




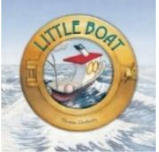


## Penguins learning Journey

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Marvellous me</b> 	<b>Let's Celebrate</b> 	<b>Fabulous Fairytales</b> 	<b>From a Tiny Seed</b> 	<b>Amazing Animals and Earth Explorers</b> 	<b>Dangers and delights of the sea</b> 
<b>Focus</b>					
Understanding the World (History, Geography and PHSE)	Understanding the World (RE & Geography)	Understanding the World (Science)	Understanding the World (Science & Geography)	Understanding the World (Geography & Science)	Understanding the World (Science, Geography and History)
<b>Significant Dates</b>					
Harvest Halloween	Diwali Nursery Rhyme week Bonfire night Christmas Remembrance day Children in Need	Chinese New Year Mental health week Safety internet day	World book day Mothering Sunday Easter		Fathers Day
<b>Trips, Visitors and Significant Events</b>					
Walk to shop to buy vegetables for soup making When I grow up I want to be... dressing up day –aspirations	Christmas play Christmas jumper day	Forest Friday Chinese food tasting	World Book Day dress up Forest Friday	Animal man to visit school Percy pet therapy dog Eid Forest Friday	Church Visit Sports day Forest Friday

## Penguins learning Journey

Forest Friday	Forest Friday				
<b>Parental Engagement</b>					
Phonics workshop for parents Curriculum workshop Harvest assembly	Maths workshop Nursery rhyme week Christmas Nativity Parents evening		World book day dress up and parade Book and a biscuit	Parent's evening Parents to bring in pets	Grandparents talking about seaside memories  Reports  Parent meeting for new parents
<b>Key Texts</b>					
<p><b>Key Texts</b> Super Duper You The Colour Monster The Worrysaurus Once There Were Giants Owl Babies Witches Kitchen</p> <p><b>Significant Events/ Traditional Tale</b> The Enormous Turnip</p> <p>The story of Diwali 01/11/24 (end) <b>End of day texts</b> Each Peach pear plum Once there were giants Funny bones</p>	<p><b>Key Texts</b> Marcellous' Birthday Cake Remember,Remember It Was a cold Dark Night Dear Santa What's in the Witch's Kitchen?</p> <p><b>Significant events</b></p> <p>The Christmas story/ Rama and Sita</p> <p><b>Traditional Tale</b></p> <p><b>End of the day texts</b></p>	<p><b>Key Texts</b> The Three Little Pigs The Gingerbread Man Mr. Wolf's Pancakes</p> <p><b>Significant Events</b> <b>Mental Health week</b> <b>3rd-9th Feb -</b> Huge bag of worries Chinese new year 29/1/25</p> <p><b>Traditional Tale</b> Ginger Bread Man</p> <p><b>End of the day texts</b> Red Riding Hood Pinocchio Hansel and Gretel</p>	<p><b>Key Texts</b> Monkey Puzzle The Tiny Seed Jasper's Beanstalk</p> <p><b>Significant Events</b> Easter story Ilyas &amp; Duck and the fantastic festival of Eid ul Fitr</p> <p><b>Traditional Tale</b> Jack and the beanstalk</p> <p><b>End of the day texts</b> Shhhhh Oliver's vegetables Superworm Spinderella</p>	<p><b>Key Texts</b> The Very Hungry Caterpillar Were going on a Bear Hunt Brown Bear Brown Bear – Science Talk Handa's Surprise</p> <p><b>Traditional Tale</b> Three little Pigs – Science Talk</p> <p><b>End of the day texts</b> Dear Zoo The Tiger that came to tea Lost and Found Goodnight Gorilla Oi Frog Hooray for Fish</p>	<p><b>Key Texts</b> Rainbow Fish Little Boat Pirates love underpants Singing Mermaid Night Pirates</p> <p><b>Traditional Tale</b> The Three Billy Goats Gruff – Science Talk</p> <p><b>End of the day texts</b> My ocean is blue – science talk Mr Archimedes bath - science talk How to find talk – science talk</p>

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Ruby's worry All kinds of people Bear Hunt Guess How Much I love you My Must Have Mum Colour Monster Goes to School The Proudest Blue The Squirrels Who Squabbled The Stomysaurus The Heart and the Bottle You're So Amazing Me and my Sister Find Your Happy	Goodnight Moon Hovis the Hedgehog Stickman The Perfect Present Caterpillar Cake Little Glow We're Going on a leaf hunt Hello Autumn	Snow White and Rose Red	What the Ladybird Heard Mad about minibeasts Jack and the Incredibly Meanstalk Jack and the Jelly Beanstalk	Beware of the crocodile	
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**CL Educational Programme and Literacy Educational Programme and ELGs**

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, storytelling 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.

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).

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### CL Listening and Attention - children at the expected level of development will:

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

### CL Speaking - children at the expected level of development will:

- Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop their pronunciation but may have problems saying:
  - some sounds: r, j, th, ch, and sh
  - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

### Communication and Language – Listening and Attention/ Speaking - Coverage

Settling in activities Model talk routines through the day. For example, arriving in school: "Good	Rhyming and alliteration. Settling in activities Develop vocabulary	Rhyming and alliteration. Ask's how and why questions...	Understand how to listen carefully and why listening is important.	Re-read some books so children learn the language necessary to talk about what is happening in each	Show and tell Weekend news Read aloud books to children that will extend their
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## Penguins learning Journey

<p>morning, how are you?"          Sharing facts about me          Colour monsters          Children talking about experiences that are familiar          Making friends to them. Likes , dislikes, dreams and ambitions</p>	<p>Tell me a story - retelling stories          Story language          Word hunts          Listening and responding to stories          Following instructions          Takes part in discussion          Understand how to listen carefully and why listening is important.          Use new vocabulary through the day.          Choose books that will develop their vocabulary          Retell a story with story language</p>	<p>Retell a story with story language          Story invention – talk it!          Ask questions to find out more and to check they understand what has been said to them.          Describe events in some detail.          Listen to and talk about stories to build familiarity and understanding.          Learn rhymes, poems and songs.</p>	<p>Use picture cue cards to talk about an object: "What colour is it? Where would you find it?          Sustained focus when listening to a story.          Describe an event in detail.          Introduce time connectives.</p>	<p>illustration and relate it to their own lives.          Describe events in some detail.          Following instructions          Takes part in discussion.</p>	<p>knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.          Moving on to Y1- talking about their Reception experience and their wishes/worries about moving on.</p>

