

St Nicholas CE Primary School

Belonging, Believing, Becoming



Reception

Key Knowledge and Vocabulary

Area of learning	Key Knowledge	Key Vocabulary
Communication and Language	<ul style="list-style-type: none">To know how to show variability in listening behaviour.To know and understand a range of complex sentence structures including negatives, plurals, and tense markers.To know how to extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.To know how to listen and respond to ideas expressed by others in conversation or discussion.To understand questions such as <i>who; why; when; where</i> and <i>how</i>.To know how to use talk to organise, sequence, and clarify thinking, ideas, feelings and events.To know how to introduce a storyline or narrative into their play.To know how to indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span.To begin to understand humour, e.g. nonsense rhymes, jokes.To know how to be able to follow a story without pictures or props.To know how to use language to imagine and recreate roles and experiences in play situations.To know how to link statements and sticks to a main theme or intention.To know how to 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.To know how to make comments about what they have heard and ask questions to clarify their understanding.To know how to hold conversation when engaged in back-and-forth exchanges with their teacher and peers.To know how to participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	<p>Listen, reading, wait, turn, story, carpet time, join in, hand up, question, song, rhyme, poem, carpet, sitting, listening, group, story time, ten, off, little, sentence, songs, joining in, rhymes, poems, good morning, right, now.</p> <p>Fiction, non-fiction, why? how? questions, listening, group, story time, book, reading, instruction, telling, listen, follow, explain, because, conversation, turn taking.</p> <p>Quiet, quietly, carpet, sitting, joining in, hand up, story time, book, reading, predict, pretend, turn taking, listening, instruction, telling, listen, follow, explain, because pretend this is, ran, fell, I think, this morning, last night.</p> <p>Question, song, rhyme, poem, safe, safety, road safety, fire alarm, joining in, friends, pretend, compromise, turn taking, fair, because, when, what, I think, when, does, and, next, after that, let's try.</p>

	<ul style="list-style-type: none"> To know how to 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>Instruction, patient, patience, join in, help, Where? What could we do next? instructions, listening, follow, explain, repeat, how, don't understand, retell, feelings, experience, went to, going to, please, thank you.</p> <p>Listen, wait, turn, game, friend, new, different, explain, listen, heard, because, animals, man-made, soon, early, late, soft, hard, smooth, play, now, then, before, after, if, because, so, could.</p>
Physical Development	<p><u>Introduction to PE</u></p> <ul style="list-style-type: none"> To know how to demonstrate balance. To know how to make independent choices. I know how to negotiate space safely with consideration for myself and others. To know how to follow instructions involving several ideas or actions. I know how to play co-operatively and take turns with others To know how to use movement skills with developing balance and co-ordination. <p><u>Fundamentals</u></p> <ul style="list-style-type: none"> Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe. Balancing: know that I can hold my arms out to help me to balance. Jumping: know that bending my knees will help me to land safely. Hopping: understand that I use one foot to hop. Skipping: know that if I hop then step that will help me to skip <p><u>Dance</u></p> <ul style="list-style-type: none"> To understand that I can move my body in different ways to create interesting actions. To understand that I can change my action to show an idea. To know that if I move into space it will help to keep me and others safe. To know that when watching others, I sit quietly and clap at the end. To know that if I use lots of space, it helps to make my dance look interesting. 	<p>Backwards Direction Forwards Partner Path Rules Safely score Sideways Space Stop Team</p> <p>Balance Bend Crawl Direction Fast Hop Jump Land Action Counts Finish position High Low Move</p> <p>Rules Run Safely Slide Slow Space Stop Travel Around Balance</p>

