

NAWTON AND ROSEDALE ABBEY FEDERATION

ROSEDALE ABBEY CLASS 1 CURRICULUM OVERVIEW 2023/ 2024

		<u>AUTUMN TERM</u>		<u>SPRING TERM</u>		<u>SUMMER TERM</u>	
EYFS	EYFS FOCUS	TRADITIONAL TALES Baseline PSED Traditional Tales Harvest Autumn Halloween	CELEBRATIONS Bonfire Night Nursery Rhyme week Remembrance Hannakah Diwali Christmas	MARVELOUS ME & WHERE IN THE WORLD? Local environment and contrast with Nawton Locations around the world		ANIMALS AND GROWTH First hand experience of the Life cycle of a butterfly and frog	
	Key Texts	Red Hen – story performance	The Christmas Story – story mapping	The Runaway Pancake – story mapping	Naughty Bus – reinventing changing key event	Handa’s Surpsrise - reinventing changing key events/ characters	What am I? - Riddles
	Enrichment Focus	Graze on the Green visit- Bakery Visit NYC Moile Library monthly	Pantomine	Local walks – Rosedale Abbey/ Nawton		Hatching butterfly eggs/ frogspawn	
KEY STAGE 1	KS1 FOCUS	THE GREAT FIRE OF LONDON – Events beyond living memory that are significant nationally or globally		The streets around our School	Kenya: A small area in a Non-European locality	Malala & Rosa Parks – The lives of significant individuals in the past who have contributed to national and international achievements	
	Key Texts- KS1	The Colour Monster (PSHE)- POETRY Traditional Tales- Prince Cinders – STORY WRITING Toby and The Great Fire of London by Margaret Nash and Jane Cope (Literacy Shed)- DIARY AND INFORMATION TEXTS Pudding lane Stars- POETRY		Bog Baby- (Science linked)- STORY WRITING Hair Love- Matthew A. Cherry- INSTRUCTIONS Meerkat Mail by Emily Gravett- INFORMATION WRITING Birds- POETRY		Lilia and the Secret of the Rain- David Conway- NARRATIVE WRITING and CONJUNCTIONS Hibernation hotel- CONJUNCTIONS Alan’s Big Scary Teeth- Jarvis- NON CHRONOLOGICAL REPORT Grandad’s secret giant- NEWSPAPER WRITING Dangle- POETRY	
	Enrichment Visit- KS1	Fire station visit - History Pantomine		Africa Day - Geography Helmsley Walled Gardens - writing			

ENGLISH	COMMUNICATION AND LANGUAGE - NURSERY	Children can listen to stories, songs and rhymes – joining in with repeated refrains and actions. Children are using talk to organise their play, communicate their wants and needs.	Children can stop what they are doing and listen to an adult (switching their attention). Children can take part in a conversation with others Children are speaking clearly (not covering mouths) Children are using 4 – 6 words in sentences	Children can retell a familiar story using simple story language Children can respond to simple why questions or 2 part instructions directed to them. Children are showing an awareness of tenses although they may not be accurate/. Children are using wider vocabulary to describe, recount or retell events.
	NURSERY LITERACY: READING LANGUAGE COMPREHENSION (Developing a passion for reading) WORD READING: Phase 1 Phonics	Children can handle books with care Children join in with rhymes and repeated refrains in patterned stories Children know there are different types of texts ; fiction, letters, non fiction Children can find their name card (with photo) and adult support Children can recognise environmental print such as logos	Children can identify the character and setting in stories and use new vocab they have acquired in discussions. Children know there are different types of texts ; menus, instructions, labels Children can recognise words/objects that begin with the same sound Children can recognise their name sometimes with photo prompt Children can recognise environmental print around school	Children can handle books with care, turning the pages appropriately Children can retell known stories describing the main events by sequencing pictures or using small world prompts. Children can talk about information they have discovered from reading non fiction texts. Children can hear initial sounds in words Children can orally blend simple words Children can read their own name without a photo prompt Children can recognise the titles of familiar books
	NURSERY LITERACY: WRITING Transcription Composition	Children can make cross lateral movements using streamers, ribbons, copying adults lead with increasing control. Children show an interest in tracing over their name Children can trace over the letters in their name. Drawings represent simple stories/rhymes.	Children can make a variety of marks following the language of direction (up, down, round, back) Children are more confident in tracing the letters in their name moving onto Children can copy the letters in their name Some Children can write their own name	Children can form the letters in their name with accuracy. Children can orally segment simple words for spelling. Children create their own stories using small world props/puppets. Children use their knowledge of letters (maybe not accurately) to create shopping lists or card etc
	NURSERY EAD: Roleplay and Small World Play	Enjoys playing in the home corner with familiar resources Plays with simple small world (self selects from baskets). I can explore small worlds such as farms, castles, doll's houses and garages.	Acts out familiar experiences, making tea, using the phone I can join in with small world play that retells simple stories, events and rhymes.	I can take part in pretend and small world play using objects to represent something else that may not be similar. I use my own experiences to develop simple storylines.

