



Reception Long Term Plan						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Marvellous Me	Our Colourful World	Fire and Ice	Ready, steady, Grow!	Life on Earth	The Great British Getaway
Celebrations	Harvest Halloween	Diwali Bonfire Night Christmas	Chinese New Year	Mothers Day Easter World Book Day	World Bee Day	Fathers Day St Botolphs Day
Events	Transition Stay and play - phonics	Road Safety Week Nursery Rhyme Week Christingle	Stay and play - Writing	Science Week Stay and play – maths	Stay and play – getting ready	Sports Day Transition events
Core Texts	Farmer Duck Squirrels who squabbled Koala who could Emperors New Clothes	Scarecrows Wedding Owl Babies Owl who was Afraid of the dark Aladdin	The invisible One snowy night Little Red Riding Hood	Handa's Hen Wall and the Wild Hansel and Gretel	Gigantasaurus Gecko's Echo Magic Porridge Pot	Billy's Bucket Supertato Enormous Turnip
Say a poem	Brush teeth Make a friend	Don't shout	Monster Crunch	Hatching	Wrong materials	I can do hard things
Trips/Experiences	Church Police visit Dentist visit	Wedding/Baptism Owl Visit	Pancake Day	Yorkshire Sculpture Park Ducks/chicks	Animal visit	Water Safety Canal Walk
Executive Functioning	Planning	Working memory	Emotional Control	Time management	Problem solving	Task organisation



	Understanding simple instructions	Follows along to songs with movements	Labelling own emotions and emotions of others	Begins to understand time concepts	Able to show decision making and turn taking during play	Able to independently start and complete a task of at least 10 minutes
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Reception Basic Vocabulary

Reading	Re-tell, Explain, Describe, Look, Find, Word
Maths	Count, Explain, More, Less, Subitise, Number fact
Small World	Pretend, Imagine, Organise, Think
Role play	Pretend, Imagine, Act, Choose, Help, Explain
Painting	Print, Create, Colour, Line, Shape, Change
Playdough	Pinch, Twist, Flatten, Spiral, Join, bend
Creative	Join, Fold, Collage, Tear, Spread, design
Sand	Scoop, Full, Empty, Sieve, Sculpt, mould
Water	Measure, Fill, Float, Sink, Flow, full
Construction	Design, Ideas, Construct, Connect, Structure, balance
Mark Making/Writing	Write, Draw, Hear, Segment, Blend, Three friends hold
Fine Motor skills	Thread, Cut, Tweeze, Draw, Peg, Join
Speaking	Listen, Take turns, Look, Speak, Remember

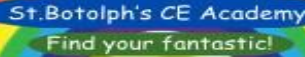
Reception Provision Sentence Stems (adult interactions)

Can you explain...	How did you.....
Can you show....	Why did you choose.....
I noticed that.....	Tell me about....
What different ways can you.....	I wonder.....
I like this because.....	What would happen if.....



Reception Provision Sentence Stems

'I feel _____ when _____.'	'Can you help me with _____?'
'I like _____ because _____.'	'I don't like _____ because _____.'
'I want to play _____, can you play with me?'	'I'm excited about _____.'
'I need to use the bathroom.'	'I'm happy when _____.'
'I'm sad because _____.'	'I'm scared of _____.'
'I want to know more about _____.'	'I'm hungry, can I have some _____?'
'I want to show you _____.'	'I need a hug because _____.'
'I feel proud when _____.'	



Book stimulus and key vocabulary



		hunted), fuss, swooped (swooping), flapped (flapping) Aladdin Magic, genie, sultan, wish, promise					and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending
Phonics progression RWI	Daily RWI sessions (Set 1 sounds) Oral blending focus Week 1 – routines/pictures Week2 – first 5 sounds m,a,s,d,t and letter formation Week 3- l,n,p,g,o, Week4 – c, k, u, b, (interventions start) Week 5 – f,e,l,,h – grouped Week 6 – r,j,v,y,w – grouped Week 7 – x,z grouped - assessment	Move into Set 1 special friends (sh, ch, the, qu, nk, ng) Begin Word Time 1.1– Reading books home	Continue RWI Word Time 1.5– 1.7 Reading ditty sheets Introduce red words (I, you, my, the, said, you, no, are, be of) Begin simple sentence writing using Fred Talk –	Word Time 1.6–1.7 and beyond Nonsense words Reading ditty story books Sentence writing with red words	Set 2 sounds (ay, ee, igh, ow,) Nonsense words Set 2 red words (all what, we, so, was, to, me) Green Reading Books RWI Storybooks: Read & Write activities	Set 2 sounds (oo, ar, or, air, ir, oy, ou) Nonsense words Set 2 red words (call, her, there, want, go, old, some, he) Green/purple Reading books RWI storybooks Read and write activities	- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. - Demonstrate understanding of
Oral	- Story retell (use story language from the text)	- Story retell (use story language)	- Story retell (use story language from the text)	- Story retell (use story language from the text)	- Story retell (use story language from the text)	- Story retell (use story language from the text)	



	- Recounting events - Rhymes Teacher modelling 2-3 simple sentences in the right order. Make comments about what they have heard.	from the text) - Recounting events - Rhymes Teacher modelling 2-3 simple sentences in the right order. Make comments about what they have heard.	- Recounting events - Rhymes Teacher modelling 2-4 simple sentences in the right order. Echo recall. Begin to expose children to a compound sentence. Participate in small group discussions, offering their own ideas and using new vocabulary. Make comments about what they have heard.	- Recounting events - Rhymes Teacher modelling 2-4 simple sentences in the right order. Echo recall. Begin to expose children to a compound sentence. Participate in small group discussions, offering their own ideas and using new vocabulary. Make comments about what they have heard. Ask questions to clarify their understanding (e.g.. "why was he sad?")	- Recounting events - Rhymes Teacher modelling 2-4 simple and compound sentences in the right order. Participate in whole class discussions, offering their own ideas and using new vocabulary. Express their ideas and feelings in full sentences, including use of the correct tense and conjunctions. Ask questions to clarify their understanding (e.g.. "why was he sad?")	- Poetry - Rhymes Teacher modelling a mixture of simple and compound sentences in the right order. Participate in whole class discussions, offering their own ideas and using new vocabulary. Express their ideas and feelings in full sentences, including use of the correct tense and conjunctions. Ask questions to clarify their understanding (e.g.. "why was he sad?")	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,
<i>Kinetic Letters</i>	▪ Week 1 – big movements ▪ Week 2 – review poses ▪ Week 3 – Animal positions, finger rhymes/monkey tree turtle	▪ Week 1 – floor push ups, monkey bars/ h,m,n ▪ Week 2 – echo clapping,	▪ Week 1- Review use of Animal positions Jumper Family: h n m r b p ▪ Week 2 - Hand strength/Dexterity targets	▪ Week 1 - Review use of Animal positions Abracadabra Family: g s q ▪ Week 2- 3 Friends chats/Finger	▪ Week 1 - Review/Check Writing Positions Pulling Numbers ▪ Week 2 - Review use of Animal positions Jumper	▪ Week1 - Review/Check Writing Positions Capitals: Straight lines group ▪ Week 2 - Review use of Animal	



