line up"). I can listens to peers' stories, explanations or role-play with

	I can join in with repeated refrains while listening to stories, for example during interactive read-alouds and call-and-response songs. I can show interest in longer stories by asking simple questions or commenting on characters or events	I can listen to stories with less reliance on pictures and predict what might happen next during story prediction pauses. I can listen carefully during activities such as listening walks and respond to questions about what I hear.	I can shift attention between listening and doing, for example drawing or writing while listening to instructions during “draw what you hear” activities. I can follow two-step instructions linked to classroom tasks, such as getting my whiteboard and sitting on the carpet during follow-the-leader games.	challenges or group carpet games. I can listen to stories and respond to questions about events or characters during shared story discussions.		interest and can retell key points. I can take part in scavenger hunts with verbal clues
	Speaking					
	I can use connected sentences to talk about experiences and familiar events. I can use past tense more accurately, though mistakes may still occur (e.g. goed). I can link ideas using words such as and, then and because. My speech is understood by unfamiliar adults most of the time. I can state my preferences, such as I like this or I don't like that.	I can use language to negotiate roles in play (e.g. <i>you be the... I will... let's pretend...</i>). I can adapt my talk depending on who I am speaking to. I can use new vocabulary from stories and class learning. I can use play entry phrases such as <i>can I play?</i>, <i>let's take turns</i> and <i>you go first</i>. I can use polite boundary phrases,	I can ask questions using what, where, who, why and how. I can use talk to plan and organise my play, such as first we... then we... I can use descriptive words to add detail, such as tiny, shiny, huge or bumpy. I can use collaboration phrases such as I have an idea, can you help me? or let's make a plan.	I can retell familiar stories including key characters and events. I can explain my ideas using words such as because, so and if. I can use mental state words, such as think, know, guess and feel. I can use vocabulary from stories and topics in new contexts. I can use feeling phrases, such as I feel happy, that made me feel sad or I'm upset because....	I know I can explain my thinking using words. I can share my opinions and explain my choices, such as I think... because.... I can use talk to solve problems and negotiate with others. I can use talk to predict or hypothesise, such as maybe... or what if.... I can use cooperation phrases, such as we can work together or can you help me?.	I know good conversations involve listening, responding and staying on topic. I can tell longer stories or explanations with a clear beginning, middle and end. I can use precise vocabulary from stories and class topics. I can repair misunderstandings by adding detail, such as I mean.... I can take part in class discussions and

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	I can use routine phrases such as hello, good morning, please and thank you.	such as <i>stop please</i> or <i>I don't like that</i> .				explain my ideas clearly. I can use confidence phrases, such as let me show you, I can explain or I learned that....
	Wellcomm					
	Stage 8 Instruction words: before, after Sentence connectives: and Positional language: on, under, next to Barrier games with positional language, Sentence expansion games ("Say it better")	Stage 8 Question words: who, what, where Describing words: big, long, fast, slow Emotions: happy, sad, angry, excited Story questioning sessions, Emotion role play and mirror games, Comparing objects using adjectives	Stage 8 Connectives: because, so Sequencing: first, next, then, finally Story language: character, setting Retelling stories using story maps, Explaining choices ("I chose this because...") Sequencing story pictures	Stage 8-9 Predicting language: might, could Time words: yesterday, tomorrow Comparing: same, different Predicting outcomes in stories, Talking about past and future events, Sorting and explaining categories, "Odd one out" reasoning games	Stage 8-9 Reasoning: if, why Categories: animals, food, clothes Descriptive language: smooth, rough, heavy Sorting objects and explaining choices, Giving reasons for opinions, Barrier games with complex instructions, Structured talk partners	Stage 9 Explanation language: I think, I know Narrative language: beginning, middle, end Social language: agree, disagree Retelling stories with detail, Group problem-solving discussions, Asking and answering why/how questions, Transition talk linked to Year 1 routines
	Nursery Rhymes					
	Autumn Leaves are Falling Down Here We Go Round the Mulberry Bush 5 little pumpkins Hey Diddle Diddle	Alice the Camel One, Two, Buckle My Shoe Little Miss Muffet Hickory Dickory Dock	Cobbler Cobbler mend my shoe The Grand Old Duke of York 5 currant buns Down at the station	Dingle Dangle Scarecrow She'll be coming round the mountain Mary, Mary Quite Contrary The muffin man	Sing a Song of Sixpence One elephant went out to play The Lion and the Unicorn Old King Cole	Down in the Jungle This Old Man Here is the beehive where are the bees? Do your ears hang low?

