

# EYFS CURRICULUM OVERVIEW- 2023-2024

Communication and Language						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Main Theme</b>	Knowing me, Knowing you!	Creeping through the Crocodile Creek!	Once upon a raindrop/ Space	There's no place like home!	Together we can save the world	Under the Sea
<b>Educational Programme</b>	<p><i>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</i></p>					
<b>Curriculum Goals</b>	<p>Ask relevant questions and make comments, chatting back and forth with friends and adults and expressing ideas and feelings with confidence.</p> <p>Embracing new vocabulary, explaining its meaning, using it in their imaginative play and to retell stories and discuss a range of texts.</p>					
<b>Specific Provision</b>	<p>As the development of children's spoken language underpins all seven areas of learning, both specific provision and ongoing provision in all areas incorporate communication and language.</p>					
<b>Ongoing Provision</b>	<i>Daily routines</i>	Ask for help when appropriate, explain issues. Use appropriate words to solve problems. Listen attentively to others, speak clearly to explain ideas, thoughts and feelings				
	<i>Carpet time</i>	Develop social phrases, engage in two-way conversation with a friend, listen and respond to ideas, speak clearly to give feedback.				
	<i>Assembly</i>	Listening attentively to what is said, engaging in two-way conversation where appropriate, sitting still, putting up their hand to share ideas, joining in with singing. <i>(To be developed throughout the year)</i>				
	<i>Free flow</i>	Practise using new vocabulary, develop social phrases, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts, engage in and talk about books, retell stories and create their own, take part in role play and small world play.				
	<i>Show and Tell</i>	Express thoughts and opinions, ask questions related to what they have heard, consider and answer questions.				
	<i>Story Time/ Poetry Basket</i>	Learn new vocabulary, engage in and talk about books, learn rhymes, poems and songs.				

## Personal, Social & Emotional Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Main Theme</b>	Knowing me, Knowing you!	Creeping through the Crocodile Creek!	Once upon a raindrop/ Space	There's no place like home!	Together we can save the world	Under the Sea
<b>Educational Programme</b>	<p><i>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</i></p>					
<b>Curriculum Goals</b>	<p>Gain confidence to try new activities, assessing risk, pushing themselves and encouraging others, showing perseverance and resilience when things get tricky and picking themselves up when they fall.                      Work and play cooperatively, taking turns, showing kindness and being sensitive to the needs and feelings of themselves and others.                      Recognise why we have rules and try to behave accordingly and showing respect to others, to the equipment and to the environment.                      To become an Independent Individual, able to dress themselves, make independent choices, organise their personal equipment, manage their own hygiene and make healthy food choices.</p>					
<b>Specific Provision</b>	<p><b>Life to the full:</b></p> <p>Module 1- Unit 1- Handmade with love-the story of creation</p> <p>*Class charter, school rules.</p> <p>*Oral health</p>	<p><b>Life to the full:</b></p> <p>Module 1 - Unit 2- Me, My body, my health</p> <p>NSPCC- Speak out, keep safe</p> <p>Anti bullying week</p>	<p><b>Life to the full:</b></p> <p>Module 1 -Unit 3- Emotional Well- Being</p> <p>Module 1 -Unit 4- Lifecycles</p> <p>*Internet safety</p> <p>*Road safety</p>	<p><b>Life to the full:</b></p> <p>Module 2- unit 2- Personal Relationships</p>	<p><b>Life to the full:</b></p> <p>Module 2- Unit 3 – Keeping safe</p>	<p><b>Life to the full:</b></p> <p>Module 3 unit 1- Religious understanding</p> <p>Module 3 unit 2- Me, you, us</p>
<b>Ongoing Provision</b>	<p><i>Daily routines</i></p>	<p>Self-registration, book voting, 'choose it, use it, put it away' when using resources, change into wellies for playing in the garden/ on the field, turning clothes the right way round, recognise name labels in clothes, unpack/ pack book bag and sort own equipment at beginning and end of day, use toilets independently, be able to do up own coat and put on own hat/ scarf/ gloves, apply sun cream independently, recognise importance of drinking plenty, snack time and lunch time.</p>				
	<p><i>Carpet Time</i></p>	<p>Find a space, sit appropriately, listen to others, consider their ideas, share their thoughts.</p>				
	<p><i>Free flow</i></p>	<p>Build relationships with others, see themselves as a valued individual, set simple challenges, show resilience and perseverance, manage feelings and behaviour appropriately, play cooperatively, take turns and share, show sensitivity to others</p>				
	<p><i>Story Time</i></p>	<p>Experience, explore and talk about positive relationships, feelings and emotions, diversity.</p>				

