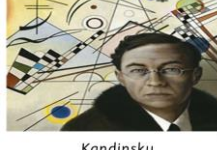
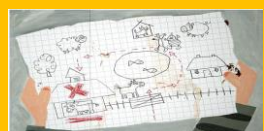


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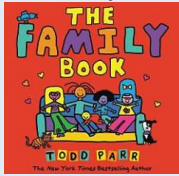
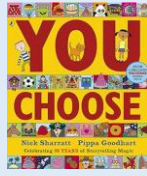
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes	Marvellous Me My Home & Community	Explore Autumn	Winter Wonderland	From Bedtime Tales to Fossil Trails!	Off We Go!	Minibeasts, Growing and changing
Where are we going and who will we meet?	    Joan Miro   	      Kandinsky 	  Pablo Picasso   	    	   Vincent van Gogh  	    

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Books We Love 5 a-day	Supertato Super Daisy Super Duper You The Colour Monster Non-Fiction – My Body (Big Book)	Gruffalo Stickman Pumpkin Soup We're Going on a Leaf Hunt Non-Fiction - Autumn	Lost and Found The Little Penguin Polar Bear's Son Snowball Non-Fiction - Penguins	The Three Little Pigs Goldilocks and the Three Bears Little Red Riding Hood The Gingerbread Man Non-Fiction – Dinosaurs	Naughty Bus Train Ride Roaring Rockets Captain Yellow Belly The Night Pirates Non-Fiction – Farm	The Very Hungry Caterpillar Mad about Minibeasts Jaspers Beanstalk What the Ladybird Heard Non-Fiction - Minibeast Encyclopaedia The Bean Diary
Songs and Rhymes	I Am Special (RE) If Your Happy and You Know It Head, Shoulders, Knees and Toes	Twinkle, Twinkle Little Star World Nursery Rhyme Week songs Harvest Songs Christmas songs	Here We Go Round the Mulberry Bush I'm A Little Penguin Winter songs	When Goldilocks Went to ... Number rhyme songs	Wheels on the Bus Zoom, Zoom, Zoom We're going to the Moon Pirate songs	There's a worm at the bottom of my garden Incy Wincy Spider There's a Tiny Caterpillar on a Leaf Little Green Frog
WOW Moments & Enrichment Experiences (cultural Capital)	Explore school grounds Meet members of our school community (caretaker, cook, head teacher, office staff)	Autumn Walk Remembrance Day – make a poppy Diwali Day Father Christmas visit Nativity Bury College Pantomime	Chinese New Year Day – Make, taste Chinese food Ice Balloon Reindeer Run	Easter Egg Hunt Easter Bonnet Parade Making pancakes	Dress as a Pirate Day! Observing life cycle of a Butterfly Transport Museum visit Pizza Express Visit	Trip to Farm Growing Beans Planting Seeds Minibeast Hunt! Sports Day at Bury Athletic Ground
Parental Engagement Opportunities	'All Are Welcome Here' – Reading Book Bag Launch! Phonics meeting Stay and Play - Family theme	Play and Stay - Christmas Extravaganza Flashy Sparkle Disco	Play and Stay – Maths focus	Play and Stay – Mothers Day	Play and Stay – Understanding the World Focus	Play and Stay - Transitions Sports Day
Festivals and Key Events	Transition Visits Harvest Black History Month	Diwali Bonfire Night Remembrance Day World Nursery Rhyme Week Children in Need Advent Christmas	Chinese New Year Valentines Day Safer Internet Day Lent Ash Wednesday Shrove Tuesday	Mothering Sunday Eid World Book Day British Science Week Easter	Healthy Heart Week Earth Day	Transition Father's Day Teddy Bears Picnic Day
Personal, Social and Emotional Development	Rules, routines, boundaries and expectations will continually be a focus for the children during their time in the early years. These will be reinforced continually and built upon. In addition, a weekly discrete Life Education lesson will be taught to the children using the whole school PSHE scheme '1decision'. The 1decision uses a 'planning in the moment' approach to the teaching of Life Education themes. Each week a theme will be explored and discussed depending on the children's interests and scenarios they may be facing now or in the future.					

