



Hornby St Margaret's Church of England Primary School

BELONGING, BELIEVING, SUCCEEDING TOGETHER

'I have come that you may have life, and have it to the full.' (John 10:10)

Reception 2025-2026

	Autumn		Spring		Summer	
Theme	Marvellous Me! Seasonal Changes in Autumn	Autumn Festivals Seasonal Changes in Winter	Magical Tales & Cold Places Seasonal Changes in Winter	Under the Sea Seasonal Changes in Spring	Growing Seasonal Changes in Summer	The Wider World! Seasonal Changes in Summer
Overview	Settling into school and making friends Learning daily routines Learning how to be helpful, kind, thoughtful Knowing that we are all unique and special Simple mapping of our school and the village Me and my Community – our family, our school community and local community People Who Help Us Seasonal changes in Autumn	Learning about celebrations during Winter and Autumn Festivals from different cultures including Bonfire Night, Diwali Famous figures from the past – Guy Fawkes. Remembrance Day, Hanukah and Christmas Recognising changes in the seasons in Winter Exploring animals who hibernate in Winter Exploring darkness and light, including shadows – using torches	Considering new starts in the New Year Developing a love of stories Learning, retelling, dramatizing familiar traditional tales Learning about characters, settings and narratives Exploring places in the world which are cold – Polar Regions Seasonal Changes in Winter Exploring ice	Pirates: Real pirates in history, following pirate maps to find treasure and real shipwrecks Learning about animals that live in the sea Learning about some seaside habitats and which animals live there. Boats – floating and sinking and Archimedes Seasonal Changes in Spring Easter – the story of Easter	Plant part names What do plants need to grow? Growing beans, sunflower seeds and vegetables How does our food grow? Healthy Eating Lifecycles – caterpillar to butterfly and frogspawn to tadpole to frog. Minibeasts – where do they live, hunting for and naming some common minibeasts Seasonal Changes in Spring Art by famous artists Vincent Van Gogh and Claude Monet	Contrasting countries around the world: Weather, cultures, food and animals around the world. Animal habitats in contrasting areas. Seasonal Changes in Summer Common summer wild plant names
Visits/Visitors	Walk and Talk Post Office and Community Walk People Who Help Us Visits (Police, Fire Service, Nurses, Vicar) Church visit – Harvest Festival	Walk and Talk Church visit – Christmas Father Christmas				
Core and supporting texts	The Colour Monster The Colour Monster Goes to School Elmer Superhero Dad My Mum Families, Families, Families Martha Maps it Out Topsy and Tim People Who Help Us stories The Jolly Postman Leaf Man Pumpkin Soup	Rama and Sita Jack Frost The Snowman The Nativity The Gingerbread Man Winter Stories	The Wish Tree The Great Race The Magic Paintbrush Various Traditional Tales Lost and Found	Goodbye Winter, Hello Spring The Night Pirates The Troll Archimedes Bath Tiddler The Singing Mermaid The Easter Story	Jack and the Baked Beanstalk Oliver's Vegetable Tadpole's Promise The Magical Garden of Claude Monet Camille and the Sunflowers The Dot From Caterpillar to Butterfly Mad About Minibeasts	Martha Maps it Out Paddington My Granny Went to Market The Naughty Bus Elephant Dance – A Journey to India Rumble in the Jungle Handa's Surprise Handa's Noisy Night The Koala Who Could