PSED PSHRE	Created and Loved by God Religious Understanding – Handmade With Love	Created to Love Others Religious Understanding: Role Model Personal Relationships: Who's Who Anti-bullying week	Created to Love Others Personal Relationships: You've Got A Friend In Me Personal Relationships: Forever Friends	Created to Love Others Keeping Safe: Safe Inside and Out Keeping Safe: My Body, My Rules Keeping Safe: Feeling Poorly	Keeping Safe: People Who Help Us Religious Understanding: God is Love	Created to Live in Community Religious Understanding: Loving God, Loving Others Living in the Wider World: Me, You, Us
Physical Development	Gross Motor					
	Moving with Confidence I can run with increasing control and direction during outdoor games. I can climb and balance safely on playground equipment. I can jump and land with two feet together. I can roll large balls and control them using my body. I can move large equipment safely using two hands, such as carrying planks or crates.	Balancing and Riding I can balance while moving or while holding objects such as buckets or containers. I can ride scooters, bikes or trikes with increasing control. I can travel across playground equipment safely, such as climbing frames or ladders. I can stop and start my movements during games.	Strength and Coordination I can jump consecutively during movement games. I can kick and roll a ball with increasing control. I can carry and transport heavier objects safely, such as crates or water containers. I can take part in group physical games with others.	Ball Skills and Movement Patterns I can throw and catch large balls during games. I can kick balls with increasing accuracy. I can move my body in patterns linked to music and rhythm. I can complete obstacle courses using a range of movements such as climbing, jumping and balancing. I can push and pull equipment such as wheelbarrows and carts during outdoor play.	Control and Balance I can collaborate with others to move large equipment safely, such as carrying a long plank together. I can walk on tiptoes I can throw a ball during running games and sports-style activities. I can take part in running games, sports-style ball games and large obstacle courses using a range of movements such as running, balancing and climbing. I can complete timed movement challenges that involve running, balancing and transporting objects.	Complex Movement and Physical Challenges I can skip, hop and stand on one leg while holding a pose, such as during games like musical statues. I can catch a large ball with two hands from a short distance during games. I can move equipment to help set up play or obstacle courses, such as crates, planks or tyres. I can complete complex obstacle courses using a range of movements, including running, jumping, balancing and climbing.

	Fine Motor					
	Building Hand Strength for Writing I know tools require different amounts of pressure and control. I can use large and medium tools such as paintbrushes and construction tools. I can use both hands together when threading or building. I can make marks using shoulder and elbow movements. I can cut straight lines and gentle curves using scissors.	Using Smaller Tools with Control I know smaller tools require wrist and finger control. I can use normal crayons, pencils and small threading tools. I can twist and turn objects such as nuts, bolts and construction pieces. I can cut around simple outlines using scissors. I can strengthen my hands using dough, threading and construction tasks.	Cutting, Building and Using Both Hands Together I know one hand can work while the other hand holds or stabilises an object. I can use small tools such as tweezers, pegboards and short pencils. I can use my non-dominant hand to hold paper while cutting. I can cut wavy and zig-zag lines. I can turn the paper when cutting.	Using Tools with Precision I know careful finger movements help me control tools accurately. I can use tools that require controlled pressure such as pipettes and droppers. I can manipulate objects within my hand to adjust their position. I can cut more complex shapes such as stars or angled outlines.	Careful Finger Movements for Detailed Work I know small finger movements help me complete detailed tasks. I can use tools requiring finger precision such as weaving frames or sewing cards. I can thread small beads and use tools such as staplers or hole punches with support. I can cut multi-angled shapes and templates.	Fine Motor Skills for Writing and Creating I can use small precision tools such as tweezers, pipettes, hole punches and staplers independently. I can thread small beads or weave materials with increasing accuracy. I can manipulate small objects within my hand by rotating, shifting or adjusting their position. I can build detailed models using small construction pieces. I can control pressure and precision when using pencils, scissors or tools.
Literacy	Handwriting					
	Gross motor control & writing readiness I know writing tools can be used to make different types of marks. I can make large marks using shoulder and elbow movements.	Vertical movement (Long Ladder pattern) control & endurance I can control vertical downstrokes when forming letters. I can write Long Ladder Letters (l, t, i, j, u, y).	Curved movement (Curly Caterpillar pattern) & fluency I know letters should start at the correct starting point and move in the correct direction.	Combined movements (One-Armed Robot pattern) & writing flow I know letters should be formed clearly and sit correctly on the line.	Angular movements (Zig-Zag pattern) & sentence writing I know letters should be similar in size and sit correctly on the line. I can form Zig-Zag letters (v, w, x, z) using	Sentence fluency, stamina & independence I know sentences begin with a capital letter and end with a full stop. I know some letters go above the line (ascenders) and some

