




Thinking Area	Curriculum Area	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Thinking Globally</b> 	<u>Science</u> The Natural World	Knowledge: <b>Science</b>	Knowledge: <b>Science</b>	Knowledge: <b>Science</b>	Knowledge: <b>Science</b>	Knowledge: <b>Science</b>	Knowledge: <b>Science</b>
		Name external body parts of humans. Name some senses and say some which body part is associated with each sense.	Explore natural materials indoors and outside. Explore the natural world around them. Explore and respond to different natural phenomena in there setting. Describe what they see, hear and feel whilst outside.	Explore and talk about different forces they can feel. Handle mini-beasts with care and take care of their environment.	Begin to understand the need to care for the natural environment and all living things. Plant seeds and care for growing plants. Understand the key features of a life cycle of a plant and animal.	Explore materials with different properties.	To begin to know how to keep healthy. To learn the importance of oral hygiene. Explore the concept of floating and sinking.
	<u>Geography</u> People, Culture and Communities The Natural World	Knowledge: <b>Geography</b>	Knowledge: <b>Geography</b>	Knowledge: <b>Geography</b>	Knowledge: <b>Geography</b>	Knowledge: <b>Geography</b>	Knowledge: <b>Geography</b>
		Name the season * Name the different types of weather* Know the country that we live in. Know the country that I am from.		I can name locations in my community. To know the key features of where I live.	Know that people have different customs and traditions. Begin to learn the names of other countries. Learn how to respect and care for all living things.	Use and follow prepositional language.	Learn how to respect and care for our environment and all living things*.
	<u>History</u> People, Culture and Communities Past and Present	Knowledge: <b>History</b>	Knowledge: <b>History</b>	Knowledge: <b>History</b>	Knowledge: <b>History</b>	Knowledge: <b>History</b>	Knowledge: <b>History</b>
		How have I changed over time? Begin to make sense of family history.	What events happened in the past?		Identify new life and future events.	Sequence events.	Know that Britain has a King.
	<u>RE</u> Self-Regulation Managing Self Building Relationships People, Culture and Communities	Knowledge: <b>RE</b>	Knowledge: <b>RE</b>	Knowledge: <b>RE</b>	Knowledge: <b>RE</b>	Knowledge: <b>RE</b>	Knowledge: <b>RE</b>
		Emotions are our inner feelings. Explore words used to describe emotions. The importance of understanding our emotions and the emotions of other people.	Begin to understand family traditions and celebrations such as Birthdays, Christmas.	Begin to understand the traditions of other cultures such as Pancake Day.	Begin to understand family traditions and celebrations such as Chinese New Year, Easter.	Find solutions to conflicts and rivalries, for example accepting that not everyone can be Spiderman in the game and suggesting other ideas.	Develop their sense of responsibility and membership of a community.
	<u>Computing</u>	Knowledge: <b>Computing</b>	Knowledge: <b>Computing</b>	Knowledge: <b>Computing</b>	Knowledge: <b>Computing</b>	Knowledge: <b>Computing</b>	Knowledge: <b>Computing</b>
		Seeks to acquire basic skills in turning on and operating some digital equipment.	Know how to operate simple touch screen technology.	Know that information can be retrieved from digital devices and the internet. I can ask an adult when I want to use the internet. To know how to stay safe on the internet. I can tell an adult when something worrying or unexpected	Begins to interact more with age-appropriate computing software.	Completes a simple program on an electronic device. Can create content and draw pictures on a screen.	Can use the internet with adult supervision to find and retrieve information of interest to them. I can talk about the amount of time I spend using a computing / tablet / game device.