Prime Areas of Development					
Physical Development (PD)					
GROSS MOTOR <i>ELG: Gross Motor Skills Children at the expected level of development will:</i> <ul style="list-style-type: none">Negotiate space and obstacles safely, with consideration for themselves and others.Demonstrate strength, balance and coordination when playing.Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Continuous Provision: Through access to gross motor equipment and activities outside during continuous provision, children will be climbing up, jumping down, balancing, throwing, catching, running, skipping, jumping, They will be developing strength, balance and coordination when using large scale equipment. They will have access to trikes and climbing and balancing equipment. Through specifically planned activities and enhanced provision children will also develop gross motor skills through making large pre-writing shapes in various forms e.g. crayons, in the air with silks, with paint, shaving foam, brushes with water etc., In PE: Children will revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. Children will further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Children will use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. FINE MOTOR <i>ELG: Fine Motor Skills Children at the expected level of development will:</i> <ul style="list-style-type: none">Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.Use a range of small tools, including scissors, paint brushes and cutlery.Begin to show accuracy and care when drawing. Continuous Provision: Children will have constant access to different tools to improve coordination and finger/hand strength for fine motor development, including mark making materials such as pencils, paint brushes, felt tips, fine tip pens, dabbers, other small craft tools such as scissors and hole punchers and tools such as playdough squeezers, cutters and clay tools. They will also have regularly enhanced fine motor provision which includes necessity to squeeze and press and coordinate, including use of tweezers, pipettes, threading beads, pegging, cutting and much more.					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GROSS MOTOR Children will be: <ul style="list-style-type: none">Engaging in PE lessons developing the Fundamental Movement skills.Using large scale equipment in continuous provision. FINE MOTOR Children will be: <ul style="list-style-type: none">Manipulating playdough during Dough Disco	GROSS MOTOR Children will be: <ul style="list-style-type: none">Engaging in PE lessons developing the Fundamental Movement skills.Using large scale equipment in continuous provision. FINE MOTOR Children will be: <ul style="list-style-type: none">Manipulating playdough during Dough Disco	GROSS MOTOR Children will be: <ul style="list-style-type: none">Engaging in PE lessons developing the Fundamental Movement skills. Using large scale equipment in continuous provision. FINE MOTOR Children will be: <ul style="list-style-type: none">Working on correct pencil grip	GROSS MOTOR Children will be: <ul style="list-style-type: none">Engaging in PE lessons developing the Fundamental Movement skills, progressing towards a more fluent style of moving, with developing control and grace.Using large scale equipment in continuous provision. FINE MOTOR Children will be:	GROSS MOTOR Children will be: <ul style="list-style-type: none">Engaging in PE lessons developing the Fundamental Movement skills, further developing and refining a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.Using large scale equipment in continuous provision. FINE MOTOR Children will be:	Gross Motor Skills ELG: Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills

* Making large and small movements using mark making materials. * Using small tools as stated above during continuous provision. * Learning to mark make simple drawings.		* Making large and small movements using mark making materials * Holding a pencil to write their name and begin to form taught letters. * Using small tools as stated above during continuous provision. * Using tools on our wood work bench such as hammers, screwdrivers. * Learning to mark make simple drawings.		* Developing correct technique when handwriting, working through letter families. * Using small tools as stated above during continuous provision. * Learning to mark make simple drawings.		* Working on correct pencil grip * Developing correct technique when handwriting, working through letter families. * Using small tools as stated above during continuous provision. * Learning to mark make simple drawings.		* Working on correct pencil grip * Developing correct technique when handwriting, working through letter families. * Using small tools as stated above during continuous provision. * Learning to mark make simple drawings.		ELG: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.	
Ongoing throughout the year Know and talk about the different factors that support overall health and well-being: regular physical activity, healthy eating, tooth brushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian. Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.											
Personal, Social and Emotional Development (PSED)		PSED Principles underpin daily classroom practice which ensures all aspects of developing PSED are covered. Observations and next steps are central to supporting children in making relationships, developing self-confidence and having an awareness and managing feelings and behaviour.									
		ELG Self-Regulation Children at the expected level of development will: <ul style="list-style-type: none">• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.						Self-Regulation See themselves as a valuable individual. Identify and moderate their own feelings socially and emotionally.			
		ELG Managing Self Children at the expected level of development will: <ul style="list-style-type: none">• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;• Explain the reasons for rules, know right from wrong and try to behave accordingly;• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.						Managing Self Manage their own needs. Express their feelings and consider the feelings of others Show resilience and perseverance in the face of challenge.			
		ELG Building Relationships Children at the expected level of development will: <ul style="list-style-type: none">• Work and play cooperatively and take turns with others;• Form positive attachments to adults and friendships with peers;• Show sensitivity to their own and to others’ needs.						Building Relationships Build constructive and respectful relationships. Think about the perspectives of others.			
Communication and Language (C&L)											
All aspects of developing Communication and Language are considered throughout daily classroom practice, continuous provision, group time, Guided Reading sessions and weekly directed learning. Observations, next steps and target setting support the development of individual pupils. Interventions and differentiated group times are designed to support children who are not making a good level of development.											
ELG: Listening, Attention and Understanding Children at the expected level of development will: <ul style="list-style-type: none">• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.• Make comments about what they have heard and ask questions to clarify their understanding.• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. ELG: Speaking Children at the expected level of development will: <ul style="list-style-type: none">• 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.											
Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Talk about their likes/dislikes. Talk about themselves and their family. Speak in a full sentence. Focus on an activity for a short period of time.		Speaking skills. Use language to communicate and explain how they are feeling and what they want to do. Talk in simple sentences		Listen and respond to stories with increasing attention.		Following instructions and recalling instructions given. Listen and respond to peers and adults.		Speaking skills. Organise talk and sequence ideas together to express opinions about their interests.		Answering ‘how’ and ‘why’ questions. Listen to others opinions.	