ENGLISH	RECEPTION COMMUNICATION AND LANGUAGE		<p>Provide Opportunities to . . Engage in story times so they listen with interest. Listen to rhymes, poems and songs carefully. Learn new vocabulary through stories and use this in their retelling. Understand questions that involve 2 actions. Describe some events with detail using new vocabulary.</p> <p>Support children as they . . . Make friends – developing interactions with peers by starting a conversation and continuing it. Using talk to organise their play. Develop social phrases – start/end of the day, register, snack and lunch times.</p>	<p>Provide Opportunities to . . Articulate their ideas, thoughts and points of view in sentences. Connect one idea or action to another using a range of connectives to use longer sentences of 4 – 6 words. Listen carefully during discussions. Listen to non-fiction books and use new vocabulary in conversations.</p> <p>Support children as they . . . Listen to others in conversations and support to ensure they respond appropriately.. Express their ideas and feelings about their experiences in the provision. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p>	<p>Provide Opportunities to . . Engage in a range of texts so they listen to and talk about texts to develop a deep familiarity with new knowledge and vocabulary. Ask questions about stories that have been read. Ask questions in small group discussions. Offer explanations for why things might happen and use new vocabulary during these discussions. Talk about the experiences had at different points in the school year (review of learning journal).</p> <p>Support children as they . . . Hold conversations with their peers and teachers back and forth. Speak in full sentences using conjunctions and in the past, present or future tenses</p>	
	<p>RECEPTION LITERACY:READING</p> <p>LANGUAGE COMPREHENSION Developing a passion for reading</p> <p>WORD READING Delivered through a rigorous phonics programme delivered daily (Read, Write Inc)</p> <p>Children to read 1-1 with an adult each day .</p>	<p>Joining in with rhymes and well known stories. Sequencing familiar stories through the use of pictures to tell the story. Engage in extended conversations about stories, learning new vocabulary.</p> <p>RWI – Set 1 sounds Assisted Blending using magnetic letters Children can read individual letters by saying the sounds for them</p>	<p>Retell stories using puppets, actions and story maps (Pie-Corbett) Sequence stories – use vocabulary of beginning, middle and end.</p> <p>RWI – Set 1 sounds Independent blending Sound Blending Books Ditty Mastercopy sheets Children can blend sounds into words. Children can read some diagraphs (th, ch, sh, ng, nk, qu) Children read simple phrases made up of words with known sounds.</p>	<p>Children record their stories using pictures and mark making in their play. Show interest and answer simple questions about texts (fiction and non fiction)</p> <p>RWI – Review set 1 sounds intro set 2 (ay,ee,igh, ow,oo,oo) Red Books Children continue to read some diagraphs Children can read a few common exception words linked to RWI Children read simple phrases and sentences made up of words with known sounds.</p>	<p>Children retell stories with actions and/or picture prompts with more confidence using story language to sequence the story. Children can name the different parts of books (blurb, index, contents, heading)</p> <p>RWI set 2 sounds (air, ir, ou, oy) Green Books Children continue to read diagraphs Children can read common exception words linked to RWI Children read sentences made up of words with known sounds. Children re-read books to build up their confidence with word</p>	<p>Retell stories using actions, picture prompts as a part of a group, using story language when acting out a narrative. Can explain main events of stories saying how a character is feeling. Can recite some rhymes and poems by heart linked to topic.</p> <p>Review set 2 sounds Green/Purple Books Children re-read books to build up their confidence with word reading, fluency and understanding</p>

