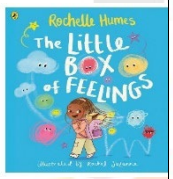
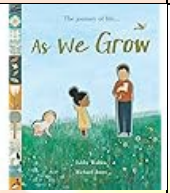
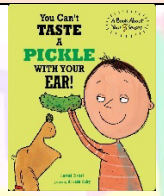
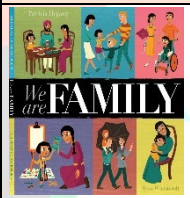
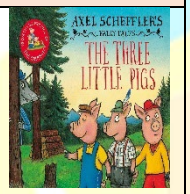
Reception Long Term Plan/Curriculum Map

Theme/Topic	Autumn 1 Marvellous Me and My Family	Autumn 2 Traditional Tales Christmas	Spring 1 Transport	Spring 2 New Life and Growth	Summer 1 Animals	Summer 2 Mini Beasts
Key Dates/Events	5th October - New Starter Café 23rd October - Break up for half term	27th November - Open Day/Parent Review Day 2nd December Parent Review Day 10th December - Christmas Performance 14th December - Christmas Party 17th December - Break up for Christmas Holidays/Toy Day	12th February - Break up for Spring half term	19th March - Open Day 23rd March - Day for Easter 24th March - Parent Review Day and Break up for Easter	3rd May - May Day Holiday 28th May - Break up for Summer half term	25th June - Open Day 30th June - Parent Review Day 7th July - Sports Day 13th July - Break up for Summer/Toy Day
Topic Book Hook	Ready, Steady, Reception! Our Class All kinds of Feelings My Body My Senses My Family My House and Local Area	The Enormous Turnip Hansel and Gretel The Hare and the Tortoise The Gingerbread Man Christmas	What is Transport? Road Safety People Who Help Us Air Travel Water/Sea Travel Rail Travel	Plants and Life Cycles Jack and the Beanstalk Growth/Spring Easter	Local Habitats Deserts Skies Oceans Jungles/Rainforests	What is a Mini Beast? Habitats Life Cycles Bodies and Movements Caring for Creatures
Drawing Club	The Tiger Who Came to Tea Three Billy Goats Gruff Trapdoor - Breakfast	A Dark, Dark Tale Hansel and Gretel Captain Pugwash - Monster Ahoy Not Now Bernard Goldilocks	Dear Zoo Wacky Races Would you Rather Pirate Pete Roadrunner Where the Wild Things Are	What's in the Witch's Kitchen? Jack and the Beanstalk Popeye Farmer Duck	Penguin Three Little Pigs Mr Benn - Zoo Keeper We're Going on a Bear Hunt White Hen and the Fox Bat Fink - The Short Circuit Case Je M'habille et Je Te Croque	The Giant Jam Sandwich Little Red Hen Willo' the Wisp - The Thoughts of Moog The Hairy Toe
Maths	Match, Sort and Compare Measure and Patterns It's Me 1, 2, 3	Circles and Triangles 1, 2, 3, 4, 5 Shapes with 4 sides	Alive in 5 Mass and Capacity Growing 6, 7, 8	Length, Height, Time Building 9 and 10 Explore 3D shapes	To 20 and Beyond How Many Now? Manipulate, Compose and Decompose	Sharing and Grouping Visualise, Build and Map

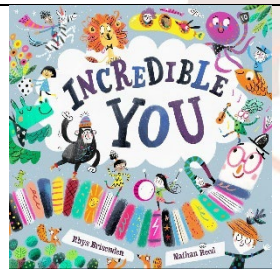
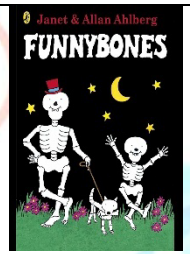
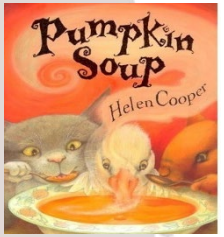
Reception Long Term Plan/Curriculum Map

