

Our EYFS Curricular Goals at KCPS

Communication and Language

EXPRESS ideas and feelings with confidence
ASK a relevant question
CONVERSE in a back and forth exchange with children and adults
SIGN a song with sign language
SING a song in french

Personal, Social and Emotional Development

Show EMPATHY to others
Show DETERMINATION to complete a goal
Show RESILIENCE in the face of challenges
Show CURIOSITY about the world around them

Physical Development

RIDE a two-wheeled bike
USE cutlery to cut up own food
PUT ON/ TAKE OFF own PE kit and Forest School clothes
SEW a running stitch

Expressive Arts and Design

PERFORM to an audience
SAW, HAMMER, BUILD a model out of wood

Understanding the World

GROW vegetables/ plants
UNDERSTAND that Christians believe in God
LOG IN to a computer
KNOW my own family tree
KNOW how to dial 999 in an emergency
FOLLOW a simple recipe

Literacy

WRITE a story for friends to perform
READ with accuracy, fluency and a story-teller voice



Maths

UNDERSTAND in depth, numbers to ten
SUBITISE to ten perceptually
COMPARE quantities in different contexts

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Memorable Experience	Zoo to visit school Theatre Alibi		Visit to the aquarium Visit from Jane Foster Visit to Dodbrooke Church		Visit to Forest and Beach	
Other events and opportunities	Black History month Mental Health Day 8/10 Remembrance Day 11/11		Chinese New Year 12-28/2 Women's History Month (March)		International Dance Day 29/4 Anti Bullying day 4/5 VE day 8/5 World Day for Cultural Diversity 21/5 D Day 6/6 Wold Music Day/ Summer Solstice 21/6 Children's Arts Weeks 29th June to 19th July	
Possible themes/lines of enquiry	Family Autumn Animals Little Red Hen	Autumn Stickman Fireworks/bonfire night Christmas story Father Christmas	Winter Chinese New Year Freezing – states of matter Three Little Pigs	Pancake day Easter Planting Gardening Bugs Recycling Under the Sea	Life cycles Gardening Dragons - eggs	Pirates Space Dinosaurs Change/transition
Communication and Language (from DM)	Understand how to listen carefully and why listening is important. Engage in story times. Use new vocabulary through the day.	Ask questions to find out more. Develop social phrases Learn rhymes poems and songs	Articulate ideas and thoughts in well-formed sentences. Connect one idea to another using a range of connectives.	Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Use new vocabulary in different contexts	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.
Signing Makaton	Good Morning and Good afternoon for the registers.	Family names	fruit	animals	Body parts	Perform a song with accompanying signing for an end of year assembly.

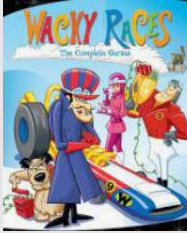





French	Bon jour Au Revoir	Je m'apelle	fruit	animals	Body parts	Simple song
PSED - Jigsaw	Being Me in My World Who...me? How am I feeling today? Being at School Gentle Hands Our Rights Our responsibilities	Celebrating Difference What am I good at? I'm Special, I'm Me! Families Houses and Homes Making Friends Standing up for Yourself!	Dreams and Goals Challenge Never Giving Up Setting a Goal Obstacles and Support Footprint Awards	Healthy Me Everybody's Body We like to Move it Move it Food Glorious Food Sweet Dreams Keeping Clean Stranger Danger	Relationships My Family and Me Make Friends Falling Out and Bullying Being the Best Friends we can be	Changing Me My Body Respecting My Body Growing Up Fun and Fears Celebration
<p><u>Sticky Knowledge</u></p> <ul style="list-style-type: none"> • I know how to express how I feel. • I know that I can talk to familiar adults in our school. • I know how to listen to others. • I know how to follow a simple instruction. • I know when I am feeling happy, sad or angry. • I know why we have rules. • I know how to get dressed. • I know how to use the toilet. • I know that some foods are healthy and that others are unhealthy. • I know how to take turns. • I know how to be a good friend. • I know when other people are feeling sad. • I know the difference between good and bad actions. 						
Books to support Jigsaw learning	Only One You The Colour Monster The Colour Monster goes to School	Ciraffes can't dance The Dot A Stone Sat Still My mouth is a volcano	In My Heart Your Fantastic Elastic Brain A little bit of oomph My many coloured days	Dirty Bertie The Disgusting Sandwich	How do dinosaurs play with their friends?	I can be anything

<p>PD – Real PE</p>	<p>Co-ordination (footwork) The Birthday Bike Surprise</p> <p>Static Balance (one leg) Pirate Pranks</p>	<p>Dynamic Balance to Agility (jumping and Landing) Journey to the Blue Planet</p> <p>Static Balance (seated) Monkey Business</p>	<p>Dynamic Balance (On a line) Tilly The Train’s Big Day</p> <p>Static Balance (Stance) Thembi Walks the Tightrope</p>	<p>Co-ordination (Ball skills) Clowning Around</p> <p>Counter Balance (With a partner) Wendy’s Water-ski Challenge</p>	<p>Co-ordination (sending and receiving) John and Jasmine Learn to Juggle</p> <p>Agility (Reaction/response) Ringo to the Rescue</p>	<p>Agility (Ball chasing) Sammy Squirrel and his Rolling Nuts</p> <p>Static Balance (Floor Work) Caspar the Very Clever Cat</p>
<p>Sticky Knowledge:</p> <p>Dance:</p> <ul style="list-style-type: none"> • I know how to march in time to music by myself and with a partner. • I can make up a simple dance with 3 parts. • I know the parts of dance and can remember what to do. • I know how to move in different directions with speed and control. <p>Gymnastics:</p> <ul style="list-style-type: none"> • I know how to do a standing straight shape, star shape and tuck with control. • I know how to balance. • I can hold these shapes for a count of 3. • I can travel safely around a space and along benches. • I can link simple movements to make a short sequence. • I can travel on my feet and hands and feet safely around a space and over benches. • I can perform a simple sequence of movements. <p>Games:</p> <ul style="list-style-type: none"> • I know how to move safely in a space, changing direction with control. • I can carry and aim equipment safely. • I know how to roll an object. • I know how to throw a ball. • I know how to catch a beanbag or medium sized ball 						
<p>Oral Health</p>				<p>Visit from the dentist as part of Jigsaw – Healthy Me theme</p>		
<p>Cycling Curricular Goal Milestones</p>	<p>Children pedal and steer their trike.</p>	<p>Children sit on a Balance Bike with good balance, with both feet on the ground.</p>	<p>Once children become confident at balancing, they scoot slowly along</p>	<p>Children ride a Balance Bike, balancing with both feet off the</p>	<p>Children ride the balance bike up and down hills. They can race around the running track free-wheeling down</p>	<p>Children ride the bicycles without stabilisers on the flat year one playground. They might need help</p>

