

Thameside Primary School Progression of skills and curriculum overview 2023-2024

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Learning	Inside / Outside	Knowing Yourself	Talents and Superpowers	Sowing a seed	Family and Friends	Strength of Mind
Cultural Capital	Use a library Explore textures with feet Bake or cook	Bonfire Library Visit Bakery Visit Visit a post box with a card or letter they have written Perform in the Nativity Watch a show/ performance	Take part in fundraising Listen to/ have a go at playing a musical instrument Celebrate a festival outside of their own experience	Gardening Growing Tomatoes and Harvesting Take part in an Easter Egg Hunt Try food from a range of countries	Farm Trip Feed the ducks by the river Life cycle of a butterfly (hatching butterflies)	Experience a picnic Take part in a sports day Hunt for bugs Experience a water fight Build a den
Communication and Language  Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions, Helicopter Stories and Tapestry Time.	Understand how to listen carefully and why listening is important To begin to articulate their ideas in well formed sentences Connect one idea or action to another using the connective 'and' Begin to describe events Use talk to help work out problems Begin to use social phrases e.g. good morning Engage in storytimes. Learn new vocabulary and use it throughout the day Listen to rhymes and songs. Learn rhymes, poems and songs. Engage in non- fiction books	To begin to use 'what', 'where', and 'when' questions to find out more To begin to articulate their ideas in well formed sentences Connect one idea or action to another using the connective 'and' Begin to describe events Use talk to help work out problems Begin to use social phrases Engage in storytimes. Learn new vocabulary and use it throughout the day Listen carefully to rhymes and songs. Learn rhymes, poems and songs. Engage in non- fiction books	To use 'what', 'where', and 'when' questions to find out more To consistently articulate their ideas in well formed sentences Connect one idea or action to another using the connective 'and' and 'because' Describe events Use talk to help work out problems and organise thinking and activities Begin to use social phrases e.g. how are you? Listen to and talk about stories to develop familiarity and understanding. Learn new vocabulary and use it throughout the day Listen carefully to rhymes and songs paying attention to how they sound. Learn rhymes, poems and songs. Engage in non- fiction books Begin to listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	To begin to use 'why', 'how' and 'who' questions to find out more To consistently articulate their ideas in well formed sentences Connect one idea or action to another using the connective 'and' and 'because' Describe events Use talk to help work out problems and organise thinking and activities Begin to use social phrases e.g. are you ok? Listen to and talk about stories to develop familiarity and understanding. Learn new vocabulary and use it throughout the day Listen carefully to rhymes and songs paying attention to how they sound. Learn rhymes, poems and songs. Engage in non- fiction books Begin to listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	To use 'why', 'how' and 'who' questions to find out more To confidently articulate their ideas in well formed sentences Connect one idea or action to another using a range of connectives Describe events in some detail Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen Develop social phrases Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs paying attention to how they sound. Learn rhymes, poems and songs. Engage in non- fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	Ask questions to find out more and to check they understand what has been said to them To confidently articulate their ideas in well formed sentences Connect one idea or action to another using a range of connectives Describe events in some detail Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen Develop social phrases Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts Listen carefully to rhymes and songs paying attention to how they sound. Learn rhymes, poems and songs. Engage in non- fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
			Oracy: Introduce talk partners and nest talk – can children face their partners, make eye contact, find information requested by teacher e.g. ask your partner what their favourite food is. Model and 'bounce' whole sentence answers; expect whole sentence answers	Oracy: Introduce agree/disagree; build on/challenge statements – via explorify and odd one out	Oracy: Oracy onion to gather a range of answers and feedback.	

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.

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.