	▪ Week 4 – floor push ups, monkey bars/ up and down and across ▪ Week 5 – echo clapping, crawling/ Diagonal ▪ Week 6 – hand strength/dexterity/v ertical cross ▪ Week 7 – Finger workout, diagonal cross ▪ Week 8 – Use of writing/helping hand, circles	crawling/ r,b,p ▪ Week 3 – hand strength/de xterity/c,o, a,d ▪ Week 4 – Finger workout, g,s ▪ Week 5 – Use of writing/hel ping hand, l,t,l,u ▪ Week 6 - Review provision/S trength targets Squirter: e & Fisher Family: j y f ▪ Week 7 - Writing Positions Slider Family: v w x z k	Abracadabra Family: c o a d g q s P ▪ Week 3 - Writing Positions Window Cleaner Family: l t l u & w ▪ Week 4 - Set strength targets for holiday Squirter: e & Fisher Family: j y f (g) ▪ Week 5 - Review provision/Set Strength targets Jumper Family. Quick Tree symbol ▪ Week 6 - Review/Check Writing Positions Abracadabra Family: c o a d	workout Window Cleaner Family ▪ Week 3 - Review use of Animal positions Fisher Family & Squirter ▪ Week 4 - Review/Check Writing Positions Slider Family ▪ Week 5- Review provision/Set Strength targets Pushing Numbers	Family: Target pairs ▪ Week 3 - ntegrate Coin-challenge/Finger Workout Abracadabra Family: Target pairs ▪ Week 4 - Hand strength/Dexterity targets Window Cleaner Family: Target pairs ▪ Week 5 - Set Strength targets for holiday Fisher Family & Squirter: Target pairs ▪ Week 6 - Review provision/Set Strength targets Slider Family: Target pairs	positions Capitals: Curved lines group ▪ Week 3 - integrate Coin-challenge/Finger Workout Capitals: Lines then Curves group ▪ Week 4 - Review/Check Writing Positions Capitals: Sliding lines group ▪ Week 5 - Hand strength/Dexterity targets Abracadabra Fam & HF words List 1 ▪ Week 6 - Review provision/Set Strength targets Window Cleaner Fam & HF words List 2 ▪ Week 7 - Review/Check Writing Positions Squirter and HF words List 3	non-fiction, rhymes and poems and during role-play. (PD – fine motor) Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
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Progression of writing skills (new skills in yellow)	▪ Mark making. ▪ Hold a pencil correctly. ▪ Letter formation and orientation. ▪ Record initial sounds of words. ▪ Write and record their name.	▪ Mark making. ▪ Hold a pencil correctly. ▪ Letter formation and orientation. ▪ Record initial sounds of words. ▪ Write and record their name. ▪ Write CVC words with sounds they already know. ▪ Dictated CVC words	▪ Mark making. ▪ Hold a pencil correctly. ▪ Letter formation and orientation. ▪ Write and record their name. ▪ Write CVC words with sounds they already know. ▪ Write one simple, dictated captions (2-3 words) with sounds they already know. ▪ Know that words are individual units with finger spaces.	▪ Mark making. ▪ Hold a pencil correctly. ▪ Letter formation and orientation. ▪ Write CVC words with sounds they already know. ▪ Know that words are individual units with finger spaces. ▪ Write one simple dictated sentence –(4-5 words) with sounds they already know with adult support. ▪ To be able to compose a sentence and record this using the sounds they know with adult support.	▪ Mark making. ▪ Hold a pencil correctly. ▪ Letter formation and orientation. ▪ Write words with sounds they already know. ▪ Write one simple, dictated captions (3-4 words) with sounds they already know. ▪ Know that words are individual units with finger spaces. ▪ To be able to compose an independent sentence and record this using the sounds they know.	▪ Mark making. ▪ Hold a pencil correctly. ▪ Letter formation and orientation. ▪ Write words with sounds they already know. ▪ Know that words are individual units with finger spaces. ▪ To be able to compose an independent sentences and record this using the sounds they know. ▪ Write two simple, dictated sentences with sounds they already know.	
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Nursery Rhymes	Head, shoulders, knees and toes, Harvest Time, ready for the harvest, harvest food, finger family song, wheels on the bus, if your happy and you know it, the wheels on the bus, 5 little speckled frogs, 5 little ducks, twinkle twinkle little star, 12 days of Christmas.	Hickory dickory dock, the ants go marching, grand old juke of York, row row row your boat, 5 little speckled frogs, incy wincy spider, old MacDonald had a farm, ba ba black sheep, down in the jungle, 5 little men in a flying saucer, London bridge is falling down, hey diddle diddle.	Old Macdonald had a farm, three blind mice, little bow peep, Mary Mary quite contrary, Mary had a little lamb, Dinosaur songs from Howdy Toons x3 (YouTube), the farmers in his den, this little piggy went to market, pop goes the weasel, sing a song of sixpence.	
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Mathematics White Rose Maths/NCTEM							Checkpoints
Key vocabulary	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Comparison: I know... - Objects can be sorted into different groups using different criteria - What 'lots' and 'not many' of something looks like Early Pattern: I know... - Patterns are repeated/continued and follow a sequence one to one
White Rose Curriculum	-To subitise to 3 -To know how 2 is made -To compare amounts (size, capacity and length) -1:1 counting -To use positional language -To know more than/fewer than -To sequence events (first, then, after)	-To represent, compose, order and compare numbers to 5 -To subitise to 5 -To combine 2 groups -To understand whole and parts -To rote count beyond 5 -To identify shapes	-To explore number bonds to 5 -To represent, compose, order and compare numbers to 7 -To verbally count beyond 20 -To compare amounts in mass and capacity -To make pairs	-To explore number bonds to 8 -To identify one more and one less -To introduce odd and even numbers -to explore time and height -To make AAB/ABB repeated patterns -To identify and explore 3D shapes -To know doubles -To order quantities to 10	-To explore number bonds to 9 -To use positional language to describe arrangements of objects -To verbally count beyond 20 starting at different numbers	-To explore number bonds to 10 -To build and identify numbers to 20 -To apply knowledge in different contexts	Correspondence: I know... - How to match one object to another object or person - How to match one number name to each object when counting Rote Counting: I know... - The order of numbers/ Number names Counting: I know... - The last number I say is the total amount - When to stop counting out from a larger group and Anything can be counted Subitising: I know... - How many are in a group without having to count - That the same amount can be represented by different sized objects Conservation: I know... - The total amount of objects stays the same however the objects are arranged
Mastering Number Curriculum	-To subitise to 3 -To count, cardinality and ordinality (count to 5) -To know the composition of 3 and 4 -To know subitising of 2, 3 and 4 – making patterns -To compare objects -Assess, review, recap and consolidation	-To count, cardinality and ordinality (the number 5) -To compare numbers to 5 -To know composition – parts and wholes -To know composition of 3, 4 and 5 -To count, cardinality and ordinality (up to 10) and recognise numerals -Assess, review, recap and consolidation	-To subitise dots to six and match to numeral -To recognise and order numbers 1 - 5 -To know composition of 5 -To know composition of 6 and 7 -To know comparison of numbers 1 - 6 -Assess, review, recap and consolidation	-To know composition of 6-8 and above -To compare numbers to 8 -To know composition of 7 -To know composition – two equal parts and doubles -To know composition – two equal parts and doubles / odds & even tops -Assess, review, recap and consolidation	-To count larger amounts -To subitise to 6 and use tens frames -To compose and represent numbers to 10 -To structure of the number 10 -To order numbers to 10 -Assess, review, recap and consolidation	-To subitise to 5 -To know number patterns – review and assess -To count – review and assess -To count - review and assess -To recall – review and assess	Recognising and Reading Numbers: I know... - Symbols represent quantities - That numbers can have one digit, two digits, three digits or more Partitioning a Number: I know... - That an amount can be made up in different ways Operations: I know... - That addition is the opposite of subtraction - Doubling is 2 sets of the same amount Calculation: I know... - More is greater than and less is fewer than - Addition is combining sets/ Subtraction is taking amounts away Number Bonds: I know... - Which pairs make a given number Estimation: I know... - That estimation will give me a value that is close to the right amount