			<p>keeping one or both feet on the floor. They begin to use the handlebars to avoid obstacles and other children. Adults will slowly raise the seat to encourage balancing.</p>	<p>ground, and maintaining control by steering and being able to slow down or speed up. They can ride a Balance Bike safely along the pavement.</p>	<p>hills and keeping control around corners.</p>	<p>getting started but they keep balance and pedal in a straight line.</p>
Key Cycling Vocabulary – bike, balance bike, wheels, handlebars, spoke, helmet, race, gears, racing bikes, mountain bikes, time trial bikes						
<p>Teachers – inspiring children about sport</p>	<p>Gareth Howells – Cycling Cyclo -Cross Danny Macaskill</p>  <p>Matthew Van der Pol</p> 	<p>Cissie Glass – Dance – ballet</p> <p>Routine for the Christmas Play</p>	<p>Winter sports</p> <p>Curling Snowboarding Skiing Skating Ice hockey</p>	<p>Katy Mott</p>	<p>Paul Dixon Football club</p>	<p>Chris Harrison Cricket</p>
<p>RWI</p> <p>Literacy Comprehension, word, reading Writing</p>	<p>Learn set 1 sounds with hand writing practice 1 phoneme/grapheme taught each day.</p>	<p>Group A/B/C Set1 Sounds The children may know a few single letter sounds. Lessons include teaching single letter sounds and assisting children to blend (using magnetic</p>	<p>Ditty Group The children know all Set 1 single letter sounds speedily and can blend sounds into words orally. They are able to Fred Talk most words.</p>	<p>Red Group The children know all Set 1 sounds speedily. They are able to Fred Talk most words and are now able to use the same skills to read alien/nonsense words.</p>	<p>Green Group The children are able to Fred Talk real and alien words and also read a range of real words speedily (no Fred Talk) Lessons involve reviewing Set 1 Sounds and vocabulary containing 4+</p>	<p>Purple Group The children are able to read most words speedily Lesson content is the same as for the Green Group, providing children who need it with further</p>

		<p>letters) in order to read CVC words. The children practise the formation of letters through the use of a phrase that is associated with the pictorial representation of the letter. After they have learnt the first few sounds they are taught to use 'Fred Fingers' to help them record simple words</p>	<p>Lesson content involves continuing to teach and review Set 1 Sounds with the focus on the Special Friends sh ch th qu ng nk qu In addition the children learn to read the sounds and words needed to read a simple Ditty sheet each day. They also write a simple phrase or sentence related to the Ditty</p>	<p>Lessons involve reviewing Set 1 Sounds and vocabulary. They also learn to read more words containing Special Friends and words that contain 4+ sounds. The children are now reading the Red Ditty Books.</p>	<p>sounds. Set 2 Sounds are now taught (ay ee igh ow oo oo or ar air ir ou oy) The Story Book lesson runs over three days. The children practise the Speed Sounds and Green Words related to the Story. They also practise reading Green and Red Words (common exception) speedily. They will answer questions about the story and practise building sentences orally. They read the story three times with the focus on building intonation and fluency. In addition to Hold a Sentence they proofread a sentence in order to correct spelling and punctuation errors. They also write simple sentences related to the Story Book.</p>	<p>opportunities to practise and consolidate.</p>
<p>Story-Scribing If I can think it, I can say it.</p>	<p>Adult to scribe exactly as the child speaks.</p>	<p>Child to begin to take over writing some initial sounds/cvc words.</p>	<p>Child to begin writing more words including red words taught in RWI.</p>	<p>Child to tell a story using Once upon a time, Early one morning, suddenly, luckily, finally. Child</p>	<p>Child to take over writing more of their story including adjectives and using full stops.</p>	<p>Child to write a story independently.</p>