<p>Personal, Social and Emotional Development</p>  <p>Children develop their personal, social and emotional skills throughout the year through our Inside Out PSCHÉ curriculum, circle times, social stories, ELSA support, diversity stories, Tapestry Time etc.</p>	Begin to see themselves as a valuable individual by talking about their family	Begin to see themselves as a valuable individual by saying their likes and dislikes	To see themselves as a valuable individual by talking about what they are interested in	See themselves as a valuable individual	See themselves as a valuable individual	See themselves as a valuable individual
	Begin to build constructive and respectful relationships by listening to each other and staff	Begin to build constructive and respectful relationships by listening to each other and staff	Begin to build constructive and respectful relationships by sharing and co-operating	Begin to build constructive and respectful relationships by sharing and co-operating	Begin to build constructive and respectful relationships by showing kindness	Begin to build constructive and respectful relationships by showing kindness
	Begin to express their feelings by saying if they are happy or sad	Begin to express their feelings by saying if they are happy, sad, angry or hurt	To express their feelings by saying if they are nervous, worried, excited and calm and begin to consider the feelings of others	To express their feelings and begin to consider the feelings of others	Express their feelings and consider the feelings of others	Express their feelings and consider the feelings of others
	Begin to show resilience and perseverance by having a go	Begin to show resilience and perseverance by having a go and not giving up	To show resilience and perseverance by having by knowing that mistakes are an important part of learning	To show resilience and perseverance by having by knowing that mistakes are an important part of learning	Show resilience and perseverance in the face of challenge	Show resilience and perseverance in the face of challenge
	Begin to identify their own feelings socially and emotionally by saying how they are feeling	Begin to identify their own feelings socially and emotionally by saying how they are feeling	To moderate their own feelings socially and emotionally by using strategies to regulate themselves with support	To moderate their own feelings socially and emotionally by using strategies to regulate themselves with support	Identify and moderate their own feelings socially and emotionally by using strategies to regulate themselves independently	Identify and moderate their own feelings socially and emotionally by using strategies to regulate themselves independently
	Begin to understand that others have a different point of view (perspective)	Begin to understand that others have a different point of view (perspective)	Begin to think about the perspective of others (e.g. characters in a story)	Begin to think about the perspective of others (e.g. characters in a story)	Think about the perspective of others e.g. conflict resolution	Think about the perspective of others
	Manage their own needs including personal hygiene	Manage their own needs including personal hygiene	Manage their own needs including personal hygiene	Manage their own needs including personal hygiene	Manage their own needs including personal hygiene	Manage their own needs including personal hygiene
Know and talk about the different factors that support their overall health and wellbeing – being a safe pedestrian	Know and talk about the different factors that support their overall health and wellbeing – having a good sleep routine	Know and talk about the different factors that support their overall health and wellbeing – physical activity	Know and talk about the different factors that support their overall health and wellbeing - teeth brushing	Know and talk about the different factors that support their overall health and wellbeing – healthy eating	Know and talk about the different factors that support their overall health and wellbeing – screen time	
Inside Out Key: Introduction to the 5 keys	Inside Out Key: Look inside	Inside Out Key: Move outside	Inside Out Key: Be curious	Inside Out Key: Be kind	Inside Out Key: Share more	

Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.

Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

<p>Physical Development</p>	Revise and refine the fundamental movement skills they have already acquired	Revise and refine the fundamental movement skills they have already acquired	Revise and refine the fundamental movement skills they have already acquired	Revise and refine the fundamental movement skills they have already acquired	Revise and refine the fundamental movement skills they have already acquired	Revise and refine the fundamental movement skills they have already acquired
				Progress towards a more fluent style of moving, with developing control and grace	Progress towards a more fluent style of moving, with developing control and grace	Progress towards a more fluent style of moving, with developing control and grace



Children improve their gross and fine motor skills daily by engaging in different fine motor activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, write dance.