Handwriting	Dots Straight Lines and Crosses Circles Waves Loops and Bridges Joined Straight Lines Angled Patterns	Eights Spirals Left to Right Orientation Mix of Patterns	Long-Legged Giraffe Letters	One-Armed Robot Letters	Curly Caterpillar Letters	Zig-Zag Monster Letters
Key Texts	Incredible You Funnybones Pumpkin Soup	The Magic Porridge Pot I'm Not Santa!	The Journey Home from Grandpa's Magic Train Ride Lost and Found	Jack and the Beanstalk Handa's Surprise	We're Going on a Lion Hunt We're Going to Find the Monster	The Bad-Tempered Ladybird Superworm
Children will have daily phonics lessons and will be assessed half-termly to establish next sounds/sounds to be revisited. Continuous provision will be available all year to allow children to revisit, practise, consolidate and apply their learning. Enhanced provision will include temporary additions to the environment that responds to children's interests and creates opportunities to explore a particular skill, concept or area of learning. Enhancements may be added to an existing area of provision or introduced as a focussed experience.						

Reception Long Term Plan/Curriculum Map

Reception Autumn 1 Marvellous Me and My Family								
Week	1 7/9	2 14/9	3 21/9	4 28/9	5 5/10	6 12/10	7 19/10	Learning Objective
notes								Objectives are plotted into the first week they will be covered, however, there will be opportunities when they are covered again to help embed/retrieve knowledge. This may be through a directed session or in continuous provision.
Role Play Area	Home							
Theme	Ready, Steady, Reception!	Our Class	All Kinds of Feelings	My Body/Life Cycles	My Senses	My Family	House and My Local Area	
Topic Book Hook								
Phonics	Children will take part in daily Read Write Inc phonics lessons							1. I have started to develop my phonological awareness, so that I can: - spot and suggest rhymes. - recognise words with the same initial sound, such as money and mother 2. I am starting to orally blend CVC words.
Drawing Club					The Tiger Who Came to Tea	Three Billy Goats Gruff	Trapdoor - Breakfast	1. Emergent writing I can use some of my print

Reception Long Term Plan/Curriculum Map

<table>
<tr><td>Books to Promote a Love of Reading</td><td colspan="2"> 
</td><td colspan="2"> 
</td><td colspan="2"> 
</td><td>and letter knowledge in my early writing.

1. I understand the five key concepts about print:
- print has meaning
- print can have different purposes
- we read English text from left to right and
from top to bottom
- the names of the different parts of a book
- page sequencing
2. I enjoy an increasing range of print and digital
books, both fiction and non-fiction.
3. I can describe main story settings, events and
principal characters in increasing detail.</td></tr>
<tr><td>Handwriting PenPals</td><td>dots</td><td>Straight lines and crosses</td><td>circles</td><td>waves</td><td>Loops and bridges</td><td>Joined straight lines</td><td>Angled Patterns</td><td>1. Emergent writing: I can form the pre-writing shapes</td></tr>
<tr><td>Poems and Rhymes</td><td>Humpty Dumpty</td><td>I Am Angry/ Days of the Week</td><td>Bath time/ Heads, Shoulders, Knees and Toes</td><td>The Sound Collector/My Senses</td><td>Dancing Families/ I’ve Got a Body</td><td>Kissable Cheeks/My Senses Song</td><td>Ten Little Skeletons/Them Bones</td><td></td></tr>
<tr><td>Maths (White Rose)</td><td colspan="2">Match, Sort and Compare</td><td colspan="3">Talk about Measure and Patterns</td><td colspan="2">It’s Me 1,2,3</td><td>1. I can match objects and match pictures and objects
2. I can identify a set and sort objects to a type
3. I can explore sorting techniques and create sorting rules.
4. I can compare size, mass and capacity
5. I can explore, copy, continue and create simple patterns.
6. I can find, subitise and represent 1, 2 and 3.</td></tr>
</table>