<p>If I can say it, I can write it. If I can write it, I can act it.</p> <p>Curricular Goal Milestones</p>				<p>beginning to write simple sentences.</p>		
<p>Key Story-Scribing Vocabulary – characters, audience, actors, stage, feelings, a picture in my head, soundscape, genre, appreciate, review</p>						
<p>Talk for Writing</p>	<p>Little Red Hen</p> <p>Story plot – cumulative</p> <p>Focus - setting</p>	<p>We are going on a bear hunt</p> <p>Christmas play</p> <p>Story plot - cumulative</p> <p>Focus- setting</p>	<p>Three Little Pigs</p> <p>Story plot – defeat the monster</p> <p>Focus – goodies and baddies</p>	<p>The Gingerbread Man</p> <p>Story plot – journey</p> <p>Focus - settings</p>	<p>The Very Hungry Caterpillar</p> <p>Story plot – cumulative</p> <p>Focus – describing with adjectives</p>	<p>The Sleepy Bumblebee</p> <p>Focus- Character feelings</p>
<p>Opportunities for choral speaking/performance</p>	<p>Harvest Festival assembly</p>	<p>Christmas Play</p>	<p>Talent Show</p>	<p>Open classroom TFW performance to parents.</p>	<p>Caterpillar Boogie</p>	<p>Class Assembly</p>
<p>RWI Favourite Five</p> <p>And tier two story vocabulary.</p> <p>The tier two vocabulary is taught with an action and is repeated before</p>	<p>Three Billy Goats Gruff</p> <p>Luscious, Creaky, Fearless</p> <p>Gruesome, Suddenly Determined, bamboozle</p> <p>The Three Little Pigs</p> <p>Construct, Sturdy, Flimsy, Taunting</p> <p>Obliterate, Scarper</p> <p>Celebrate, exhale</p> <p>Goldilocks and the Three Bears</p>	<p>The Gingerbread Man</p> <p>Leap, Accelerate, Pursue, Block, Cunning, Soggy, Mocking disappointed</p> <p>The enormous Turnip</p> <p>Heave collaborate agitated thrilling exhausted</p> <p>A dark, dark tale</p> <p>Dreary Isolated</p> <p>Pitch-black Shocked</p> <p>Terrified Shining forlorn</p> <p>Not now Bernard</p>	<p>Six Dinner Sid Ravenous, cunning</p> <p>Caring Rotund loving</p> <p>Whatever Next Imagine, universe, launch, soaring</p> <p>The Runaway Pea Escape, courageous, disaster, relief</p> <p>Look Up Inspirational, spectacular, distant universe</p> <p>launch soaring</p> <p>Giraffes can't dance.</p> <p>Elegant, unusual shy celebrate exaltation</p>	<p>The magic porridge pot</p> <p>Enchanted Endless</p> <p>Despair Cease Covered</p> <p>Steaming gloopy</p> <p>Room on the broom</p> <p>Splat Scaly</p> <p>Passenger Addition</p> <p>Fiery swoop</p> <p>dissatisfied</p> <p>Would you rather</p> <p>Danger Foolish</p> <p>Decision Freezing</p> <p>Boiling Embarrassed</p> <p>Revolting brave</p> <p>Jack and the beanstalk</p> <p>Clambering Booming</p>	<p>The Hairy Toe</p> <p>Windy furry ancient fearful</p> <p>undercover creep distant</p> <p>Hansel and Gretel</p> <p>Confectionary Wicked</p> <p>Double Scary</p> <p>Cauldron Piercing innocent</p> <p>Chicken Licken</p> <p>Devoured Crafty</p> <p>Royal Parading</p> <p>Smirking, trickery</p> <p>Cave Baby</p>	<p>The giant jam sandwich</p> <p>Boiling escape cacophony</p> <p>kneading expand hovering</p> <p>Duck in a Truck</p> <p>Accelerate braking hazard steering overtake bogged down</p> <p>The Tiger who came to tea</p> <p>Slurping feast cautious</p> <p>suddenly crouch farewell</p> <p>Where the wild things are</p> <p>Escapade vegetation navigate disembark shimmy evade irritated</p>

<p>every read of the book.</p> <p>It is displayed in the storytelling are for adults to refer to.</p>	<p>Demolished Guzzle Slumber Piping hot Perfect Cramped comfortable Little Red Hen Baking Ingredients Concocting Rising Unhelpful Just desserts collaborating Dirty Bertie Disgusting Filthy revolting</p>	<p>Gobble destroy ignore fearsome chomp splatter astonished We're going on a Bear hunt Wandering Joyful Obstade Courageous Tiptoe Panic Flee</p>		<p>Descending Glittering Cinormous Shocking Slinking chopping What's in the witches kitchen? Disgusting delicious spooky Escape cackle Slimy suprise</p>	<p>Courageous insomnia splattering chuckling anxious departure delighted Billy and the Beast Sidekick, hero, adorable, rummaged, ingredients, plotting</p>	<p>Farmer Duck Bone idle exhausted e ject stunned hot on the heels cultivate</p>
<p>Adventurous animations</p> <p>And tier 2 vocab</p>	<p>Wacky Races  https://youtu.be/em2jMFhp9mM Accelerate braking hazard steering chuckle demolish overtake</p>	<p>Roadrunner  https://www.youtube.com/watch?v=DpGik7p7QPjk Speedy zooming accident slinking ambush escape patient boulder</p>	<p>Popeye  https://www.youtube.com/watch?v=DpGik7p7QPjk Gulp down muscular weakness crush explode rapid superhuman dreadful</p>	<p>Pink Panther  https://www.youtube.com/watch?v=DpGik7p7QPjk Clumsy splodge comical active oblivious reveal furious stamp</p>	<p>Trapdoor  https://www.youtube.com/watch?v=DpGik7p7QPjk Stalking smuggle miniature evade grasp foe dozing slink</p>	<p>Bat Fink  https://www.youtube.com/watch?v=DpGik7p7QPjk Spark sidekick rapid idle napping rescue thrilling hurdle</p>