## Penguins learning Journey

### **Communication and Language Sticky Knowledge and Skills**

Understand how to listen carefully and why listening is important. · Learn new vocabulary · Use new vocabulary through the day · Ask questions to find out more and to check they understand what has been said to them. · Articulate their ideas and thoughts in well-formed sentences. · Connect one idea or action 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. · Develop social phrases · Engage in story times. · Listen to and talk about stories to build familiarity and understanding. · 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. · Listen carefully to rhymes and songs, paying attention to how they sound. · Learn rhymes, poems and songs. · Engage in non-fiction books. · Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. · Make comments about what they have heard and ask questions to clarify their understanding. · Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. · Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. · Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

### **Literacy comprehension - children at the expected level of development will:**

- Understand print has meaning.
- Understand print can have different purposes.
- Understand we read English text from left to right and from top to bottom.
- Understand the names of the different parts of a book .
- Understand that pages are sequenced.
- Engage in extended conversations about stories, learning new vocabulary.
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;

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- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

**Literacy reading - children at the expected level of development will:**

- Spot and suggest rhymes
- Count or clap syllables in a word
- Recognise words with the same initial sound, such as money and mother
  
- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### Literacy Reading – Coverage


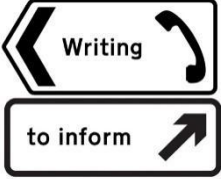
<p>Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book</p>	<p>Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Using actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction books. Sequence story – use vocabulary of beginning, middle and end. Enjoys an increasing range of books</p>	<p>Making up stories with themselves as the main character – Encourage children to record stories through picture drawing/mark making. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p>	<p>Stories from other cultures and traditions. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events. Timeline of how plants grow.</p>	<p>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p>	<p>Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover,</p>
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Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.					spine, blurb, illustration, illustrator, author and title. Sort books into categories.
<p><b>Literacy writing - children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>● Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</li> <li>● Write some or all of their name.</li> <li>● Write recognisable letters, most of which are correctly formed;</li> <li>● Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>● Write simple phrases and sentences that can be read by others.</li> </ul>					
<b>Writing Coverage (not half termly)</b>					
<p><b>Audience and Purpose</b></p> - talk about what they are going to write about	<p><b>Appropriate and effective vocabulary choices</b></p> - begin to learn new words linked to a story or text - begin to use and apply words through	<p><b>Logical sequence</b></p> - Recognise elements of a story: beginning, middle and end - Retell a familiar story	<p><b>Sentence construction and grammatical accuracy</b></p> - discuss words or ideas linked to texts children have been learning about	<p><b>Spelling</b></p> - write some or all of their first name - begin to write initial sounds as captions for drawings - spell words by identifying the sounds	<p><b>Punctuation</b></p> - write short sentences with words with known sound-letter correspondences, using a capital letter



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<ul style="list-style-type: none"> <li>- to orally rehearse their own words and sentences</li> <li>- write for different purposes, including captions, lists, speech bubbles and information</li> <li><b>- write simple phrases and sentences that can be read by others</b></li> </ul>	<p>speaking in groups, individually or through play</p> <ul style="list-style-type: none"> <li>- build word banks as part of a group</li> <li>- with adult support, select from a bank of vocabulary and apply to writing</li> </ul>		<ul style="list-style-type: none"> <li>- use full sentences orally as part of everyday play, including caption phonic puzzles</li> <li>- write simple phrases and sentences that can be read by others</li> <li>- write for different purposes, including captions, lists, speech bubbles and information</li> </ul>	<p>and then representing the sounds with a letter or letters</p>	<p>and full stop, with adult support</p> <ul style="list-style-type: none"> <li>- begin to use capital letters, finger spaces and full stops in independent writing</li> <li>- write simple phrases and sentences that can be read by others</li> </ul>
<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>- use a range of small tools competently and confidently</li> <li>- develop the foundations of a handwriting style which is fast, accurate and efficient</li> <li>- begin to use the tripod grip</li> <li><b>- hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases</b></li> </ul>	<p><b>Poetry composition</b></p> <p><b>-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</b></p>	<p><b>Purposes of writing</b></p> <div style="text-align: center;">  <p>Writing to entertain</p> </div> <p>Story (inc. retellings) Description Poetry</p>	<p><b>Purposes of writing</b></p> <div style="text-align: center;">  </div> <p>Recount Letter Instructions Non- chronological report</p>		

**Phonics Coverage – RWI**

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Please refer to RWI phonics planning

### Literacy Writing – Coverage

Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams	Name writing, labelling using initial sounds, story scribing. Retelling stories in reading/ writing area, Help children Sequence a story CVC word writing	Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board.	Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps.	Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words.	Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character descriptions <b>Year 1 readiness</b> *Talk a sentence *Write a sentence *Use phonics for spelling *Capital letters and full stops *Finger spaces
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### Literacy Sticky Knowledge and Skills

Read individual letters by saying the sounds for them · Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. · Read some letter groups that each represent one sound and say sounds for them. · Read a few common exception words matched to the school's phonic programme. · Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. · Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. · Form lower-case and capital letters correctly. · Spell words by identifying the sounds and then writing the sound with letter/s. · Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. · Re-read what they have written to check that it makes sense. Demonstrate understanding of what has been read to them by retelling stories

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and narratives using their own words and recently introduced vocabulary. · Anticipate (where appropriate) key events in stories. · Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Say a sound for each letter in the alphabet and at least 10 digraphs. · Read words consistent with their phonic knowledge by sound-blending. · Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Write recognisable letters, most of which are correctly formed. · Spell words by identifying sounds in them and representing the sounds with a letter or letters. · Write simple phrases and sentences that can be read by others.