	No Outsiders Each half term the children in reception class use a children’s picture book as a starting point for talking about belonging, differences, friendship, fairness and accepting other people.					
	The Family Book 	Mommy, Mama and Me 	Hello, Hello 	Blue Chameleon 	You Choose 	Red Rocket and Rainbow Jelly 
	C & L is developed throughout the year through high quality interactions, daily group discussions, talking partners, circle time, Voice21 activities, 1decision times, puppets, stories, singing, rhymes, story sacks, Tales Toolkit sessions, SAL interventions, Wellcomm Interventions, EYFS productions and assemblies.					
Communication and Language	Autumn Listening, Attention and Understanding Understand a question or instruction that has two parts Understand ‘why’ questions Understand how to listen carefully and why listening is important Learn new vocabulary linked to daily routine / theme Begin to engage in story time Listen to and begin to talk about stories to build familiarity and understanding Listen carefully to rhymes and songs and begin to pay attention to how they sound		Spring Listening, Attention and Understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Listen carefully to and learn rhymes, poems and songs Listen to and talk about stories to build familiarity and understanding Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary Begin to understand humour e.g. nonsense rhymes / jokes		Summer 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. Understand humour more readily e.g. nonsense rhymes/jokes	
	Speaking Use new vocabulary throughout the day Begin to ask questions to find out more and to check they understand what has been said to them Begin to articulate their ideas and thoughts in well-formed sentence Begin to connect one idea or action to another using a range of connectives Begin to describe events in some detail Develop social phrases Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.		Speaking Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them Articulate their ideas & thoughts in well-formed sentence Connect one idea or action to another using a range of connectives Describe events in some detail Use talk to help work out problems, organise thinking & activities explain how things work/why things happen Develop and use social phrases with confidence Retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.		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	
Physical Development	The physical development of children will be promoted through carefully planned continuous provision and purposeful activities both inside and out the classroom. Gross and fine motor skills of early years children will be developed by providing opportunities for them to run, crawl, jump, skip, slide, hop, climb, balance, catch and throw, weave ribbons, manipulate play dough, paint, cut and stick, mark-make using different tools, letter formation/handwriting activities etc. Daily Dough Disco Activities Health and Self-Care is promoted daily through establishing routines that enable children to become more independent by putting on their own coat or apron, washing their own hands, toileting themselves and cleaning their teeth. Children will also learn about keeping healthy through learning about the importance of handwashing, toothbrushing, eating healthily and exercise. In addition, every week the children will be taught key skills in a discrete PE lesson.					
	Autumn 1 P.E. Me & Myself	Autumn2 P.E. Fun & Games	Spring 1 PE Movement Development	Spring 2 PE Ball Skills	Summer 1 PE Throwing & Catching	Summer 2 PE Working with Others

Literacy

Developing a love of storytelling and mark-making through the Tales Toolkit approach.

Encouraging and providing opportunities for children to engage in mark-making during independent play. Children will be supported to give meaning to the marks they create using a range of materials, including pens, pencils, chalk, sand and paintbrushes.

Fostering a love of reading through the provision and sharing of high-quality texts within the classroom reading area. Books will be carefully selected to complement and enhance current topics and children's interests. A daily '5-a-Day' story approach will be incorporated, alongside regular opportunities for children to take home and share reading books, with home-school reading books changed regularly to encourage continued engagement with reading.