<p>Poetry</p> <p>Taught after each TFW unit and as part of our everyday routines.</p>	<p>Mud kitchen –</p> <p>Chop Chop</p> <p>Chop, Chop, Choppity Chop.</p> <p>Cut off the bottom and cut off the top.</p> <p>What there is left, we put in the pot.</p> <p>Chop, Chop, Choppity Chop.</p> <p>Halloween</p> <p>Pointy Hat</p> <p>A little old lady with a tall pointed hat, knocked on my door with a rat-a-tat-tat. I peered through the window to see who was there, and off on her broomstick she flew through the air.</p> <p>Leaves Are Green</p> <p>The leaves are green, The apples are red. They hang so high above your head. Leave them alone till frosty weather, And they will all fall down together.</p>	<p>Toast station</p> <p>Sliced Bread</p> <p>Slice, slice, the bread looks nice.</p> <p>Spread, spread, butter on the bread.</p> <p>On the top put jam so sweet, Now it's good enough to eat.</p> <p>Rain</p> <p>"Splash," said a raindrop, As it fell upon my hat. "Splash," said another, As it trickled down my back. "You are very rude," I said, As I looked up in the sky. Then another raindrop splashed, Right into my eye.</p>	<p>Creepy Crawlies</p> <p>Creepy crawly up my arm, A spotty little bug.</p> <p>Then it crawled up to my neck, I gave a little shrug.</p> <p>Then it climbed a little more, And settled on my nose.</p> <p>So I gave a mighty snore, And it scuttled to my toes.</p> <p>Dinosaur</p> <p>I'm a T-Rex</p> <p>I'm a T-Rex. I'm big and mean. I'm the biggest and the baddest on the scene. With my razor-sharp teeth, all shiny and clean. I'm a T-Rex. I'm big and mean. When people see me coming, they run and scream, 'Cause I'm a T-Rex. I'm big and mean. Raaaaaaaaaaaaaaaaahhh!</p>	<p>A Little Shell</p> <p>Once I saw a little shell, Upon a garden wall.</p> <p>I tapped upon a little door, No answer came at all.</p> <p>But as I turned to go away, A snail crept out to see, Who tapped upon his little door, He waved his horns at me.</p>	<p>Planting</p> <p>Flowers</p> <p>A little garden flower is lying in its bed. A warm spring sun is shining overhead.</p> <p>Down come the raindrops, Dancing to and fro. The little flower wakens, And then begins to grow.</p> <p>Digging</p> <p>Dig, dig, dig, rake just so. Plant the seeds and watch them grow. Chop, chop, chop, pull up the weeds. It's rain and sun that my garden needs. Up, up, up, the green stems climb. Open wide. It's blossom time.</p>	<p>Minibeasts</p> <p>Caterpillar</p> <p>Caterpillar, Caterpillar, wriggle around. Caterpillar, Caterpillar, making no sound. Caterpillar, Caterpillar, spin your cocoon. Caterpillar, Caterpillar, Butterfly soon.</p> <p>Under a Stone</p> <p>Under a stone where the earth was firm, I found a wiggly, wriggly worm. "Good morning," I said. "How are you today?" But the wiggly worm just wriggled away.</p> <p>Life cycles</p> <p>Tadpole</p> <p>Little Tommy Tadpole began to weep and wail, For little Tommy Tadpole had lost his little tail. His mother didn't know him, as he sat upon a log. For Little Tommy Tadpole had grown into a frog.</p>
<p>Maths – White Rose</p>	<p>Getting to Know You</p> <p>Just like me</p> <p>Match and sort</p> <p>Compare amounts</p> <p>Compare size, mass and capacity</p> <p>Exploring pattern</p> <p>It's me 1,2, 3!</p>	<p>Light and Dark</p> <p>Representing numbers to 5</p> <p>One more and less Shapes with 4 sides</p> <p>Time</p> <p>Alive in 5!</p> <p>Introducing zero</p> <p>Comparing numbers to 5</p> <p>Composition of 4 and 5</p> <p>Compare mass</p> <p>Compare capacity</p>	<p>Growing 6, 7,8</p> <p>6, 7 and 8</p> <p>Making Pairs</p> <p>Combining 2 groups</p> <p>Length and height</p> <p>Time</p>	<p>Building 9 and 10</p> <p>9 and 10</p> <p>Comparing numbers to 10</p> <p>Bonds to 10</p> <p>Consolidation</p> <p>3D shape pattern</p>	<p>To 20 and beyond</p> <p>Building numbers beyond 10</p> <p>Counting patterns beyond 10</p> <p>Spatial reasoning</p> <p>Match, rotate, manipulate</p> <p>First, then, now</p> <p>Adding more</p> <p>Taking away</p> <p>Spatial reasoning compose and decompose</p>	<p>Find My Pattern</p> <p>Doubling</p> <p>Sharing and grouping</p> <p>Even and odd</p> <p>Spatial reasoning visualise and build</p> <p>On the Move</p> <p>Deepening understanding patterns and relationships</p> <p>Spatial reasoning mapping</p>

	Representing/ comparing and composition of 1, 2, and 3 Circles and triangles Positional language					
Books to support maths learning	Dear Zoo Peace at Last The Bear in the Cave Naughty Bus Counting Creatures One fox How many seeds in a pumpkin?	Rosie's Walk Each Peach Pear Plum I'm Number One 1, 2, 3 at the Zoo Circle/ Triangle Kipper's Birthday Square Day Monkey, Night Monkey Funny Bones	A squash and a squeeze Room on the Broom The Blue Balloon Anno's counting book Six Dinner Sid Kipper's Toybox What the Ladybird Heard Simon's Sock Tall Jasper's Beanstalk	How do Dinosaurs Count to 10? Mouse Count Feast for 10 Ten Black Dots Pattern fish Ten seeds Centipedes 100 shoes The Button Box	One moose twenty mice One to ten and back again One is snail, ten is a crab Which one doesn't belong? Mouse Count Mr Gumpy's Outing One ted falls out of bed Monster Math Jack and the FlumFlum Tree Pezzetino	Two of everything Double Dave Double the ducks The doorbell rang One odd day What the ladybird heard Mr Gumpy's motorcar Bean Thirteen Billy's bucket How many legs If I built a house The secret path In every house on every street
Expressive Art and Design	<ul style="list-style-type: none"> • Collage. Fold crumple overlap, tear, cut • Watercolour mixed media Layering, scraping, wash 	<ul style="list-style-type: none"> • Splatter painting Texture, overlap, impasto • Pointillism secondary • Junk Modelling Flange, l brace, slot, tabs, form , scale Jackson Pollock 	<ul style="list-style-type: none"> • Charcoal and chalk Black and white art Tint, shade, line, texture, tone • Austin's Butterfly – self portrait observe Bridget Riley 	<ul style="list-style-type: none"> • Photography Subject, focus • Printing Repeat, scrape, engraving, rubbing, • 3D sculpture 	<ul style="list-style-type: none"> • Clay Mouldable, form, texture, coiling, modelling, sculpting, wedging, pinching, Poking, etching, decorating, slip, glaze, fire, kiln. • Observational nature drawing 	Loose parts Art Pattern, symmetry, colour, form Selecting materials for texture, size, colour. Andy Goldsworthy