	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> To understand that I can make different shapes with my body. To know that I should be still when holding a balance. To know that I can change my body shape to help me to roll. To know that if I hold a shape and count to five people will see it clearly <p><u>Ball Skills</u></p> <ul style="list-style-type: none"> To know to look at the target when sending a ball. To know to have hands out ready to catch. To know to watch the ball as it comes towards me and scoop it with two hands To know that keeping the ball close will help with control. <p><u>Games</u></p> <ul style="list-style-type: none"> To know how to negotiate space safely with consideration for myself and others. To know how to follow instructions involving several ideas or actions. To know how to play co-operatively, take turns and encourage others. To show an understanding of my feelings and can regulate my balance. To know how to use ball skills with developing competence and accurate. To use movement skills with developing balance and co-ordination. 	<p>Bend Copy Hold Jump Land over</p> <p>Quickly Shape Slowly Space Start position Travel Rock Roll Shape Squeeze Star still Straight Through Travel</p> <p>Ball Bounce Catch Dribbling Hit Kick Partner Points Ready Roll Run Score Target Throw</p>
Personal, Social and Emotional Development	<ul style="list-style-type: none"> Know how to express feelings. Know that I can talk to familiar adults in our school. Know how to listen to others. Know how to follow a simple instruction. Know when I am feeling happy, sad or angry. Know why we have rules. Know how to get dressed. Know how to use the toilet. Know that some foods are healthy and that others are unhealthy. Know how to take turns. Know how to be a good friend. Know when other people are feeling sad. Know the difference between good and bad actions. 	<p>Feelings, emotions, happy, sad, angry, good, bad, upset, rules, safety, timetable, toilet, wiping, listening, like, dislike, safe, behaviour, friend, teacher, peer, class, others, talk, conversation, play, group, roleplay.</p> <p>Cry, nice, problem, sharing, taking turns, my turn, your turn, patience, waiting, why, explain, play, playing, help, please, dress, undress, clothing names, listening, next, help, please, friends, having A Go, class.</p>

		<p>Proud, pride, breathing, following, behaviour, proud, like, better, improve, good, bad, right, wrong, behave, rules, follow, toilet, food, drink, knife, fork, help, tired, healthy, treat food, talk, peer.</p> <p>Choice, explain, say, worry, help, listening, waiting, trusted adults, friend, friendship, safe, achieve, healthy, physical activity, tooth brushing, screen time, dress, undress, zip, button, help, try again, tricky, hard, challenge, safe, road safety, look both ways, I think</p> <p>Sorry, upset, accident, help, following, good, like, proud, I can, better, like, dislike, why, explain, reason, resilience, try again, rule, directions, next, after that, do you? like, dislike, your turn, my turn, minutes, shall we?</p> <p>Frustration, why, independence, getting on, planning, changing, me, my, I can, better, challenge, harder, next level, healthy, food names, physical activity, work out.</p>
Literacy	Word Reading <ul style="list-style-type: none"> To enjoy an increasing range of print and digital books, both fiction and non-fiction. To know how to recall and discuss stories or information that has been read to them, or they have read themselves. To begin to develop phonological and phonemic awareness. To know how to continue a rhyming string and identifies alliteration. To be able to hear and say the initial sound in words. To starts to link sounds to letters, naming and sounding the letters of the alphabet. To re-enact and reinvent stories they have heard in their play. 	<p><u>Floppy's Phonics Teaching Sequence</u></p> <p><u>Level 1+</u></p> <p>s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, le, ss.</p> <p><u>Level 2</u></p> <p>j, v, w, x, y, z, zz, qu, ch, th, sh, ng, dge, ve, wh, cks, tch, nk.</p> <p><u>Level 3</u></p>

	<ul style="list-style-type: none"> • To know that information can be retrieved from books, computers, and mobile digital devices. • To know how to recognise some written names of peers, siblings or “Mummy”/” Daddy” for example. • To know how to segment the sounds in words and blend them together. • To know how to segment the sounds in simple words and blend them together and knows which letters represent some of them. • To know how to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences. • To start to segment the sounds in words and blend them together. • To use vocabulary and forms of speech that are increasingly influenced by their experiences of reading. • To know how to describe main story settings, events, and principal characters in increasing detail. • To know how to link sounds to some frequently used digraphs, e.g. <i>sh, th, ee</i> • To engage with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge, and illustrations to interpret the text. • To know and say a sound for each letter in the alphabet and at least 10 digraphs. • To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • To anticipate – where appropriate – key events in stories. • To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play. • To know how to read words consistent with their phonic knowledge by sound-blending. • To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing</p> <ul style="list-style-type: none"> • To give meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology. • To know how to break the flow of speech into words, to hear and say the initial sound in words. • To start to develop phonic knowledge by linking sounds to letters, naming, and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name. • To use their developing phonic knowledge to write things such as labels and captions. • To enjoy creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with 	<p>ai, ee, igh, oa, oo, oo (u), ar, or, ur, ow, oi, ear, air, er, ue, ue, ure, ture.</p> <p><u>Level 1 + helpful words</u> I, the, to, of, into, no, go</p> <p><u>Level 2 helpful words</u> she, we, he, you, was, they, all, me, her</p> <p><u>Level 3 helpful words</u> are, again, be</p> <p><u>Decodable helpful words</u> <u>Level 1+</u> ten, off, little <u>Level 2</u> seven, six, have, when, which</p> <p><u>Level 3</u> my, why, sky, three, too, look, sister</p> <p>Listen, speak, speaking, writing, mean, explain, segmenting, phonemes, graphemes, sounds, name writing, copy, trace, formations, story, print, text, illustration, pictures, reading, drawing, making marks, lines, circles.</p> <p>Copy, picture, symbols, marks, letters, pencil grip, letters, copy, formation stories, spaces.</p>
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	<p>words, in print and digital formats later progressing to simple sentences.</p> <ul style="list-style-type: none"> • To know how to write recognisable letters, most of which are correctly formed. • To spell words by identifying sounds in them and representing the sounds with a letter or letters. • To write simple phrases and sentences that can be read by others. 	<p>Initial sounds, hear, end sound, three sounds, spelling. pencil grip, hand, left to right.</p> <p>Sounding out, independently, roleplay, helpful words.</p> <p>Graphemes, phonemes, segmenting, three friend hold, spaces, correct formations.</p> <p>Instructions, recipe, story, non-fiction, fiction, information book, sentences, capital letters, full stops</p>
Maths	<p>Term 1</p> <p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • Identify when a set can be subitised and when counting is needed. • Subitise different arrangements, both unstructured and structured. • Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills. • Spot smaller numbers 'hiding' inside larger numbers. • Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers. • Hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number. • Develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • Compare sets of objects by matching. • Begin to develop the language of 'whole' when talking about objects which have parts. <p>Term 2</p> <p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p>	<p><u>Number</u></p> <p>Counting Ones Tens One more One less Equal to More than Less than Fewer Most Least Ordering Odd Even Numbers one – twenty in words Grouping Sharing Number patterns</p> <p><u>Shape, space and measure</u></p> <p>Length Height Compare Long Short Longer Shorter Tall Weight Heavy Light Heavier than Lighter than Full Empty Time</p>

	<p>Pupils will:</p> <ul style="list-style-type: none"> • Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals. • Begin to identify missing parts for numbers within 5. • Explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame. • Focus on equal and unequal groups when comparing numbers. understand that two equal groups can be called a 'double' and connect this to finger patterns • Sort odd and even numbers according to their 'shape.' • Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern. • Order numbers and play track games. • Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers. <p>Term 3</p> <p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • Continue to develop their counting skills, counting larger sets as well as counting actions and sounds. • Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame. • Compare quantities and numbers, including sets of objects which have different attributes. • Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 begin to generalise about 'one more than' and 'one less than' numbers within 10. • Continue to identify when sets can be subitised and when counting is necessary. • Develop conceptual subitising skills including when using a rekenrek. 	<p>Quicker Slower Earlier Later Coins Notes Money Before After Next First Today Yesterday Tomorrow Morning Afternoon Evening Ruler Weighing scales Days of the week Months of the year Position Direction Movement Turn Left Right Top Middle Bottom On top of In front of Above Between Around Near Close Far Up Down Forwards Backwards Inside Outside O'clock Clock 2D shapes Rectangle Square Circle Triangle</p>