Literacy					
ELG: Comprehension Children at the expected level of development will: <ul style="list-style-type: none">• Demonstrate understanding of what has been read to them by retelling stories 14 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.					
Autumn 1		Autumn 2		Spring 1	
Listen to stories or information that has been read to them. Recite simple rhymes. Understand the difference between text and illustrations. Knows that in English print is read from left to right and top to bottom. Hold a book correctly and turn pages from front to back. Talk about the front cover, title and illustrations in stories. Discuss specific information in non-fiction texts e.g. labels, images. Look closely at the illustrations to develop understanding of a story. Activate knowledge linked to own experiences, e.g. tell me about your family. Explore new vocabulary, provided by an adult, linked to stories, non-fiction, rhymes and themes. Use recently introduced vocabulary appropriately during discussions.		All of the Autumn 1 coverage plus: Make predictions and anticipate key events based on illustrations and title in stories that have been read to them. Recite simple rhymes and songs. Respond to questions using who and what linked to texts and illustrations. Identify the main characters in stories. Explore what a character might say. Identify the main events in stories, e.g. discuss what happened at the beginning, during and end of a story. Use actions and pictures to orally retell stories in their own words. Role play stories using simple props and recently introduced vocabulary.		All of the Autumn 2 coverage plus: Respond to questions using who, what and where linked to texts and illustrations. Respond to questions about how and why something is happening. Identify and describe the main characters in stories. Explore what a character might say or feel. Discuss specific information in non-fiction texts e.g. labels, images, captions and contents pages.	
				Spring 2	
				All of the Spring 1 coverage plus: Recite a range of simple rhymes and songs. Respond to questions using who, what where and when linked to texts and illustrations. Say how they feel about stories., rhymes, songs and non-fiction.	
				Summer 1	
				All of the Spring 2 coverage plus: Recite a range of simple rhymes, songs and poems. Discuss specific information in non-fiction texts e.g. labels, images, captions, contents pages and glossary. Identify, discuss and sequence the main events in stories.	
				Summer 2	
				All of the Summer 1 coverage plus: Say how they feel about stories., rhymes, songs, non-fiction <u>and poems</u>	