- Colour mixing powder paints
primary
- Self portraits
Shade, cross hatch, thick, thin

Kandinsky



Colour study squares with concentric circles.

Yayoi Kusama



Henri Matisse



The snail 1953

Mondrian



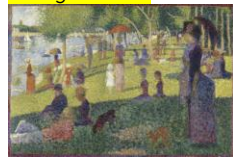
Mural 1943
Paul Klee



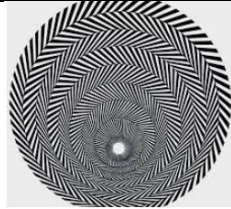
Castle and sun 1928
Van Gogh



The starry night
George Seurat



A Sunday afternoon on the island of La Grande Jatte



Blaze 4 (1964)
Jane Foster – local artist



Zebra
Georgia O'Keefe
Oriental Poppies 1928



Form, space, texture, scale, relief

Levon Bliss



Andy Warhol



Campbell's Soup Cans 1962

David Edgar



Stippling, shading, blending, cross hatching

Barbara Hepworth



Oval Sculpture (No 2) 194-3

Claude Monet



The water lilies – The clouds 1920-26



Patrick Dougherty



Call of the wild 2002

Raku Inoue



Safari Triforce

Christopher Marley



Pheromone design

	Composition with red, yellow and blue 1921					
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Sticky Knowledge:

- I know that when I mix two colours it makes a different colour.
- I know how to match the colours I see to what I want to represent.
- I know how to use paint tools with care and precision.
- I know red and blue makes purple.
- I know yellow and blue makes green.
- I know red and yellow makes orange.
- I know that artists create works of art.
- I can talk about what I see in a picture or piece of art.
- I know how to use a paint brush and pallet.
- I know how to draw a simple face.
- I can talk about my artwork.
- I know that materials can be joined / mixed to create interesting effects.
- I can draw the things I see around me, making simple representations.

Key Art Vocabulary – art, abstract, artist, anthropomorphism, assemble, blend, collage, ceramics, collaboration, colour wash, composition, concentric circles, dot matrix, pointillism, medium, frottage, illustrator, mixed media over printing primary, secondary, complimentary colours, colour wheel, sketch, self-portrait, slip, tessellation, tone, shade, hue

Books to support Art Learning	Mix It Up The Pencil Yayoi Kusama covered everything in spots and wasn't sorry	Not a Box The Most Magnificent Thing Jackson Pollock splattered pain and wasn't sorry	Beautiful Oops Pantone Colour Re Little Blue and Little Yellow	The Big Book of Art	Izzy Gizmo I aint gunna paint no more	Rosie Revere Engineer What do you do with an idea
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<p>Cooking</p>	<p>Bread Pizza</p> <p>Pick blackberries and harvest apples from school garden to cook with. Self-service snack</p>	<p>Christmas cookies Gingerbread men Pumpkin Pie America CBeebies My World Kitchen Self-service snack</p>	<p>Easter nests</p> <p>Cook food from Iran – Gareth Howells</p> <p>Hot Cross Buns Self-service snack</p>	<p>Pancakes</p> <p>Pancakes by Christina Rossetti</p> <p>Mix a pancake, Stir a pancake, Pop it in the pan. Fry a pancake, Toss a pancake, Catch it if you can.</p> <p>Banana Curry Tanzanian CBeebies My World Kitchen Self-service snack</p>	<p>Cook with eggs</p> <p>Gyuveche Bulgarian CBeebies My World Kitchen Self-service snack</p> <p>Five Little Peas</p> <p>Five little peas in a pea pod pressed. One grew. Two grew. So did all the rest. They grew, and they grew, And they did not stop, Until one day the pod went POP!</p>	<p>Celebration food Picnic Doubling recipes Banoffe Pie Sussex CBeebies My World Kitchen Self-service snack</p>
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Key Cooking Vocabulary - Bake, blend, boil, Mash, Whisk, chop, Stir, brown, harvest, pick, peel, knead, serve, drain, grate, marinate, rinse, wash up, dry