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<p>Understanding the World</p>	<p>Science focus - Humans/Our Body</p> <p>To know how to describe people who are familiar to them.</p> <p>To know how to how to take care of themselves.</p> <p>Seasonal Changes, Earth and Space, Weather</p> <p>To know how to play and explore outside in all seasons and in different weather.</p> <p>To observe living things throughout the year.</p> <p>To know facts about the Earth, Sun, Moon, planets and stars.</p> <p>To know about space travel.</p> <p>Living things and their habitats/Insects and Plants</p> <p>Explore the plants in the surrounding natural environment.</p> <p>Explore the animals in the surrounding natural environment.</p> <p>Explore plants and animals in a contrasting natural environment.</p> <p>Light and Forces</p> <p>To explore shadows.</p> <p>To explore rainbows.</p> <p>To know how to to change how things work.</p> <p>To explore how the wind can move objects.</p> <p>To explore how objects move in water.</p> <p>Materials</p> <p>Explore a range of materials, including natural materials.</p> <p>To know how to make objects from different materials, including natural materials.</p> <p>To observe, measure and record how materials change when heated and cooled.</p> <p>To know how to compare how materials change over time and in different conditions.</p> <p>Sound</p> <p>To listen to sounds outside and identify the source.</p> <p>To know how to make sounds.</p>	<p>big/tall, small/short, bigger/smaller, baby, child, adult, old person, young, brother/sister, mother/father, friend, family, boy, girl, man, woman, hair, eyes, skin, toddler, aunt/uncle, grandmother/grandfather, cousin</p> <p>sunny, cloudy, hot, warm, cold, puddles, animals, plants, flowers, rainbow, Spring, Summer, Autumn, Winter, seasons, raining, shower, storm, thunder, lightning, sleet, snow, icy, frost, windy</p> <p>plant, tree, bush, flower, vegetable, herb, weed, animal, names of plants and animals they see, name of a contrasting environment e.g. beach, forest</p> <p>float, sink, fast/slow, faster/slower, fastest/slowest, roll, drop, fly, turn, up, down, top, bottom, surface, move, spin, fall, further/furthest, wind, air, water, blow, bounce, ice, water, frozen, icicle, snow, melt, wet, cold</p> <p>small/smaller/smallest, smooth, slippery, big/bigger/biggest, hard/soft, bendy, rigid, wood, plastic paper/card, strong/weak, waterproof, change sound, noise, listen, hear, loud, quiet, music, voices, thunder</p> <p>high/low, soft, volume</p>
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	<p>History focus –</p> <p><u>How have I changed since I was a baby?</u></p> <ul style="list-style-type: none"> • Talk about a character’s life in relation to the past, present and future using then, before, now, next and soon. • Make links between the character’s life events and their own life to date. • Talk about their past and present events of family members using then, before, now, next and soon • Recognise changes in a character’s life using then, before, next and soon. • Recognise changes in their own life using then, before, next and soon. • Sequence familiar events in their own life in order. • Discuss events from the past using: last week, yesterday, a long time ago, last year, before I was born <p><u>How have toys changed over time?</u></p> <ul style="list-style-type: none"> • Answer how and why questions in response to stories and events where old toys are present. • Ask questions about toys from the past. • Know that information about the past can be found in books and technological devices. • Make observations about historical items and record thoughts using marks they can interpret and explain. • Identify similarities and differences between toys from the past and present. • Understand the changes in toys over time. <p><u>What are our favourite celebrations each year?</u></p> <ul style="list-style-type: none"> • Develop a timeline of celebrations across the year. • Understand the past from books read in class and storytelling. • Ask appropriate questions of visitors who celebrate different festivals. • Explore different celebrations across cultures (Harvest, Christmas, Diwali, Lunar New Year etc) • Talk about the people around them and the festivals they celebrate. <p>Geography focus -</p> <p>Local area: Why are maps important?