## Physical Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Main Theme</b>	Knowing me, Knowing you!	Creeping through the Crocodile Creek!	Once upon a raindrop/ Space	There's no place like home!	Together we can save the world	Under the Sea
<b>Educational Programme</b>	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
<b>Curriculum Goals</b>	To use strength, balance and coordination to run, jump, hop, skip, climb and dance confidently and safely. To hold a pencil effectively and use tools such as scissors, cutlery and paintbrushes with confidence.					
<b>Specific Provision</b>	*Scissor skills – snipping and straight lines *Playdoh gym *Finger gym activities *Wiggle whilst you squiggle  PE – different ways of moving/ throwing and catching	*Scissor skills – snipping and straight lines *Playdoh gym *Finger gym activities *Wiggle whilst you squiggle  PE – rolling and balancing/ partner work	*Knife and fork with playdoh * Threading and weaving *Scissor skills – changing direction  PE – dance/ ball control	*Knife skills – preparing vegetables * observational drawings  PE – combining movements/ using apparatus	*Close observational drawing *Threading  PE – running and jumping/ team games	*Scissor skills – develop cutting curved lines *Using pipettes *Close observational drawing  PE – throwing skills/ team games
<b>Ongoing Provision</b>	<i>Squiggle While You Wiggle/ Dough Disco</i>	Movement to music activity to help develop all the children's pivot points – shoulder, elbow, wrist, distal (fingers) to support pencil grip and writing, different routine each term.				
	<i>Playground Equipment (inc. bikes and scooters)</i>	Developing confidence, core strength, proprioception, balance, upper body strength				
	<i>Handwriting</i>	Pattern practice to develop handwriting movements. Letter formation taught alongside new phonemes. Daily morning handwriting practice, including name writing.				
	<i>Lunch Time</i>	Hold and use a knife and fork correctly. Good posture at table.				
	<i>Free flow</i>	Revise and refine fundamental movement skills, develop strength, balance, agility and coordination, refine and develop fine motor skills, use a range of tools competently and safely, combine movements, develop ball skills. Painting, scissors, playdoh, range of pens and pencils in different sizes.				
	<i>Yoga</i>	Develop strength, balance and coordination. Mindfulness.				

## Literacy

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Main Theme</b>	Knowing me, Knowing you!	Creeping through the Crocodile Creek!	Once upon a raindrop/ Space	There's no place like home!	Together we can save the world	Under the Sea
<b>Educational Programme</b>	<i>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</i>					
<b>Curriculum Goals</b>	Enjoy listening to and sharing a range of books, joining in with familiar stories, retelling stories, anticipating key events and developing a sheer love of reading. Know a sound for each letter of the alphabet and at least ten digraphs and read books containing sentences they can decode. Embrace new vocabulary, explaining its meaning, using it in their imaginative play and to retell stories and discuss a range of texts. Write phrases and sentences that can be read by others, writing in their play, forming most of their letters correctly and representing the sounds they can hear with letters.					
<b>Specific Provision</b>	<p>*RWI set 1 sounds listening, oral segmenting and blending of word time words rhyming.</p> <p>Pathways to write outcome- Depict the main events of a traditional story using between 3 and 5 images. Pupils mark make next to each image explaining what is happening. *Name copying and writing Writing secret symbols, initial sounds.</p>	<p>*RWI set 1 sounds listening, oral segmenting and blending of word time words, rhyming. *introduce Set 1 special friends and tricky words</p> <p>Pathways to write outcome- To label a plan and attempt to write a simple caption</p> <p>*Name copying and writing Writing secret symbols, initial sounds, CVC words</p>	<p>Revision of set 1 sounds and blending of word time words Set 2 sounds and associated green words and tricky words.</p> <p>Pathways to write outcome- recount To create a new journey for the character in the story. To contribute to a class poem linked to rhyme and 'ing' words. To recite a weather poem as a class *Writing phonetically decodable words, phrases and captions</p>	<p>*Set 2 sounds and associated green words and tricky words.</p> <p>*Writing phonetically decodable words, captions and simple sentences.</p> <p>Pathways to write outcome- To orally retell the story To rewrite a shortened version of the story</p>	<p>*Set 2 sounds and associated green words and tricky words.</p> <p>*Writing phonetically decodable words, captions and simple sentences.</p> <p>Pathways to write outcome-To orally retell the story To write a letter to another class encouraging them to put litter in the bin/take it home when they visit the beach and explain why this is important</p>	<p>*Set 2 sounds and associated green words and tricky words.</p> <p>*Writing phonetically decodable words, captions and simple sentences.</p> <p>Pathways to write outcome- To write a letter</p>
<b>Ongoing Provision</b>	<i>Free flow</i>	Use indoor and outdoor setting to read and create secret symbols/ sounds/ words/ phrases/ sentences to communicate, to make things happen, to retell events. Engage in and talk about books, retell stories and create their own. Label drawings/ models. Make signs for classroom and role play. Writing in different areas of Learning Landscape. Book corner. Focused books in different areas of Learning Landscape. Chalkboard/ whiteboard and writing table outside to promote writing in different areas.				
	<i>Phonological Awareness</i>	Daily RWI sessions. Orally blend and segment, identify rhyme and continue a rhyming string, count syllables, discriminate between sounds.				
	<i>Story Time/ Poetry Basket</i>	Learn new vocabulary, engage in and talk about books, anticipate key events, learn rhymes, poems and songs.				