<p>Sewing</p> <p>Curricular Goal Milestones</p>	<p>Children use upper body strength to hang on A frame or ropes etc. Children weave ribbons in and out of a large frame outdoors on a large scale with adult support. As they grow in confidence, they begin to do this</p>	<p>Children weave on a smaller scale inside. In, out, in, out.</p>	<p>Children will begin their interest in sewing by looking at examples and designs. Adults will model the process and they will observe. Children will continue practising threading through the eye of the needle.</p>	<p>Children will thread the needle through the binka Children will think about the size of the binka that they need as part of the design and can cut it out themselves. Children are thinking about how their design will fit into a space.</p>	<p>Children think about the pattern or design they want to create. They cut out the binka they need and thread the needles. They use running-stitch to create their pattern or design.</p>	<p>Children use a running stitch to join two pieces of Binka together.</p>
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	independently on a smaller scale.					
Key Sewing Vocabulary needle, thread, stitch, weave, binka, loose, tight, knot, material, fabric, costume, design, hem, fray, eye						
Woodwork	Hammering Bottle tops Pumpkins	Sawing Christmas decorations Stickman	Screwing	Filing Bug hotels	Independent application of all skills.	
Curricular Goal Milestones	Children explore using one-handed tools such as: one-handed scissors, knives to spread/cut and wooden spoons to stir/pour.	Children access the woodwork bench and explore using some tools with adult support e.g. hammering nails into pieces of soft wood.	Children have repeated experiences at the woodwork bench. They think about what they are creating and how they want it to look e.g. "I'm making a car, it has four wheels."	Children use tools such as: hammers, hand drills, screw drivers, saws and the glue gun safely and with increasing confidence. They have an idea of what they want to make.	Children decide on the model they will make. They choose the materials they want to use, shape materials with tools, and join materials together.	
Key Woodwork Vocabulary – hammer, saw, screwdriver, glue gun, file, nuts and bolts, screws, nails, sandpaper, clamp, safety goggles, gloves, vice, wood. Plastic. Materials, cardboard, corrugated, malleable, flexible, rigid, transparent.						
Books to support woodwork/ junk modelling learning	Not a box	Iggy Peck Architect	The Most Magnificent Thing	Izzy Gizmo	The Eggbox Dragon	Rosie Revere Engineer
DT Sticky Knowledge:						
<ul style="list-style-type: none"> • I know how to use scissors safely. • I can cut along a straight line. • I can cut along a wavy line. • I can join to items using tape. • I can use glue to fix items together • I know how draw a plan. • I know that I can adapt and change something I have made. • I can work with a friend, sharing ideas. • I know that some materials are better for building with than others. • I can talk about what I have made and say why. 						

Music – Charanga	Me Celebration Kool and the gang Happy Pharrell Williams Sing The Carpenters A Rainbow Peggy Lee Happy Birthday Stevie Wonder	My Stories Roll Alabama Bellowhead Boogie Wonderland Earth Wind and Fire Don't go Breaking My Heart Elton John and Kiki Dee Ganesh is Fresh MC Yogi Frosty the Snowman Ella Fitzgerald	Everyone We are Family Sister Sledge Thula Baba ABC Jackson Five My Mum is Amazing (feat Zain Bhika) Conga Miami Sound Machine	Our World Lovely Day Bill Withers Beyond The Sea Robbie Williams Mars The Planets Gustav Holst Frogs Legs and Dragons Teeth Bellowhead Aint No Mountain High Enough	Big Bear Funk I Feel Good James Brown Don't You Worry About A Thing Incognito My Promise Earth, Wind and Fire Superstition Stevie Wonder Pick up the Pieces Average White Band	Reflect, Rewind, Replay William Tell Overture Rossina Dance of the Sugar Plum Fairy Tchaikovsky Flight of the Bumblebee Rimsky Korsakov Jupiter the Bringer of Jolity by Holst Fantasia On A Theme by Ralph Vaughan Williams Flying Theme by John Williams
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Sticky Knowledge:

- I know 10 nursery rhymes by heart.
- I know and join in with familiar assembly songs
- I know how to clap the pulse (beat)
- I know how to play some percussion instruments correctly.
- I know the names of some percussion instruments.
- I know that instruments make different sounds.
- I know that pitch is how high or low a sound is.
- I know that performance is sharing music with others.
- I can create my own music.
- I can talk about music I have heard.

Key Music Vocabulary – pitch, duration, dynamic, tempo, timbre, texture, structure, names of musical instruments, sing, chant, nursery rhyme

Music – Charanga nursery rhymes	Pat – a – cake 1,2,3,4,5 once I caught a fish alive This old man Five little ducks Name song Things for fingers	I'm a little teapot The Grand Old Duke of York Ring 'o' Roses Hickory Dickory Dock Not too Difficult The ABC Song	Wind the Bobbin Up Rock- a bye Baby Five Little Monkeys Twinkle Twinkle If You're happy and you Know It Head, Shoulders, Knees and Toes	Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels on the Bus The Hokey Cokey	
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UW RE	F4: Being Special – Where do we belong? Children in Need	F2: Why is Christmas special for Christians? Divali Christingle	F1: Why is the word 'God' so important to Christians?	F3: Why is Easter special to Christians? Holi	F5: What places are special and why? Eid	F6: What times/stories are special and why?
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Sticky Knowledge:

God/Creation – I know that...

- Christians believe that God created the heavens and the earth.
- Christians believe that they must treat God's name with respect.
- They believe that the earth and everything in it belongs to God and that he gave them special jobs to do. Adam was given a special job to care for the animals.
- Jesus told stories or parables about how much God loves Christians.

Incarnation – I know that...

- The key events from the nativity story.
- That stories have changed over time and that we must go back to the original texts to understand what happened.
- Understand why people perform nativity plays and where the first ones came from.
- Jesus welcomes everyone even the little children.

Salvation – I know that...

- Christians remember Jesus' last week at Easter.
- Jesus' name means 'He saves'.
- Christians believe Jesus came to show God's love.

Key RE Vocabulary – world, people, belief, belong, behave, God, nature, care, Earth, feelings, welcome, important, values, Christianity, Church, Christian, Jesus, Christmas, Palm Sunday, resurrection, cross, Good Friday, Hosanna, Nativity, Bethlehem, Nazareth. Divali, Hindu, Hinduism, Diva Lamps, Islam, Muslim, Mosque, Holi, Eid, prayer, creation, environment, identity, celebration, symbols, traditions.