### **Key Vocabulary**

Read, write, listen, speak, questions, how why, narrative, fiction, non fiction, cover, blurb, word, sentence, author, illustrator, phoneme, digraph, trigraph, segment, blend, decode, capital letter, full stop, finger space, spelling, lower case, upper case, handwriting, story map, prediction, characters, beginning, middle, end

### **Continuous provision opportunities supporting CL and Literacy**

Role play areas, writing corner and message centre with post box, phonics area, reading garden with props and puppets, stage with props, musical instruments and dressing up clothes, texts displayed in all continuous provision areas to support area focus, key vocabulary and widgets displayed in continuous provision areas, curiosity cube, book voting station

*Please refer to menu of opportunities plans for each half term that support continuous provision planning*

### **Maths Educational Programme and ELGs**

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 ten-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.

#### **Number - children at the expected level of development will:**

- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- Have a deep understanding of number to 10, including the composition of each number.

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- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

### Maths Coverage

Maths Coverage		
Mastery of Number	Mastery of Number	Mastery of Number
<p><b>Mastering Number</b> Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p>	<p><b>Mastery in Number</b> Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals</p>	<p><b>Mastery in Number</b> Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p>
Mastery of Number (NCETM)		
Autumn	Spring	Summer
<p>identify when a set can be subitised and when counting is needed</p>	<p>continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals</p>	<p>continue to develop their counting skills, counting larger sets as well as counting actions and sounds</p>

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subitise different arrangements, both unstructured and structured, including using the Hungarian number frame	begin to identify missing parts for numbers within 5	explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame
make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills	explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame	compare quantities and numbers, including sets of objects which have different attributes
spot smaller numbers 'hiding' inside larger numbers	focus on equal and unequal groups when comparing numbers	continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2
connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers	understand that two equal groups can be called a 'double' and connect this to finger patterns	begin to generalise about 'one more than' and 'one less than' numbers within 10
hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number	sort odd and even numbers according to their 'shape'	continue to identify when sets can be subitised and when counting is necessary
develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds	continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern	develop conceptual subitising skills including when using a rekenrek
compare sets of objects by matching	order numbers and play track games	
begin to develop the language of 'whole' when talking about objects which have parts	join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers	
<b>Measurement</b>		
<b>Comparing and Estimating</b>	<b>Telling the time</b>	

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<p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Compare length, weight and capacity.</p>	<p>Begin to describe a sequence of events, real or fictional, using words, such as 'first', 'then...'</p>	
<b>Geometry – properties of shapes</b>		
<p><b>Identifying shapes and their properties</b></p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills</p>	<p><b>Drawing and constructing</b></p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Combine shapes to make new ones - an arch, a bigger triangle etc.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>	
<b>Geometry – position and direction</b>		
<p><b>Position direction and movement</b></p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Draw information from a simple map</p>	<p><b>Pattern</b></p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Continue, copy and create repeating patterns.</p>	
<p><b>Key Vocabulary</b></p> <p>Count, numbers, 1 to 20, order, one more or one less than, number quantities, add, subtract, count on or back, problems, doubling, halving, sharing, size, weight, capacity, position, distance, time, money, patterns</p>		

## Penguins learning Journey

### **Sticky Knowledge and Skills - Mathematics**

Count objects, actions and sounds. · Subitise. · Link the number symbol (numeral) with its cardinal number value · Count beyond ten. · Compare numbers · Understand the 'one more than/one less than' relationship between consecutive numbers. · Explore the composition of numbers to 10. · Automatically recall number bonds for numbers 0–10. · Select, rotate and manipulate shapes in order to develop spatial reasoning skills. · Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. · Continue, copy and create repeating patterns. · Compare length, weight and capacity. Have a deep understanding of number to 10, including the composition of each number. · Subitise (recognise quantities without counting) up to 5. · Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Verbally count beyond 20, recognising the pattern of the counting system. · Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other Quantity`. · Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

### **Continuous Provision opportunities supporting Mathematics**

Maths area and working wall, loose parts, telling the time, daily calendar

*Please refer to menu of opportunities plans for each half term that support continuous provision planning*

### **Personal, Social and Emotional Development Educational Programme and ELGs**

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, cooperate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

#### **Children at the expected level will:**

##### **Self Regulation**

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

## Penguins learning Journey

- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

### Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

### Building Relationship

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to other's needs.

### PSHE – Kapow Coverage

<p><b>Self-regulation: My feelings</b> In this unit, children are learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.</p>	<p><b>Building relationships: Special relationships</b> In this unit, children are learning to explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences.</p>	<p><b>Managing self: Taking on challenges</b> In this unit, children will understand why we have rules, the importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice 'grounding' coping strategies, and to learn new skills that will help them show resilience and</p>	<p><b>Self-regulation: Listening and following instructions</b> In this unit, children will learn why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one.</p>	<p><b>Building relationships: My family and friends</b> In this unit, children will learn how we all have different beliefs and celebrations, what characteristics make a good friend, and how we need to listen to one another.</p>	<p><b>Managing self: My wellbeing</b> In this unit, children will learn how to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves.</p>
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## Penguins learning Journey

		perseverance in the face of challenge.	
<p><b>Key Vocabulary</b>  Happy, Sad, Gentle, Kind, Friendly, Goal, effort, Proud, satisfaction, Encourage, support, names of body parts, Friend someone you are close to, Lonely sad because one has no friends, Healthy feeling good, Grow change in size, Change make or become different</p>			
<p><b>PSED Sticky Knowledge and Skills</b>  See themselves as a valuable individual. · Build constructive and respectful relationships. · Express their feelings and consider the feelings of others. · Show resilience and perseverance in the face of challenge. · Identify and moderate their own feelings socially and emotionally. · Think about the perspectives of others. · Manage their own needs. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. · Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. · Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. · Explain the reasons for rules, know right from wrong and try to behave accordingly. · Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices Work and play cooperatively and take turns with others. · Form positive attachments to adults and friendships with peers. · Show sensitivity to their own and to others' needs.</p>			
<p><b>Continuous Provision opportunities supporting PSED</b></p> <p><b>SELF REGULATION</b>  “Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done.” Education Endowment Foundation.</p> <p>Continuous provision activities support children in</p> <ul style="list-style-type: none"> <li>● Controlling own feelings and behaviours</li> <li>● Applying personalised strategies to return to a state of calm</li> <li>● Being able to curb impulsive behaviours</li> <li>● Being able to concentrate on a task</li> <li>● Being able to ignore distractions</li> <li>● Behaving in ways that are pro-social</li> <li>● Planning</li> <li>● Thinking before acting</li> <li>● Delaying gratification</li> </ul>			