	I can explore lines, curves, loops, circles and zig-zags through mark making. I can begin practising correct letter starting points when forming letters. I can build stamina for short purposeful writing tasks such as writing my name. I can independently choose writing tools and materials to write for a purpose, such as making labels, signs or lists.	I can practise writing letters using smaller, controlled movements. I can begin writing simple CVC words. I can build stamina to complete short writing tasks with increasing confidence. I can use a comfortable pencil grip when writing.	I can form smooth anti-clockwise curved movements. I can write Curly Caterpillar Letters (c, a, d, o, g, q). I can use controlled movements from my fingers and wrist to form letters. I can write simple CVC words and captions. I can maintain control when writing across a whole word or caption.	I can combine straight lines and arches when forming letters. I can write One-Armed Robot letters (r, b, h, k, m, n, p). I can write captions and short phrases with increasing independence. I can maintain legible letter formation for CVC words and captions I can begin to use spaces between words with prompts	controlled diagonal movements. I can write short sentences with increasing consistency. I can begin to control letter size so most letters are correctly proportioned. I can use spaces between words with prompts I can maintain legibility when writing longer phrases or sentences I can sustain writing across a whole task with increasing confidence. I can use a static tripod grip	go below the line (descenders). I can write short sentences independently. I can use capital and lowercase letters appropriately most of the time. I can place ascenders and descenders correctly on the line most of the time. I can maintain spaces between words without prompts. I can use a dynamic tripod grip.
	Drawing Club					
	Mark making symbols Identified letters from phonics	Identified letters from phonics CVC words	Short phrases and captions	Short phrases and captions	Sentences	Sentences
	Modelled and Independent Writing Opportunities					
	Name writing in different contexts, Birthday Cards, Simple Maps, Shopping Lists, Playdough recipe cards, Class Resource Labels	Christmas cards, Gift tags, Letters to Santa, Invitations (to Nativity Play), Lost posters for resources Role-play menus and price labels	Bike/scooter area “signs” (stop, go, slow), Weather charts, Story maps, Ingredients lists (Pancake Day etc.), Notes left for others (“Will be back soon”)	Construction plans, Holiday postcards, Museum labels for collection, Voting slips for class decisions, Speech Bubbles, Show posters and tickets	“How to” instructions (e.g., planting seeds) Science/observational drawings Treasure maps, List of rules for games, Score keeping (football, races, games),	Life cycle drawings with labels, End of year thank-you cards, Certificates and awards, Memory books, Plans for class events or picnics

					Observation records (draw + label)	
	Phonics: RWI					
	Set 1 single sounds Oral blending (CVC./VC) 	Set 1 single sounds continued (speedily) Oral blending Blend using Phonics Green Word cards: Word Time 1.1 to 1.5 Spelling using Fred Fingers 	Set 1 special friends Reading words with Special Friends: Word Time 1.6 Reviewing Word Time 1.1 to 1.5 Reading 3-sound nonsense words Spelling using Fred Fingers 	Reviewing all Set 1 sounds speedily Reading 4 and 5 sound words: Word Time 1.7 Reviewing Word Time 1.1 to 1.6 Reading 3 and 4 sound nonsense words Spelling using Fred Fingers Read red words (put, the, I, no, of, my, for*, he) 	Reading Set 2 sounds and matching Phonics Green Words including longer words Reviewing Set 1 Phonics Green Words Reading 4 and 5 sound nonsense words Spelling using Fred Fingers Reading red words (your, said, you, be, are) 	Reading Set 2 sounds and matching Phonics Green Words including longer words Reviewing Set 1 Phonics Green Words Reading 3, 4 and 5 sound nonsense words Spelling using Fred Fingers 
Maths White Rose	-Match, sort and compare -Talk about measure and patterns -It's me 1, 2, 3	-Circles and triangles -1, 2, 3, 4, 5 -Shapes with 4 sides	-Alive in 5 -Mass and capacity -Growing 6, 7, 8 -Length, height and time	-Length, height and time -Building 9 and 10 -Explore 3D shapes	-To 20 and beyond -How many now? -Manipulate, compose and decompose Sharing and grouping	-Sharing and grouping -Visualise, build and map -Make connections
UTW	People, Culture and Communities (Geography)					
	My family and my community I know my full address and where my school is (White City, London, England). I know that a family tree shows how people in a family are	Celebrations around the world I know that celebrations can be linked to religion, culture or family traditions I know that Christmas is celebrated by	Travel and Maps I know people and goods travel between towns, cities and countries. I know different types of transport are used for different journeys.	Our local Area I know that a community is a group of people who live and work in the same area I know that our local area has different places such as flats,	Places around the world I know we live in the United Kingdom. I know the United Kingdom includes England, Scotland, Wales and Northern Ireland.	Our world and caring for the environment I know people can have positive or negative impacts on the environment. I know we can help the planet by

