



## F2 Long Term Curriculum Overview 2023-2024



EYFS Area of Learning	Subject Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Possible themes</b>		All About Me Families Autumn Harvest festival People who Help Us	Halloween/Bonfire Night Remembrance Diwali Traditional Tales Christmas	Winter Chinese New Year Valentines Day	Pirates Holi Easter	Plants Jungle Dinosaurs Eid Healthy Living Week	Summer Seasides Minibeasts Celebrations
<b>Possible Trips/Experiences</b>		‘Come and Learn with me’  Cooking vegetable soup (linked with harvest festival)  Hi Impact workshop - oral hygiene 20/10/23  Fire/police/ambulance visit	Santa Skype - Hi Impact 12/12/23  Hi Impact workshop - Three Little Pigs DT focus 23/11/23  Diwali celebration with pre school  Christmas Performance with KS1  Class Christmas Party	Chinese New Year Mandarin workshop  Chinese New Year celebration with pre school  Hi Impact workshop - music apps 25/01/24  Hi Impact workshop - digital art 15/02/24	Local walk looking for signs of spring  Pirate Day  Hi Impact workshop - coding/robots 04/03/24	Teach Rex Dinosaur Workshop  Ness Gardens?	Claremont Farm Welly Walk  Possible visit to Thurstaston/New Brighton Beach  Local walk to Holy Family church  F2 Performance/Picnic
<b>Communication and Language</b>	<b>English - Speaking and</b>	<b>Listening, Attention and Understanding</b>  Children will listen carefully to a story.	<b>Listening, Attention and Understanding</b>  Children will join	<b>Listening, Attention and Understanding</b>  Children will talk about key events in a story.	<b>Listening, Attention and Understanding</b>  Children will identify	<b>Listening, Attention and Understanding</b>  Children will link events in a story to	<b>Listening, Attention and Understanding</b>  Children will ‘hot seat’ characters from a story.

	<p><b>Listening</b></p>	<p>Children will ask 'what' questions.</p> <p><b>Speaking</b></p> <p>Children will know and retell 'Peace at Last'</p> <p>Children will know and use vocabulary linked to their theme 'All About Me!' using driver texts</p> <ul style="list-style-type: none"> <li>• The Colour Monster/The Colour Monster goes to School by Anna Ilenas</li> <li>• Starting School by Allan Ahlberg</li> <li>• This is Me by George Webster</li> </ul> <p>Children will use vocabulary related to seasonal change - Autumn</p>	<p>in with repeated refrains in a story.</p> <p>Children will ask 'who' questions.</p> <p><b>Speaking</b></p> <p>Children will know and retell 'The Three Little Pigs'.</p> <p>Children will know and use vocabulary linked to their theme 'Autumn Festivals' using driver texts</p> <ul style="list-style-type: none"> <li>• Pumpkin Soup by Helen Cooper</li> <li>• Christopher Pumpkin by Sue Hendra</li> <li>• Funny Bones by Allan Ahlberg</li> <li>• Diwali non-fiction books</li> <li>• Stickman by Julia Donaldson</li> </ul> <p>Children will use vocabulary related to celebrations - Bonfire Night, Christmas, Remembrance Sunday</p>	<p>Children will ask when questions.</p> <p><b>Speaking</b></p> <p>Children will know and retell 'Let's All Creep through Crocodile Creek'</p> <p>Children will know and use vocabulary linked to their theme 'Winter' using driver texts</p> <ul style="list-style-type: none"> <li>• One Snowy Night by Nick Butterworth</li> <li>• Arctic Animals non-fiction books</li> </ul> <p>Children will use vocabulary related to seasonal change - Winter.</p>	<p>the main characters in the story and talk about their feelings.</p> <p>Children will ask where questions.</p> <p><b>Speaking</b></p> <p>Children will know and retell 'The Pirates are Coming!.'</p> <p>Children will know and use vocabulary linked to their theme 'Pirates' using driver texts</p> <ul style="list-style-type: none"> <li>• Molly Rogers Pirate Girl by Cornelia Funke</li> <li>• The Pirates Next Door by Johnny Ruddle</li> <li>• Ten Little Pirates by Mike Brownlow</li> <li>• My Granny Is a Pirate by Val McDermid</li> </ul> <p>Children will use vocabulary related to celebrations and seasonal change - Spring, Easter, Holy Week, Mothering Sunday</p>	<p>their own experiences. Children will ask why questions.</p> <p><b>Speaking</b></p> <p>Children will know and retell 'Gigantosaurus'.</p> <p>Children will know and use vocabulary linked to their theme 'Dinosaurs' using driver texts</p> <ul style="list-style-type: none"> <li>• Captain Flinn and the Pirate Dinosaurs by Giles Andrae</li> <li>• Tyrannosaurus Drip by Julia Donaldson</li> <li>• Lifesize Dinosaurs by Sophy Henn (non-fiction)</li> </ul> <p>Children will use vocabulary related to seasonal change - Spring/Summer</p>	<p><b>Speaking</b></p> <p>Children will know and retell 'The Sea Saw'.</p> <p>Children will know and use vocabulary linked to their theme 'MiniBeasts'</p> <p>Children will express ideas using past and present tense.</p> <ul style="list-style-type: none"> <li>• The Very Hungry Caterpillar by Eric Carle</li> <li>• What the Ladybird Heard by Julia Donaldson</li> <li>• Oi Frog by Kes Gray and Jim Field</li> </ul> <p>Children will use vocabulary related to seasonal change - Summer</p>
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**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.