Books to support RE learning	Only One You	The Lightbringers	My Friend Earth		The Girls No Place Like Home	
Forest School	Autumn Keeping safe Hedgehogs Physical play and risk taking	Fire Christmas crafts	Winter Birdfeeder Ice sculptures The Fox The fox is smart, And sly as can be, And a great big bushy tail has he. He can run very fast, And his fur is red, And he lives in the woods in his tree trunk bed.	Nest building	Spring Pond dipping Popcorn Popcorn, Popcorn, sizzling in the pan. Shake it up, shake it up, Bam, Bam, Bam. Popcorn, Popcorn, now it's getting hot. Shake it up, shake it up, Pop, Pop, Pop.	Have Zome Summer Willow weaving Mrs Bluebird Here's a nest for Mrs Bluebird. Here's a hive for Mr Bee. Here's a hole for Bunny Rabbit, And here's a little house for me.

	<p>Apples</p> <p>Falling Apples</p> <p>Here is the tree with its leaves so green. Here are the apples that hang between. When the wind blows, the apples will fall. And this is the basket to catch them all.</p> <p>Furry Furry Squirrel</p> <p>Furry, furry squirrel, Hurry, hurry, hop. Scurry up the tree trunk, To the very top. When you reach the branches, Hurry, turn around. Furry, furry squirrel, Scurry to the ground.</p>	<p>Who Has Seen the Wind? by Christina Rossetti</p> <p>Who has seen the wind? Neither I nor you. But when the leaves hang trembling, The wind is passing through. Who has seen the wind? Neither you nor I. But when the trees bow down their heads, The wind is passing by.</p> <p>Five Little Owls</p> <p>Five little owls in an old elm tree, As fluffy and puffy as owls could be. Blinking and winking their big round eyes, At the big round moon that hung in the skies. As I walked beneath, I could hear one say, "They'll be mouse for supper, there will be today." Then all of them hooted, "Tu-witt, tu-whoo. Yes, mouse for supper, Hoo-hoo. Hoo-hoo."</p>	<p>Let's Put on Our Mittens</p> <p>Let's put on our mittens, and button up our coats.</p> <p>Wrap our scarves snugly around our throats. Pull on our shoes and fasten the straps. And tie on tightly our warm woollen hats. Open the door, and out we go. Out, into the soft and feathery snow. Crunch, crunch, crunch.</p>	<p>Mud play</p> <p>Spring Wind</p> <p>Hungry Birdies</p> <p>I have built a little nest, look inside, look inside. Hungry birdies with their beaks, open wide, open wide. And the little birdies grow, day by day by day. 'Till they spread their wings and fly, far away, far away.</p> <p>Planting and growth</p>	<p>A Little Seed</p> <p>A little seed for me to sow, A little soil for it to grow. A little hole, a little pat, A little wish, and that is that. A little sun, a little shower, A little wait, and then a flower.</p>	<p>Pitter Patter</p> <p>Pitter patter falls the rain, On the roof and window pane. Softly, softly it comes down, Makes a stream that runs around. Flowers lift their heads and say, "A nice cool drink for us today."</p>
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Key Forest School Vocabulary – seasons, Autumn, Spring, Summer, Winter, changes

<p>Books to support Forest School learning</p>	<p>Leafman</p>	<p>Not a Stick</p>	<p>Whale gets stuck</p>	<p>The Perfect Nest Bouncy Blackbird RSPB</p>	<p>A stone sat still A seed is Sleepy</p>	<p>The Lost Words</p>
<p>UW Science</p>	<p>Floating sinking Magnets Nocturnal animals/ hibernation</p>	<p>Weather Keeping homes waterproof</p>	<p>The seasons Change of states - freezing</p>	<p>Planting seeds Plant growth Recycling Plastic pollution</p>	<p>Life cycle of a caterpillar Bugs Pond dipping</p>	<p>Our senses Humans – How do we grow Space</p>

		<p>Thunderstorm</p> <p>Boom. Bang. Boom. Bang</p> <p>Rumpety, lumpety, bump.</p> <p>Zoom. Zam. Zoom. Zam.</p> <p>Clipperty, clapperty, clump.</p> <p>Rustles and bustles, and swishes and zings.</p> <p>What wonderful noises a thunderstorm brings.</p>				<p>Gravity</p> <p>In space, there is no gravity.</p> <p>So both your legs are very free,</p> <p>To float around doing silly things,</p> <p>Like loop the loop and backwards rings.</p> <p>But then again, there is no air.</p> <p>No oxygen for us to share.</p> <p>So I'll stay on Earth, where I'm safe and sound,</p> <p>And I'll keep my feet upon the ground.</p>
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Knowledge:

- I know some foods that are healthy and not healthy.
- I know why we need to wash our hands and brush our teeth.
- I know how to use the toilet.
- I know how to get myself dressed.
- I know some body parts and can say what they do.
- I know who is in my family, including pets.
- I know the difference between animals and plants.
- I know the names of different animals: from our country and far away.
- I know the names of the four seasons.
- I know what the weather is like in each of the seasons.
- I know the main changes that happen in Autumn, Winter, Spring and Summer.
- I know that ice melts when it gets hot.
- I know that water turns into ice when it freezes.
- I know that some animals sleep during the winter.
- I know that the weather is different in different parts of the world.
- I know that a plant needs light, soil and water to grow.
- I know that plants die if they don't have enough water.
- I know that some food grows on trees and some comes from plants on and under the ground.
- I know that a tadpole becomes a frog and a caterpillar becomes a butterfly.
- I know that some materials float and some sink.
- I know that some materials are more suited to jobs than others.
- I know that my actions affect the world.
- I know the name of some insects.