	connected. I know families can look different and may include grandparents, aunts, uncles, foster families or adopted children. I know that a community is a group of people who live and work in the same place. I can talk about family members and explain how they are related to me. I can recognise and name familiar places in my local area such as the church, park, school, shops and Westfield. I can describe places in my community and explain why they are important. community relative address London	Christians and includes traditions such as giving gifts and decorating a tree I know that Diwali is known as the festival of lights and is celebrated by Hindu and Sikh communities I know that Hanukkah is a Jewish celebration and that Jewish families light a menorah I can talk about traditions in my own family and compare them to others festival tradition culture religion	I know maps show places and routes. I can use simple maps to follow routes around the school. I can use directional language such as left, right, near and far. I can describe a journey using simple map language. I can talk about how things such as food travel from different places. journey map route left right near far	shops, parks, schools and shopping centres I know that some places in our community are important for different reasons (school, hospital, fitness centre, church) I can describe what I see on a simple map of our area I can create a simple map of our local area by using small world resources neighbourhood community local place	I know a physical feature is something that is found in nature and not made by people, such as a river, forest or beach. I know a human feature is something that is built or made by people, such as a city, road or building. I can explore maps, globes and pictures to learn about places around the world. I can talk about what is the same and what is different between places. physical feature human feature United Kingdom globe	recycling, saving water and using less electricity. I know some animals are endangered and need protection. I know David Attenborough has helped people understand how to protect nature and animals. I can notice changes in the environment caused by people. I can recognise examples of pollution such as litter or dirty water. I can compare a clean environment with a polluted environment. I can suggest ways we can care for the planet and protect animals. pollution impact protect endangered
	Past and Present (History)					
	Growing and Changing I know that people grow and change over time	Toys in the Past I know that children in the past played with toys just like children today	Transport Then and Now I know that people travelled differently in the past	Homes Then and Now I know homes in the past were different from homes today. I know people in the	Schools Then and Now I know schools in the past were different from schools today. I know children in the	Animals Then and Now I know some animals lived on Earth millions of years ago. I know dinosaurs

	I know that I can do more things now than when I was a baby I know that photos, objects and photographs can tell us about the past I know that my grandparents and parents were once children I know that some things were different when adults were children I can use simple time words such as before, now, then, when I was younger younger older past present	I can compare toys from the past with toys today by talking about similarities and differences I know that toys from the past were often made from wood, metal or fabric I know that some toys stay the same over time but others change change compare wood metal fabric	I know that horses and carts were used because cars were not invented yet I know that steam trains used steam from hot water to make the train move I know that transport has changed over time and is often faster today I know that roads in the past were often bumpy dirt roads, rather than smooth pavement like today pavement steam train engine railway	past used fires or fireplaces to keep warm. I know people in the past used candles or lamps for light before electric lights. I know some homes in the past did not have indoor bathrooms. I can compare homes from the past with homes today. I can talk about similarities and differences between homes. I can ask questions about what life was like long ago. electricity fireplace water-pump brick stone wood	past often sat in rows of desks. I know children in the past sometimes used slates and chalk instead of books. I can compare schools from the past with schools today. I can talk about similarities and differences between classrooms. I can ask questions about what school was like long ago. ink quill slate rules	became extinct and no longer live on Earth. I know fossils help us learn about animals that lived long ago. I know scientists study fossils to learn about the past. I can talk about animals that lived in the past. I can compare animals from the past with animals today. I can describe features of dinosaurs or prehistoric animals. fossil extinct museum prehistoric
	The Natural World (Science)					
	People and senses I know the five senses are sight, hearing, touch, smell and taste. I can identify and name the body parts associated with each sense. I know our senses help us gather	Light and Dark I know some objects produce light and are called light sources. I know examples of light sources include the sun, lamps and torches. I know light travels from a light source and helps us see objects.	Movement and Forces I know forces such as pushes and pulls can change how objects move. I know gravity pulls objects down to the ground. I know air can slow down falling objects. I know surfaces can	Materials I know materials have different properties such as hard, soft or waterproof. I know materials are chosen for a purpose. I know some materials float and some sink. I know materials can change in different	Plants I know plants grow from seeds or bulbs. I know plants need water, light, soil and space to grow well. I know plants grow and change over time. I know plants have life cycles. I can record changes in plants over time	Animals and Minibeasts I know animals and minibeasts live in different habitats such as ponds, gardens, trees, woodlands and soil. I know habitats provide animals with food, water, shelter and space.