<b>Personal, Social and Emotional Development</b>	<b>PSHE</b>	<b>Self-Regulation</b>	<b>Self-Regulation</b>	<b>Self-Regulation</b>	<b>Self-Regulation</b>	<b>Self-Regulation</b>	<b>Self-Regulation</b>
		<p>Children will see themselves as unique by sharing their hobbies and interests.</p> <p><b>Managing Self</b></p> <p>Children will know how regular teeth brushing is important for their health.</p> <p><b>Building Relationships</b></p> <p>Children will know how to identify their feelings, using books such as 'The Colour Monster' to support understanding.</p>	<p>Children will know how to be helpful by taking on jobs such as serving snacks and washing up.</p> <p><b>Managing Self</b></p> <p>Children will know the school rules.</p> <p>Children will know how healthy eating is important for their health.</p> <p><b>Building Relationships</b></p> <p>Children will know how to listen to others with respect.</p>	<p>Children will know how to make the right choice and the consequences of not doing so.</p> <p><b>Managing Self</b></p> <p>Children will know how regular exercise is important for their health.</p> <p><b>Building Relationships</b></p> <p>Children will know how to treat others in our class.</p>	<p>Children will know the effects of their behaviour on others.</p> <p><b>Managing Self</b></p> <p>Children will know what a sensible amount of screen time is and why this is important for their health.</p> <p><b>Building Relationships</b></p> <p>Children will be able to describe what makes a good friend including attributes such as listening and sharing.</p>	<p>Children will know to use the calm corner when they are feeling upset/angry.</p> <p><b>Managing Self</b></p> <p>Children will know about the importance of a good sleep routine for their health.</p> <p><b>Building Relationships</b></p> <p>Children will know how to express their opinion and understand it is okay to have a different opinion to their friends.</p>	<p>Children will know how to overcome challenges</p> <p><b>Managing Self</b></p> <p>Children will know how to be a safe pedestrian and why this is important.</p> <p><b>Building Relationships</b></p> <p>Children will know how to resolve a problem by talking it through with a friend or adult</p>