Key Science Vocabulary – nocturnal, hibernation, float, sink, magnetic, repel, attract, waterproof, porous, weather words, ice, melting, water, freezing, plant, seed, grow, stem, leaf, roots, petals, flower, fruit, recycle, reuse, reduce, caterpillar, pupa, chrysalis, metamorphosis, proboscis, nectar, butterfly, abdomen, thorax, head, fore/hind wing, life-cycle. Insect, food chain, bug names, habitat, senses, taste, touch, hearing, sight, smell, humans, baby, toddle, child, adolescent, adult, elderly, body parts. **I SEE, I THINK, I WONDER**

UW History	My Family tree	Know that events/celebrations take	Notice that things in nature change over time. Seasons and key changes.	. Live things do not stay the same over time.
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	How am I different to my friends?	place at certain points of the year. Christmas in Winter, Birthdays happen annually but at different times in the year for different people.	Know that organic things decay over time. When I was a baby Stages of human growth form a baby to an elderly person	Know that plants/chicks/tadpoles/caterpillars grow and change over time. Notice changes eg a new haircut. Notice and celebrate the new things they can do. Eg I can now write letters but when I first started school I couldn't.
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Children will be familiar with images of objects/ transport from the past



Sticky Knowledge

Knowledge:

- I know about my family and where I was born.
- I know that as I get older I can do different things.
- I know that my Grandparents are my Mum and Dads parents.
- I know that things have changed since my Mum and Dad were little.
- I know which objects are from the past and which are modern. (toys / home artefacts)
- I know some facts about people from the past – Guy Fawkes, Neil Armstrong, Mary Anning.
- I know that some stories have been around for a long time and that some are new.
- I know that families celebrate in different ways.
- I know some celebrations / festivals and can say why they are celebrated (Christmas, Easter, Bonfire Night, Diwali, Chinese New Year).

Key History Vocabulary – family, father, mother, brother, sister, grandparents, uncle, aunty, cousins, nephew, niece, older, younger, celebrate, year, month, week, day, winter, summer, spring, autumn, seasons, decay, change, yesterday, tomorrow, today. Baby, toddler,

<p>UW Geography</p> <p>Global Responsibility</p> <p>Cultural diversity</p> <p>Commun ity trips</p>	<p>Exploring my school – Finding my way around my new classroom/schools</p> <p>Food bank</p>	<p>My route to school What buildings do I see? How do I travel?</p> <p>Estuary – Geography of Kingsbridge.</p> <p>Understanding journeys – The Nativity story.</p>	<p>Where have I been on holiday? Postcards Seaside – Blue Planet – plastic pollution. Chinese New Year</p> <p>Understanding that we go to school in a small town called Kingsbridge which is part of the county Devon which is part of the country England. Finding Kingsbridge on a map of England.</p>	<p>Animal habitats Sort according to which continents they live on. Recycling Beebots – directions, mapwork.</p>
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Environm entalism Global citizenshi p			Comparing life in this country with others through the stories read in class.	
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Children will be familiar with these global landmarks. Photos of each landmark will be in the loose parts area for the whole year.



Sticky Knowledge:

- I know where I live
- I know some of the features of my immediate environment.
- I know the name of my school and can say some of the things I pass on my way to school.
- I know some of the people who work in my community and what they do.
- I know the names of the four seasons.
- I know the main features of the weather in each of the seasons.
- I know that not all places in the world are the same.
- I know some of the animals and plants that live and grow around me.
- I know what harvest is.
- I know some of the festivals that are celebrated around the world.
- I know that different foods are grown around the world.
- I know that London is the capital of England.
- I know some animals from different parts of the world.

Key Geography Vocabulary – map, key, symbol, route, buildings, transport, river, estuary, holiday, travel, world, globe, postcards, habitats, continents, architect, landmark, community, journey, left, right, turn, forward, backward, pollution, reduce, reuse, recycle. Food bank, global citizen, estuary

UW Computing	Learn how to use classroom equipment. Camera, CD player, talking tins	Navigate pre-set games on the classroom computers. Control mouse and right click.	Use ipads and cameras to take photos (Art link to Levon Bliss)	Beebots	Log in independently to classroom computers
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Sticky Knowledge:

Personal, Social and Emotional Development

I can wait a short amount of time for something I want eg: a computer loading / an App to work..

I know how to complete a familiar task independently and with support will try new things. Eg: a computer programme / Beebot.
 I can select tools and resources that I need to complete a task of my own choosing.
 I know how to be safe online.
 I know that a password is secret.

Physical Development

I know how to use an iPad or tablet appropriately.
 I know how to use my fingers on a touch screen, and can control a mouse/touchpad on a computer.

Understanding the World

I know how to use a camera ie: on an iPad.
 I know how to work a simple programmable toy.
 I can select and use technology for particular purposes.
 I know how technology is used in my own home.
 I know that technology has changed since my adults were young.

Key Computing Vocabulary - mouse, right click, left click, select, scroll, log-in, log-out, username, password, cursor, click, drag, swipe

Books to support UW learning	Pezzetino The Dot The best part of me Leafman My Map Book	Harvey Schlumfenburger's Christmas Not a Stick Iggly Peck Architect Dangerous From mud huts to skyscrapers	Sam and the lucky money Winter Here Comes Jack Frost Secrets of Winter	Jack and the Beanstalk The Big Book of Bugs Peep inside Bug Homes Little Bear's Spring A seed is sleepy	Eddie's garden Tell me a dragon How to catch a dragon – Pie Corbett	The Way Back Home Ada Twist Scientist
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