	information about the world around us. I can identify which senses I use during different everyday activities. I can investigate how light and darkness affect what I can see. I know my ears help me hear sounds and that sounds become quieter as I move further away from their source. Sight, hearing, touch, taste, smell, senses	I know light can be blocked by objects to create shadows. I know shadows change in size and position when the light or object moves. I know light can appear as different colours, such as in a rainbow. I can identify different light sources. I can investigate how shadows are formed using a torch or sunlight. light source rainbow reflect shadow block	change how objects move. I know changes such as ramps or slopes can affect how fast objects move. I can compare how objects move on different surfaces such as carpet, grass or a table. I can observe how friction slows objects down on rough surfaces. I can explore how changing the height or steepness of a ramp affects how fast objects move. I can test different objects to see how they roll, slide or bounce. force gravity friction ramp	conditions such as heat or water. I can identify and name different materials. I can investigate which materials float or sink. I can compare materials to see which are strong, waterproof or flexible. I can test how materials change when they get wet, dry, warm or cold. I can explain why a material might be chosen for a particular object. waterproof absorbent float sink predict	using drawings or photos. I can point to and name the parts of a plant (stem, soil, seed, flower, leaf) I can sequence the stages of a plant life cycle. Bulb lifecycle observe record	I know animals grow and change over time. I know animals and minibeasts have life cycles. I know some animals are nocturnal and are active at night (owls, bats, moths) I can describe features of different habitats. I can sequence the life cycle of animals such as frogs or butterflies. I can identify animals that are active during the day or night. habitat woodland nocturnal diurnal
EAD	Art					