Reception Long Term Plan/Curriculum Map

								7. I can find 1 more and 1 less 8. I understand the composition of 1, 2 and 3.
UtW Science				Name and label the main parts of the human body. Name and sequence the 4 main parts of the human life cycle.	Name the 5 senses and use them to describe and sort different textures, sounds, tastes, sights and smells.		Experiment with materials to test their strength and effectiveness for purpose.	1. I can name and label the main parts of a human body. 2. I can name and sequence the 4 main parts of a human life cycle using photographs of how we grow and change (baby, child, adult, elderly/old). 3. I can name the 5 senses and use this to describe and sort different textures, sounds, tastes, sights and smells. 4. I can experiment with materials to test their strength and effectiveness for purpose (straw, sticks and bricks) Key Vocabulary grow, change, test, experiment, strength, strong, weak, conclusion.
UtW Geography						Know what type of house I live in and that other's houses may look different. Use Google Earth to look at a local area. Know that I live in Seaham (or surrounding area). Use and gain information from a simple map and draw my own map.		1. I know what type of house I live in and that other people's houses might look different. 2. I know I can use Google Earth to look at an aerial map (focusing on local areas/houses and discuss similarities and differences). 3. I know that I live in Seaham or a town/village that is close. 4. I know how to use and gain information from a simple map and am beginning to draw maps myself. Key Vocabulary: aerial/birds eye view, route, school, shops, church, road,

Reception Long Term Plan/Curriculum Map

								houses, next to, similarities, differences, compare
UtW History		Talk about daily routines and the passage of time using a visual timetable.		Understand that I am part of a timeline. Order pictures of myself from baby to now. Talk about my stages of growth using past vocabulary.		Talk about my own life, members of my family and significant events using past vocabulary.		Changes within living memory: 1. I can talk about my own life, members of my family and significant events using past vocabulary. 2. I understand I am part of a timeline. 3. I can order pictures of myself from baby to now. 4. I can talk about my stages of growth using past vocabulary. 5. I can talk about parts of my daily routines and the passage of time using a visual timetable.
UtW Computing		Contribute to a simple digital chart or graph by selecting my favourite option from a predefined set.	Drag and drop emojis that represent feelings on to a digital face.			Take a digital photograph of myself or friend and view it on a screen.		1. I can drag and drop emojis representing different feelings onto digital faces. 2. I can contribute to a simple digital chart or graph by selecting my favourite colour, animal, or food from a predefined set of options (e.g., using an interactive whiteboard activity). 3. I can take a digital photograph of myself or a peer and view it on a screen. Vocabulary: switch on, switch off, button, press, work, start, stop, again, toy, machine, drill, washing machine, move, drag, touch, finger, shape, object, iPad, puzzle, place, put, together.

Reception Long Term Plan/Curriculum Map

PSED PSHE	Classroom tidy rules	Class puzzle	Loose parts feelings face.	Healthy habits	My healthy smile	Regulating	Stranger danger	1. Our Class tidy-up checklist: I Understand the importance of tidying up 2. Loose parts feelings faces: I can identify and understand basic emotions 3. Healthy Habits: I know some strategies for looking after our bodies 4. My Healthy Smile: I know some strategies for looking after our teeth 5. Regulating: I Recognise how to regulate emotions Key Vocabulary: happy, sad, shy, angry, upset, scared, calm, breathe, tidy, organise, sort, active, healthy, germs, different, same.
PE	Easington School Sport's Partnership Gymnastics							1. To link different shapes and ways of moving. 2. To egg roll and log roll. 3. To follow different pathways. 4. To balance on points and patches. 5. To perform our story to music. 6. To use start and finish position.
Music					My Turn, Your Turn	Body Percussion		
RE			Retell religious stories		What happens at a Christian infant baptism	What happens when a baby is born into a religion other than Christianity.		1. I can retell religious stories making connections with personal experiences 2. I share and record occasions when things. have happened in their lives that made them feel special 3. I can recall simply what happens at a traditional Christian infant baptism and dedication 4. I can recall simply what happens when a baby is welcomed into a religion other than Christianity.