</p> <ul style="list-style-type: none"> • Find simple objects on a map. • Read and draw a simple map. • Derive information from a simple map and use a plan to find/mark features. • Draw and create simple maps from memory about features in a familiar environment. • Follow simple directions (up/down, left/right, backwards/forwards). • Follow a simple map using landmarks. • Recognise some map symbols. • Begin to use simple symbols on maps to show features and journeys. 	<p><u>How have I changed since I was a baby?</u></p> <p>then, before, now, next, soon, family, relationships, Mum, Dad, sister, brother, grandma, grandad, friends, similar, different, information, timeline. Day, Week, First, Last, Them, Next, Days of The Week – Names, last week, yesterday, a long time ago, last year, before I was born, history, past.</p> <p><u>How have toys changed over time?</u></p> <p>past, present, material, wood, plastic, electronic, puppets, museum, fabric, old, new.</p> <p><u>What are our favourite celebrations each year?</u></p> <p>special places of worship, churches, images, pictures, change, different, people, places, time, compare, comparison, same, similar</p> <p>Local area: Why are maps important?</p> <p>map, digital map, country, land, sea, city, village, road, school, playground, up, down, left, right, backwards, forwards, Crosby, world, route, UK, Liverpool, globe, direction, journey, different, same, symbol, near, far, North, symbol</p>
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	<ul style="list-style-type: none"> ● Talk about a range of real maps, electronic globes and maps, maps of school, maps of Crosby village and story maps. ● Manipulate and annotate large scale maps, adding simple text, markers and photographs. ● Name the city that I live in. ● Identify and name the country that I live in on a map/globe. ● Find land and sea on a map. ● Know that you need to zoom out to see a larger area on an electronic map. ● Point to the North and South Pole. ● Know that there are different countries in the world and talk about how far or close they are to the UK on a map and how they can be different. ● Use a compass to identify the direction of North on the playground. <p>Seasonal Change: Why do we wear different clothes at different points of the year?</p> <ul style="list-style-type: none"> ● Name the months of the year and which months belong in each season. ● Talk about the seasonal changes around me by describing what I can see, hear and feel outside. ● Record seasonal changes through mark making that I can interpret and explain. ● Know that I must wrap up warm in the winter because it is colder. ● Know that I should wear sunscreen, a hat and sunglasses in the summer because it can be warmer. ● Know when my birthday is and the activities, I can have at my birthday based on the season it is in. ● Know that there are different countries in the world and talk about holidays I have been on and the clothes I wore. ● Sort clothes I could wear during different seasons in the UK. ● Group items according to the season you use them (pumpkin, shorts, scarf, leaves etc) ● Compare weather patterns by observing the playground. ● Observe the growth of plants and understand some plants grow better in certain weather conditions. <p>Observe that some trees change with the season, others to do not.</p> <p>Computing Focus: <u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> ● Know how to wait a short amount of time for something I want eg: a computer loading / an App to work. ● Know how to complete a familiar task independently and with support will try new things. Eg: a computer programme / Beebot. ● Know how to select tools and resources that I need to complete a task of my own choosing. ● Know how to be safe online. ● Know that a password is secret. 	<p>Seasonal Change: Why do we wear different clothes at different points of the year?</p> <p>summer, winter, autumn, spring, sunglasses, sun hats, woolly hats, gloves, scarf, leaves, changes, cold, hot, warm, sun, snow, rain, dark, safe, season, seasonal change, country, countries, evergreen, bud, flower, blub, seeds, holidays, hail, sleet, thunder, rain, rainbow, sun, lightning, snow, icy, frost, puddles, windy, animals, young, plants, flowers, trees,</p> <p>Computer iPad Tablet App Button Mouse Screen Keyboard, Google Information</p>
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	<p><u>Physical Development</u></p> <ul style="list-style-type: none"> • Know how to use an iPad or tablet appropriately. • Know how to use my fingers on a touch screen, and control a mouse/touchpad on a computer. <p>Understanding the World</p> <ul style="list-style-type: none"> • Know to use a camera, ie: on an iPad. • Know how to work a simple programmable toy. • Know how to select and use technology for particular purposes. • Know how technology is used in my own home. • Know that technology has changed since the adults in my home were younger <p><u>Expressive Art and Design</u></p> <ul style="list-style-type: none"> • Safely use a range of technology for a purpose. 	<p>Control, Instruction Internet Robot Save, Sequence Instructions Search, Safety Online Password</p>