## Penguins learning Journey

- Persisting in the face of difficulty.

*Please refer to menu of opportunities plans for each half term that support continuous provision planning*

### Understanding the World Educational Programme and ELGs

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.

#### People and Places

- Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.
- Explain some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them in class.

#### The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments. Drawing on their experiences and what has been read to them in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

#### Past and Present

- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

### RE -Worcestershire Agreed Syllabus Coverage

## Penguins learning Journey

<b>Penguins learning Journey</b>					
Being special – where do we belong?  Harvest	Incarnation – why do Christians perform nativity plays  Christmas Nativity	What times or stories are special and why?	Salvation – why do Christians put a cross in the Easter garden?  Church visit	God and creation – why is the word God so important to Christians?	What places are special and why?
<p><b>RE Sticky Knowledge and Skills</b></p> <p><b>SIMILARITIES AND DIFFERENCES</b> know some of the things that make them unique and talk about some of the similarities and differences that connect them to, and distinguish them, from others.</p> <p><b>FAMILIES AND COMMUNITIES</b> understand and talk about family customs and routines. know that other children don't always enjoy the same things, and are sensitive to this.</p> <p><b>CELEBRATIONS</b> Know about special times - Birthdays, Christmas, Eid, Chinese New Year talk about significant events/ celebrations in their own experience</p>					
<b>ICT Coverage Purple Mash</b>					
<p><b>Mouse and Trackpad Skills</b> Clicking, navigating using the movement of the mouse and dragging and dropping. Developing the hand-eye coordination skills and fine-motor required to operate a mouse effectively. Introduce a laptop trackpad.</p> <p><b>Keyboard Skills</b> Simple typing, capital letters and function keys such as 'enter'. Match lower-case and capital letters as most keyboards that children encounter will contain capital letters. Begin to recognise different fonts. Begin to combine mouse skills and typing skills using the mouse or arrow keys to control the cursor when writing.</p> <p><b>Drawing skills</b> Choose pens and style and compose drawn images on screen. Begin to use the undo function. Use a tablet to mark make using touch.</p> <p><b>Robots</b> Use floor robots to start to develop children's logical processing skills in terms of following and creating instructions and making predictions.</p> <p><b>Sounds</b></p>					

## Penguins learning Journey

Create music using the tools.

### **Photography**

Begin to upload images using resources available in the school.

### **Technology Around Us**

Begin to use technology in role-play.

### **Hardware**

Begin to understand about the parts of a computer and how to look after equipment. Begin to understand basic computer hygiene, including handwashing, being gentle and keeping food and drinks away from devices.

### **E-safety**

Begin to lay the foundations for online safety awareness. Begin to understand the idea of ownership and privacy. Begin to recognise when you are not comfortable with something. Begin to understand where to go for help. Understand how to say no to something. Begin to understand how to keep healthy; linking to screentime and being kind to others.

### **Using Purple Mash with an Individual Login**

- These ideas can be used if you wish children to access Purple Mash using individual accounts e.g. for home learning or as part of their progression in school.

### **Key Vocabulary**

Computer, iPad, tablet, App, button, mouse, screen, keyboard, Google, information, control, instruction, internet, robot, save, sequence, instructions, search, safety, online, password,

### **Continuous Provision opportunities supporting ICT**

Available throughout the day for both focussed and self-chosen learning. A range of technology is available within the classroom to access, both independently and with an adult.

- Tablets
- Computers – games / activities linked to the topic or maths being covered each week.
- Remote control toys – cars.
- Battery operated toys
- Beebots
- CD players
- Interactive white boards – Phonics Play / Topmarks / Google Earth / Digimap.
- iPads
- Sound buttons – children can listen to a pr-recorded challenge or record their own answers.

## Penguins learning Journey

- exploring old typewriters / computers / mechanical toys.

### Science

<p><b><i>Its Good to be me</i></b> Discussions around snack time and lunch time - healthy eating choices. Discussions around healthy living choices including: washing hands, brushing teeth, eating and exercise. Story time and circle time to explore books focusing on staying healthy and the human body: Funnybones, Germs, What makes me Naming body parts through songs: if you're happy and you know it and head, shoulders, knees and toes... Talking about our pets at home and drawing out pets in our family portraits.</p> <p><b><i>Seasonal changes – Autumn:</i></b></p>	<p><b><i>Lets Celebrate</i></b> Observe changes – colour Observe changes in ice Explore light and dark</p> <p><b><i>Seasonal Changes Winter:</i></b> Exploring schools' grounds and observing seasonal changes in the winter Explore compare/contrast our environment with polar regions Discuss global warming and the impact on polar regions Observe seasonal weather changes in the winter (ice exploration) Observe, question and draw spring plants/spring growth Explore natural winter resources in Tuff Tray, asking questions and</p>	<p><b><i>Super Scientists Change of state</i></b> water turning into ice ice melting a runny cake mixture turning into a solid cake malleable salt dough turning hard in the oven Wax melting and then setting</p> <p><b><i>Processes such as:</i></b> Sound being felt as a vibration light being able to travel through transparent objects but not opaque objects Objects casting shadows Magnets being attracted to some materials and not others That some objects are able to float whilst others sink</p>	<p><b><i>The UK outdoors:</i></b> Explore, observe and identify UK minibeasts. Look after our local environment – build minibeast houses Animals and their babies Food from plants and animals Growing sun flower seeds Farm trip</p>	<p><b><i>Amazing Animals</i></b> Observe, explore and compare contrasting natural environments around the world: rainforest, great barrier reef, Kenya Explore, compare, contrast, observe, draw and discuss animals native to Australia, polar regions and Africa. Knowing where different animals come from. Explore creatures that live in the sea.</p> <p><b><i>Seasonal Changes – Summer:</i></b> Exploring schools' grounds and observing seasonal changes in the summer Observe seasonal weather changes in the summer</p>	<p><b><i>Dangers and Delights of the sea</i></b> Experiment with and talk about, floating and sinking – making boats Investigation – magnetic/ non magnetic – treasure investigation Name sea creatures</p>
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## Penguins learning Journey