**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><b>Physical Development</b></p>	<p><b>Physical Education</b></p>	<p><b>Gross Motor</b></p> <p><b>Fundamental Skills</b></p> <p>Children will know how to hop, skip and jump.</p> <p>Children will know how to throw and kick a ball.</p> <p><b>Fine Motor</b></p> <p>Children will know the correct pencil grip and posture for writing.</p> <p>Children will know how to correctly form the letters m,a,s,d</p>	<p><b>Gross Motor</b></p> <p><b>Fundamental Skills</b></p> <p>Children will know how to walk, run and crawl.</p> <p>Children will know how to catch, aim and pass a ball.</p> <p><b>Fine Motor</b></p> <p>Children will know how to do up and undo zips and buttons.</p> <p>Children will know how to correctly form the letters t, i, n, p, g, o.</p>	<p><b>Gross Motor</b></p> <p><b>Dance</b></p> <p>Children will know how to move their body to music with developing control.</p> <p><b>Fine Motor</b></p> <p>Children will know how to use a knife and fork.</p> <p>Children will know how to correctly form the letters c, k, u, b, f, e</p>	<p><b>Gross Motor</b></p> <p><b>Dance</b></p> <p>Children will know how to combine different dance movements with fluency.</p> <p><b>Fine Motor</b></p> <p>Children will know how to use two-hole scissors to make snips in paper.</p> <p>Children will know how to correctly form the letters l, h, r, j, v, y.</p>	<p><b>Gross Motor</b></p> <p><b>Gymnastics</b></p> <p>Children will know how to use a range of large and small apparatus.</p> <p><b>Fine Motor</b></p> <p>Children will know how to use two-hole scissors to cut along lines.</p> <p>Children will know how to correctly form the letters w, z, x, q.</p>	<p><b>Gross Motor</b></p> <p><b>Gymnastics</b></p> <p>Children will know how to combine different gymnastic movements with fluency.</p> <p><b>Fine Motor</b></p> <p>Children will know how to use two-hole scissors to cut around shapes.</p> <p>Children will know how to correctly form capital letters.</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							
<b>Literacy</b>	<b>English - reading and writing</b>	<p><b>Phonics</b> - RWInc Set 1 whole class</p> <p><b>Pathways to Write</b> - Peace at Last Jill Murphy</p> <p><b>Comprehension</b></p> <p>Children will read and reread a selection of books, developing skills of fluency, understanding and enjoyment.</p> <p><b>Word Reading</b></p> <p>Children will read and correctly form the sounds laid out in the RWInc scheme.</p> <p><b>Writing</b></p> <p>Children will know how to correctly form the letters m,a,s,d</p> <p>Children will be able to label using their name, and begin to label the initial sounds in words</p>	<p><b>Phonics</b> - RWInc differentiated groups</p> <p><b>Pathways to Write</b> - The Three Little Pigs Mara Alperin</p> <p><b>Comprehension</b></p> <p>Children will read and reread a selection of books, developing skills of fluency, understanding and enjoyment.</p> <p><b>Word Reading</b></p> <p>Children will read and correctly form the sounds laid out in the RWInc scheme.</p> <p><b>Writing</b></p> <p>Children will know how to correctly form the letters t, i, n, p, g, o.</p>	<p><b>Phonics</b> - RWInc differentiated groups</p> <p><b>Pathways to Write</b> - Let's All Creep through Crocodile Creek Jonny Lambert</p> <p><b>Comprehension</b></p> <p>Children will read and re-read a selection of books, developing skills of fluency, understanding and enjoyment.</p> <p><b>Word Reading</b></p> <p>Children will read and correctly form the sounds laid out in the RWInc scheme.</p> <p><b>Writing</b></p> <p>Children will know how to correctly form the letters c, k, u, b, f, e.</p> <p>Children will begin to be able to write a short caption</p>	<p><b>Phonics</b> - RWInc differentiated groups</p> <p><b>Pathways to Write</b> - The Pirates are Coming! John Condon</p> <p><b>Comprehension</b></p> <p>Children will read and re-read a selection of books, developing skills of fluency, understanding and enjoyment</p> <p><b>Word Reading</b></p> <p>Children will read and correctly form the sounds laid out in the RWInc scheme.</p> <p><b>Writing</b></p> <p>Children will know how to correctly form the letters l, h, r, j, v, y.</p> <p>Children will know</p>	<p><b>Phonics</b> - RWInc differentiated groups</p> <p><b>Pathways to Write</b> - Gigantosaurus Jonny Duddle</p> <p><b>Comprehension</b></p> <p>Children will read and reread a selection of books, developing skills of fluency, understanding and enjoyment.</p> <p><b>Word Reading</b></p> <p>Children will read and correctly form the sounds laid out in the RWInc scheme.</p> <p><b>Writing</b></p> <p>Children will know how to correctly form the letters w, z, x, q.</p> <p>Children will know how to write a short sentence</p>	<p><b>Phonics</b> - RWInc differentiated groups</p> <p><b>Pathways to Write</b> - The Sea Saw Tom Percival</p> <p><b>Comprehension</b></p> <p>Children will read and re-read a selection of books, developing skills of fluency, understanding and enjoyment.</p> <p><b>Word Reading</b></p> <p>Children will read and correctly form the sounds laid out in the RWInc scheme.</p> <p><b>Writing</b></p> <p>Children will know how to correctly form capital letters.</p> <p>Children will know how to write a short sentence using finger spaces and a full stop</p>

			Children will be able to attempt to write a CVC word		how to write a caption  Children will spell CVC words with taught digraphs		
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**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.