RE	<p><u>I am Special</u></p> <ul style="list-style-type: none"> • To know Christians believe that they are fearfully and wonderfully made by God. • To know Christians believe that each one of us is unique, special and loved. • To know Christians refer to God as the Father, the Son and the Holy Spirit. • To know Christians believe that Jesus is God's son. • To know Muslims have 99 different names for God. <p><u>Harvest</u></p> <ul style="list-style-type: none"> • To know Christians believe God created the world. • To know Christians believe that we should say thank you to God at Harvest time. • To know Christians celebrate the Harvest Festival with a special service in church. <p><u>Special People</u></p> <ul style="list-style-type: none"> • To know Jesus was special and performed miracles. • To know people choose to do a variety of jobs that particularly show Christian values in action. E.g. health care workers, emergency service workers, parents etc. • To know there are special/important/holy people /leaders/teachers in all world faiths. • To know the Vicar/Priest is the leader of the local church. • To know the Imam is the leader of the local mosque. <p><u>Christmas</u></p> <ul style="list-style-type: none"> • To know that for Christians Christmas is the celebration of Jesus' birthday. • To know Jesus was a very special baby. • To know Christians believe he was the Son of God. • To know the church celebrates Christmas in special ways. • To know Diwali is Hindu festival of light celebrated in the Autumn. <p><u>Stories Jesus Heard</u></p> <ul style="list-style-type: none"> • To know Jesus listened to and learned Old Testament stories. • To know Old Testament stories teach us about God. <p><u>Stories Jesus Told</u></p> <ul style="list-style-type: none"> • To know Jesus told stories and that they are found in the Bible. • To know Jesus told the stories to teach people about God. 	<p>God love father unique Creation harvest prayer love trust compassion generosity courage Jesus miracle Bible Christmas Bethlehem Mary Joseph shepherds star Old Testament Noah Moses Joshua Gideon Jonah David Goliath Israelites Parable gospels sacrifice Easter Disciples Holy Week Palm Sunday crucified cross tomb risen friend friendship trust Church</p>

	<p><u>Easter</u></p> <ul style="list-style-type: none"> To know Jesus rode into Jerusalem on a donkey on Palm Sunday. To know Jesus died on the cross on Good Friday. To know Christians believe that Jesus rose on Easter Day and is alive today. To know Easter is the most important time of the year for the Church. <p><u>Friendship</u></p> <ul style="list-style-type: none"> To know Christians consider themselves to be friends of Jesus. To know Jesus has 12 special friends called disciples. <p><u>Special Places</u></p> <ul style="list-style-type: none"> To know Christians worship in a Church. To know Muslims worship in a Mosque. To know Hindus worship in a Temple/Mandir. To know people consider places to be special for different reasons. To know some people of faith take off their shoes before entering a place of worship 	<p>Mosque Mandir Temple holy</p>
Expressive Arts and Design	<p><u>Design Technology focus –</u></p> <ul style="list-style-type: none"> Know how to use scissors safely. Know how to cut along a straight line. Know how to cut along a wavy line. Know how to join two items using tape. Know how to use glue to fix items together Know how draw a plan. Know that I can adapt and change something I have made. Work with a friend, sharing ideas. Know that some materials are better for building with than others. Know that I can talk about what I have made and say why. <p><u>Art and Design Focus –</u></p> <p><u>Autumn</u></p> <ul style="list-style-type: none"> Engage with and explore digital media. Know how to mark make. Know how drawings can represent actions. Know how drawings can represent objects. develop knowledge and understand how to use different tools. Express feelings and understanding through performance art. Know that when I mix two colours, it makes a different colour. 	<p>Scissors Cut Straight Join Hold Fix Glue Shape Safely Colour Design Plan Create Make Explain Why Change Together Features Pieces Materials</p> <p>Lines Mark Colour Primary colour Shape Circle Lighter Darker Crayon Collage Join</p>