				reading, fluency and understanding		
RECEPTION LITERACY:WRITING Transcription (RWI) Composition T4W used as stimulus across the year Hold a sentence (RWI – Get writing element) will be used to teach the composition of writing)	Handwriting – letter formation (lower case) Can write their own name. Can segment cvc words using the sounds they know (magnetic letters)	Handwriting – letter formation (lower case) Can segment cvc words and write down the sounds. Can write simple labels and lists using phonic knowledge Story mapping (T4W) orally telling story through own pictures.	Handwriting – upper case Hold a sentence – can write simple dictated sentences to develop understanding of structure – embedding finger spaces	Handwriting – Upper Case Hold a sentence Use of Capital Letters and full stops	Handwriting – developing consistency with size and orientation Composing short sentences Can read back their own writing.	Handwriting – developing consistency with size and orientation Composing short sentences. Can read back their own writing and check it makes sense
RECEPTION EAD Roleplay and small world	Uses set up props to retell known stories and rhymes. Reinvents new stories based on familiar stories using the props in role play and small world.		Uses own experiences to develop storylines in the role play area Can use their imagination to develop complex storylines into their play.		Enhances small world with resources they have made or uses resources around the classroom in a creative way. Works as part of a group to retell know stories in the correct sequence using given props or props they have made themselves.	

MATHEMATICS

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
MATHEMATICS (NURSERY)	Autumn Starters: Number songs	Colours • Red • Blue • Yellow	Colours • Green • Purple • Mix of colours	Match • Buttons and colours • Matching towers • Matching shoes	Match • Match number shapes • Match shapes • Pattern handprints – big and small	Sort • Colour • Size • Shape	Sort • What do you notice? • Guess the rule • Guess the rule	Number 1 • Subitising • Counting • Numeral	Number 2 Subitising-dice pattern Subitising-random pattern Subitising – different sizes	Number 2 • Counting • Numeral • Numeral	Pattern • Extend AB Colour patterns • Extend AB Outdoor Patterns • AB Movement Patterns	• Fix my Pattern • Extend ABC Colour patterns • Extend ABC Outdoor Patterns	Consolidation Activities - Winter activity week
	Spring Starters: Number songs	Number 3 Subitising Subitising Subitising	Number 3 3 Little pigs 1:1 counting Numerals/Triangles	Number 4 1:1 counting Numerals Squares/rectangles	Number 4 Composition of 4 Composition of 4 Composition of 4	Number 5 1:1 counting Numerals Pentagon	Number 5 Composition of 5 Composition of 5 Composition of 5	Consolidate 1 - 5	Number 6 Introduce 10 frame	Height & Length • Tall and short • Long and short • Tall/long and short	Mass Relate to books 3 little pigs goldilocks	Capacity	Consolidation
	Summer Starters – subitising and revision	Sequencing	Positional Language	More than/fewer than	Shape – 2D Revisit pattern from Autumn	Shape – 3D Revisit pattern from Autumn	Consolidation: More than/fewer one more and one less	Number composition 1 – 5 Revision	What comes after?	What comes before?	Numbers to 5	Consolidation / Activity weeks SUMMER	Consolidation / Activity weeks