## Mathematics

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Main Theme</b>	<b>Knowing me, Knowing you!</b>	<b>Creeping through the Crocodile Creek!</b>	<b>Once upon a raindrop/ Space</b>	<b>There's no place like home!</b>	<b>Together we can save the world</b>	<b>Under the Sea</b>
<b>Educational Programme</b>	<p><i>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</i></p>					
<b>Curriculum Goals</b>	<p>To have a deep understanding of numbers to 10, recognising number patterns, comparing numbers, patterns and shapes, measuring a range of things and recalling number bonds to 5.</p> <p>To recognise quantities up to 5 without counting and using that knowledge to make connections and see groups within larger quantities.</p>					
<b>Specific Provision</b>	<ul style="list-style-type: none"> <li>*Matching and sorting</li> <li>*Comparing amounts</li> <li>*Representing, subitising, comparing and composition of 1, 2 &amp; 3</li> <li>*Representing numbers to 5</li> <li>*Comparing size, mass and capacity</li> <li>*Exploring pattern</li> <li>*Circles and triangles</li> </ul>	<ul style="list-style-type: none"> <li>*One more and one less</li> <li>*Introducing zero</li> <li>*Comparing and subitising numbers to 5</li> <li>*Composition of 4 and 5</li> <li>*Positional language</li> <li>*Shapes with four sides</li> <li>*Time</li> <li>*Positional language</li> </ul>	<ul style="list-style-type: none"> <li>*Introducing 6, 7 and 8</li> <li>*Making pairs</li> <li>*Combining groups</li> <li>*Conceptual subitising</li> <li>*Comparing mass and capacity</li> <li>*Length and height</li> </ul>	<ul style="list-style-type: none"> <li>*Introducing 9 and 10</li> <li>*Comparing numbers to 10</li> <li>*Bonds to 10</li> <li>*Conceptual subitising</li> <li>* Addition</li> <li>*3D shape</li> <li>*Pattern</li> </ul>	<ul style="list-style-type: none"> <li>*Building numbers beyond 10</li> <li>*Counting patterns beyond 10</li> <li>*Adding more</li> <li>*Taking away</li> <li>*Spatial reasoning</li> <li>*Match, rotate, manipulate</li> <li>*Money</li> </ul>	<ul style="list-style-type: none"> <li>*Doubling</li> <li>*Sharing and grouping</li> <li>*Even and odd</li> <li>*Patterns and relationships</li> <li>*Spatial reasoning</li> <li>*Mapping</li> <li>*Mass</li> </ul>
<b>Ongoing Provision</b>	<i>Free flow</i>	<p>Use and develop taught mathematical language. Practise taught skills, use and apply taught skills in real-life situations, using loose parts/ Numicon and other mathematical resources, including measuring tools and sand/ water. Use areas of the setting to create secret symbols/passcodes to make things happen, complete puzzles, "What can you see, how do you see it?" Use calendars, clocks, timers, money and stop watches in role play. Use resources to create and extend patterns and use shapes to construct and to make other shapes.</p>				
	<i>Story Time, including using specific maths texts</i>	<p>Practise taught skills, "What do you notice?", "What can you see, how do you see it?"</p>				