Reception Long Term Plan/Curriculum Map

								Key Vocabulary: Muslim, Hindu, Christian, Jesus, Baptism, Raksha Badhan, Welcome, Love, Special, Rakhi, festival, celebration, new beginnings, rangoli, fireworks, sweets, family.
Art		Manipulate playdough to create a face			All about Frida Kahlo	Use transient art to create a picture of my family	Create a self-portrait in the style of Frida Kahlo	1. Mark making/Drawing - I can create a detailed self-portrait in the style of Frida Kahlo, using a range of different media and colour for a purpose. 2. I can draw a picture, adding detail, of my family, pets and the house I live in, demonstrating some knowledge of their immediate environment 3. Painting/Colour - I can access the paint provision (i.e. powder colour mixing) within the classroom to create art myself. 4. Texture/Collage - I can use transient art to create my family. 5. Form/Sculpture - I can manipulate playdough to create a face. Key Artist focus: Frida Kahlo 6. I know about and have started to explore the work of artist Frida Kahlo Key Vocabulary: hair (curly, straight, long, short), details (eyebrows, eyelashes, freckles), expressions (happy, sad, surprised), Pencil, crayon, marker, charcoal, lines (thick, thin, wiggly, straight), Frida Kahlo (flowers, bold colours, eyebrows), family (people, size, clothes), pets (fur, tails, paws), environment (trees, flowers, sky), Adding to, including, more, primary colours, light, dark, bright, dull, arranging, placing, inspiration

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DT				Add different textiles and scrap materials to create a desired effect to make a portrait of myself.			Use split pins to make a movable body.	Structures and Models - 1. I am beginning to work collaboratively to construct using kits or building material (i.e. large scale bricks outdoors) 2. I can use junk modelling, simple joining and fastening materials (such as tape and glue) for my own intended purpose in the continuous provision. Mechanisms - 3. I am developing an understanding of design and movable parts - using split pins to enable things to move and turn e.g. making a movable body Textiles - 4. I can add different textiles and scrap materials for a desired effect to make a portrait of myself (i.e. wool for hair, felt for clothing, sequins for eyes) Key Vocabulary: structure, model, construct, join, connect, fasten, attach, build, link, stack, balance, support, base, frame, wall, roof, floor, strong, stable, secure, wobbly, tall, short, wide, narrow, big, small, piece, block, brick, kit, material, junk, recycled, tape, glue, stick, scissors, cut, mechanism, moving part, move, turn, push, pull, slide, spin, pivot, rotate, open, close, hinge, lever, wheel, axle, gear (simple explanation if applicable), split pin, fastener, joint, connection, design, function, how it works, textile, fabric, cloth, material, texture, soft, smooth, rough, bumpy,

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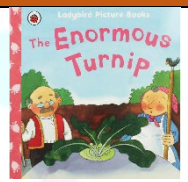
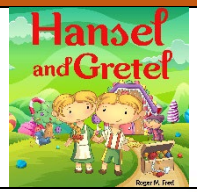
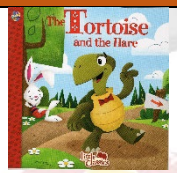
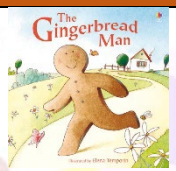
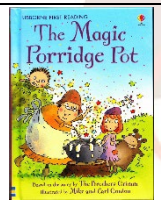
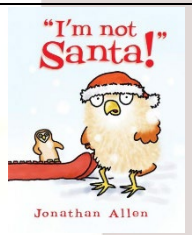
								fluffy, shiny, dull, wool, felt, cotton, silk, scrap, thread, sew (simple concept), stick, glue, decorate, add, choose, create, portrait, effect, pattern, colour, shape.

Reception Long Term Plan/Curriculum Map

Reception Autumn 2 Once Upon a Time: Traditional Tales (and Christmas)								
Week	1 2/11	2 9/11	3 16/11	4 23/11	5 30/11	6 7/12	7 14/12	Learning Objective
notes	5th Bonfire Night							Objectives are plotted into the first week they will be covered, however, there will be opportunities when they are covered again to help embed/retrieve knowledge. This may be through a directed session or in continuous provision.
Role Play Area	Theatre/Santa's Workshop							
Theme	The Enormous Turnip	Hansel and Gretel	The Hare and the Tortoise	The Gingerbread man	Christmas			
Topic Book Hook						A selection of Christmas stories for the children to choose from.		
Phonics	Children will take part in daily Read Write Inc phonics lessons							1. I can read most individual letters by saying the sounds for them in line with the school's phonic programme. 2. I can blend sounds into words, so that I can read CVC words made up of known letter–sound correspondences. 3. I can read a few common exception words matched to the school's phonic programme.
Drawing Club	A Dark, Dark Tale	Hansel and Gretel	Captain Pugwash – Monster Ahoy	Not Now Bernard	Goldilocks			1. I can hear and record the initial sounds in words. 2. I can orally segment a CVC word and build it with the correct letters 3. I am beginning to form a range of recognisable letters independently