<p>Progress towards a more fluent style of moving, with developing control and grace</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Combine different movements with ease and fluency</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body strength, balance, co-ordination and agility</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient – gross motor skills</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing and meal times</p> <p>Get Set for PE: Introduction to PE unit 2</p>	<p>Progress towards a more fluent style of moving, with developing control and grace</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Combine different movements with ease and fluency</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 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Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient – gross motor skills</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing and meal times</p> <p>Get Set for PE: Dance nativity</p>	<p>Progress towards a more fluent style of moving, with developing control and grace</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Combine different movements with ease and fluency</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body strength, balance, co-ordination and agility</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient – fine motor skills</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing and meal times</p> <p>Get Set for PE: Fundamentals unit 1</p>	<p>Progress towards a more fluent style of moving, with developing control and grace</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Combine different movements with ease and fluency</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body strength, balance, co-ordination and agility</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient – fine motor skills</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing and meal times</p> <p>Get Set for PE: Gymnastics unit 1</p>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Combine different movements with ease and fluency</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body strength, balance, co-ordination and agility</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient – letter formation</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing and meal times</p> <p>Get Set for PE: Enrichment ABC kick</p>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Combine different movements with ease and fluency</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body strength, balance, co-ordination and agility</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient – letter formation</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing and meal times</p> <p>Get Set for PE: Athletics</p>
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Gross Motor: 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: 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.

Literacy



<p>Read individual letters by saying the sounds for them</p>	<p>Read individual letters by saying the sounds for them</p>	<p>Read individual letters by saying the sounds for them</p>	<p>Read some letter groups that each represent one sound and say sounds for them</p>	<p>Read some letter groups that each represent one sound and say sounds for them</p>	<p>Read some letter groups that each represent one sound and say sounds for them</p>
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	<p>Orally blend sounds into words</p> <p>Begin to form lower case correctly</p>	<p>Orally blend sounds into words</p> <p>Begin to form lower case correctly</p>	<p>Begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences</p> <p>Read a few common exception words matched to the schools phonic programme – put, the, l</p> <p>Begin to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p> <p>When on red books re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>Form lower case letters and begin to form capital letters correctly</p> <p>Begin to spell words by identifying the sounds then writing the sounds with letter/s</p> <p>Re-read what they have written to check that it makes sense</p>	<p>Begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences</p> <p>Read a few common exception words matched to the schools phonic programme – no, of, my, for, he</p> <p>Begin to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>Form lower case letters and begin to form capital letters correctly</p> <p>Begin to spell words by identifying the sounds then writing the sounds with letter/s</p> <p>Re-read what they have written to check that it makes sense</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</p> <p>Read a few common exception words matched to the schools phonic programme – your, said, you, be, are</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>Form lower case and capital letters correctly</p> <p>Spell words by identifying the sounds then writing the sounds with letter/s</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and a full stop</p> <p>Re-read what they have written to check that it makes sense</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</p> <p>Read a few common exception words matched to the schools phonic programme – to, me, go</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>Form lower case and capital letters correctly</p> <p>Spell words by identifying the sounds then writing the sounds with letter/s</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and a full stop</p> <p>Re-read what they have written to check that it makes sense</p>
<p>Literary Curriculum text/ Core texts</p>	<p>Where The Wild Things Are</p> <p>Anansi</p> <p>The Enormous Turnip</p>	<p>Look Up!</p> <p>I am Henry Finch</p> <p>The Little Red Hen</p>	<p>The Magic Paintbrush</p> <p>Super Milly and the Super School Day</p> <p>Little Red Riding Hood</p>	<p>I Will Not Ever Never Eat a Tomato</p> <p>The Extraordinary Gardener</p> <p>Jack and the Beanstalk</p>	<p>So Much</p> <p>Oi Frog</p> <p>Goldilocks and the Three Bears</p>	<p>Weirdo</p> <p>Hairy McClary from Donaldson’s Dairy</p> <p>The Gingerbread Man</p>

Reading Spine Texts



Comprehension: Demonstrate 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 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.

Writing: 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.