<p>Exploring school's grounds and observing seasonal changes in the Autumn.          Exploring natural autumnal resources in a Tuff Tray, asking questions and making/drawing observations.          Explore hibernation,          Explore harvest time in the UK and farming at harvest time.          Observe seasonal weather changes and longer nights in the autumn compared to the summer.          Observe and explain decomposition of pumpkins          Light and dark          Nocturnal animals</p>	<p>making/drawing observations          winter walk around School grounds          describing and discussing what is found</p>	<p>That some objects will be changed when they are burned          That most objects will fall to the ground when they are dropped          That some things need power (e.g. batteries, plugging them in) to make them work</p> <p><b>Seasonal Changes</b>  <b>Spring:</b>          Exploring schools' grounds and observing seasonal changes in the spring          Observe seasonal weather changes in the spring          Observe, question and draw spring plants/spring growth          Explore natural spring resources in Tuff Tray, asking questions and making/drawing observations          Spring walk around School grounds          describing and discussing what is found</p>			
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## Penguins learning Journey

		<p>Explore the life cycle of frogs and butterflies</p> <p>Explore the life cycle of plants</p> <p>Still life observations and drawings of spring flowers</p> <p>Ice melting</p>			
<p><b>Science Sticky Knowledge and Skills</b></p> <p>know some foods that are healthy and not healthy</p> <p>know why we need to wash our hands and brush our teeth.</p> <p>know how to get myself dressed.</p> <p>know some body parts and can say what they do.</p> <p>know who is in my family, including pets.</p> <p>know the difference between animals and plants.</p> <p>know the names of different animals: from our country and far away.</p> <p>know the names of the four seasons.</p> <p>know what the weather is like in each of the seasons.</p> <p>know the main changes that happen in Autumn, Winter, Spring and Summer.</p> <p>know that ice melts when it gets hot.</p> <p>know that water turns into ice when it freezes.</p> <p>know that some animals sleep during the winter.</p> <p>know that the weather is different in different parts of the world.</p> <p>know that a plant need water to grow.</p> <p>Know that plants die if they don't have enough water.</p> <p>know that some food grows on trees and some comes from plants on and under the ground.</p> <p>know that a tadpole becomes a frog and a caterpillar becomes a butterfly.</p> <p>know that some materials float and some sink.</p> <p>know that my actions affect the world.</p> <p>know the name of some insects.</p>					

## Penguins learning Journey

<p><b>Key Vocabulary</b>          Healthy, unhealthy, germs, head, legs, arms, hands, feet, shoulders, face, eyes, ears, mouth, tongue, teeth heart, brain, bones, skin.          Animal names          Autumn, winter, spring, summer, weather, hot, cold, snowing, freezing, warm, wet, cloudy, harvest, farming, leaves, light, dark, desert, polar.          Plants, grow, soil, sunlight, fruit, vegetable, tree, flower, bush, water.          Life cycle, grow, change, tadpole, froglet, frog, larva, caterpillar, chrysalis, cocoon.          Material, float, sink, plastic, fabric, wood, strong, waterproof, bendy, light,          Pollution, recycle, rubbish, environment, community.          Minibeast, ant, spider, worm, snail, habitat.</p>					
<p><b>Continuous Provision opportunities supporting Science</b></p> <p>Investigation station, curiosity cube, nature table, seasons displays</p> <p><i>Please refer to menu of opportunities plans for each half term that support continuous provision planning</i></p>					
<p><b>Geography Coverage</b></p>					
<p><b>Marvelous me</b>          Where families come from around the world</p> <p><b>Seasonal changes – Autumn:</b>          Exploring school's grounds and observing seasonal changes in the Autumn.          Exploring natural autumnal resources in Tuff Tray, asking questions and</p>	<p><b>Festivals:</b>          Explore festival origins/celebrations across the world, using a world map/globe.</p> <p><b>Seasonal Changes – Winter</b>          Exploring schools' grounds and observing seasonal changes in the winter/spring.          Explore compare/contrast our environment with polar regions.</p>	<p><b>Seasonal Changes – Spring:</b>          Explore natural spring resources in Tuff Tray, asking questions and making/drawing observations.          Exploring schools' grounds and observing seasonal changes in the winter/spring.          Observe, question and draw spring plants/spring growth.</p>	<p><b>Food:</b>          Exploring food from around the world using world maps and Google.          Discover, compare and contrast food produce/grown in different climates around the world.          Exploring and Making and labelling farm maps          Draw information from a simple map.          Spring          What Farmers do</p>	<p><b>Around the world:</b>          Explore the natural world around them.          Recognise similarities and differences between life in this country and life in other countries.          Understand the effect of the changing seasons on the natural world around them.          Recognise some environments which are different to the one in which we live.</p>	<p><b>Dangers and Delights of the Sea</b>          Locate different holiday locations on the UK map and world map          Weather descriptions (little boat) become a weather reporter          Know the dangers of the sun and water and how to stay safe in each.          Be able to draw a map with features of a journey – linked with pirates</p>