Say how they feel about stories.																																																					
ELG: Word Reading Children at the expected level of development will: <ul style="list-style-type: none">• Say a sound for each letter in the alphabet and at least 10 digraphs.• Read words consistent with their phonic knowledge by sound-blending.• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.																																																					
Red Rose Letters and Sounds Trajectory Expectations for Reception																																																					
		<table><tr><td colspan="2">Autumn 1 Phase 2 GPCs</td><td>Tricky Words and High Frequency Words</td><td>Overview</td></tr><tr><td colspan="2">Consolidate Phase 1 s a t p i n m d g o c k s pronounced /z/</td><td>High Frequency Words as is us his has linked to s pronounced /z/ the</td><td>Teach 12 GPCs Teach 1 Tricky Word</td></tr><tr><td colspan="2">Autumn 2 Phase 2 GPCs</td><td>Tricky Words</td><td>Overview</td></tr><tr><td colspan="2">ck e u r h b f f l ll ss Consolidate Phase 2</td><td>I to go no into</td><td>Teach 11 GPCs Teach 5 Tricky Words</td></tr><tr><td colspan="2">Spring 1 Phase 3 GPCs</td><td>Tricky Words</td><td>Overview</td></tr><tr><td colspan="2">j v w x y z/zz qu ch sh th/th ng Consolidate as required</td><td>he she we be me was my you they</td><td>Teach 13 GPCs Teach 9 Tricky Words</td></tr><tr><td colspan="2">Spring 2 Phase 3 GPCs</td><td>Tricky Words</td><td>Overview</td></tr><tr><td colspan="2">ai ee igh oa with two-syllable words oo/oo with two-syllable words ar or with two-syllable words Consolidate as required</td><td>her all are (Phase 3) like (Phase 4) said when (Phase 4) have one (Phase 4)</td><td>Teach 8 GPCs Teach 8 Tricky Words</td></tr><tr><td>Summer 1 Phase 3 GPCs</td><td>Phase 4</td><td>Tricky Words</td><td>Overview</td></tr><tr><td colspan="2">Phase 3 ur ow oi ear (Including pseudo words) air ure er (Including pseudo words) Consolidate Phase 3 Phase 4 CVCC & CCV</td><td>come do (Phase 4) so were (Phase 4) some there (Phase 4) out little what (Phase 4) Consolidate said so have like (Phase 4)</td><td>Teach 7 GPCs Teach 9 Tricky Words Teach CVCC & CCV Consolidate Phase 3/4 Tricky Words as required</td></tr><tr><td colspan="2">Summer 2 Phase 4</td><td>Tricky Words</td><td>Overview</td></tr><tr><td colspan="2">CCVC & CCVCC CCCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants.</td><td>Consolidate said so have like some come were there little do one when out what Teach it's</td><td>Teach CCVC & CCVCC CCCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants. Consolidate Phase 3/4 Tricky Words as required</td></tr></table>				Autumn 1 Phase 2 GPCs		Tricky Words and High Frequency Words	Overview	Consolidate Phase 1 s a t p i n m d g o c k s pronounced /z/		High Frequency Words as is us his has linked to s pronounced /z/ the	Teach 12 GPCs Teach 1 Tricky Word	Autumn 2 Phase 2 GPCs		Tricky Words	Overview	ck e u r h b f f l ll ss Consolidate Phase 2		I to go no into	Teach 11 GPCs Teach 5 Tricky Words	Spring 1 Phase 3 GPCs		Tricky Words	Overview	j v w x y z/zz qu ch sh th/th ng Consolidate as required		he she we be me was my you they	Teach 13 GPCs Teach 9 Tricky Words	Spring 2 Phase 3 GPCs		Tricky Words	Overview	ai ee igh oa with two-syllable words oo/oo with two-syllable words ar or with two-syllable words Consolidate as required		her all are (Phase 3) like (Phase 4) said when (Phase 4) have one (Phase 4)	Teach 8 GPCs Teach 8 Tricky Words	Summer 1 Phase 3 GPCs	Phase 4	Tricky Words	Overview	Phase 3 ur ow oi ear (Including pseudo words) air ure er (Including pseudo words) Consolidate Phase 3 Phase 4 CVCC & CCV		come do (Phase 4) so were (Phase 4) some there (Phase 4) out little what (Phase 4) Consolidate said so have like (Phase 4)	Teach 7 GPCs Teach 9 Tricky Words Teach CVCC & CCV Consolidate Phase 3/4 Tricky Words as required	Summer 2 Phase 4		Tricky Words	Overview	CCVC & CCVCC CCCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants.		Consolidate said so have like some come were there little do one when out what Teach it's	Teach CCVC & CCVCC CCCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants. Consolidate Phase 3/4 Tricky Words as required
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ELG: Writing Children at the expected level of development will: <ul style="list-style-type: none">• Write recognisable letters, most of which are correctly formed.• Spell words by identifying sounds in them and representing the sounds with a letter or letters.• Write simple phrases and sentences that can be read by others.																																																					
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Write own name Identify and write initial sounds. Segment orally VC and CVC words. Write some simple CVC or VC words. Write some High Frequency Words	Write own name. Identify and write initial sounds. Segment orally VC and CVC words. Write some simple CVC or VC words. Write some High Frequency Words Begin to record simple captions and labels using dominant sounds.	Write VC, CVC words. Write simple captions and labels using phase 2/3 sounds. Use recognisable letters when writing. Begin to write for a purpose, sequencing ideas together.	Write VC, CVC words. Write simple captions and labels using phase 2/3 sounds. Begin to write for a purpose, sequencing ideas together. Use mostly correctly formed letters when writing. Consider key features in writing such as finger spaces. Re-read what they have written to check that it makes sense.	Use Phase 2 and 3 graphemes to segment and write sentences, both dictated and own ideas. Consider key features in writing such as finger spaces, capital letter and full stop. Use mostly correctly formed letters when writing. Re-read what they have written to check that it makes sense.	Children begin to include detail in what they write and can read what they have recorded unaided.																																																