							Number Patterns: I know... Some number patterns e.g. odd, even and repeat according to rules
ELG	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. 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; 29 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally						



Understanding the World

Links to RE

Key focus and Learning Objectives	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Being Special <i>Where do We Belong?</i> Christening/ Baptism Belonging/ Aqiqah	Incarnation <i>Why do Christians perform Nativity plays at Christmas?</i> Jesus/ Nativity/ Christmas	Why is the word God important to Christians? God/ Creation Christians/ Allah	Why Do Christians put a Cross in an Easter Garden? Easter /Sin Salvation/ Love	Which Stories are Special and Why? Bible /Qur'an Sacred/ Tanakh	Which places are special and why? <i>Holy /Worship</i> <i>Church /Mosque</i>
Curriculum objectives	To know that people can belong to different groups i.e. school, family, clubs To know that at a traditional Christian infant baptism, the child will be given godparents, have holy water poured on their head. To know an infant baptism will be held in a church. To know that at an aqiqah, the Muslim child is welcomed into the family. The baby's head is shaved. To talk about members of their immediate family and community.	To know that Christians believe God came to Earth in human form as Jesus. To know that Christians believe Jesus came to show that all people are precious and special to God. To know that Christians believe that Mary gave birth to Jesus in Bethlehem and different people came to visit Jesus for different reasons. To know what some traditions in class are (Christmas, Ramadan etc) Recognise that people have different beliefs and celebrate special times in different ways. To understand why Christians celebrate Christmas.	To know the word God is a name. To know Christians believe God is the creator of the universe. To know Christians believe God made our wonderful world and so we should look after it. To know Christians show that God is important to them in church when they gather together to pray to God and to sing his praise. To know a church is a Christian place of worship.	To know Christians remember Jesus' last week at Easter. To know Jesus' name means 'He saves'. To know Christians believe Jesus came to show God's love. To know Christians try to show love to others. For Christians, Easter is the most important festival of the year. To know the Easter period is full of different events for example, Spring Harvest, and holiday clubs/Easter Messy Church activities for children. Discuss why/why not Easter might be an important or special time for them.	To know the Bible, Tanakh and Qur'an are sacred texts that help believers understand more about God and Allah. Listen to and talk about some religious stories. To know that Jesus, the son of God, told lots of stories to help people to become better people. To know the Night of Power is a special story for Muslims. To understand that stories/books carry meaning and can be important for different reasons. To talk about how they should live after reading the stories.	To Know that people have places which feel special to them. To know that Places of worship are really important for religious people so they can feel closer to God. To know the place of worship for Christians is a church. To know the place of worship for Muslims is a mosque. To Identify some significant features of sacred places. To recognise two different places of worship using new vocabulary. To know there is variety between special places i.e. different style of churches etc.