	Drawing- Self-portraits Frida Kahlo I know that a self-portrait is a picture an artist makes of themselves. I know that faces are made of different shapes and lines. I know that artists choose colours to represent skin, hair and eyes. I know that Frida Kahlo often used flowers in her images. I can draw a recognisable face with eyes, nose and mouth in the right place. I can add details such as eyelashes, eyebrows or hair texture portrait feature line shape	Painting- Wassily Kandinsky and Piet Mondrian I know the primary colours are red, blue and yellow. I know primary colours can be mixed to make new colours. I know Wassily Kandinsky used concentric circles in his artwork. I know concentric circles are circles inside other circles. I know Piet Mondrian used straight black lines and blocks of primary colours. I know artists sometimes create abstract artwork using shapes and colours. I can mix two colours together to create new colours. I can talk about colours and shapes in artwork. primary colours concentric abstract pattern	Sculpture- Barbara Hepworth I know sculpture is artwork that can be seen from all sides. I know clay can be shaped, rolled and joined to make sculptures. I know artists use different shapes when creating sculptures. I know Barbara Hepworth created sculptures with smooth shapes and holes in them. I know sculptures can be made using different materials such as clay or stone. I can score clay by scratching lines in it. I can add slip (wet clay) to help pieces stick together. I can press clay pieces together to join them. I can create holes or spaces in clay inspired by Barbara Hepworth. sculpture carve hollow score slip	Collage- Henri Matisse I know collage is artwork made by cutting and arranging materials. I know artists choose shapes, colours and materials carefully. I know Henri Matisse created artwork by cutting bold shapes from coloured paper. I know shapes can be arranged to create pictures or designs. I know layering materials can create texture in artwork. I can cut shapes carefully using scissors. I can arrange shapes to create a planned picture. I can layer materials to create texture. I can choose colours and shapes for a purpose. I can explain how my artwork is similar to an artist's work. collage texture layer composition	Printing and Pattern- William Morris I know printing is a way artists create repeated patterns. I know patterns repeat shapes or designs. I know William Morris created repeating patterns for fabrics and wallpapers. I know artists sometimes use plants and nature as inspiration for patterns. I know patterns can be made by repeating shapes in a planned way. I can use printing tools to create clear shapes. I can repeat shapes to create a pattern. I can choose colours and shapes for my design. I can create a repeating printed pattern. I can explain how my work is similar to William Morris patterns.	Textiles- Anni Albers I know textiles are materials such as fabric, wool or thread. I know weaving means crossing materials over and under each other. I know artists sometimes create artwork by weaving materials together. I know patterns can be created by repeating colours and materials. I know Anni Albers created woven textile artwork. I can weave materials over and under. I can create simple woven patterns using different colours. I can thread materials through holes in card or weaving frames. I can choose colours and materials for my weaving. I can talk about patterns and textures in my artwork. textile loom knot pattern
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	Music					
	Charanga Music scheme: Me!	Charanga Music scheme: My Stories	Charanga Music scheme: Everyone	Charanga Music scheme: Our World	Charanga Music scheme: Big Bear Funk	Charanga Music scheme: Reflect, Rewind and Replay
	DT					
	Junk Modelling I know designers make things for a purpose. I know materials can be joined in different ways such as glue, tape or split pins. I know some materials are stronger than others when building structures. I know designs can be drawn before making. I can draw a simple design of what I want to make. I can choose materials for my design. I can join materials using glue, tape or other joining methods. I can build structures that stand up. I can talk about what worked well in my model.	Mechanisms I know mechanisms help things move. I know sliders and levers can make pictures move. I know designers sometimes add moving parts to their designs. I can make a simple slider mechanism. I can make a simple lever to move part of a picture. I can design a moving picture. I can test if my moving part works and change it if needed. mechanism slider lever movement	Food Preparation I know food is prepared before we eat it. I know healthy foods help our bodies grow strong. I know foods can be cut, mixed or spread when preparing meals. I know we must wash our hands and keep surfaces clean when preparing food. I can cut soft foods using safe tools. I can follow simple instructions to prepare food. I can mix and combine ingredients. I can talk about the foods I like and dislike. I can talk about healthy food choices. Prepare combine healthy chop	Structures I know structures are things that are built for a purpose. I know strong structures need to be stable. I know some shapes and bases make structures stronger. I can build structures that stand up by themselves. I can test my structure and see if it is strong. I can change my structure to make it stronger. I can talk about how I built my structure. structure strong stable base	Sewing I know sewing is a way of joining fabric together using thread and a needle. I know stitches are loops of thread that hold fabric together. I can thread a plastic needle with support. I can make simple stitches such as a running stitch. I can pull thread carefully through fabric. I can decorate fabric using stitches. I can talk about what I have made. needle thread stitch sew	Designing I know designers think about what they want to make before they start. I know designs can be drawn before making. I know designs can be improved after testing. I can draw a simple design for something I want to make. I can choose materials and tools for my design. I can make my design using materials and joining techniques. I can test my product and see if it works. I can talk about what worked well and what I would change. design product evaluate improve

	material join structure design					
	Computing (iLearn2)					
	Using technology I know computers have different parts such as a screen, keyboard and mouse or trackpad. I can label the main parts of a computer (screen, keyboard, mouse or trackpad). I can access simple digital literacy and numeracy games independently. I can find letters and numbers on a keyboard. screen keyboard mouse trackpad	Digital media I know technology can be used to create photos, videos and sounds. I can take photographs and review them. I can record and play back voice recordings. I can record voiceovers for simple stories. voiceover playback digital media	Programming I know a program is a set of instructions. I know instructions must be in the correct order. I can program Bee-Bots to follow a simple route. I can use positional language such as forward, backward, left and right. I can debug simple mistakes in a program. I can create simple routes program sequence route left right	Animation I know animations are created by showing a sequence of pictures. I know each picture in an animation changes a little to create movement. I can create simple stop-motion animations using photos. I can play back my animation and talk about what happens in the story. animation frame scene motion	Digital Art I know digital artwork can be changed or edited. I know digital artwork can be saved and opened again later. I can use digital art tools to create purposeful images. I can add simple text or labels to digital artwork. I can talk about the choices I made when creating my digital artwork. tool edit save digital artwork	Codes and online safety I know QR codes and barcodes store information. I know QR codes and barcodes are used in everyday life such as in shops, tickets and deliveries. I know the internet can be used to find information. I know some information online is safe to share and some is private. I know personal information such as my name, address or school should not be shared online. QR code barcode internet password