Reception Long Term Plan/Curriculum Map

Literacy Teaching Text								1. I understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing 2. I enjoy an increasing range of print and digital books, both fiction and non-fiction. 3. I can describe main story settings, events and principal characters in increasing detail.
Handwriting PenPals	Eights	Spirals	Left to Right Orientation	Mix of Patterns	Review of Patterns			1. Emergent writing: I can form the pre-writing shapes
Poems and Rhymes	Happy Diwali It's Diwali	Flanders Fields	Hey Let's Go Dingle Dangle Scarecrow	Christmas Songs				
Maths (White Rose)	Circles and Triangles	1, 2, 3, 4, 5			Shapes with 4 Sides			1. I can identify and name circles and triangles 2. I can compare circles and triangles 3. I can spot shapes in the environment. 4. I can describe position 5. I can find 4 and 5 6. I can subitise 4 and 5 7. I can represent 4 and 5 8. I know what 1 more or 1 less means 9. I understand the composition of 4 and 5 10. I can identify and name shapes with 4 sides 11. I can combine shapes with 4 sides 12. I can describe my day and night

Reception Long Term Plan/Curriculum Map

UtW Science	Know and talk about different properties in materials			Talk about and participate in a simple experiment.	Know how water freezes and how ice melts.			1. I know how water freezes and how ice melts. 2. I can talk about and participate in a simple experiment 3. I know and talk about different properties in materials 4. I can comment on differences when ingredients are altered. Key Vocabulary: freeze, freezing, water, warm, frozen, test, liquid, describe, change, affect, effect, float, sink, break up, crumble
UtW Geography		Read and follow a map to get to a destination						1. I can talk about, describe and compare the geographical features in the traditional tales, e.g. town, forest, farm, countryside. 2. I can talk about, describe and compare the geographical features in the traditional tales, e.g. town, forest, farm, countryside. 3. I can read and follow a map to get to a destination. 4. I am beginning to draw my own story map. Key Vocabulary: features, compare, same, different, town, countryside, goal, journey
UtW History	Talk about past and present events in my own life and in the lives of family members.	Know the significance of Remembrance Day and what this means				Comment on images/artefacts of familiar situations in the past (toys from the past/Christmas in the past).		Changes within living memory: 1. I can recall and sequence the beginning, middle and end of a familiar story using past vocabulary. 2. I can talk about past and present events in my own life and in the lives of family members. Events beyond living memory: 3. I can comment on images/artefacts of familiar situations in the past (toys from the past/Christmas in the past). 4. I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class. 5. I know the significance of Remembrance Day and what this means.

Reception Long Term Plan/Curriculum Map

								6. I know that the 'Christmas Story' is a bible story from the past and can recall and sequence the beginning, middle and end using past vocabulary. Vocabulary: beginning, middle, end, first, next, then, after that, before, finally, end, finished, began, started, happened, once upon a time, a long time ago, yesterday, last (day/week/year), old, new, different, same, now, then, used to be, today, nowadays, in the past, long ago, similar, changed, same, compare, Remembrance Day, remember, Poppy, soldier, war, peace, brave, hero, silence, quiet, respect, anniversary, birthday, holiday, Christmas, Halloween, baby, grew up, visited, lived, my, was, used, toys, wooden, metal, clockwork, doll, teddy bear, train, spinning top, marbles, old-fashioned, different, Christmas, decorations, candles, stockings, presents, Father Christmas (older name), carols, traditional, different, bible
UtW Computing		Sequence events from a traditional tale (e.g., The Three Little Pigs, Goldilocks and the Three Bears) using a digital tool (e.g., drag-and-drop pictures on an interactive whiteboard or tablet app).	Use my finger to draw a simple picture on the interactive whiteboard, linked to traditional tales, and I can change the colour.	Know my work can be sent electronically to a printer to collect.				1. I can follow simple spoken instructions to navigate a basic interactive story. 2. I can sequence events from a traditional tale using a digital tool (e.g., drag-and-drop pictures on an interactive whiteboard or tablet app). 3. I can use my finger to draw a simple picture on the interactive whiteboard, linked to traditional tales, and I can change the colour 4. I know my work can be sent electronically to a printer to collect. Vocabulary: click, tap, touch, press, choose, select, next, again, listen, hear, see, watch, story, draw, paint, colour, line, shape, circle, square, triangle, big, small, brush, pencil, finger, print, send, machine, collect, paper