MATHEMATICS (RECEPTION) WRM	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 Building 9 and 10 Explore 3-D shapes	To 20 and beyond How many now? Manipulate, compose and decompose Sharing and grouping Visualise, build and map Make connections
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MATHEMATICS (KS1) WRM	Place Value Addition and Subtraction Shape	Place Value Addition and Subtraction Shape	Place value (20) Addition and Subtraction (20) Place value (50) Length and height Mass and volume	Money Multiplication and division Length and height Mass, capacity and temperature	Multiplication and division Fractions Position and direction Place value (100) Money Time	Statistics Fractions Position and direction Problem solving time
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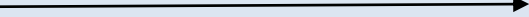
SCIENCE	NURSERY UTW - Natural World	Explore and talk about different forces (pushing and pulling). Explore collections of materials to identify simple properties. I can name some types of weather, e.g. rainy, sunny, windy, snowy, cloudy and stormy.		Children use their senses to explore. I can name some plants correctly. I can use simple language to describe plants, e.g., colour and size. I understand that sounds can come from a range of sources.		Can plant a seed and care for a growing plant. Observes and comments on the life cycle of an animal frog/butterfly I can name some animals correctly. I can use simple language to describe animals.	
		Children use their senses to explore and use technical vocabulary to describe what they find. Children can recognise how the seasons change noticing changes in weather. <div style="text-align: right;">→</div>					
	RECEPTION UTW – Natural World	Seasonal Changes- Autumn	Explores non contact forces – magnetism, gravity, floating and sinking. – linked to WW2	Seasonal Changes- Winter Explores and talks about changing states (freezing/melting)		Lifecycle of frog/ butterfly Seasonal Changes- Spring	Seasonal Changes- Summer
Science- KS1	Seasonal changes (Autumn)	Uses of everyday materials	Seasonal changes (Winter)	Animals including humans (Year 2)	Living things and their habitats Seasonal Changes (spring/ summer)	Plants	
HISTORY	NURSERY UTW PAST AND PRESENT	Can talk about photos/objects from experiences in their own lives (Halloween, bonfire night, Christmas) Can talk about who they are and who they live with (including pets) Can talk about members of their family (parents, grandparents, siblings) Can sequence family members by age Can talk about photos/objects from experiences in their own lives “this was me at the farm . (looking through learning journeys/floorbooks)		Can talk about members of their family (parents, grandparents, siblings) Can sequence family members by age		Can talk about photos/objects from experiences in their own lives “this was me at the farm . (looking through learning journeys/floorbooks)	
		RECEPTION UTW PAST AND PRESENT	Use books, stories and videos to find our about historical figures and events (Remembrance Day) Can talk about historical figures and events (Guy Fawkes). Can identify emergency services and know who to call (Fire Brigade/police/ambulance)		Use books, stories and videos to find out about historical figures and events (Florence Nightingale) Can identify emergency services and know who to call (Ambulance) Can discuss similarities and difference between their own families and others.		Use books, stories and videos to find our about historical figures and events (St George) Can talk about historical figures and events (King Charles iii) Can compare and contrast stories, objects and events from past to present (e.g. seaside)
	HISTORY - KS1	The Great Fire of London -				Malala & Rosa Parks – The lives of significant individuals in the past who have contributed to national and international achievements	

GEOGRAPHY	NURSERY UTW – Natural World		Can talk about the house where they live and recognise how it may differ to others. I can talk about familiar sounds at home and at school	
	RECEPTION UTW – Natural World	Can draw and follow simple fictional maps	Know the town or village in which they live and know it is in the country of England. Can compare different environments using simple geographical language. Can compare their way of life to that of a child in a contrasting location in the world. Can name other countries including those they may have visited. Can draw and follow real maps. Can talk about a contrasting place to where they live - London	Can compare different environments using simple geographical language
	GEOGRAPHY - KS1	Fieldwork – using maps	A small area in a Non-European locality: Kenya	Local area study–Pickering