<b>Mathematics</b>	<b>Mathematics</b>	<p><b>Subitising</b></p> <p>Children will perceptually subitise within 3</p> <p>Children will identify sub-groups in larger arrangements</p> <p>Children will create their own patterns for numbers within 4</p> <p>Children will practise using their fingers to represent quantities which they can subitise</p> <p>Children will experience subitising in a range of contexts, including temporal patterns made by sounds.</p>	<p><b>Subitising</b></p> <p>Children will subitise within 5, perceptually and conceptually, depending on the arrangements.</p> <p><b>Cardinality, ordinality and counting</b></p> <p>Children will continue to develop their counting skills</p> <p>Children will explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand</p>	<p><b>Subitising</b></p> <p>Children will increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements</p> <p>Children will explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part</p> <p>Children will experience patterns which show a small group and '1 more'</p>	<p><b>Subitising</b></p> <p>Children will explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.</p> <p><b>Cardinality, ordinality and counting</b></p> <p>Children will continue to consolidate their understanding of cardinality, working with larger numbers within 10</p> <p>Children will become more familiar with</p>	<p><b>Subitising</b></p> <p>Children will continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns</p> <p>Children will use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number</p> <p>Children will subitise structured and</p>	<p><b>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.</b></p>
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		<p><b>Cardinality, ordinality and counting</b></p> <p>Children will relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set</p> <p>Children will have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song</p> <p>Children will have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting</p> <p>Children will have opportunities to develop an understanding that anything can be counted, including actions and sounds</p> <p>Children will explore a range of strategies which support accurate counting.</p> <p><b>Composition</b></p> <p>Children will see that all numbers can be made of 1s</p>	<p>Children will begin to count beyond 5</p> <p>Children will begin to recognise numerals, relating these to quantities they can subitise and count.</p> <p><b>Composition</b></p> <p>Children will explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot</p> <p>Children will explore the composition of numbers within 5.</p> <p><b>Comparison</b></p> <p>compare sets using a variety of strategies, including 'just by looking', by subitising and by matching</p> <p>Children will compare sets by</p>	<p>Children will continue to match arrangements to finger patterns.</p> <p><b>Cardinality, ordinality and counting</b></p> <p>Children will continue to develop verbal counting to 20 and beyond</p> <p>Children will continue to develop object counting skills, using a range of strategies to develop accuracy</p> <p>Children will continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10</p> <p>Children will order numbers, linking cardinal and ordinal representations of number.</p> <p><b>Composition</b></p> <p>Children will continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5</p> <p>Children will explore the composition of 6, linking this to familiar</p>	<p>the counting pattern beyond 20.</p> <p><b>Composition</b></p> <p>Children will explore the composition of odd and even numbers, looking at the 'shape' of these numbers</p> <p>Children will begin to link even numbers to doubles</p> <p>Children will begin to explore the composition of numbers within 10.</p> <p><b>Comparison</b></p> <p>Children will compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.</p>	<p>unstructured patterns, including those which show numbers within 10, in relation to 5 and 10</p> <p>Children will be encouraged to identify when it is appropriate to count and when groups can be subitised.</p> <p><b>Cardinality, ordinality and counting</b></p> <p>Children will continue to develop verbal counting to 20 and beyond, including counting from different starting numbers</p> <p>Children will continue to develop confidence and accuracy in both verbal and object counting.</p> <p><b>Composition</b></p> <p>Children will explore the composition of 10.</p> <p><b>Comparison</b></p> <p>Children will order sets of objects, linking this to their understanding of the ordinal number system.</p>	
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		<p>Children will compose their own collections within 4.</p> <p><b>Comparison</b></p> <p>Children will understand that sets can be compared according to a range of attributes, including by their numerosity</p> <p>Children will use the language of comparison, including 'more than' and 'fewer than'</p> <p>Children will compare sets 'just by looking'.</p>	<p>matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.</p>	<p>patterns, including symmetrical patterns</p> <p>Children will begin to see that numbers within 10 can be composed of '5 and a bit'.</p> <p><b>Comparison</b></p> <p>Children will continue to compare sets using the language of comparison, and play games which involve comparing sets</p> <p>Children will continue to compare sets by matching, identifying when sets are equal</p> <p>Children will explore ways of making unequal sets equal.</p>			
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**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.