English Writing	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Composition: Able to use talk to link ideas. Write name by copying from a name card or memory. Write some initial sounds (linked to name).	Composition: Segment CVC words and attempt to write. May begin to compose a phrase. e.g., a top dog, pot and pan, a sad man, the big dog.	Composition: Orally compose a short caption or phrase, try to hold in memory and write with support. e.g., A fat rat, a top dog,	Composition: Writing short captions independently. May begin to write a simple sentence. e.g., I can see a fat rat.	Composition: Be able to say a simple phrase or caption by sounding out and writing the corresponding letters in simple words. Can read a sentence back.	Composition: Be able to say the sentence out loud before beginning to write it to organise their thinking and decide upon sentence structure. Rereads a sentence that has been written to check that it makes sense.
	Spelling: Orally segment CVC words e.g. c-a-t, p-i-n, b-o-g. Can hear (phonemic awareness) and tune into initial sounds in words.	Spelling: Write own name with letters in the correct order. Can understand phoneme – grapheme correspondence (PGC) Set 1, Can write a Phrase 2 CVC word as a label such as cat, hen, dog and pin.	Spelling: Set 1, Red words (is, I, the) Spelling Set 1 VC, CVC and GPCs e.g., fox, jam, yak, Beginning special friends (consonant digraphs) e.g., ck, sh, ch, th, ng, nk, qu	Spelling: Spell words using Set 1 and some Special Friends. digraphs. Spell some red words e.g. I, no, the	Spelling: Spell words using taught GPCs from Set 1 Spell words using Special Friends digraphs (such as sh, ch) Make phonetically plausible attempts at writing longer, more complex words. Spell all tricky words e.g. I, go, no, to, the we, was, are	Spelling: Make phonetically plausible attempts at writing longer, more complex words. Spell words using Special Friends and some Set 2 sounds. Spell Red Words (such as we, she, are, said)
	Handwriting: Consider pencil grip and dominate hand. Can draw lines and circles. Can write some recognisable letters from name.	Handwriting: Develop pencil grip (pencil position and hold National Handwriting Association 4Ps) Form letters in name correctly.	Handwriting: Continue to learn to write Set 1 letters lowercase Begin to learn upper case letters and how they are formed. Understand writing from left to right formations correctly Focus on correct pencil grip. Begin to show control in letter size. Sit a table showing good pencil control (4Ps)	Handwriting: Hold pencil effectively (tripod grip) to form recognisable lowercase letters. Start to use some uppercase letters Clear when forming ascenders and descenders Focus on developing a comfortable way of writing. Be able to make anti clockwise movements and vertical lines	Handwriting: Form most lowercase letters correctly, with a tripod grip and correct orientation. Write capital letters when needed correctly	Handwriting: Form all lowercase letters correctly, with a tripod grip and correct orientation. Children begin to add spaces between each word, and it can be read by others. Writing capital letters when needed correctly.
	Read Write Inc Handwriting scheme a,d,g,o,c,q u,y	Read Write Inc Handwriting Scheme b,p h,m,n,r	Read Write Inc Handwriting Scheme e,s,f,i l,t,k,j	Read Write Inc Handwriting Scheme v,w,x,z		

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	Phonics Read Write Inc					
	Group B	Group C	Ditty	Red	Green	Green/Purple
	Read most Set 1 single- letter sounds (16 sounds or more) m,a,s,d,t,l,n,p,g,o,c,k,u,b,f,e (first 16)	Read most Set 1 single letter sounds (16 sound or more) m,a,s,d,t,l,n,p,g,o,c,k,u,b,f,e (first 16) Blend sounds into words orally	Read all set 1 sounds speedily including special friends Read Word Time 1.1 – 1.5 with Fred Talk	Read all set 1 sounds speedily including special friends Read Word Time 1.6 words with Fred Talk Read nonsense words with Fred Talk Red Words put, the, l, no, of, my, for, he	Read Word Time 1.6 – 1.7 (4 and 5 sounds) Read Green Words with Fred Talk Read 3 and 4 sounds nonsense words with Fred Talk Red Words your, said, you, be, are	Read the first six Set 2 Sounds (ay, ee, igh, ow, oo, oo) speedily Read these sounds in Phonics Green and nonsense words with Fred Talk. Read Word Time 1.6 and 1.7 speedily Red Words to, me, go
Literacy Comprehension and Word Reading						
	Autumn Reading - Comprehension Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary. Begin to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Understand the five key concepts about print. Word Reading Continue to develop P1 phonological awareness. Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known GPCs. Begin to read a few common exception words matched to the school’s phonic programme. Begin to read simple phrases / sentences. Read guided reading books aligned to phonic knowledge		Spring Reading - Comprehension Begin to use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Begin to anticipate - where appropriate - some key events in stories. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Word Reading Continue to develop P1 phonological awareness. Begin to read words consistent with their phonic knowledge. Read some common exception words matched to the school’s phonic programme. Read simple phrases / sentences. Read guided reading books aligned to phonic knowledge		Summer Reading - Comprehension Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate-where appropriate-key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role play. Word Reading Say the sound for each letter of the alphabet and for at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.	

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mathematics NCETM	Subitising Counting, ordinality and cardinality Composition Subitising Moving through space (Area 1) Comparison	Counting, ordinality and cardinality Comparison Composition Noticing and visualising (Area 2) Composition Counting, ordinality and cardinality	Subitising Counting, ordinality and cardinality Composition Block play (Area 3) Composition Comparison	Counting, ordinality and cardinality Comparison Shape (Area 4) Composition Composition Composition	Pattern (Area 5) Counting, ordinality and cardinality Subitising Composition Composition Composition	Measure (Area 5) Subitising Review and assess Review and assess Review and assess Review and assess
School Values	Thankfulness	Advent Hope, Love, Joy & Peace	Love	Friendship	Trust	Respect
RE	F4: Being special: Where do we belong? Harvest	F2: Why is Christmas special for Christians? Advent Christmas	F1: Why is the word 'God' so important to Christians?	F3: Why is Easter special to Christians? Easter	F5: What places are special and why?	F6: What times/ stories are special and why?
	In addition, the children experience 'Wiggle Worship' activities and sessions linked to school values and RE themes					
Expressive Arts and Design	Children are provided with open-ended opportunities to extend their Expressive Arts and Design experiences through role-play opportunities within the learning environments and access to a creative area where they can draw, paint and make pictures and models.					
	Art Focus					