## Penguins learning Journey

<p>making/drawing observations. Explore hibernation and migration, looking at contrasting environments/animals around the world in the autumn. Explore harvest time in the UK and farming at harvest time. Observe seasonal weather changes and longer nights in the autumn compared to the summer. Observe and explain decomposition of pumpkins <b>All about me</b> Describe what they see, hear and feel when outside. Look at where we live, describe features we see on the way to school. Draw my route to school. Explore the school, where are the different rooms in relation to one another. What</p>	<p>Observe seasonal weather changes in the winter/spring (ice exploration) Conduct Winter/Spring walk around School grounds. Understand that some places are special to members of their community.</p>		<p>Walk to the church in our local area Celebrations in other countries – Holi Creating spaces using natural materials to represent the Easter garden Where does chocolate come from? Farm trip</p>	<p>Explore compare/contrast our environment with Australia, polar regions and Africa. Explore, compare, contrast, observe, draw and discuss animals native to Australia, polar regions and Africa. Knowing where different animals come from. Explore, compare, contrast and discuss life, living and schools in UK and Africa.  <b>The UK outdoors:</b> Introduce London as the capital of England. Name features around the UK (farm, beach, mountains, woodland etc).</p>	<p>Explore Maps/ globes/ atlases – locate seas and oceans - Discuss holiday locations that children have been on and locate on a map  <b>Seasonal Changes – Summer:</b> Exploring schools' grounds and observing seasonal changes in the summer. Observe seasonal weather changes in the summer Explore, observe and identify UK minibeads.</p>
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## Penguins learning Journey

<p>happens in each room?</p> <p>Explore the school grounds, look at features of our school environment.</p> <p>Look at maps of Where your school is (paper, Digimap and Google Earth) explore and discuss the features found on local maps.</p> <p>Discussing where we were born and where our extended family live using world maps/globes for support. Supermarket visit and Autumn walks to explore the local area</p>					
<p><b>Key Vocabulary</b></p> <p>Worcester, United Kingdom, Great Britain, World, country, town, city. London, capital, near, far, Africa</p> <p>Community, jobs, doctor, teacher, shop, park, binmen, carers, road, map</p> <p>Harvest, seasons, Autumn, Winter, Spring, Summer, weather</p> <p>Farm, beach, countryside, – what is the same? What is different?</p>					
<p><b>Sticky Knowledge and Skills - Geography</b></p> <p>know where I live</p> <p>know some of the features of my immediate environment.</p> <p>know the name of my school and can say some of the things I pass on my way to school.</p> <p>know some of the people who work in my community and what they do.</p> <p>know the names of the four seasons.</p>					

## Penguins learning Journey

know the main features of the weather in each of the seasons.  
 know that not all places in the world are the same.  
 know some of the animals and plants that live and grow around me.  
 know what harvest is.  
 know some of the festivals that are celebrated around the world.  
 know that different foods are grown around the world.  
 know that London is the capital of England.  
 know some animals from different parts of the world.

### **Continuous Provision Opportunities to support Geography**

Nature/ seasons exploration table/area. World map and globe. Small world play with people from around the world.

*Please refer to menu of opportunities plans for each half term that support continuous provision planning*

<b>History</b>					
<p><b>It's Good to be me</b>            Discussing our families, recounting fun family experiences in our past.            Thinking about changes in our life as we grow and get older.            Look at our school rounds and the history/changes within our school.            Talk about members of their family and immediate community.</p>	<p><b>Autumn Festivals:</b>            Explore festivals and family traditions from different cultures inc: Christmas, bonfire night, Diwali, Harvest Festival, Remembrance Day and Christingle.</p>	<p><b>Super Scientists:</b>            Looking at the life/experiences of Neil Armstrong/Tim Peake            Sharing grandparent's first-hand experiences of watching the moon landing 1969.</p> <p><b>Spring Festivals</b>            Explore festivals and family traditions from different cultures inc: Easter            Exploring family traditions of Shrove Tuesday</p>	<p><b>Farm:</b>            Compare farming machinery and tools from past to present.</p>	<p><b>Around the world:</b></p>	<p><b>People who help us</b>            Recount and share family experiences of holidays.</p> <p>Look at how holidays have changed over the years</p>

## Penguins learning Journey

Name and describe people who are familiar to them. Comment on images of familiar situations in the past.		Explore the festival and family traditions of Chinese New Year			
<b>Key Vocabulary</b> Old, new, past, present, now, future, yesterday, today, tomorrow, family, grandparents, history, traditional tales, change, different, same, Guy Fawkes. First, then, next, after, last, finally. Yesterday, last year, last month					
<b>History Sticky Knowledge and Skills</b> know about my family and where I was born. know that as I get older, I can do different things. know that my Grandparents are my Mum and Dads parents. know that things have changed since my Mum and Dad were little. know which objects are from the past and which are modern. (toys / home artefacts) know some facts about people from the past – Guy Fawkes, Neil Armstrong know that some stories have been around for a long time and that some are new. know that families celebrate in different ways. know some celebrations / festivals and can say why they are celebrated (Christmas, Easter, Bonfire Night, Diwali, Chinese New Year).					
<b>Continuous Provision Opportunities to support History</b> <ul style="list-style-type: none"> <li>History timeline – significant events Days of the week, months of the year, birthdays, displaying significant events on class timeline, recalling weekend/ holiday news to share, Through interactions talking about what they did yesterday, last week, last year, sharing personal history; how they celebrate Christmas, new year, family celebrations such as Birthday's – throughout the year, learning about the family traditions of children in class from different cultural backgrounds.</li> </ul> <p><i>Please refer to menu of opportunities plans for each half term that support continuous provision planning</i></p>					
<b>Understanding the World Sticky Knowledge and Skills</b>					

## Penguins learning Journey

Talk about members of their immediate family and community. · Name and describe people who are familiar to them. · Comment on images of familiar situations in the past. · Compare and contrast characters from stories, including figures from the past. · Draw information from a simple map. · Understand that some places are special to members of their community. · Recognise that people have different beliefs and celebrate special times in different ways. · Recognise some similarities and differences between life in this country and life in other countries. · Explore the natural world around them. · Describe what they see, hear and feel whilst outside. · Recognise some environments that are different to the one in which they live. · Understand the effect of changing seasons on the natural world around them. Talk about the lives of the people around them and their roles in society. · Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. · Understand the past through settings, characters and events encountered in books read in class and storytelling. Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. · Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. · Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. Explore the natural world around them, making observations and drawing pictures of animals and plants. · Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. · Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

### Expressive Arts and Design Educational Programme and ELGs

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.