	I understand that not everyone celebrates the same festivals but how we celebrate might be similar, clothes, gifts, special foods. I can celebrate or experience different Christian special times such as Christmas, Easter, Harvest and Baptism. I can retell stories from the bible. I can talk about how show respect for God.	I know that some people have different beliefs and traditions that affect their lives I can link a story to a festival (easter, Diwali, Chinese new year) I can celebrate or experience different Christian special times such as Christmas, Easter, Harvest and Baptism. I can retell stories from the bible. I can talk about how show respect for God.	I know that landmark buildings in the local environment and can talk about why they are important. I can celebrate or experience different Christian special times such as Christmas, Easter, Harvest and Baptism. I can retell stories from the bible. I can talk about how show respect for God.
ELG	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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.		



Understanding the World Links to Science							ELG
Key focus and key vocabulary (WR science)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	- Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences
	My body Teeth, Elbows, knees What's in my basket? Fruit, vegetables, colour, texture, shape Senses Hear, see, taste, touch, smell. Let's go outside Sensory walk - Sticky, rough, smooth, wet, soft, hard	Night and Day - Nocturnal animals Nocturnal, dark, daylight, shadow Me and My small world Farm animals Farm, Field, Barn, stable Pushes and pulls Ramps and forces Push, pull, surface, magnet	Changes in the winter - <i>Winter walk</i> <i>freeze, winter, frosty, hibernate.</i> From desert to Jungle Habitat, jungle, desert Whats changed? - Melting Melt, change, different Let it flow Float, sink, full, empty	Watch it grow Observation and planting Root, stem, soil, leaf Life cycle Change different Our wonderful world Recycle, rubbish	Test it out Rain experiment Test, material, best, fair Animal detectives Wild animals & grouping Scales, feathers, fur, wings We're going on an animal hunt Bees and minibeasts Minibeast, legs, wings, body	Happy and healthy Eating and exercise Fruit, vegetable, choice, exercise From city to Sea Key features of town and sea Same, different, city, coast Look around Summer, change	



Curriculum objectives	Animals including humans - To know that a person changes from a baby, toddler, child, teenager, adult and elderly. - To identify different parts of my body, including ankles, elbows, wrists, neck, stomach, heart and lungs. - To know that to grow humans needs warmth, food and water. - To know that each sense has a purpose - To describe foods that are healthy and describe where these come from. Seasonal Change - To name the seasons - To identify that autumn comes after summer. - To notice that the leaves change colour and fall from the trees in autumn.	Animals – including humans - To know that animals live on a farm to create food for us to eat. - To know that farm animals are different from pets, they do not live in a house. - To know that farm animals live in different places, i.e. horse in a stable - To know that some animals only come out at night. Forces - Know that objects don't move on their own - Know that I can change how an object moves by pushing and pulling - Know that I can change the speed of an object by changing the height of a ramp	Seasonal Change - To know that winter follows autumn - To know some animals hibernate in the winter - To know we need to wear warmer clothes in winter - To recognise that when water gets very cold it freezes. - To describe how ice melts when it gets warm. Everyday materials - name something made of wood/metal/plastic/glass - start to talk about the properties of different objects, such as things that float or sink. Animals – including humans - To know some animals have special features to help them survive, i.e. an arctic fox is white like the snow. - To know that penguins are birds that cannot fly but swim - To know that the Antarctic/arctic are cold climates - To know that the jungle/desert are hot climates	Seasonal Change - To name the seasons - To identify that Spring come after winter - To know that things start to grow again in the spring Plants - To observe how a seed changes over time, first growing roots, then a stem and leaves. - To explain that plants needs sunlight and water to grow. Animals – including humans - To describe how living things grow over time (chicks/ducks) - To know that hens and ducks lay eggs that need to be kept warm. - To identify that baby animals look different from their adult form Everyday materials - To understand that we can turn old things into new things - To identify when something can be recycled, i.e. glass, plastic, paper, metal. - To describe how littering harms animals and our environment.	Animals – including humans - To identify that baby animals look different from their adult form - To know that insects are different from other animals because they have different body parts, i.e. wings, no legs, 8 legs, 6 legs. - start to talk about why bees are really important Everyday materials - start to talk about why some materials are better, i.e. glass for windows - To describe what happens when water is applied to a material.	Animals – including humans - To name 5 different forms of exercise - To know that my heart beats faster when I exercise - To know that I must take deep breathes and stop moving to slow my heart down again. - To know that drinking water keeps us hydrated and keeps us healthy Seasonal Change - To name the seasons - To identify that Summer comes after spring. - To know that the weather gets hotter in the summer - To know that we have to protect our skin and head when it is hot using suncream and a hat.	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.
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	Working Scientifically I am curious about the world around me. I can make comments about things I have found I can talk about the changes in objects over time. Similarities & Differences/Change I can talk about what I hear, see and feel I can talk about changes in nature I notice, i.e. the wind changing	Working Scientifically I can talk part in a simple experiment I can talk about the differences in objects I can make simple predictions with support I can start classifying materials Similarities & Differences/Change I can observe how something changes over time I can ask and answer why questions I can use my knowledge to classify animals (carnivores have sharp teeth) I understand that some animals have similar features to where they live (camouflage)	Working Scientifically I can select equipment to help me follow my interest I can record observations in a variety of ways. Similarities & Differences/Change I can show my understanding of the passing of time through life cycles. I can sequence the basic stages of human life.	
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Understanding the World Links to History					ELG
Key focus and key vocabulary	Autumn 1	Autumn 2	Spring	Summer	- 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
	My family/our locality What have I done with my family in the past? New, old, past, present, changes	Beyond living memory/our locality Guy Fawkes Past, event Remembrance Day Poppy, soldiers, war	Beyond living memory What happened to the Dinosaurs? Past, long ago, extinct	Our locality How has transport changed? Past, new, change	
Curriculum objectives	My Family – How have things changed for my family? (society and community)) - Know some differences between objects at School, home and technology. - Know that photographs are evidence that things have changed. Our Locality- What can we find out about where we live? (society and community) - name places in Knottingley such as the town hall, church, shops, sport buildings, parks and rivers. - talk about their favourite part of Knottingley	Beyond living memory - What do we mean by ‘a long time ago’? (society and community) - Know that things have changed over time - Know that the past is something that has already happened - To know who guy fawkes is and what he did - To know why bonfire night is celebrate today - To know that we wear poppies to remember the soldiers who died to protect us. Our Locality- What can we find out about where we live? (society and community) - Know that there are important places in our community, i.e. cenotaph - To know that we place poppies and poppy wreaths at the cenotaph to remember the soldiers.	Beyond living memory - What do we mean by ‘a long time ago’? (society and community) - Know that things have changed over time - Know that the past is something that has already happened - To know that dinosaurs lived a very long time ago before people existed. - Can start to order some things that are older than others, i.e. dinosaurs.	My Family – How have things changed for my family? (society and community)) - To know that people in Knottingley used the canal to get food delivered to the local shops. - Know that photographs are evidence that things have changed. Our Locality- What can we find out about where we live? (society and community) - name places in Knottingley such as the town hall, church, shops, sport buildings, parks and canals - talk about changes they have seen in the past. - To know that in the past cars did not exist and people used horse and cart to get around.	
	Chronology I can use things in my environments to sequence and discuss the day’s structure using now and next. I can talk about my immediate family I can talk about significant events in my own experience I know the days of the week in the right order I understand birthdays are the day we were born and know when mine is. I can understand the generational relationship in my family, sibling, parents grandparents. Historical enquiry		Chronology I can use the words today, tomorrow and yesterday in the correct order. I can name the four seasons I understand that some events happened before me, my parents or my grandparents were born. I can describe special times or events for my family or friends I can order my daily routines based on pictures. Historical enquiry		Chronology I can show understanding of the passage of time through life cycles I can order the human life cycle (basic) I can organise/sequence events using first, next, then Historical enquiry I can give reasons for my hypothesis about what an object is. Similarities and differences