Understanding the World						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Main Theme</b>	Knowing me, Knowing you!	Creeping through the Crocodile Creek!	Once upon a raindrop/ Space	There's no place like home!	Together we can save the world	Under the Sea
<b>Educational Programme</b>	<i>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</i>					
<b>Curriculum Goals</b>	Explore their environment and the roles of people in it and compare life now and in the past and different countries and cultural communities. To explore, embrace and care for the outside world around them and everything that is living in it. To make observations and ask questions about scientific processes, testing theories, making predictions and looking at changes that happen.					
<b>Specific Provision</b>	<b>The Way the Truth and the life-God's World</b>	<b>The Way the Truth and the life-God's Family</b>	<b>The Way the Truth and the life-Getting to know Jesus</b>	<b>The Way the Truth and the life-Sorrow and Joy</b>	<b>The Way the Truth and the life-New Life</b>	<b>The Way the Truth and the life-Our Church Family</b>
	<b>National Online Safety</b> Self Image and Identity	<b>National Online Safety</b> Online Relationships & Online Reputation	<b>National Online Safety</b> Online Bullying	<b>National Online Safety</b> Managing online information	<b>National Online Safety</b> Health, wellbeing and Lifestyle	<b>National Online Safety</b> Privacy, security, copyright and ownership
	All about me: How am I special? Where I live Comparing myself to when I was a baby and now (growth) *Family trees. Transition from nursery to school.	Animals habitats Baby animals Sorting animals based on their features	Weather  Planets/Space	Looking at materials to build a home- link to the 3 little pigs How climate will affect the materials used for homes around the world	*What happens during the lifecycle of a butterfly? *What do plants/ humans need to grow? Planting seeds/creating a mini garden	Sealife creatures- focus on crabs and turtles Floating and sinking Recycling- looking t different materials
	*Why is it so important that we wash our hands? *What would happen to the Gingerbread Man if he fell in the river and how could we help him get across the river? (materials and structures)	*Observing the effects of physical activity on our bodies. *Looking at how our breathing changes and feeling our heartbeat.	*Looking at different types of weather.  *Using maps and the globe to locate countries that are close and far.  How can we save water?	*To understand what a community in Ellesmere Port might consist of in terms of features	*Climates in different countries – what types of plants grow where.  *Different habitats.	How is a beach different from our village/town/city? • Compare and contrast pictures of towns and beaches

	*People who help us- Learning about the different roles of people in our community	Materials - different types of surfaces, and animal textures.	Explore water science-floating and freezing colour mixing and dying Make frozen water-based lollies Steam some vegetables Make fruity drinks	*Compare homes today with homes in the past. What do we have in our homes that are the same and different?	*How the children have changed from babies. Life cycles.	*To know where different animals live. Talk about the habitats of sea creatures/animals we find near the coast.
	Night and day activities  Why do we need light and dark?  Nocturnal animals	Special journeys – where do you go on special days and why? (holiday journeys, visiting friends/relatives/faith journeys).			*Talk about what we can do about climate change - Reduce-reuse-recycle *Begin to understand why some animals are extinct.	*Recount and share family experiences of holidays and days out. *Look at how holidays have changed over the years.
	<i>Freeflow</i>	Learn and practise new vocabulary, create small world environments, role play, read and draw simple maps, look at books containing images from the past or different cultures/countries, explore the natural world around them, describe what they can see, hear and feel when outside, explore different scientific concepts.				
	<i>Story Time</i>	Experience, explore and talk about different people and occupations, comment on images from the past or different cultures/countries.				

### Key Vocabulary linked to NC subjects

	<i>RE</i>	God, Jesus, family, environment, creation
	<i>History</i>	present, past, now, then, yesterday, today, time, day, week, month, year, remember, same, different, similar, castle, king, queen
	<i>Geography</i>	desert, rainforest, jungle, beach, park, village, town, city, country, world, globe, earth, map, path, street, road, bridge, building, sea, river, lake, stream, forest, wood, weather, seasons, ocean, waterfall, shore, mars. planets, rocket, dunes, desert
	<i>Science</i>	question, answer, explore, test, experiment, investigate, predict, sort, group, record, compare, describe, force, magnetic, non-magnetic, freeze, melt, boil, change, sink, float, plant, grow, flower, tree, soil, roots, stem, stalk, leaves, petals, trunk, branches, seed, bud, blossom, life-cycle, body parts, baby, adult, human, wood, metal, plastic, glass, rock, hard, rough, smooth, steam, liquid, vapour, gas, rusty,
	<i>Computing</i>	technology, internet, iPad, app, camera, switch, digital, website, mobile phone, computer, laptop, mouse, keyboard, click, open, close, program, type, record, play, headphones, speaker, volume
<b>Festivals/ special times</b>	Harvest, Bonfire night, Remembrance Day, Christmas, New Year, Chinese New Year, Shrove Tuesday, World Book Day, Mother's Day, Easter	