#### Creating with materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters and narratives in stories

#### Being imaginative and expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time

## Penguins learning Journey

<b>Art/ DT Coverage</b>					
<p>Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus. Learn how to use paint area. Experiment with primary colours and mixing own secondary colours. Be able to paint or draw a face with simple features. Learn what effects different thickness brushes make.</p> <p><b>Topic related activities</b>            Printing with vegetables            Autumn colour collage            Pumpkin colour catcher</p>	<p>Exploring paint and painting techniques through nature, music and collaborative work linking with festivals and celebrations . Developing creativity through child-led exploration of mixed-media, making collages and transient art.</p> <p><b>Topic related activities</b>            Creating bonfires using natural materials            Colour mixing – primary colours            Art techniques – wax and paint - Firework pictures            Christmas cards using different tools            Christmas decorations            Divas            Poppy painting (remembrance day)</p>	<p>Explore pastels &amp; wax crayons. Use oil pastels and wax crayons to create wax resist pictures with water paint applied over the top. Use to make Chinese dragon pictures</p> <p><b>Topic related activities</b>            Winter pictures using foil and paint            Painting with magnets            Painting with ice            Space artwork</p>	<p>Environmental art. Look at work of Walter Mason, describe what they see and give an opinion about his work. Explore with his techniques e.g. lines, circles, spirals using natural objects. Collect and name natural objects from our local environment and use them to create artwork</p> <p><b>Topic related activities</b>            Flower crafts            Observational flower drawings</p>	<p>Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.</p> <p><b>Topic related activities</b>            Collage animals            Rubbing using textures and crayons            Animal print exploration            Mothers day and Easter crafts.</p>	<p>Investigate shapes and structures to build their own boat.</p> <p>African art (linking with Handa's surprise)</p> <p><b>Topic related activities</b>            Sand pictures / Rainbow fish collages            Paper plate jellyfish            Water pictures, collage,            Colour mixing – underwater pictures.            Father's Day Craft</p>

## Penguins learning Journey

<b>Cooking</b>					
Talk about healthy and unhealthy foods. Talk about having a balance of these. Talk about likes and dislikes. Use a range of tools with care and precision. Explore and develop skills in: mixing and decorating. Continue to think of interesting to decorate foods. Describe differences between some food groups (i.e. sweet, vegetable etc.). Say where some foods come from, (i.e. plant or animal). Describe textures, tastes and preferences of a variety of foods. Know the importance of washing hands and cleaning surfaces. Discuss the rules of food safety and hygiene					
Making bread – little red hen	Goldilocks – porridge Making sandwiches for the Christmas party	Rice cracker craters Chinese new year food tasting	Pancake topping tasting Easter nests	Ginger bread men design and making	Rainbow salad
<b>Key Vocabulary</b> Safe Use Explore Materials tools Techniques Experiment Colour Design Texture Form Function Artist					
<b>Continuous Provision Opportunities to support Art</b> Creative station, malleable area, painting easels, water pots and paintbrushes outside,  <i>Please refer to menu of opportunities plans for each half term that support continuous provision planning</i>					
<b>Drama and Role Play</b>					
<b>Home corner</b> Introduction to the home corner – what is in your house?  <b>Fantasy role play/ small world area</b> Dolls house, loose parts dolls house resources	<b>Home corner</b> Dressed with Diwali/ Christmas resources at appropriate times  <b>Fantasy role play/ small world area</b> Camp fire and mud kitchen night time activities – fireworks, nocturnal animals Santa's Workshop	<b>Home corner</b> dressed with 'Whatever Next' story props  <b>Fantasy play/ small world area</b> Space rocket and science lab	<b>Home corner</b> Farm kitchen and shop  <b>Fantasy play/ small world area</b> Farm with a tractor and farm small world area including loose	<b>Home Corner</b> With pet toys and accessories  <b>Fantasy play/ small world area</b> Zoo	<b>Home corner</b> dressed with summer time resources including paddling pool and suitcases  <b>Fantasy play/ small world area</b> The beach – pirates and mermaids

## Penguins learning Journey

	Christmas Nativity		parts to create own farms		
<b>Music - Kapow - please refer to scheme planning for extra detail</b>					
Introduction to music	Celebration music	Exploring Sound	Music and Movement	Musical Stories	Big Band
<p><b>Key Vocabulary</b>            Song, sing, pulse, high, low, loud, quiet, clap, volume, repeat, copy, rhythm, performance, perform, instrument, drum, tambourine, wood block, xylophone, maracas</p>					
<p><b>Sticky Knowledge</b>            know and can name some nursery rhymes.            know some nursery rhymes by heart.            know and join in with familiar worship songs.            know how to clap the pulse (beat)            know how to play some percussion instruments correctly.            know the names of some percussion instruments.            know that instruments make different sounds.            know that pitch is how high or low a sound is.            know that performance is sharing music with others.            create my own music            talk about music I have heard.</p>					
<p><b>Continuous Provision Opportunities to support Music</b></p> <ul style="list-style-type: none"> <li>● Weekly opportunities to learn new songs related to topic work (Myself, People who help us, Fairy tales. Our Amazing World, Minibeasts, Under the Sea).</li> <li>● Singing songs and rhymes from a variety of genres and cultures</li> <li>● Build up a repertoire of nursery rhymes and familiar songs.</li> <li>● Learn worship songs.</li> <li>● Using musical instruments in the outside area and role play.</li> <li>● Creating movement to music eg: move like jungle animals, astronauts, African animals, growing plants and weather.</li> </ul>					



## Penguins learning Journey

- Singing and performing to our friends and parents
- Performing the school nativity production
- Play movement and listening games
- Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song.
- Listen to and join in with stories / poems with repetitive refrains.
- Move in time / appropriately to rhymes, songs, instruments and classical music.
- Call and response songs.