	<ul style="list-style-type: none"> • Know that red and blue makes purple. • Correctly hold a fine brush to paint. • Know how to add materials to models and pictures. <p>Spring</p> <ul style="list-style-type: none"> • To mark make with purpose. • Explore different materials and tools to mark make. • Draw from observation. • Develop control and confidence when painting and drawing. • Know how to add detail using a range of paintbrushes. • Know that yellow and blue makes green. • Print simple shapes. • To make marks in clay. • Know how to manipulate clay by pinching, twisting, rolling and squashing. • Know how to add texture using different tools. • Know how to safely use tools when cutting and attaching materials. • To join items using different techniques. <p>Summer</p> <ul style="list-style-type: none"> • Draw in different ways to create different effects. • To make repeated patterns including colour patterns. • Know that mixing red and yellow makes orange. • Develop control to correctly hold and paint carefully. • Know that adding white or black will make a colour lighter or darker. • To mix and match to a specific colour needed. • To independently print to create full pictures and add details. • Explore and use various materials and tools for collage with increasing skill. • Know how to overlay and stick materials to make a picture. • Join items which are cut, torn and glued. <p>Music focus - Nursery Rhymes</p> <ul style="list-style-type: none"> • Know how to create new verses or words to a song. • Know how to move in time with the pulse and respond to changes. • Know how to play instruments changing tempo and dynamics. • Know how to sing in a group or on my own, increasingly matching the pitch and following the melody. • Know how to start and stop with others when playing an instrument. <p>All about me</p> <ul style="list-style-type: none"> • Able to respond to changes in the music through movement or mark making. • Beginning to use some musical words to describe what has been heard, discussing the changes and patterns in a piece. 	<p>Attach Rubbing Pattern Texture Surface Paper Card Objects Patterns Observe Copy Look Notice Shape Represent Change Similar Difference Detail Explain Like Dislike Reason Inspiration Imagination Observation</p> <p>stop ta titi fast high hit listen loud low play quiet repeat scape shake sing slow sound</p>
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	<ul style="list-style-type: none"> Increasingly able to keep a steady beat when performing actions, moving to the music or making own music. Know how to copy and create simple rhythm patterns on an instrument or with body sounds. Know how to create own music or words in response to a theme or idea. Know how to sing in a group or on own, increasingly matching the pitch and following the melody. <p>Everyday life</p> <ul style="list-style-type: none"> To know how to create my own actions and words and increasingly perform them to the pulse. To know how to add sound effects appropriately to enhance a story or song. To know how to copy simple rhythm patterns and create my own rhythms on an instrument or with body sounds. To know how to create a sequence of different sounds in response to a stimulus. To know how to play percussion and body sounds and I am developing a good awareness of a steady beat. To know how to sing in a group or on my own, increasingly matching the pitch and following the melody. <p>Minibeasts</p> <ul style="list-style-type: none"> To begin to use some musical words to describe what I have heard, discussing the changes and patterns in a piece. Know how to copy simple rhythm patterns on an instrument or with body sounds. Know how to match rhythm to words. To know how to move expressively to music. To know how to play percussion and body sounds and develop an awareness of a steady beat, dynamics and tempo. Know how to sing in a group or on their own, increasingly matching the pitch and following the melody. <p>Traditional Tales</p> <ul style="list-style-type: none"> Know how to add sound effects appropriately to enhance a story or song. Know how to copy and create simple rhythm patterns on an instrument or with body sounds. Know how to create new verses to familiar songs or improvise new ideas. Know how to move in time with the pulse and respond to changes. Know how to respond appropriately to written symbols or hand signs. Know how to sing in a group or on own, increasingly matching the pitch and following the melody. <p>Journeys</p> <ul style="list-style-type: none"> Know how to add sound effects appropriately. Know how to co-ordinate actions to go with a song. Know how to copy and create simple rhythm patterns on an instrument or with body sounds. 	<p>speak speed start action copy count voice</p>
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	<ul style="list-style-type: none">• Know how to respond appropriately to written symbols or hand signs.• Know how to stop with others when performing.• Know how to talk about music in an abstract which shows imagination or thought.	
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