	I can show interest in an unknown item and with help hypothesis it's function. Similarities and differences I enjoy looking at different roles of people in the community I understand that people may celebrate different things.	I can talk about images of familiar situations from the past. I can ask and answer why questions about the past. Similarities and differences Observation of differences – how things have changed and why it is important.	I can compare different stages in a life cycle	storytelling .
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Understanding the World Links to Geography					ELG
Key focus and key vocabulary	Autumn	Spring 1	Spring 2	Summer	- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and
	Our locality <i>How do I get to school?</i> Travel, map, direction	Hot and cold places Can a polar bear live anywhere? Hot, cold, polar, desert	Our locality How do I look after my environment? Environment, natural, recycle	Hot and Cold places <i>Where do we go on holiday?</i> Travel, hot, cold	
Curriculum objectives	Our locality - Know that signs tell us the names of places - Know that an address tells us where something is - To know that people live in different types of homes (flat, bungalow, house) - To describe where I live by it's features, i.e. windows, doors - To know I live in Knottingley - Know that maps show us where things are. - To name some buildings/features in Knottingley	Hot and cold places - Know that we live in the United Kingdom - To know that artic is in the north pole and it is cold and snowy. - To describe how animals and people keep warm in cold places.	Our locality - talk about the buildings and natural spaces of where I live - Know that maps show us where things are. - Know that some things we do can damage our world/town, i.e. not putting rubbish in the bin - To know that I can help our planet by recycling and reusing materials.	Hot and cold places - To Know that we live in the United Kingdom - To that people travel to go on holiday. - To know that sometimes places are so far away we need to take a plane. - To know that a map shows where you are going to. - To recognise that people go on holiday to see places that are different from ours, such as different buildings, different weather, hotels with pools.	
	Locational I can talk about my home and familiar places I can talk about different play environments and name some features, i.e. river, mountain Geographical knowledge	Locational I know that we have different environments in Britain, i.e. beaches, woods I know I live in England I can name some hot and cold countries I can talk about how things are different in other countries, weather food home Geographical knowledge	Locational I can talk about landmark buildings in my environment and why they are important. Geographical knowledge I know there are many different countries in the world		



	I know that some places are far away and I can't walk there. Similarities and Differences I can make observations of landscapes from photos and books	I know that globe is and that it represents the world I can follow a basic map key, sea is blue, land is green I can start to create my own map Similarities and Differences I can observe the difference between two extreme climates. I understand that other countries have significant building, language and clothing life we have.	I can talk about some features of places in the world I can draw a map for where I am Similarities and Differences I can start to match my knowledge to a country, i.e. foods, weather, animals	(when appropriate) maps.
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Expressive Art and Design Links to Art and Being Imaginative							ELG
Key focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	Paint my World – natural paintbrushes Colour, lighter, darker	Marvellous marks - media Collage, 2D	Paint my World – mixed media collage Primary, secondary	Marvellous marks – pencil drawings Vertical, horizontal, curly	Paint my World – landscapes Shade	Marvellous marks – self portrait Representation, shape, line	
Curriculum objectives	Paint - I know that I can use my fingers to paint - I know the names of primary and secondary colours - I know how to use natural objects (feathers, twigs, leaves) to create artwork - I know I can mix mud and water to create a natural paint	Marvellous Marks - I know how to mark make with wax crayons - I know there are different types of lines e.g. straight, curved, continuous, broken, vertical, horizontal, jagged, curly, wavy, fat, thin, wavy, zig zag - I know how to use felt tips to make marks - I know I can use a felt tip to create a pattern - I know how to make marks with chalk	Paint - I know how to make a collage using mixed media (tissue paper, card, string, wool, magazines) - I know that Jane Wilson creates her art using different materials	Marvellous Marks - I know how to make marks using pencils - I know how to create a simple observational drawing in pencil	Painting - I know that Megan Coyle is an artist that paints landscapes (drawings of the land) - I know how to create a landscape - I know how to mix different colours, i.e. purple, orange and green - I know how to make different shades of colours by adding white or black.	Marvellous Marks - I know that a portrait is a picture / drawing of a persons face - I know how to draw a portrait with eyes, nose, hair , ears and a mouth - I know how to use different colours and material to create a self-portrait - I know that a self-portrait is a	