Mathematics					
ELG: Number Children at the expected level of development will: <ul style="list-style-type: none">• Have a deep understanding of numbers to 10, including the composition of each number.• Subitise (recognise quantities without counting) up to 5.• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.					
ELG: Numerical Patterns Children at the expected level of development will: <ul style="list-style-type: none">• Verbally count beyond 20, recognising the pattern of the counting system.• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.					

White Rose Mathematics



Understanding the World

ELG: Past and Present Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Children know that we change as we grow and that the time when we were babies is in the past, using photographs from their past.	Children learn about Guy Fawkes and the story of the Gunpowder Plot. Children remember those lost in WW1 and WW2 during learning about Remembrance Day. Compare and contrast characters from stories, including figures from the past.	Children learn about celebrations such as Eid and Lunar New Year Children compare and contrast characters from traditional tales and stories and know these were set in the past. Children discuss how their lifestyle compares to ours (toys past vs present).	Children learn that pirates were real and learn about some famous pirates (including Blackbeard) Children discover some old, real shipwrecks such as the Titanic. Children will learn how to read and follow simple maps.	Children learn about significant figures from the past and present linked to writing, such as Beatrix Potter and art, such as Vincent Van Gogh.	

ELG: People, Culture and Communities Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Talk about family and people in both school community and outer community Location of school within community, including aerial view and mapping Visits within the community Visit to church for Harvest festival	Showing awareness of differences and similarities between groups from around the world including looking at multicultural festivals of light including Diwali. Learn about Diwali as a Hindu festival, including the story of Rama and Sita. Children attend church service for Christmas. Children learn that Christmas is a special event from the Christian Bible.	Children draw simple maps of imaginary settings from stories they know well e.g. Three Billy Goats Gruff Children note changes in the weather and season. (Winter) - Children discuss the features of contrasting cold places (Arctic and Antarctic) - Children recognise some similarities and differences between life in this country and life in the Arctic / Antarctic. Children learn about Lunar New Year celebrations.	Children talk about animals that live by the sea and in the sea. Children draw simple maps of imaginary settings from stories they know well. Children draw information from simple maps, follow maps and make maps from 3D representations. Children learn about special cultural and religious celebrations including Easter and Holi.	Making simple maps of our outdoor environment and garden.	Children talk about and compare countries around the world including weather, cultures, food and animals around the world. Children talk about and compare animal habitats in contrasting areas. Children can name and identify common summer wild plant names.