ART AND DESIGN	NURSERY EAD - Painting	<p>Uses ready mixed paints and are able to name colours</p> <p>With close supervision can use the self serve paint bottles.</p> <p>Can hold a thick brush in the palm of their hand</p> <p>Enjoys using hands, feet and fingers to paint</p>	<p>Prints with blocks and sponges.</p> <p>Can hold brushes in the palm of their hand with more control</p> <p>Can squeeze the paint they require into a palette with less adult supervision</p>	<p>Explores mixing primary colours and can say the colours they have made.</p> <p>Can create lines, spots with brushes</p> <p>understand that to print, I must press down and carefully lift off the printing tool.</p>
	NURSERY EAD - Drawing	<p>Makes marks using circles and lines</p> <p>Uses lines to create enclosed spaces and may give meaning</p>	<p>Draws faces with simple features</p> <p>Draws potato people (no neck or body)</p>	<p>Can draw things they observe</p>
	NURSERY EAD - Collage	<p>Can use glue sticks</p> <p>Can describe the different textures</p>	<p>Children collage but product is usually all one texture</p> <p>Children can use glue spatulas with support</p>	<p>Beginning to weave ribbons, paper and materials on a large scale.</p>
	RECEPTION EAD - Painting	<p>Can hold a paintbrush in the correct grip with some reminders.</p> <p>Experiments with using thick and thin brushes</p> <p>Can mix primary colours to make secondary colours (ready mix).</p> <p>Can use colour block palettes to paint with meaning</p> <p>Understands to print that they must press down and carefully lift off with printing tool.</p>	<p>Correctly holds a paintbrush.</p> <p>Uses thin brushes to add detail.</p> <p>Adds white to alter a shade or a tint of paint.</p> <p>Uses colour block palettes to paint bodies and shapes for objects that are appropriate in size and have some features.</p> <p>Can print simple shapes without adult prompting. Can print simple shapes but helped with using the space to build up composition.</p>	<p>Can use good control to correctly hold and paint carefully in the lines.</p> <p>Mixes and matches to a specific colour or shade needed.</p> <p>Can create meaningful pictures when painting, from observation, starting to include finer details.</p> <p>Can independently print clear representations to create full pictures sometimes adding fine detail.</p> <p>Can explore one line symmetry with activities such as folded painted butterflies</p>
	RECEPTION EAD - DRAWING	<p>Draws bodies and faces with some features</p> <p>Draws simple things from memory or uses ideas from objects/pictures.</p>	<p>Draws self portraits and will add features such as eyebrows, teeth, hair</p> <p>Uses sausage limbs when drawing bodies. Bodies are starting to be appropriate in size</p> <p>Beginning to draw simple landscapes, buildings, transport etc</p>	<p>Can draw things they closely observe adding detail.</p> <p>Drawing landscapes, buildings and transport with more detail.</p> <p>Draws fine detailed imaginative worlds.</p>
	RECEPTION EAD - Collage	<p>Can use glue sticks and spatulas independently</p> <p>Can describe and use different textures.</p> <p>Begins to weave in mesh.</p>	<p>Can add other materials exploring texture (Language and vocabulary more specific than Autumn).</p> <p>Can explore holding a sewing needle.</p>	<p>Can make collages and mosaics adding detail with a wider range of textures.</p> <p>Can weave materials on a smaller scale</p> <p>Can begin to use the skill of sewing over and under to make a running stitch with support.</p>
ART AND DESIGN KS1	<p>The Four Seasons (Painting & Textiles)</p> <p>Colour mixing thin/thick brush strokes</p> <p>tints</p>	<p>The Four Seasons (Painting & Sculpture)</p>	<p>The Four Seasons (Drawing & Collage)</p>	

DESIGN AND TECHNOLOGY	NURSERY EAD – Sculpture/ Playdough	Explores clay or dough with different tools. Makes marks in malleable materials	I can manipulate the clay/ dough by squashing, rolling, pinching, twisting and cutting.	I can make something and give meaning to it.
	NURSERY EAD – Sculpture/ Wooden Blocks/ Construction	Builds towers by stacking	I can join construction components by pushing, clicking, twisting, and snapping	I can make enclosed spaces and shapes such as walls, tunnels, and houses. I build horizontally
	NURSERY EAD – Junk Modelling	Creates my own piece of art -picture or model. I can hold the scissors and open and close the blades I can make small snips into the paper. Uses glue sticks to join pieces.	Creates my own piece of art and gives meaning. I can snip the paper and move the scissors forward. Uses glue spatulas and pva glue to join pieces. I know that this is stronger than using the glue stick	I can snip the paper and move the scissors forward. Joins items using tapes - masking and Sellotape - cutting lengths needed. I can work with independence to try and develop basic skills.
	RECEPTION EAD - Sculpture	Manipulates malleable materials (rolls, cuts, squashes, pinch, twist) Using malleable materials they can make something with clear intentions	Knows how to secure boxes, tubes and bottles when creating models. Can build simple models using walls, roofs, towers (using construction kits)	Builds models that replicate those in real life using a variety of resources.
	RECEPTION EAD – Sculpture/ Wooden Blocks/ Construction	Can make enclosed spaces and shapes such as walls, tunnels, houses. Can work with my friend and we copy, share and develop ideas together.	Can cover and bridge in my constructions by adding towers, roofs, bridges and more detailed features. Can plan and create collaboratively, sharing ideas with my peers and developing ideas further.	Can adapt and improve models with added features. Add improvements to ensure stability, scale and fit for purpose.
	RECEPTION EAD – Junk Modelling	Can develop and share ideas with support from an adult or my friend. Can cut along paper in a straight line with improving accuracy. Joins items together with glue sticks or tape (tape may need cutting)	Can work with my friend and we copy, share and develop ideas together. Can cut curved lines and simple shapes. Can make something and give meaning to it. Joins items in a variety of ways (tape, hole punch, string, glue)	Can work independently to develop ideas and consider improvements. Can cut around complex shapes. Can make something with clear intentions. Uses a range of joining techniques showing an understanding of choice is fit for purpose. Can explore and add moving parts .
	DESIGN AND TECHNOLOGY KS1	Design, make and evaluate free standing Tudor houses - joining	Design, make and evaluate Kenya moving postcard – leavers and sliders	Cooking – using tools