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	Autumn 1 Drawing & Painting Explore how to draw and represent a range of shapes and patterns, combining them to create pictures. Develop observational drawing skills by looking closely at themselves, friends, natural objects and familiar environments. Draw recognisable people with increasing detail, including facial features, body parts and appropriate placement of limbs. Create self-portraits and portraits of others, discussing similarities and differences. Use drawing to represent experiences, stories, emotions and imagination. Select and use a range of drawing tools confidently, including pencils, chalks, crayons, charcoal and pastels. Develop control when drawing lines, curves, enclosed shapes and simple forms. Painting and Colour Explore and discuss the effects of colour, texture and pattern in artwork. Experiment with colour mixing, predicting and describing what happens when colours are combined.	Autumn 2 3D Collage & Textures Explore and manipulate clay to design and create Diya lamps, using a range of tools to mould, shape, pinch and add detail. Encourage children to talk about the significance of Diwali and their creations. Experiment with colour mixing, splatter painting and collage techniques to create artwork inspired by special celebrations such as Bonfire Night and Diwali, developing confidence in expressing their ideas through different media. Investigate the work of artist Wassily Kandinsky, using circular printing tools and tissue paper collage to create artwork inspired by his use of colour, pattern and shape. Encourage children to discuss similarities and differences in their creations. Explore the natural environment by collecting leaves and creating leaf prints and leaf rubbings, noticing patterns, textures and details. Encourage children to describe what they observe and compare different natural materials. Select and use a variety of construction resources to design, build and adapt structures. Support children in developing problem-solving skills as they explore balance, stability and purpose when	Spring 1 Drawing & Painting Develop mark-making and drawing skills by modelling how to draw and combine simple shapes, such as circles and rectangles, to create recognisable images and representations. Create detailed drawings and paintings of winter animals, such as penguins and polar bears, encouraging children to observe features carefully and add increasing detail to their work. Explore the use of chalks to create penguin artwork, experimenting with line, shape, texture and shading to represent different effects. Use tearing and cutting techniques to create textured winter collages, selecting and combining materials to represent seasonal scenes and experiences. Introduce children to the work of artist Pablo Picasso, exploring his line drawings and discussing how artists use lines and shapes to represent objects. Encourage children to create their own observational line drawings of penguins, developing confidence in expressing ideas through drawing. Explore printing techniques by using sponges, potatoes	Spring 2 3D Collage & Textures Create observational drawings and paintings of spring flowers, inspired by close observation of the natural world. Encourage children to notice colour, shape, pattern and detail, developing their ability to represent what they see. Explore the work of artist Georgia O'Keeffe, discussing how she used colour, scale and detail in her flower paintings. Encourage children to create their own interpretations using a variety of painting techniques and media. Design and create a portrait of their mum or a special person for Mother's Day, carefully selecting colours, materials and features to represent key characteristics and show personal meaning. Investigate pattern, colour and shape through printing activities, creating decorative designs for Mother's Day cards using a variety of printing tools and techniques. Use cutting, tearing, arranging and sticking techniques to create collage Easter eggs, experimenting with	Summer 1 Drawing & Painting Draw and represent a variety of forms of transport, such as cars, buses, trains and aeroplanes, encouraging children to notice key features and add increasing detail to their drawings. Explore how simple and complex shapes can be combined to create pictures of vehicles, houses and communities, using printing techniques to develop understanding of shape, space and composition. Draw and talk about their journey to school, representing familiar landmarks, people and experiences. Encourage children to recall and communicate what they observe in their local environment through drawing and mark-making. Investigate pattern and design through printing with a range of shapes, sponges and found objects, exploring repetition, symmetry, colour and arrangement. Introduce children to the work of Vincent van Gogh, focusing on Sunflowers. Encourage discussion about colour, texture and brushstrokes before creating their own interpretations using a variety of painting techniques and materials.	Summer 2 3D Collage & Textures Develop observational drawing skills by using pencils, chalks and crayons to represent mini-beasts, plants and natural objects, encouraging children to notice shape, pattern, texture and detail. Work collaboratively with peers to plan, construct and adapt large-scale models, such as cars, lorries or other vehicles, developing teamwork, communication and problem-solving skills. Explore a range of printing techniques using shapes, sponges and natural materials to create repeating patterns inspired by the markings and features of different mini-beasts. Observe and discuss the colours, patterns and symmetry found in butterflies before creating symmetrical butterfly prints, exploring colour mixing, pattern and design through paint. Design and create junk model mini-beasts, selecting, combining and adapting recycled materials for a purpose while developing creativity and critical thinking skills.
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	Use primary colours to create secondary colours independently. Select colours for a purpose, for example when painting fruits, vegetables, animals or landscapes. Create paintings using a range of techniques including brushing, dabbing, rolling, printing, stippling and finger painting. Compare the effects created by different tools and materials. Use paints to represent real-life observations as well as imaginative ideas. Printing Create prints using natural and everyday objects such as fruit, vegetables, leaves, sponges and textured materials. Explore repeating patterns and symmetrical designs through printing. Combine printed images with drawing and painting to create more complex artwork. Look at the work of artist Joan Miro: create own piece of art work in the style of Miro. (Child-like drawings)	creating models. Model and encourage the use of joining, stacking and balancing techniques, challenging children to build structures of different heights and sizes and to explain the purpose of their designs. Develop scissor control by carefully cutting around simple shapes to create a Christmas bauble, demonstrating increasing accuracy and independence when using tools safely. Investigate a range of collage materials, textures and techniques to decorate festive shapes such as stars and snowflakes, making choices about materials to achieve desired effects. Use tearing, cutting, layering and sticking techniques to create Christmas cards, combining a variety of materials to communicate ideas and develop artistic expression.	