	- I know I can use paint to express my ideas and feelings - I know how to make controlled large and small movements				drawing of myself	Share their creations, explaining the process they have used.
	Drawing I can use lines to enclose a space and begin to use these shapes to represent objects. I can talk about the marks I make. My drawing recognisably represent an object Painting I can use large and medium brushes to add colour to add lines in sweeping movements to make simple representations. I can hold a smaller paint brush correctly (matches pencil grip) to support control and precision. I wash my paint brushes when using a new colour. Colour I can explore mixing colours and observe the changes. I can use a variety of colours when colouring and painting. Multimedia I can manipulate materials to create shapes	Drawing I can draw using squares, rectangles and circles I can use a picture to tell a story I can combine shapes to create another (a rectangle and a circle to form a hat). Painting I can shows focus, concentration and control painting within lines on a template. I can start to imitate a range of painting techniques modelled to them. printing, stamping, colour wash.. Colour I can select a colour for a purpose (yellow for the sun). I can try to keep colours 'clean' through washing brushes in between using colour due to their knowledge of colour mixing. Multimedia I can select from a variety of resources for collage due to their effectiveness to represent ideas (based on aesthetics and malleability). 'I used this paper because it is shiny like the fish scales'. I can use different artistic effects.	Drawing I can draw with more details I can draw what I have observed with some accuracy Painting I can choose to imitate a range of painting techniques modelled to them. printing, stamping, colour wash. Colour I can begin to understand and explore that a colour can be changed by adding black and white for shades and tints and comments on observations. Multimedia I can imitates marks and textures into clay/dough surface I can talk about my choices for collage and construction.	Use a range of small tools, including scissors, paintbrushes and cutlery		



Expressive Art and Design Links to DT							ELG
Key focus and key competences	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	▪ 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. ▪ Begin to show accuracy and care when drawing.
	Structures - Exploring Junk Modelling – Making my house Experiment, change, construct	Textiles – Threading and weaving skills Thread	Structures - Planning Junk modelling – Making a dragon sketch, use, model	Textiles – Applying weaving skills to paper weaves	Structures – evaluating junk modelling – Making animals Materials, improve, challenge	Textiles – Applying weaving skills to wool/hessian – creating the sun, hessian, wool, needle	
Curriculum objectives	Creating with materials • I can develop my own ideas by experimenting with different materials. • I can use tools for a purpose, correctly and safely. • To know how to make a structure strong and stable • To know materials can be used for joining • To know how to join materials together	Creating with materials • I can develop my own ideas by experimenting with different materials. • I can use tools for a purpose, correctly and safely. • I can thread objects onto a piece of strong/rope	Creating with materials • I can start to use different colours, shapes and textures to express myself. • I can make props to go along with a storyline or narrative. • To know materials can be used for joining • To know how to join materials together	Creating with materials • To know designs need to be thought about and planned • I can move paper in and out to create a weaving pattern	Creating with materials • I can use diverse materials to develop and show my ideas. • I can join materials together as planned. • I can use tools for a purpose, correctly and safely. • I can use a wide range of construction materials to show my ideas • I know that evaluations can lead to improvements	Creating with materials • I can use tools for a purpose, correctly and safely, such as a needle. • To know when to push or pull a needle.	
	Design I can create something of interest, i.e. a house	Design I can say what they are going to make before doing so and what it will look like.		Design I can create objects for a given purpose (for play or given functionality).			



	Make I can close spaces between objects Technical knowledge I can join things together to create something Evaluate I can play with my creations	Make I can create patterns Technical knowledge I can know when to use specific adhesives (glue stick paper, PVA heavier items) and uses them effectively. I knows that paper can be joined in several ways and applies this knowledge in their creative work. Evaluate I can show pride in what I have created and can label them for safe keeping	I can explain to an adult what I have created and what it is for. Make I can create symmetry with what I have made Technical knowledge I can join simple components in 3D structures effectively using a selected method of joining (box modelling). Evaluate I can say what worked well.	

Expressive Art and Design Links to Music							ELG
Key focus and key vocabulary	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Sing a range of well-known nursery rhymes and songs. Perform songs,
	Hearing and listening Listening and describing familiar songs High, low Singing/vocalisation Matching pitch with familiar and new songs Repeat, lyrics Exploring and playing exploring instruments to match the structure of the music Compose, tambourine,		Hearing and listening Exploring music to match characters/stories High, low, squeaky, soft, deep Singing/vocalisation singing using the melodic shape of familiar songs. verse, melody,beat Exploring and playing steady beat and tapping rhythms Compose, wind, strings, tambourine		Hearing and listening Anticipating changes in tempo/pitch/dynamics in familiar songs. Fast, slow Singing/vocalisation Sing entire familiar songs using changes in tempo/pitch/dynamics Composer, dynamic, Exploring and playing using instruments to create rhythms and beats to familiar songs/made up songs Rhythm, percussion		



Curriculum objectives	Hearing and listening - To express music physically or verbally - Begin to anticipate changes in music, (eg faster, louder, slower.) (pitch/tempo/dynamics) Vocalising and singing (Performing/composing) - Sing entire songs. - Internalise music, eg sings songs inside his or her head. Moving and Dancing (Performing/composing) - Starts to move to the sound of instruments, eg walks, jumps, hops to the sound of a beating drum. - Begins to move in time to the pulse of the music being listened to and physically responds to changes in the music, eg jumps in response to loud/sudden changes in the music. Exploring and Playing (Performing) - Start to keep a steady beat whilst playing instruments –own steady beat in individual creative music making. - Create rhythms using instruments and body percussion. - May play along to the beat of the song they are singing or music being listened to.	Hearing and listening - Distinguish and describe changes in music and compares pieces of music using familiar language. - Begin to accurately anticipate changes in music, (eg faster, louder, slower.) (pitch/tempo/dynamics) Vocalising and singing (Performing/composing) - Pitch match, (same voice pitch of a tone sung by another.) Moving and Dancing (Performing/composing) - Combine moving, singing and playing instruments, eg marching, tapping a drum whilst singing. - Move in time to the pulse of the music being listened to and physically responds to changes in the music, eg jumps in response to loud/sudden changes in the music. - Replicate familiar choreographed dances (eg pop songs). Exploring and Playing (Performing) - Create music based on a theme eg creates the sounds of the seaside. - Find and record sounds using recording devices. - Play instruments (including imaginary ones such as air guitar) to match the structure of the music, eg playing quietly with quiet parts within music, stopping with the music when it stops. - Keep a steady beat whilst playing instruments –own steady beat in individual creative music making. - Start to Tap rhythms to accompany words, eg tapping the syllables of names/objects/ animals/lyrics of a song.	Hearing and listening - Associate genres of music with characters and stories. - Accurately anticipate changes in music, (eg faster, louder, slower.) (pitch/tempo/dynamics) Vocalising and singing (Performing/composing) - Be Able to sing the melodic shape (moving melody, eg up and down, down & up) of familiar songs. Moving and Dancing (Performing/composing) - Move to the sound of instruments, eg walks, jumps, hops to the sound of a beating drum. - Combine moving, singing and playing instruments, eg marching, tapping a drum whilst singing. - Choreograph own dances to familiar music, individually, in pairs/small groups. Exploring and Playing (Performing) - Tap rhythms to accompany words, eg tapping the syllables of names/objects/ animals/lyrics of a song. - Create rhythms using instruments and body percussion. - May play along to the beat of the song they are singing or music being listened to. - May play along with the rhythm in music, eg may play along with the lyrics in songs they are singing or listening to.	rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Personal, Social and Emotional- Links to RSHE * extra circle time							ELG
K	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	.