COMPUTING	COMPUTING NURSERY	Will seek to acquire basic skills in turning on and operating some ICT equipment. Shows an interest in technological toys and real objects such as camera, phones etc Can operate simple equipment (beebots, CD player)		Shows an interest in technological toys and real objects such as camera, phones etc		Can operate simple equipment (beebots, CD player)	
	COMPUTING RECEPTION	I show an interest in technological toys. I can use the mouse to track the cursor, point and click to make marks I can operate simple equipment. I can use a mouse to click and drag objects. I can independently complete tasks on Purple Mash. I can put my completed work into my 'tray'.		I can complete a simple program on a computer. I can type their name (2 publish) I can recognise that technology is used in places such as homes and schools. I can type labels/captions.		I can log into my own Purple Mash area. I can select and use technology for particular purpose. I can select an appropriate programme. I can select and use technology for particular purpose I can save my work	
	COMPUTING EYFS	SMART RULES - I know how to be safe when using technology / I know the SMART rules /To use a digital device if an adult is around/ To tell an adult if they see something on a digital device that upsets them/ To know not to give out any information about themselves/ To know that not everything they see on the internet is true.					
	COMPUTING KS1	YEAR 1 1.1 – Online Safety 1.2 – Grouping and Sorting 1.3 - Pictograms	YEAR 2 2.1 - Coding 2.2 – Online Safety 2.3 - Spreadsheets	YEAR 1 1.4 – Lego Builders 1.5 – Maze Explorers	YEAR 2 2.4 - Questioning 2.5 – Effective Searching	YEAR 1 1.6 – Animated Stories 1.7 - Coding 1.8 - Spreadsheets 1.9 – Technology outside school	YEAR 2 2.6 – Creating Pictures 2.7 – Making Music 2.8 – Presenting Ideas
	MUSIC	NURSERY EAD – Music	Enjoys listening to music. Responds to music (eg tapping feet, moving body, clapping)		Explores musical instruments through banging, tapping, shaking, striking		Can name percussion instruments Can make up their own compositions
NURSERY EAD – Singing and Dancing		Knows and sings along to taught songs and rhymes Copies basic actions Can watch performances for a short period of time Copies basic actions and moves to music (not action rhymes)		Can watch performances for a short period of time		Copies basic actions and moves to music (not action rhymes)	
RECEPTION - Charanga		Our World		Big Bear Funk		Reflect, Rewind, Replay	
RECEPTION EAD – Music		Can copy and join in with a simple beat. Can describe the sounds in terms of loud, quiet, fast or slow. Can name a variety of instruments		Plays a given instrument to a simple beat. Can experiment with playing percussion and body instruments and changing the dynamics, pitch or tempo		Selects own instrument and plays in time to music, changing tempo and dynamics Beginning to write own compositions using symbols, pictures and patterns.	