**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.



<b>Understanding the World</b>	<b>History</b>	<p><b>Past and Present</b></p> <p>Children will know how they have changed from being a baby to being 4/5.</p> <p>Children will be able to talk about members of their immediate family.</p>	<p><b>Past and Present</b></p> <p>Children will explore Diwali images, stories and artefacts from the past</p> <p>Children will know about Guy Fawkes and the Gunpowder plot.</p> <p>Children will know that Remembrance Day is to remember soldiers who died in the war.</p>	<p><b>Past and Present</b></p> <p>Children will explore the story of 'The Great Race' in relation to Lunar New Year celebrations and the zodiac animals</p> <p>Children will know about Saint Valentine</p>	<p><b>Past and Present</b></p> <p>Children will know that the past is anything before the current day.</p> <p>Children will know that the present is now.</p> <p>Children will learn about famous pirates - Blackbeard</p>	<p><b>Past and Present</b></p> <p>Children will know that dinosaurs lived many years ago and are now extinct.</p> <p>Children will know who Mary Anning was and why she was important.</p>	<p><b>Past and Present</b></p> <p>Children will look at images of the seaside from the past and identify similarities and differences.</p>
	<b>Geography</b>	<p><b>People, Culture and Communities</b></p> <p>Children will know the name of our school and that Pensby is in England.</p> <p>Children will identify typical weather in Autumn.</p>	<p><b>People, Culture and Communities</b></p> <p>Children will know that the green on a globe is land and the blue is sea.</p> <p>Children will identify the United Kingdom on a simple world map</p>	<p><b>People, Culture and Communities</b></p> <p>Children will know what life is like in polar regions.</p> <p>Children will identify the polar regions on a world map/globe</p> <p>Children will identify typical weather in Winter.</p>	<p><b>People, Culture and Communities</b></p> <p>Children will identify typical weather in Spring.</p> <p>Children will explore aerial maps of our school and identify key features.</p>	<p><b>People, Culture and Communities</b></p> <p>Children will identify similarities and differences between life in England and life in</p>	<p><b>People, Culture and Communities</b></p> <p>Children will identify typical weather in Summer.</p>
	<b>Science</b>	<p><b>The Natural World</b></p> <p>Children will know the names of body parts: shoulders, elbows, knees, ankles.</p>	<p><b>The Natural World</b></p> <p>Children will talk about changes in the weather and temperature</p>	<p><b>The Natural World</b></p> <p>Children will know that this time of year is Winter.</p> <p>Children will know</p>	<p><b>The Natural World</b></p> <p>Children will know that this time of year is Spring.</p>	<p><b>The Natural World</b></p> <p>Children will observe changes and growth of beans and other plants.</p>	<p><b>The Natural World</b></p> <p>Children will know the names of the 4 seasons and weather associated with them.</p>

		<p>Children will know the 5 senses.</p> <p>Children will know that this time of year is Autumn.</p>	<p>Children will explore the changing matter of ice and how it melts</p>	<p>about Polar Bears and Penguins and where they live.</p> <p>Children will know that some animals don't live in England in the wild and originate in other climates.</p>		<p>Children will know the life cycle of a sunflower.</p> <p>Children will know how to care for a plant.</p>	<p>Children will observe and comment on the life cycle of a caterpillar</p> <p>Children will know that this time of year is Summer</p>
	<b>Computing</b>	<p>Children will know how to program a beebot to move</p> <p>Children will know how to access and engage with age appropriate apps on an ipad or IWB</p> <p>Hi Impact workshop - oral hygiene 20/10/23</p>	<p>Children will know how to use an iPad to take photos and scan QR codes.</p> <p>Hi Impact workshop - Three Little Pigs DT focus 23/11/23</p>	<p>Children will know how to use an ipad to make digital art and music</p> <p>Hi Impact workshop - music apps 25/01/24</p> <p>Hi Impact workshop - digital art 15/02/24</p>	<p>Children will know how to type their name on a keyboard</p> <p>Hi Impact workshop - coding/robots 04/03/24</p>	<p>Children will know how to ask google a question using dictation</p>	<p>Children will know how to programme a beebot to navigate a map/get to a specific point</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.