	Self-Identity & Self-awareness Families Caring Friendships Healthy Eating	Response System Body image Boundaries Consent Privacy	Bouncing Back Forgiveness Bouncing back in friendships Self-care	Self-compassion Compassion for others Stereotypes Emergency response	Power of Now Respectful relationships Online relationships Cyberbullying	Balancing doing and being Personal Safety Physical Fitness Health and Prevention	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. . Be confident to try new activities and show
Curriculum objectives (one Life)	We are all unique and we are all born to shine Know that we are not our thoughts and feelings Know that we have an inner cheerleader To talk about how families are built on love, care and protection* To talk about how: Friendships help us to feel happy and secure and how we can show care and kindness towards others and always be welcoming to others* To know that eating healthy food is important for your overall wellbeing	To know that all emotions are OK To know that we must respond and not react To talk about how they are not their thoughts or feelings To know about basic manners and respect To know that we only get one body and we need to love and respect it To know that eating healthy food is important for your overall wellbeing	Life is a series of ups and downs and you need to know how to manage and accept this We all make mistakes in life. What matters is how we learn from them. Know about big feelings and how you might manage these and bounce back slowly from them. Know that challenging things will happen in your life and it is OK. All friendships have ups and downs How to show up as a caring friend How to forgive and bounce back in our friendships That all bullying has a negative and often lasting effect on mental wellbeing Know about cyber bullying and understand it's impact. Bounce back when things go wrong physically Being aware of self-care habits to minimise risk. *	Know that everyone suffers sometimes Know that we must be kind to ourselves Know what kindness is Know that kindness is a choice Know that love and kindness can help make the world a better place for everyone Begin to think of ways to be kind Say the word stereotype Begin to know that we are all different and unique Know that the internet has benefits Know that you must be safe online Know some practical ways to respond in an emergency Begin to know how to make an emergency call Know where I live	Know what the power of now is and how it can help us to show up as our best selves Know some key facts about the brain and how to use this to support being present in life Know how breathing can help us be more tolerant when the body is under stress Know that we have boundaries, rules and responsibilities in order to build and maintain respectful relationships Know some practical ways in order to maintain and build respectful relationships online Know about healthy habits	Know that it is important to like ourselves Know that we all have different talents Know that we must balance doing with our time to BE. It is important for our bodies and our brains Knowhow to look after our oral hygiene Know about the underpants rule Know the water safety code	



Contextual extras *	Recognising emotions I can recognise happy, sad, worried or scared emotions I can make suggestions to help someone if they feel sad, worried or angry Strangers – Police visit I recognise the police at a safe adult. I know the police are there to look after me and make people follow the rules. I know not to talk to people I don't know. Medicines/hazards I know not to touch any medicines without an adult I know if I see the warning sign on a bottle, I should not touch it. I can name 3 hazards in my home or at school and what I can do to keep myself safe. I can name someone who can give my medicine.	Bonfire night I know not to touch a bonfire/fireworks I know to stay with my adult if I am watching a bonfire display. Road Safety week (November) I know that I have to stop, look and listen. I can recognise the best ways to cross the road – traffic lights/pelican crossing I know I have to hold my adults hand when crossing the road.	Money I know that we need money to provide for my basic needs. I know my adults work to get money to buy things. To know it is important to keep money safe To identify a way to save money Sleep To understand our body needs sleep To talk about a bedtime routine.	First Aid To know they should tell a trusted adult if someone is hurt. To recognise that they can call emergency services (e.g. 999) and what this means. To begin to understand how to help themselves or others with small injuries (e.g. cuts or grazes).	Sun protection I know I have to wear a hat when it is sunny outside to protect my head I know I need to put suncream on to stop my skin from burning. I know that I need to spend time in the shade when it is really warm.	Water Safety I know not to go into the river or canal I know to tell an adult if I see someone swimming in the river/canal	independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their



Physical Development - Gross Motor Skills - Links to P.E							ELG
Key focus and key vocabulary	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	- 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
	<i>Introduction to P.E</i> Instructions Balance Confidence Turn-Taking	<i>Fundamentals of PE</i> Regulate Travel Explore Perseverance	<i>Dance</i> Perform Space Collaborate Independence	<i>Gymnastics</i> Determination Support Forward roll Barrel roll	<i>Balls Skills</i> Dribble Tactics Communicate Throw/Catch Honesty	<i>Games</i> Direction Decision Reflect Strike	
Curriculum objectives	To make independent choices. To be able to follow instructions involving several ideas or actions. To play as part of a group and take turns with others. To be able to understand the rules of a game and talk about why we need to follow them. To begin to identify when they are being successful during the lesson. To take part in activities that involve running, jumping and skipping.	To know that you can use big steps to run and small steps to stop. To understand that holding out their arms will help them to balance. To know that bending their knees will help them to land safely when jumping. To know that hopping with require them to use one foot. To be able to change direction when moving.	To understand that they can move their body in different ways to create actions. To understand that when watching others perform you need to be quiet and clap at the end. To understand that if they use lots of space, it will make their dance more interesting. To be able to copy, repeat and remember actions shown by an adult. To know that counting helps them to keep in	To know how to use their bodies to make different shapes. To learn how to be still when holding a balance. To learn how to change their body shape to help them roll. To be able to count to 5 when holding a shape or balance to help people see it clearly. To be able to roll in different ways (barrel roll, straight roll and forward roll.)	To be able to negotiate space safely by stopping safely. To persevere when trying new challenges. To be able to play a simple ball game. To use ball skills with developing confidence (throw, kick, catch.) To be able to throw a ball at a target. To be able to move different body parts at the same time. To understand that you need to put your	To know that pointing their hand will help to aim at a target. To know how to point their racket at their target when striking. To understand that there are different role in games. To make simple decisions in response to a task such as who will play which role or whose turn is next. To know how to keep the score in a game. To know how to change direction quickly when moving. To be able to move around for longer and show developing stamina.	