		Can talk about how music makes them feel.	Can play a simple composition by following a sequence of some simple symbols/pictures Can talk about the emotions in music	Can listen to a piece of music and recognise some familiar instruments playing. Can say what a piece of music reminds them of.
	RECEPTION EAD – Singing	Can sing part/most of some familiar songs. Sings in a small group Shares likes and dislikes about a watched performance	Sings in a group matching pitch and melody. Can sing whole songs that are familiar to them. Can copy dance moves	Sings in tune following the melody. Can replicate dances.
	MUSIC KS1 - Charanga	Hands, Feet, Heart	I Wanna Play In A Band	Friendship Song
RE	NURSERY PC	People, Culture and Communities Can talk about how other children and families celebrate special occasions that may be unfamiliar to them 		
		Diwali Hannukah Christmas Harvest	Chinese New Year Shrove Tuesday Mothering Sunday Easter Ramadan	
		Can talk about the roles of different occupations in the school community eg teachers, cook, etc Can talk about celebrations in their own life.(birthdays, Halloween, bonfire night, Christmas) can comment on <u>recent</u> photographs of experiences in my own life (linked to above) I can name and talk about familiar features that I see in my own environment (home/school) house, tree, road, garage, shed, classroom I know that a map has places/features on and what it is used for.	Know there are other places that are similar and different to Nawton. know what type of home I live in, e.g., house, bungalow or flat. I can talk about my home, e.g., what it looks like, and its name, its number or position. I can talk about local places and environments, e.g. the church, named shops, their street, post office, the park, the library Can talk about the different occupations in the community (nurse/doctor/police) can comment on <u>recent</u> photos and pictures of celebrations in my own life, e.g. This is me at ... my birthday, Christmas, Diwali or Chinese New Year. I can talk about what daily life is like in our country.	Can talk positively about the differences between people. Know that there are places of worship near to where I live. https://www.bbc.co.uk/iplayer/episodes/b07950p4/our-family- My family (lots of different families for the children to watch and discuss with them) Try to watch a variety- family, race, religion and disability I can follow some positional language such as near, next to, in front of. I can talk about how daily life may be different for other children.
	RE RECEPTION	Which stories are special and why?	Which stories are special and why?	What places are special and why?
	RE KS1	What is a Christian and what do they believe?	What is a Muslim and what do they believe?	What is a Jew and what do they believe?

PSHE	PSHE NURSERY	<p>I am aware of the 'pants' rule. I can talk about my feelings by using words such as happy, sad, angry. I know what I can do to calm down if I feel cross. I can manage some of my own personal needs (putting on shoes/coat/washing hands/going to the toilet/using cutlery).</p>	<p>I can select and use resources they need to complete an activity. I have developed a sense of responsibility in the classroom community eg handing out snack I am becoming more confident with unfamiliar people.</p>	<p>I can follow instructions in school (not always needing an adult to remind them). I can follow classroom rules and routines. I can help to find solutions to conflicts and rivalries with support from an adult.</p>
	PSHE RECEPTION	<p>I am aware of the PANTS rule PANTS: HTTPS://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/</p> <p>PSED- Build constructive and respectful relationships. I can listen to other, my peers and adults in the classroom I can share with others and my peers I can cooperate with my peers I can be kind to my peers I can help and support my peers I can follow instructions</p> <p>PSED- Express their feelings and consider the feelings of others. I can show kind and considerate behaviour I can express my feelings if I feel hurt or upset by using describing vocabulary I can talk about my feelings I can express my opinions</p> <p>PSED- Identify and moderate their own feelings socially and emotionally. I can take turns, wait politely and tidy up after myself I can stay calm in the face of frustration</p>	<p>PSED- Identify and moderate their own feelings socially and emotionally. I can talk about my own feelings I can explain how I think someone would be feeling in a certain scenario I can calm down if I am frustrated and then return to the activity I know when I have not followed the school rules I know why it is important to respect and abide by the class rules</p> <p>PSED- Manage their own needs. I know it is important to wash my hands before snacktime as I don't want germs in my tummy as they make me feel poorly I know the importance of eating plenty of fruit and vegetables I can manage my own toileting needs</p> <p>PSED- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian I know the importance of regular physical activity I know the importance of healthy eating I know the importance of brushing my teeth I know the importance of sensible amounts of screentime I know the importance of a good sleep routine I know how to travel safely in my local environment, including: Staying on the pavement Holding hands and crossing the road when walking Stopping quickly when scootring and cycling and</p>	<p>PSED- Think about the perspectives of others. I can explain how different characters feel about a challenge in a story and how they overcome them I can explain to others how I thought about a problem or an emotion and how I dealt with it</p> <p>PSED- Show resilience and perseverance in the face of challenge. I can reflect and self evaluate my own work I can set own goals and how to achieve them I can show independence in a range of circumstances I can show resilience in a range of circumstances I can show perseverance in a range of circumstances</p>