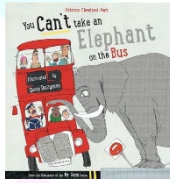
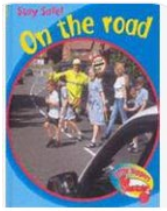
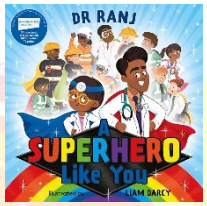
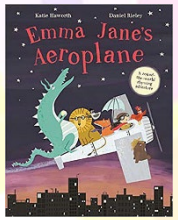
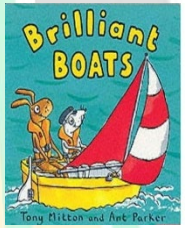
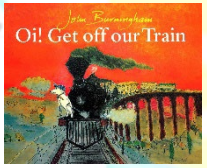
Reception Long Term Plan/Curriculum Map

PSED Special Relationships	My Family	Special People	Sharing	I am unique	My interests	Similarities and differences		1. I can work and play cooperatively and take turns with others.
PE	Easington School Sport's Partnership							
Music					Christmas Songs			
RE	Talk about people who are special to me	Say what makes my family and friends special to me		Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus	Recall simply what happens at a traditional Christian festival (Christmas)	Retell religious stories, making connections with personal experiences.		1. I can talk about people who are special to me 2. I can say what makes my family and friends special to me 3. I can recall simply what happens at a traditional Christian festival (Christmas) 4. I am beginning to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus 5. I can retell religious stories, making connections with personal experiences. Key Vocabulary: Jesus, Christmas, Mary, Joseph, Shepherds, Angel, Star, Wise Men, Manger
Art illustrators	Printing -create my own printing shapes (i.e. cutting vegetables to print with)	Painting - use paint to enhance my junk models (Hansel and Gretel's House)	Texture/ Collage - create a large-scale collage linked to a traditional tale scene.	Form/Sculpture - manipulate salt dough to make a gingerbread man character ornament.				1. Mark making/Drawing - I can draw detailed fine line drawings linked to my traditional tales, using colour for a purpose. 2. Painting - I can use paint to enhance my junk models. 3. Texture/Collage - I can create a large scale collage linked to a traditional tale scene. 4. Form/Sculpture - I can manipulate salt dough to make a gingerbread man character ornament.

Reception Long Term Plan/Curriculum Map

								5. Colour - I can use colour names correctly when accessing art activities. 6. Printing - I can create my own printing shapes (i.e. cutting vegetables to print with) Key Artist focus: 7. I know what an illustrator is and I know that I can illustrate my own work. Key Vocabulary: fine line, thin, delicate, detail, small, part, outline, illustrate, purpose, pattern, sketch, background, enhance, layer, blend, shade, tint, cover, texture, collage, overlap, arrange, manipulate, form, sculpture, ornament, mold, emboss, imprint, shade, tint, primary colours, secondary colours, print, shape, pattern, texture, repeat, symmetry, illustrator, visual story, character design, plan.
DT	Use a functional lever (tweezers) to pick items up.	know how to construct using a wider range of construction kits using different techniques to fasten and connect things (e.g. den building with ropes, material and large pegs)			Manipulate clay to make a Christmas lamp			Structures and Models - 1. I know how to construct using a wider range of construction kits using different techniques to fasten and connect things. 2. I can manipulate clay to make a Christmas lamp. Mechanisms - 3. To use a functional lever (tweezers) to pick items up. **Vocabulary:** design, template, shape, construct, build, join, fasten, connect, technique, den, rope, material, peg, strong, stable, tall, wide, clay, manipulate, mould, sculpt, lamp, Diva lamp, Christmas lamp, design, plan, attach, lever, tweezers, pick up, move, functional, open, close, push, pull, simple machine, action, effect.