				happens while I am using the internet.			
<b>Thinking Artistically</b> 	<b>DT</b> Creating with Materials Being Imaginative	<b>Knowledge: DT</b>	<b>Knowledge: DT</b>	<b>Knowledge: DT</b>	<b>Knowledge: DT</b>	<b>Knowledge: DT</b>	<b>Knowledge: DT</b>
		To know that tools and equipment need to be used safely. Manipulate and play with different materials. Make simple models which express their ideas.	Explore different materials freely to develop their ideas of how to use them and what to make.	Explore different materials using all their senses to investigate them. Join different materials and explore different textures.	Use their imagination as they consider what they can do with different materials. Recognise and name familiar foods.	To choose suitability of different materials and resources to fit their purpose.	To know how different tools can be used. Develop their own ideas and then decide which materials to use to express them. Make imaginative and complex 'small worlds'. With blocks and constructions kits such as a city with different buildings and a park. Know where food comes from.
	<b>Art</b> Creating with Materials Being Imaginative	<b>Knowledge: Art</b>	<b>Knowledge: Art</b>	<b>Knowledge: Art</b>	<b>Knowledge: Art</b>	<b>Knowledge: Art</b>	<b>Knowledge: Art</b>
		Start to make marks intentionally. Explore paint using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks and sometimes give a meaning to the marks they make.	Name primary colours. Develop own ideas and decide which materials to use to express themselves.	Explore colour and colour mixing.	Create closed shapes with continuous lines and begin to use these to represent objects.	Use drawing to represent ideas like movement or loud noises.	<b>Begin to draw with increasing complexity and detail such as representing a face with a circle and including details. Show different emotions in their drawings and paintings like happiness, sadness, fear etc.</b>
	<b>Music</b> Creating with Materials Being Imaginative	<b>Knowledge: Music</b>	<b>Knowledge: Music</b>	<b>Knowledge: Music</b>	<b>Knowledge: Music</b>	<b>Knowledge: Music</b>	<b>Knowledge: Music</b>
		Move and dance to music. Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds.	Listen with increased attention to sounds. Sing in a group or on their own, increasingly matching the pitch and following the melody.	Explore a range of sound makers and instruments and play them in different ways.	Respond to what they have heard, expressing their thoughts and feelings.	Sing the pitch of a tone sung by another person ('Pitch Match'). Sing the melodic shape (Moving melody, such as up and down, down and up) of familiar songs.	Create their own songs or improvise a sound around one they know.
<b>Thinking Healthily</b> 	<b>PSHE: Jigsaw</b> Self-Regulation Managing Self Building Relationships	<b>Knowledge: PSHE: Being me in the world.</b>	<b>Knowledge: PSHE: Celebrating difference</b>	<b>Knowledge: PSHE: Dreams and goals</b>	<b>Knowledge: PSHE: Healthy me</b>	<b>Knowledge: PSHE: Relationships</b>	<b>Knowledge: PSHE: Changing me</b>
		Know how it feels to belong and that we are similar and different. Know how feeling happy and sad can be expressed. Know how to work together and consider other people's feeling.	Know how it feels to be proud of something I am good at. Know that I am special and unique. Know that all families are different.	Know what a challenge means. Know to keep trying until I can do something. Know to set a goal and work towards it. Know some kind words to encourage people with.	Know the names for some parts of my body and am starting to understand that I need to be active to be healthy. Know some things I need to do to be healthy.	To tell you about my family. To understand how to make friends if I feel lonely. Know some of the things I like about my friends. Know what to say and do if somebody is mean to me.	Know how to work together and enjoy being with my friends. Know that we all start as babies and grow into children and then adults. Know that I grow and change.

		Know to use gentle hands and understand that it is good to be kind to people. To start to know and understand children’s rights and this means we should all be allowed to learn and play. Know what being responsible means.	Know there are lots of different houses and homes. Know how to make new friends. Know how to use my words to stand up for myself.	Know there are different jobs that I can do when I am older. Know that I can feel proud when I achieve a goal.	Know what the word ‘healthy’ means and that some foods are heathier than others. Know how to help myself go to sleep and that sleep is good for me. Know to wash my hands and know it is important to do this before I eat and after I go to the toilet. Know what to do if I get lost and how to say NO to strangers.	Know to work together and enjoy being with my friend.	Know I can talk about how I feel moving to School from Nursery. Know and remember some fun things about Nursery this year.
	<u>Physical Education:</u> Gross Motor Skills Fine Motor Skills	<b>Knowledge:</b> <b>Physical Education</b>	<b>Knowledge:</b> <b>Physical Education</b>	<b>Knowledge:</b> <b>Physical Education</b>	<b>Knowledge:</b> <b>Physical Education</b>	<b>Knowledge:</b> <b>Physical Education</b>	<b>Knowledge:</b> <b>Physical Education</b>
		Go up steps and stairs or climb up apparatus using alternative feet. Select and use activities and resources, with help when needed - this helps them to achieve a goal they have chosen or one which is suggested to them.	Show a preference for a dominant hand. Use large muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams.	Skip, hop, stand on one leg and hold a pose for a game like musical statues. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	Match their developing physical skills to tasks and activities in the setting, for example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Continue to develop their movement, balancing, riding (Scooters, trikes and bikes) and ball skills.	Make healthy choices about food, drink, activity and toothbrushing.