			<p>being sensitive to other pedestrians</p> <p>PSED- Show resilience and perseverance in the face of challenge.</p> <p>I can resolve a problem or difficulty</p> <p>I know that mistakes are an important part of learning and going back is trial and error not failure</p> <p>I can recognise things that I have done well</p> <p>I can talk about my work and play</p> <p>I am confident to try new activities</p>	
	<p>PSHE</p> <p>KS1</p>	<p>Increasingly follow rules, understanding why they are important.</p> <p>I know the PANTS rule:</p> <p>PANTS: HTTPS://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/</p> <p>Develop appropriate ways of being assertive.</p> <p>I know what I can do to calm down if I feel cross</p> <p>I can deal with a situation without getting gross and frustrated</p> <p>Talk with others to solve conflicts.</p> <p>I can resolve a conflict</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>I can talk about my feelings by using words such as happy, sad, cross/angry</p> <p>Understand gradually how others might be feeling</p> <p>I know how others might be feeling in a certain situation</p> <p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>I can manage some of my own personal needs (putting on shoes/coat/washing hands/going to the toilet/using cutlery)</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>I can work towards a goal that I have given myself or has been suggested to me</p> <p>I can select and use resources I need to complete an activity</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>I have developed a sense of responsibility in the classroom community eg handing out snacks</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>I am becoming more confident with unfamiliar people</p> <p>I can show some confidence in unfamiliar social situations</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p> <p>I can make healthy food choices</p> <p>I can make healthy choices about drinks</p> <p>I know it is important to brush my teeth</p> <p>I know it is important to do exercise</p>	<p>Play with one or more other children, extending and elaborating play ideas.</p> <p>I can play with more than one child and extend our play</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>I can help to find solutions to conflicts and rivalries</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>I know why rules are important</p> <p>I can follow classroom rules and routines</p> <p>Remember rules without needing an adult to remind them.</p> <p>I can follow rules in school (not always needing an adult to remind me)</p>
<p>PE</p>	<p>NURSERY</p> <p>Fine Motor</p>	<p>Children can choose and use utensils to dig, scoop and pour with control.</p> <p>Children can make snips with scissors (paper, dough, string)</p>	<p>Children can use tweezers to pick up and move objects.</p> <p>Children can thread objects such as beads onto string, pipe cleaners etc</p>	<p>Children are holding mark making tools in a tripod grip with good control</p>

	NURSERY Gross Motor	<p>Children can use large muscle movements to wave flags, streamers etc Children can ride the tricycles and scoot self along on scooters Explores throwing and catching different objects and items (eg scarves, bean bags, balls, Bubbles) Can roll balls and equipment along the floor/planks/guttering Can jump on balls of their feet onto targets Explores moving in a variety of ways on the floor (crawling, sliding, walking, running, jumping) Can keep still and hold a frozen shape on 2 feet.</p>		<p>Children can throw large balls and bean bags overarm and sometimes at a target They can catch a large ball between extended arms. Can roll balls and equipment towards a target Explores moving in a variety of ways on the floor and some equipment (crawling, sliding, walking, running, jumping) Balance on large patches/ body parts such as the bottom, back, side and front. Jump on the spot with two feet together and land safely.</p>		<p>Children can step up and balance along the trim trail. Children can walk, run or jump along a self made obstacle course maintaining their balance. Throw large balls to a partner with a short distance and to large targets. Roll <u>large</u> balls to a friend / cones/ skittles along the floor - short distance. Jump with two feet together and jump forwards and backwards. Explore the 5 basic balancing shapes: straight, tucked, star, straddle and pike.</p>	
	RECEPTION Fine Motor	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Taking shoes off and putting them on</p>		<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, rite or copy. Teach and model correct letter formation.</p>		<p>Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely Holding Small Items / Button Clothing / zips Cutting with Scissors</p>	
	PE RECEPTION & KS1	<p>Invasion Games Ball Skills (Hand One) Ball Skills (Feet) Hawkes Dance- Instructor</p>	<p>Invasion Games Ball Skills (Hand One) Ball Skills (Feet) Hawkes Dance- Instructor</p>	<p>Hawkes Gymnastics Linking Swimming (KS1)</p>	<p>Cricket Swimming (KS1) Forest Schools Nursery Hawkes FMS</p>	<p>Net, wall games Team Building</p>	<p>Net, racket, striking and fielding -Hawkes Games for understanding</p>