Reception Long Term Plan/Curriculum Map

Reception Spring 1: Transport: Here, There and Everywhere							
Week	1 4/1	2 11/1	3 18/1	4 25/1	5 1/2	6 8/2	Objectives
notes					Lunar New Year 6th	Valentine's Day 14th	There will be opportunities when objectives are covered multiple times to help embed and retrieve knowledge. This may be through direct teaching or during continuous provision.
Role Play Area	Travel Agents						
Theme	Introduction What is Transport?	Road Safety	People Who Help Us	Air	Water/Sea	Rail	
Topic Book Hook							
Drawing Club	Dear Zoo	Where the Wild Things Are	Roadrunner	Would You Rather?	Pirate Pete	Wacky Races	

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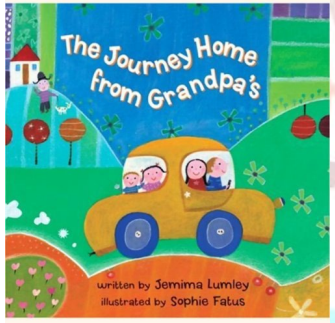
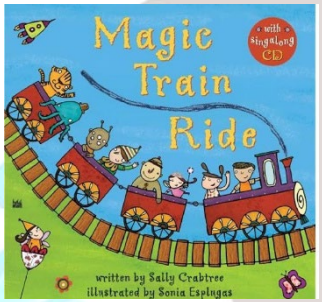
Literacy Teaching Text							
Handwriting PenPals	Long legged Giraffe letters: l	Long legged Giraffe letters: l, i	Long legged Giraffe letters: u, t	Long legged Giraffe letters: j, y	All Long legged Giraffe letters		1. Write recognisable letters, most of which are correctly formed
Rhymes and Poems	Journey home from Grandpa's Two Wheels- Poems out Loud	Bumping up and down in my little red wagon We're Going on a Journey (Twinkl)	All go Travelling By Emergency Services Poem	Magic Train Ride Plane Spotting (Big Green Crocodile Jane Newberry and Caroline Rabel)	The Big Ship Sails Pirate Pete (Zim Zam Zoom- James Carter)	Over the Deep Blue Sea The Washing-Up Liquid Ignited (Jay Hulme- Poems Out Loud)	1. Sing a range of well-known nursery rhymes and songs 2. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
Maths (White Rose)	Alive in 5		Mass and Capacity	Growing 6, 7, 8		Length, Height and Time	1. I understand the concept of zero. 2. I can find an amount to five, including zero. 3. I am continuing to develop the skill of perceptual subitising. 4. I am building on my knowledge of '1 more' and '1 less' to work with the numbers to 5, including zero. 5. I am continuing to explore the composition of numbers from zero to five. 6. I am building on my previous learning of simple comparisons to now make more precise comparisons using different units.

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							7. I am building on my understanding of 'full' and 'empty' to further investigate different capacities and how they relate to each other. 8. I can find different representations of the numbers 6, 7 and 8, and make my own representations. 9. I understand the concept of '1 more' and '1 less' when working with numbers up to and including 8. 10. I can explore the composition of numbers to 8. 11. I am beginning to understand that a pair is two. 12. I understand that doubling means 'twice as many'. 13. I am beginning to combine two groups to find how many there are altogether. 14. I am exploring and compare objects, and beginning to use the language of length to describe them. 15. I am exploring and comparing length by now exploring height. 16. I am beginning to talk about time in more detail. 17. I can order and sequence simple events.
Science	Use tallying and pictographs when recording simple data e.g. traffic observations or how we travel to school.	Sort and group transport (old and new linked to history)		Record the distance travelled by a small world vehicle by using marks on paper e.g. a ramp.	Experiment with a range of different materials to find out which materials float and sink and record findings in a table.		1. I use tallying and pictographs when recording simple data e.g. traffic observations or how we travel to school. 2. I experiment with a range of different materials to find out which materials float and sink and record my findings in a table. 3. I can record the distance travelled by a small world vehicle by using marks on paper e.g. a ramp. 4. I can sort and group transport (old and new linked to history)
Geography		Show a journey using a map of my own drawing adding key landmarks.	Compare where I live to somewhere very different (i.e. a foreign country)	Name some local landmarks (beaches and sculptures)	Name different ways of travel and movement (linked to transport) and select the best way to travel to a specific place.		1. I can name different ways of travel and movement (linked to transport) and select the best way to travel to a specific place. 2. I can name some local landmarks (lighthouses and sculptures) 3. I am aware of where I am in terms of the Earth, other planets and the moon. 4. I can show a journey using a map of my own drawing, adding key landmarks.