	To know that moving into space away from others will keep them safe. To develop skills to coordinate themselves safely during PE (and the school day – lining up, queuing etc)	To understand the importance of regulating their behaviour in a game. I can take turns and congratulate others during a game.	time with the music. To be able to talk about what they liked about someone else's dance. To understand that being barefoot helps us with our dancing and movement.	To perform basic skills (rolls, jumps balances) on the floor and on apparatus. To understand how to move and climb safely on different apparatus.	hands out to catch a ball. To know that keeping a ball close when dribbling will help control the ball.	To know how to store the equipment safely. To follow instructions and move safely when playing tagging games.	
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Physical Development - Fine Motor Skills							ELG
Key focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Fine motor Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
	Hand Strength and control	Control and coordination	Tripod Grip development	Control for purpose	Fluent tool use	Application and confidence	
	Control To record a straight vertical line To record a horizontal line To record a vertical cross Dexterity To use tools with support – chunky crayons/large tweezers	Control To record a circle To use scissors to snip paper (straight lines/fringes) To draw a person with body parts in the correct places Dexterity To complete fine motor tasks such as threading and peg boards I can use construction to create simple models	Control To record a diagonal line (left and right) To record a cross using diagonal lines To use tripod grip with support To cut along straight and slightly curvy lines To draw recognisable shapes and pictures Uses tools with more independence (brush/glue) Dexterity To use a knife and fork to cut foods To use mini pegs or tweezer using 3 fingers	Control Maintains Three finger hold for longer periods To cut out simple shapes with increasing accuracy To write recognisable letters To colour and draw within boundaries To draw a person with details such as fingers. Dexterity To create models using smaller construction pieces To make a pea sized ball with playdough/ scrunching paper using my 3 fingers	Control Holds pencil with three fingers hold effectively Forms most letters correctly Cuts out complex shapes confidently	Control Holds pencil with three fingers hold effectively and consistently Writes with control and accuracy Dexterity Uses a range of small tools safely and independently Use more detail when drawing	
Core strength and posture	Slide forwards and backwards on my chair, as I begin to sit on it. I may prop myself up with my arms or rest my head. The adult gives support by pushing my chair in and modelling and reminding me how to sit.		Remember to push my chair under the table and I am beginning to sit up straight as I write. Some prompting.		Sit up at tall at the table with my feet on the floor. 90-90-90 position’ – 90-degree angle at the feet/ankles, at the knees and at the elbows.		Uses a range of small tools, including scissors, paint brushes
wrist arm + finger strength	Pivot my elbow for large-scale movements from side-to-side and up and down. Elbow takes over more work from the shoulder.		Pivot my wrist for smaller scale movements to grasp and grip small-scale marks with finer tools		Isolate and move different fingers, e.g. show finger numbers, use identified fingers to pinch, press, and use a pincer grip, etc. Strength in fingertips.		



Holding a pencil – hand dominance	Develop a pincer grip. I may still be determining which hand to use. 	Sometimes hold a pencil correctly with support. Consistently use a dominant hand. 	Hold a pencil with a tripod pincer grip. 	and cutlery Begin to show accuracy and care when drawing.
	NAME form most letters of my name.	form the letters for my first name correctly.	Form the letters for my first name using kinetic letters	
	SIZING Begin to reduce the size of my letters.	Record letters with some consistency of size and neatness.	Record smaller, neat and consistently sized letters	
	ORIENTATION Begin to sit some letters on the line	Sit most letters onto the line.	Sit all the letters on the line.	



Links to Computing

Links to Computing						
Key focus and key vocabulary	Autumn		Spring		Summer	
	Programming - instructions 2Go gives the children an opportunity to explore using directional language and following and creating instructions. SimpleCity Children can visit the different areas within Simple City to find comparisons between their own experiences and environments and those of those around them:		Winter Exploring Seasons, animals and cities Animals Using Purple mash to support exploration of animals in different habitats.		2 Create a story Combine words, picture, sounds and animation to create stories 2 paint a picture Painting tools in 2Paint a Picture. using tools such as simple, slice, spinner, wet Paint and swirly	
Curriculum objectives – internet safety	▪ (Using logical reasoning) to understand simple instructions and predict the outcome. ▪ To follow instructions to complete a game ▪ To give simple instructions. ▪ To debug instructions, with the help of an adult, when things go wrong.		▪ To operate a camera to take photographs of meaningful creations or moments ▪ Exploring a range of different computing elements, building skills to navigate from one program to another.		▪ Recognising and identifying familiar letters and numbers on a keyboard. ▪ Developing basic mouse skills such as moving and clicking. ▪ Using a simple online paint tool to create digital art ▪ Learning to log in and log out.	
	Online Relationships I can recognise some ways in which the internet can be used to communicate Online Reputation I can identify ways that I can	Self -image I can recognise that I can say 'no'/'please stop'/'I'll tell'/'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset Anti-bullying week	Privacy and security I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). I can describe the people I can trust and can share this with; I can explain why I can trust them.	Managing online information I can talk about how I can use the internet to find things out I can give simple examples of how to find information (e.g. search engines, voice activated searching)	Health and well being I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples	Copyright and ownership I know that work I create belongs to me I can name my work so that others know it belongs to me.



	put information on the internet	I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel.	Internet Safety Day – changes focus every year- TBC			
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