and other tools to create repeating patterns on Easter egg templates, noticing shape, colour and design. Investigate a variety of printing tools and shaped cutters to create patterns and pictures, exploring similarities and differences in colour, shape, size and arrangement. Encourage children to talk about their artwork, explaining the choices they have made and reflecting on the creative processes they have used.	different textures, colours and materials to achieve desired effects. Design and make a bear mask inspired by the story <i>Goldilocks and the Three Bears</i>, exploring how materials can be manipulated and combined to create purposeful models and props for imaginative play. Develop weaving skills by creating a snowflake using wool and other materials, learning how to thread, weave and manipulate materials while developing concentration and fine motor control. Explore and discuss the textures, patterns and properties of different materials, making independent choices about how to use them in their artwork and creations. Return to and refine artwork and models, adapting ideas, adding detail and evaluating outcomes to achieve their intended purpose.	Develop fine motor skills through tearing, cutting, layering and arranging collage materials to create meaningful cards for celebrations such as Father's Day or Eid, selecting resources purposefully to express their ideas. Encourage children to independently select colours, tools and materials, explaining their choices and adapting their work as their ideas develop. Provide opportunities for children to revisit and refine their artwork, adding detail and making improvements to achieve their intended outcome.	Manipulate and mould plasticine, clay and dough to create three-dimensional models, refining skills such as rolling, pinching, shaping and joining materials to achieve a desired outcome. Explore the work of artist Henri Matisse, particularly <i>The Snail</i>, using cutting, tearing, arranging and layering techniques to create colourful collage artwork inspired by his use of shape and composition. Encourage children to make independent choices about materials, tools and techniques, explaining their ideas and adapting their creations as their work develops. Provide opportunities for children to revisit and refine their models and artwork, adding detail and improving their creations to reflect their intentions.
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Design Technology Focus					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Explore a variety of materials freely, selecting, combining and adapting resources to create models and representations of their own ideas. Encourage children to investigate different ways of joining materials using glue, tape and other fastening techniques. Design, build and refine models using a range of construction kits, developing spatial awareness, perseverance and problem-solving skills as they explore how structures can be made stronger, taller or more stable. Develop increasing control and precision when using scissors, learning to cut along straight, curved and simple shaped lines safely and independently. Manipulate clay, dough and plasticine using a range of tools and techniques, including rolling, pinching, squeezing, flattening, twisting and shaping, to create three-dimensional models and representations. Explore how materials can be changed and transformed through	Explore and investigate a variety of ways to join and combine materials, including glue, tape, slotting, attaching and securing resources, to create models and structures for a chosen purpose. Select, combine and adapt different materials to design and make models, encouraging children to think about the suitability of materials and how they can be used to achieve their intended outcome. Use photographs, pictures and real-life experiences as inspiration to design and construct structures using a variety of building materials indoors and outdoors. Encourage children to plan, test and modify their ideas as they build. Manipulate clay using a range of tools and techniques to create Diya lamps, developing skills such as rolling, pinching, smoothing, shaping and adding detail. Provide opportunities to learn about the significance of Diwali and the traditions associated with the celebration. Develop increasing control, precision and confidence when using scissors, practising cutting along straight and curved lines and around simple shapes safely and independently.	Explore simple threading and weaving techniques using a range of materials such as wool, ribbon and fabric strips to create winter-themed artwork. Encourage children to investigate pattern, texture and colour while developing hand-eye coordination and dexterity. Develop increasing control and confidence when using scissors, learning to cut along straight and curved lines and around simple shapes safely and accurately as part of creative projects. Manipulate clay, plasticine and dough using a variety of tools and techniques, including rolling, pinching, squeezing, flattening and shaping, to create models and representations inspired by their interests and experiences. Experiment with a range of construction resources and blocks to design, build and adapt simple models. Encourage children to explore balance, stability and structure while discussing their ideas and solving problems. Select and use appropriate tools and materials independently, making decisions about how to achieve their intended outcomes.	Follow a simple recipe to create Easter marshmallow nests, developing an understanding of measuring, mixing and combining ingredients. Encourage children to talk about changes they notice as materials are transformed during the cooking process. Prepare and decorate gingerbread biscuits, carefully measuring, mixing and shaping ingredients while developing independence, hand strength and coordination. Discuss the importance of hygiene and safe food preparation. Manipulate and shape salt dough to create gingerbread person models, using rolling, pressing, pinching and moulding techniques to add increasing detail and represent ideas. Develop confidence and accuracy when using scissors, learning to cut safely around straight and curved lines and simple shapes with increasing control and precision. Explore the properties of clay, plasticine and dough, using a variety of tools and techniques to cut, roll, flatten, pinch, join and shape materials to create purposeful three-dimensional models.	Design and create junk model vehicles using recycled materials, selecting and combining resources for a purpose. Encourage children to talk about the features of different vehicles and adapt their models as their ideas develop. Explore the properties of clay, plasticine and dough, using a range of tools and techniques to cut, roll, pinch, flatten, mould and join materials to create three-dimensional models and representations. Develop an understanding of simple mechanisms by using split pins to create moving parts within models and pictures. Encourage children to investigate how and why parts move and to incorporate movement into their designs. Develop increasing control, accuracy and confidence when using scissors, learning to safely cut along straight and curved lines and around simple shapes independently. Collaborate with peers to plan, design and construct large-scale models, such as cars, lorries or other vehicles. Encourage children to share ideas, negotiate roles, solve problems and adapt structures as they build together.	Explore and manipulate clay using a variety of modelling tools to create patterns, textures and representations of mini-beasts. Encourage children to refine techniques such as rolling, coiling, pinching, flattening, cutting and joining to create increasingly detailed models. Design and create junk model mini-beasts using recycled materials, selecting, combining and adapting resources purposefully to represent different features. Encourage children to explain their design choices and modify their creations as ideas develop. Investigate the properties of clay, dough and plasticine, using a range of tools and techniques to cut, shape, mould, roll and sculpt three-dimensional models inspired by their interests, observations and experiences. Develop construction skills by building with a variety of resources, experimenting with stacking blocks vertically and horizontally to create structures, enclosures and imaginative spaces for play. Explore how construction pieces can be joined, balanced and connected to create stable structures. Encourage children to test ideas, solve