**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, nonfiction texts and (when appropriate) maps.

**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.

<b>Understanding the World</b>	<b>RE - The Way,</b>	God's World	God's Family	Getting to Know Jesus	Joy and Sorrow	New Life	The Church
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	The Truth and The Life				Holy Week		
<b>Expressive Art and Design</b>	<b>Music</b>	<p><b>Being Imaginative</b></p> <p>Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- 1,2,3,4,5 Once I Caught a Fish Alive</li> <li>- Heads, Shoulders, Knees and Toes</li> <li>- These Bones</li> <li>- Brush your teeth (BBC radio nursery rhymes)</li> </ul> <p>Children will use instruments to create sound effects to stories</p>	<p><b>Being Imaginative</b></p> <p>Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- Away in a Manger</li> <li>- Rudolph the red nosed reindeer</li> <li>- 5 little men in a flying saucer.</li> </ul> <p>Children will listen to a range of instruments and identify similarities and differences.</p>	<p><b>Being Imaginative</b></p> <p>Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- Five Cheeky Monkeys</li> <li>- Kung Hei Fat Choi</li> <li>- Finger Family</li> </ul> <p>Children will respond to pieces of music, making links to their own experiences (Vivaldi Four Seasons - Winter)</p> <p>Children will create their own music through exploring instruments, to represent snowflakes falling.</p>	<p><b>Being Imaginative</b></p> <p>Children will know the nursery rhymes/song</p> <ul style="list-style-type: none"> <li>- When I was 1</li> <li>- There's a hole in the bottom of the sea</li> <li>- The big ship sails on the ally ally oh</li> </ul> <p>Children will experiment with different ways of playing instruments.</p> <p>Children will join in with choreographed dances.</p>	<p><b>Being Imaginative</b></p> <p>Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- Mary Mary Quite Contrary</li> <li>- Five Currant Buns</li> <li>- Sleeping Bunnies</li> </ul> <p>Children will know how to match a pitch.</p>	<p><b>Being Imaginative</b></p> <p>Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- 10 green bottles</li> <li>- 5 little men in a flying saucer</li> <li>- Incy wincy spider</li> </ul> <p>Children will know perform their own dances using steps and techniques that they have learnt</p>
	<b>Art and Design</b>	<p><b>Creating with Materials</b></p> <p>Children will know how to mix primary colours to make secondary colours using paint</p> <p>Children will know how to draw a person – head, body, arms, legs</p>	<p><b>Creating with Materials</b></p> <p>Children will explore and make art in the style of Fiona Rae/Wassily Kandinski (circles)</p> <p>Children will</p>	<p><b>Creating with Materials</b></p> <p>Children will explore painting with water colours. (cold colours /polar)</p> <p>Children will create an observational drawing of a winter tree using</p>	<p><b>Creating with Materials</b></p> <p>Children will create an Easter card/Mothers day card.</p> <p>Children explore and create art in the style of Vincent Van</p>	<p><b>Creating with Materials</b></p> <p>Children will explore mixing colours to achieve desired effects (sunsets/hot colours)</p> <p>Children will know how to make different</p>	<p><b>Creating with Materials</b></p> <p>Children will make 3D models and know a variety of ways of joining materials (including split pins, making folds, flaps, tabs and flanges.</p>

		and facial features.	create a Christmas card/ decoration and calendar.	charcoal Children will explore the work of Kandinsky and create their own versions  Children will create a Lunar New Year lantern	Gogh (sunflowers)	shades of the same colour.	
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**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.

**Being Imaginative:** Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and song. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music