Expressive Arts & Design						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Main Theme</b>	Knowing me, Knowing you!	Creeping through the Crocodile Creek!	Once upon a raindrop/ Space	There's no place like home!	Together we can save the world	Under the Sea
<b>Educational Programme</b>	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
<b>Curriculum Goals</b>	To create using a variety of tools, techniques and materials, enjoying sharing their creations and processes with others and using their creations in their play. To play imaginatively, making music, singing a range of songs and performing with others, both informally and formally to an audience.					
<b>Specific Provision</b>	Harvest Festival *Use templates and stencils with pencils *Wax crayon rubbings *Print – fingers, stampers *Malleable materials – use rolling pins and cutters *Transient art - sand *Use felt tip pens. *Use chalks inside and out	Christmas Nativity *Use stencils with paints and sponges *Print - outlines *Paint – different brushes, different surfaces *Malleable materials – roll and shape by hand *Use oil pastels *Junk model – join with tape/glue and embellish	*Print–relief printing with rollers *Paint - colour mixing *Malleable materials – imprint, use mark makers *Transient art – loose parts (Treasure Trolley) *Collage – cut and stick *Weaving	*Paint – wax resist *Print – 3D shapes *Junk model – flanges and hinges *Weaving  Consolidate and refine previously taught skills and techniques independently	*Observational drawings *Paint – using watercolour paints *Transient art – natural loose parts *Sewing  Consolidate and refine previously taught skills and techniques independently	*Malleable materials – pottery/sculpture *Junk model – moving parts  Consolidate and refine previously taught skills and techniques independently
<b>Ongoing Provision</b>	<i>Freeflow</i>	Learn and practise new vocabulary, sing, dance, make music and perform on their own and in a group, practise and use a range of artistic techniques and skills, use a range of tools and materials, create collaboratively, develop storylines in pretend play, use imagination, role-play, small world play. Creative area – free access to junk modelling, pencils, chalks, crayons, paint, playdoh, collage materials etc. Treasure trolley – loose parts. Range of construction sets. Box of musical instruments.				
	<i>Story/song time Poetry Basket</i>	Sing a range of songs/nursery rhymes, and understand the structure of stories.				
<b>Key vocabulary linked to NC subjects (including but not limited to)</b>	<i>Art</i>	paint, draw, colour, mark-make, lines, circles, shapes, colour, mix, primary, secondary, texture, form, sculpt, shape, print, technique, pattern, artist, imprint				
	<i>DT</i>	appearance, design, make, build, model, cut, join, shape, create, decorate, tools, ingredients, recipe				
	<i>Music</i>	song, chorus, repeat, round, verse, tune, percussion instrument names, rhythm, pulse, beat, pitch, tempo, dynamic, compose, dance, move, perform, style				



<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Main Theme</b>	<b>Knowing me, Knowing you!</b>	<b>Creeping through the Crocodile Creek!</b>	<b>Once upon a raindrop/ Space</b>	<b>There's no place like home!</b>	<b>Together we can save the world</b>	<b>Under the Sea</b>
<b>Texts covered</b>	Gingerbread man Peace at last Funny bones Leaf man The Stickman Pumpkin Soup Super Duper you! All are Welcome All kinds of families Name Jar On the way home When a dragon meets a baby Worry sarus The tiger who came for tea Families, families, families Ten Little Superheroes	Creeping through the Crocodile Creek! Tiger, Tiger! The enormous crocodile Monkey puzzle The very hungry caterpillar The tiger who came for tea Tadpoles promise Aaahggh spider! The very lonely firefly! Bumble bear The bad tempered ladybird Snail trail Jungle Jamboree Cinderella and other traditional stories Nativity Story	Once upon a star Rivers Space Tortoise Float Hey Water! Zim, Zam, Zoom Wave Penguin Small Snow Bear Cuddly Duddly The Magical Snow Garden Astro Girl Toys in Space Look Up! How to catch a star! The darkest Dark Snail in Space Whatever next! Rabbit in the dark	Something Else Three little Pigs The Journey Home Paddington Bear A house that once was Home Harry's Home Stuck This is our House Let's build a house Fleabag Iggly Peck Architect	Traction Man Super worm Super kid Supertato Super Daisy	Clem and Crab Kipper the Dog – the Seaside Seaside and Sea Sound poems by Shirley Hughes One is a Snail, Ten is a Crab Commotion in the ocean Big Blue Whale The singing Mermaid Somebody swallowed Stanley Tiddler Rainbow fish Little turtle and the sea
<b>Experiences</b>	Circus Skills day  Dentist visit hairdresser visit Police visit	Chester Zoo  Pantomime- Theatre Porto			Park Hall Farm visit	Walk to the local church and park