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	modelling activities, discussing the processes used and evaluating the outcomes of their creations. Follow instructions to create a face biscuit, selecting and arranging ingredients purposefully to represent facial features while developing creativity and fine motor control. Learn to safely use age-appropriate cooking utensils and equipment, understanding the importance of hygiene, safety and following simple recipes and instructions. Engage in collaborative modelling and construction experiences, sharing ideas, negotiating plans and working together to achieve a common goal. Return to and refine models and creations, adapting ideas and making improvements as their thinking develops.	Follow a simple recipe to prepare a fruit salad, learning how to safely peel, chop and prepare fruit using age-appropriate utensils. Encourage children to discuss healthy food choices and the importance of hygiene during food preparation. Engage in collaborative construction and modelling experiences, sharing ideas, negotiating plans and working together to solve problems and achieve goals. Evaluate and refine models, structures and creations, discussing what worked well and identifying ways they could improve or extend their work.	Work collaboratively with others to share ideas, negotiate plans and develop creations together, demonstrating resilience and perseverance when faced with challenges. Revisit and refine models and creations, adding detail and adapting designs as their thinking and ideas develop.	Investigate simple mechanisms by using split pins to create moving parts within models and pictures, developing an early understanding of how objects can be designed to move. Select and use a range of tools, equipment and materials appropriately, making choices about resources needed to achieve their intended outcome. Work collaboratively to share ideas, solve problems and adapt designs, showing resilience and perseverance when faced with challenges. Review and refine creations, adding detail and making improvements to achieve a desired effect	Explore how different materials and construction techniques can be used to create stable and purposeful structures, testing ideas and making improvements where necessary. Select and use tools, equipment and materials independently, explaining their choices and evaluating the effectiveness of their designs. Revisit and refine models, adding detail and making modifications to achieve their intended outcome.	problems and adapt designs to improve strength and functionality. Use photographs, books and first-hand experiences of mini-beasts as inspiration for modelling and construction projects, encouraging close observation of shape, pattern and features. Work collaboratively with others to plan, build and refine models, sharing ideas, negotiating roles and developing resilience when faced with construction challenges. Revisit and improve creations by adding detail, strengthening structures and adapting designs to better achieve an intended purpose.
	Music Focus The development of children's artistic and cultural awareness supports their imagination and creativity. Regular opportunities to play and explore with musical instruments, learn and perform songs and dance are provided. In addition, a weekly discrete music lesson will be delivered by a teacher from Bury Music Service.					
	My Magical Voice Using our voices in different ways	Practising for a performance	Notation Graphic	Music for a Story	Listening and Composing	Circle Games