Mathematics



Count objects, actions and sounds	Count objects, actions and sounds	Count objects, actions and sounds	Count objects, actions and sounds	Count objects, actions and sounds	Count objects, actions and sounds
Subitise	Subitise	Subitise	Subitise	Subitise	Subitise
Link the number symbol (numeral) with its cardinal number value	Link the number symbol (numeral) with its cardinal number value	Link the number symbol (numeral) with its cardinal number value	Link the number symbol (numeral) with its cardinal number value	Link the number symbol (numeral) with its cardinal number value	Link the number symbol (numeral) with its cardinal number value
Compare numbers	Compare numbers	Compare numbers	Compare numbers	Compare numbers	Compare numbers
Explore the composition of numbers to 10	Explore the composition of numbers to 10	Explore the composition of numbers to 10	Explore the composition of numbers to 10	Explore the composition of numbers to 10	Explore the composition of numbers to 10
Begin to automatically recall number bonds for numbers 0-5	Begin to automatically recall number bonds for numbers 0-5	Automatically recall number bonds for numbers 0-5 and begin to know numbers bonds to 10	Automatically recall number bonds for numbers 0-5 and begin to know numbers bonds to 10	Automatically recall number bonds for numbers 0-5 and some to 10	Automatically recall number bonds for numbers 0-5 and some to 10
Select, rotate and manipulate shapes to develop spatial reasoning skills	Select, rotate and manipulate shapes to develop spatial reasoning skills	Select, rotate and manipulate shapes to develop spatial reasoning skills	Select, rotate and manipulate shapes to develop spatial reasoning skills	Select, rotate and manipulate shapes to develop spatial reasoning skills	Select, rotate and manipulate shapes to develop spatial reasoning skills
Begin to continue, copy and create repeating patterns (ABAB patterns)	Begin to continue, copy and create repeating patterns (AABAAB, ABB patterns)	Continue, copy and create repeating patterns	Continue, copy and create repeating patterns	Continue, copy and create repeating patterns	Continue, copy and create repeating patterns

	Compare size and weight	Compare length and weight	Compare length, weight and capacity			
<p>Number: Have a deep understanding of number 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.</p> <p>Numerical Patterns: 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.</p>						

<p>Understanding the World</p> 	<p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them</p> <p>Explore the natural world around them</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Recognise some environments that are different from the one in which they live</p> <p>Understand the effects of changing seasons on the natural world around them</p>	<p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them</p> <p>Compare and contrast characters from stories, including figures from the past</p> <p>Understand that some places are special to members of their community</p> <p>Recognise that people have different beliefs and celebrate special time in different ways</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Explore the natural world around them</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Recognise some environments that are different from the one in which they live</p> <p>Understand the effects of changing seasons on the natural world around them</p>	<p>Name and describe people who are familiar to them</p> <p>Comment on images of familiar situations in the past</p> <p>Compare and contrast characters from stories, including figures from the past</p> <p>Explore the natural world around them</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Understand the effects of changing seasons on the natural world around them</p>	<p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Explore the natural world around them</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Recognise some environments that are different from the one in which they live</p> <p>Understand the effects of changing seasons on the natural world around them</p>	<p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them</p> <p>Explore the natural world around them</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Understand the effects of changing seasons on the natural world around them</p>	<p>Comment on images of familiar situations in the past</p> <p>Compare and contrast characters from stories, including figures from the past</p> <p>Draw information from a simple map</p> <p>Explore the natural world around them</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Recognise some environments that are different from the one in which they live</p> <p>Understand the effects of changing seasons on the natural world around them</p>
	<p>Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>					

<p>Expressive Arts and Design</p> 	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Develop story line in their pretend play</p> <p>Explore and engage in music making and dance, performing solo and in groups</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Develop story line in their pretend play</p> <p>Explore and engage in music making and dance, performing solo and in groups</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Develop story line in their pretend play</p> <p>Explore and engage in music making and dance, performing solo and in groups</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Develop story line in their pretend play</p> <p>Explore and engage in music making and dance, performing solo and in groups</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Develop story line in their pretend play</p> <p>Explore and engage in music making and dance, performing solo and in groups</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Develop story line in their pretend play</p> <p>Explore and engage in music making and dance, performing solo and in groups</p>
<p>Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p> <p>Being Imaginative: 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.</p>						