ELG: The Natural World Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
- Make use of props and materials when role playing characters in narratives and stories.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Children know about similarities, differences, pattern and change in relation to people. Using senses when exploring outside (see, hear and feel) including experiencing different weather conditions. Talk about changes in autumn: leaves changing colour and falling from trees. Noticing the different weather daily including cooler in Autumn.	Talk about changes in autumn (that they see, hear, feel when outside): evergreen vs deciduous trees and their changes during seasons. Notice changes in weather from Autumn to Winter. Children name some UK animals which hibernate Children explore with torches to make different shadows and colours	Share stories which explore materials such as The Three Little Pig's houses and The Princess and the Pea's bed. Children talk about changes in the weather and environment in winter, discussing what they see/feel/hear when outside. Children talk about animals which live in cold places (while looking at Arctic / Antarctic). Children explore the properties of ice and changing states of matter.	Exploring floating and sinking and creating objects which float (sorting floating and sinking objects, and creating own floating objects), and considering the effect of adding weight (like passengers!) to the buoyancy of boats. Children learn about the famous scientist Archimedes through the story Mr Archimedes Bath. Children learn about seasonal changes in Spring, including naming Spring flowers	Children describe their environment, focusing on new Spring/Summer environmental changes (flowers, buds). Name parts of a plant. Know what a plant needs to grow. Know about the life cycle of a butterfly. Learn to care for the natural environment and all living things. Know the food items which are grown. Explore the features of our school environment. Take photographs and draw pictures of plants and animals.	Children describe their environment, focusing on new Spring/Summer environmental changes (flowers). Children learn about animals in other countries. Children explore water and its states, what happens to it over time, what happens when colours are splashed on to it, what happens when salt is added to it etc.,

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Expressive Arts and Design					
<p>ELG: Creating with Materials Children at the expected level of development will:</p> <ul style="list-style-type: none">• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.• Share their creations, explaining the process they have used. <p>ELG: Being Imaginative and Expressive Children at the expected level of development will:</p> <ul style="list-style-type: none">• Invent, adapt and recount narratives and stories with peers and their teacher.• Sing a range of well-known nursery rhymes and songs.• Perform songs, rhymes, poems and stories with others, and, when appropriate, try to move in time with music.					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Creating with materials Create collaboratively, sharing ideas, resources and skills.</p> <p>Being Imaginative and Expressive Listen attentively, move to and talk about music, expressing their feelings and responses Develop storylines in their pretend play.</p> <p>Self-Portraits Stick man/Saws Autumnal painting – colour mixing Singing lots of songs and familiarising children with regular singing. Leaf rubbings Sand and Water Mud Nursery rhymes Music man instruments Role play Music and emotion Junk modelling Woodwork, drill, hammer</p>	<p>Being Imaginative: Music focus Explore, use and refine a variety of artistic effects to express their ideas and feelings. Watch and talk about dance and performance art, expressing their feelings and responses - Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups. Bonfire night paints and textures. Christmas cards Calendars Christmas craft, cards and decorations. Firework sounds / instruments Act out Guy Fawkes Fork scratch hedgehogs Pumpkin paint Christmas songs Using role-play to act out Hot colours/cold colours Snowflake cutting Snowflake Printing Snowmen collage Snowmen bottles ICT Rudolph Christmas crowns Christmas cards Painting with ice Ice sculptures Charcoal</p>	<p>Being Imaginative: use other cultures / hot and cold to Explore, use and refine a variety of artistic effects to express their ideas and feelings. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups. (Play music with a pulse for children to move in time with and encourage them to respond to changes: they could jump when the music suddenly becomes louder, for example.) Winter art – using wax crayons and watercolours Winter collages Story characters Dough biscuits Mother’s Day cards Dance/Chinese dragon</p>	<p>Creating with Materials - Return to and build on their previous learning, refining ideas and developing their ability to represent them. (Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue).</p>	<p>Painting Supertato Making super veg Designing prison/escape Printing with veg Butterfly paintings Butterfly print/symmetry Using natural materials to create pictures.</p>	<p>Being Imaginative: Listen to music from around the world to explore, use and refine a variety of artistic effects to express their ideas and feelings. Watch and talk about dance and performance art, expressing their feelings and responses.</p>