Understanding the World	Science Focus					
	Children will be taught science through carefully planned continuous provision and purposeful activities. Children will have the opportunity throughout the year to experience child-led enquiry allowing them to observe changes over time, identify and classify objects, research, fair test and seek patterns.					
	Name and identify the main parts of the body, including head, neck, arms, hands, wrist, legs, feet, ankle, eyes, ears, nose and mouth. Explain how different body parts help them in everyday life. Talk about similarities and differences between themselves and others. Use their senses to explore and describe the world around them. Explain which body part is linked to each sense.	Seasons - Autumn Recognise that autumn is one of the four seasons. Describe some signs of autumn, including colder weather, falling leaves and changes in the natural environment. Observe and talk about seasonal changes in the school grounds and local area. Compare autumn with other seasons they have experienced. Identify a range of natural objects found in autumn, such as leaves, conkers, acorns and pine cones. Describe natural materials using vocabulary such as smooth, rough, hard, soft, wet and dry. Explain how plants, trees and animals change during autumn.	Seasons – Winter Name some animals that live in cold habitats. Describe features of Arctic and Antarctic environments. Identify and sort a range of common materials. Use simple vocabulary to describe material properties. Explain that water can freeze into ice and ice can melt back into water. Make simple observations and talk about changes they see. Use topic vocabulary confidently during play and discussion.	Seasons- Spring Describe some signs of spring. Explain what plants need to grow. Identify common plants and minibeasts found in the garden. Make simple predictions and observations during floating and sinking investigations. Talk about changes that happen when cooking or melting materials. Use a growing range of scientific vocabulary in play and discussion. Show care and respect for living things and the natural environment.	Name the main parts of a plant. Explain what plants need to grow. Describe simple changes observed as plants grow. Sequence the life cycle of a plant. Talk about the life cycle of familiar animals such as butterflies or frogs. Identify a variety of habitats and match animals to them. Explain that living things need food, water and shelter to survive. Use appropriate scientific vocabulary when discussing growth, change and habitats.	Seasons - Summer Describe some effects of forces such as pushing, pulling, stretching, bending and snapping. Explain that magnets can attract and repel. Identify some magnetic and non-magnetic materials. Recognise and describe signs of summer. Talk about how plants and animals change during the summer months. Identify living things within the garden environment. Use scientific vocabulary to describe observations and investigations. Show curiosity, care and respect for the natural world.
	History Focus					
Talk confidently about themselves, their family and their experiences. Describe similarities and differences between families. Explain why family members are important to them. Talk about how they have changed over time. Compare themselves as a baby with how they are now. Describe things they can do now that they could not do as a baby. Sequence simple events from their own life. Identify key members of their family and their relationships. Create and talk about a simple family tree. Understand that families can be different but share similarities. Figures from the past – Artists Joan Miro, Wassily Kandinsky	Understand that some things happened a long time ago and some things happen now. Compare objects, photographs and life from the past with today. Use vocabulary such as past, present, then and now. Know that dinosaurs lived on Earth a very long time ago. Name some familiar dinosaurs, such as Tyrannosaurus Rex, Triceratops and Stegosaurus. Describe simple features of different dinosaurs. Know that different dinosaurs lived in different habitats. Understand that dinosaurs became extinct a long time ago. Talk about simple ideas about what happened to the dinosaurs. Know that fossils are clues from the past. Recognise that fossils can tell us about dinosaurs and other living things. Explore and observe different fossil patterns and shapes.			Compare transport from the past with transport used today. Talk about how travel has changed over time. Use vocabulary such as past, present, old, new, then and now. Name different types of transport, including cars, trains, boats and aeroplanes. Explain how transport helps people travel from one place to another. Compare transport used in the past with modern transport. Know that museums help us learn about the past. Talk about historic vehicles and trains seen at Bury Transport Museum and East Lancashire Railway. Understand that steam trains were used before many modern forms of transport. Figures from the past - George Stevenson, Wright Brothers		