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							5. I can compare where I live to somewhere very different (i.e. China)
Computing	Recognise a selection of digital devices in the environment.		Select a digital device to fulfil a specific task, e.g. to take a photo or make a video.		Know that Information can be retrieved from digital devices (i.e. google earth on IWB)		1. Recognise a selection of digital devices in the environment. 2. I know that information can be retrieved from digital devices (i.e. google earth on IWB) 3. Select a digital device to fulfil a specific task, e.g. to take a photo or make a video. 4. I can operate a remote control car to follow simple instructions (i.e. avoid obstacles or go to a specific place)
PSHE	I can stay safe in Winter.	I am aware of road safety and some rules I must follow near the roads.	I know that 999 can help me in an emergency. I am aware of safe strangers and those who can help me (people who help us) and link this to related transport (i.e. police car, ambulance etc.)			I can try foods from another culture (link to Chinese New Year) I can talk about the people I love and what love means (Valentine's Day link).	1. I can stay safe in Winter. 2. I am aware of road safety and some rules I must follow near the roads. 3. I can try foods from another culture (link to Chinese New Year) 4. I am aware of safe strangers and those who can help me (people who help us) and link this to related transport (i.e. police car, ambulance etc.) 5. I know that 999 can help me in an emergency. 6. I can talk about the people I love and what love means (Valentine's Day link).
PE	Easington School Sport's Partnership						1. I am beginning to negotiate space and obstacles safely 2. I am beginning to demonstrate strength, balance and coordination 3. I can move energetically
Music	To explore ways of playing an instrument	To create patterns using musical instruments	What is a conductor?	I can be a conductor	How to record the music you are going to play (sheet music)	Recording our music (small groups)	1. I understand that music can be recorded so it can be repeated or shared with others.

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RE	I can draw or write about things that are special to me.	I can talk about the story of Jesus and the children in the Bible.	I know that different religious symbols are special for different religions.	I know what a Baptism is.	I know how babies are welcomed in the Muslim faith.	I know how brothers and sisters show their love in the Hindu faith.	1. I can draw or write about things that are special to me. 2. I can talk about the story of Jesus and the children in the Bible. 3. I know that different religious symbols are special for different religions. 4. I know what a Baptism is. 5. I know how babies are welcomed in the Muslim faith. 6. I know how brothers and sisters show their love in the Hindu faith.
Art Key Artist- Anthony Gormley		Develop own ideas, through experimentation with diverse materials e.g. using light projected images and loose parts.	Know who Anthony Gormley is and how he differs from previously taught artists.		Know what a sculpture is and experiment with a range of materials to make own sculptures.	Create a Valentine's Day craft using techniques previously learned.	1. I am developing my own ideas, through experimentation with diverse materials e.g using light projected images and loose parts. 2. I know who Anthony Gormly is and how he differs from the previously taught artists. 3. I know what a sculpture is and can experiment with a range of materials to make sculptures myself. 4. I can create a Valentine's craft using techniques previously learned.
DT	Begin to plan models using drawing skills.	Use a combination of different media and materials when making models to represent everyday things/ objects (junk modelling to make a moving car with wheels).	Test models to make sure they work as planned (i.e. making a bus for an elephant)				1. I can use a combination of different media and materials when making models to represent everyday things/ objects (junk modelling to make a moving car with wheels). 2. I am beginning to plan my models using drawing skills. 3. I can test my models to make sure they work as planned (i.e. making a bus for an elephant)