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	Guy Fawkes	Create simple dinosaur and fossil artwork or models. Figure from the past - Mary Anning the palaeontologist. Artists – Georgia O’Keeffe, Pablo Picasso	Pirates - Blackbeard Artists – Henri Matisse, Vincent van Gough
	Geography Focus		
	Scale – Near/ Local Where do I live? Talk about their home, family and people who are important to them, describing similarities and differences between families. Share information about where they live and discuss features of their local area. Learn the name of the town, city and country where they live and begin to understand that different people live in different places. Explore maps, aerial photographs and digital maps of the school, local area and wider community, identifying familiar landmarks and features. Use positional language and simple mapping skills to describe routes and locations. Create simple maps, plans and representations of familiar environments such as the classroom, school grounds or route to school. Compare different types of homes and environments locally and around the world. Learn about people who help us in the community, including police officers, firefighters, doctors, dentists, postal workers and school staff. Ask questions about different occupations and understand how these people help us in our daily lives. Take part in role play and real-life experiences linked to community professions. Talk about significant events in their own lives and compare these with events experienced by others. Festivals - Diwali, Bonfire Night, Harvest, Christmas, Season of Autumn – changes in weather, clothes, plants and animal life	Scale – Far/World Places on world map /globe. Use maps, globes and digital technology to explore where different countries and places are located in the world. Locate the United Kingdom and begin to identify the Arctic and Antarctica, talking about how these environments are different from where they live. Learn about countries, cultures and communities that are significant to children within the class and compare them with their own experiences. Explore how people live in different parts of the world, including their homes, food, clothing, transport, schools and daily routines. Compare similarities and differences between life in Bury, the Arctic and Antarctica, using photographs, stories, non-fiction texts and videos. Understand that environments can be affected by weather, climate and location, and discuss how people and animals adapt to different conditions. Describe some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, discussions and personal experiences. Develop respect and appreciation for different cultures, communities and ways of life, recognising that people within the same country or community may live differently. Festivals - Chinese New Year, Easter, Mother’s Day Seasons of Winter & Spring – changes in weather, clothes, plants and animal life	Drawing and making maps - real and imaginary Use simple maps, plans, globes and aerial photographs to explore familiar and unfamiliar places. Create and interpret maps linked to stories such as We're Going on a Bear Hunt, What the Ladybird Heard and pirate adventures. Draw maps to represent real and imaginary places, identifying key landmarks and routes. Use positional language confidently, including on, in, behind, under, beside, between, next to and opposite. Use directional language such as forwards, backwards, left, right, near, far and around when describing routes and movement. Follow and give simple directions using maps and practical experiences. Learn about different forms of transport and discuss why people use them. Explore journeys through stories and non-fiction texts, identifying features such as tunnels, farms, fields, rivers, harbours, coasts and lighthouses. Compare different environments and describe what they notice using appropriate vocabulary. Develop an understanding of their local area by exploring and discussing familiar landmarks, roads, buildings and services. Draw and create maps of the school, nursery grounds and local community. Talk about journeys they have made and compare them with journeys from stories and other children's experiences. Develop curiosity about places and environments, asking questions and sharing observations. Festivals – Father’s Day, Ramadan, Eid Season of Summer – changes in weather, clothes, plants and animal life
	Technology Focus		
	ICT I.T. within the home, school and classroom - take a selfie using class I-Pad / photograph of a model and photograph from Autumn walk	ICT Complete a simple program on an iPad Use a computer/iPad to retrieve information about a topic of interest E-Safety Learn keeping safe when the using the internet Internet Safety Day	ICT Computer Science - Robotics Programming a Bee-Bot to follow simple instructions

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