*Please refer to menu of opportunities plans for each half term that support continuous provision planning*

### **Continuous Provision Opportunities to support EAD**

Outside stage, dressing up and musical instruments. Home corner and role play areas dressed to link in with current topics, helping to prepare for snack time, Develop storylines in their pretend play, listen attentively, move to and talk about music, expressing their feelings and responses, explore and engage in music making and dance, performing solo or in groups, sing in a group and on their own, increasingly matching the pitch and following the melody, sing nursery rhymes and recite poems and chants

*Please refer to menu of opportunities plans for each half term that support continuous provision planning*

### **EAD Sticky Knowledge and Skills**

Explore, use and refine a variety of artistic effects to express their ideas and feelings. · Return to and build on their previous learning, refining ideas and developing their ability to represent them. · Create collaboratively sharing ideas, resources and skills. · Listen attentively, move to and talk about music, expressing their feelings and responses. · Watch and talk about dance and performance art, expressing their feelings and responses. · Sing in a group or on their own, increasingly matching the pitch and following the melody. · Develop storylines in their pretend play. · Explore and engage in music making and dance, performing solo or in group Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. · Share their creations, explaining the process they have used. · Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with peers and their teacher. · Sing a range of well known nursery rhymes and song · Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

### **Physical Development Educational Programme and ELGs**

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, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games

## Penguins learning Journey

and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. Fine motor control and precision helps with hand-eye co-ordination 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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

### Gross motor skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

### Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

### PE Focus

Introduction to PE unit 1 Dance unit 1	Introduction to PE unit 2  Gymnastics unit 1	Ball skills unit 1 Fundamentals unit 1	Ball skills unit 2 Gymnastics unit 2	Games unit 1 Dance unit 2	Games unit 2 Fundamental unit 2 Sports day practice
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### Gross Motor (outdoor areas)

Cooperation games i.e. parachute games. Climbing – apparatus Different ways of moving to be explored with children	Ball skills- throwing and catching. Climbing – apparatus Skipping ropes in outside area Provide a range of wheeled resources for children to	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels,	Balance- children moving with confidence dance related activities Provide opportunities for children to, spin,	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times	Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend
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## Penguins learning Journey

<p>Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p>	<p>balance, sit or ride on, or pull and push.</p>	<p>skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics / Balance</p>	<p>rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p>	<p>every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music</p>	<p>time initially observing and listening, without feeling pressured to join in. Gymnastics ./ Balance</p>
<b>Fine Motor</b>					
<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with developing fine motor skills Hold pencil/paint brush beyond whole hand grasp use a range of small tools competently and confidently develop the foundations of a handwriting style which is fast, accurate and efficient Dominant hand, tripod grip, mark making, giving</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego</p>

## Penguins learning Journey

meaning to marks and labelling.					
<p><b>Key Vocabulary</b></p> <p><b>Dance:</b> Marching/Timing/Action/Dance/Perform/Turning/Repeat/ Rhythm/Pathways/Posture/Soldier/Individual/Partner/Control/ Speed/Range/Actions/Mirror/Lead/Follow/Gently/Tip-Toes/Heavily/ Stomp/Robotic</p> <p><b>Gymnastics:</b> Straight/Star/Tuck/Control/Perform/Repeat/Link/Balance/ Identify/Gymnastics/Movement/Stretch/Count/Copy/Explore/ Practice/Linking/Travelling/Start/Finish/Body/Safely/Stillness/ Position/Remember/Whole/Individual</p> <p><b>Games:</b> Space/Change/Direction/Control/Safely/Aim/Roll/Carry/Throw/ Catch/Bounce/Dribble/Kick/Freeze/Stretch/Crouch/Jogging/Balance/ Slowly/Backwards/Forwards/Receiving/Sending/One handed/Two handed/Balloon/Target/Successfully/Avoid/Technique/Bibs/ Tails/HulaHoops/Quoit/Equipment/Passing/Ball/Landing/Jog/Jump/ Reverse/Turn/Crouch/Crab/Weave</p>					
<p><b>PD Sticky Knowledge and Skills</b></p> <p><b>Dance:</b> know that I need to stay in a safe space when performing actions. know that I use counts of 8 to know when to change each action. know that a count of 8 can help me stay in time with the music. know that different parts of my body can move in different ways. know that I can perform a variety of different actions with one body part. know that I can use counting to help keep in time with the music. know that I can use different levels using my body to make my dance more interesting. know that I can use exaggerated moves to make my dance moves clear. know that you need to look in the direction you move. know that you can link dance moves in a variety of ways. (Turn, skip, jump, spin etc) know that you need to change direction to avoid others.</p> <p><b>Ball skills:</b> know that I need to bend down low to be able to roll a ball. understand that pointing at the target will help you to aim.</p>					

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know that you need to keep your eyes on the target (ball) when trying to roll and catch it.  
know that you need to move your feet towards the ball to make it easier to stop it.  
know that using wide fingers can help you to stop and catch a moving ball.  
understand why letting go with our fingers facing the target will help accuracy.  
know that the best way to catch a ball is with two hands.  
know to use soft, small touches to keep the ball close to your body when the ball is on the ground and we are dribbling.  
know to place your standing foot next to a ball before kicking it.  
know how to use the inside of your foot to kick the ball.  
understand that we can use one or two hands to throw.

### **Gymnastics:**

know how to do a standing straight shape, star shape and tuck with control.  
know how to balance..  
travel safely around a space and along benches.  
link simple movements to make a short sequence.  
travel on my feet and hands and feet safely around a space and over benches.  
perform a simple sequence of movements.

### **Games:**

know that you need to take big steps to run and small steps to stop.  
know how to work as a team to add points together.  
know how to change direction to avoid obstacles.  
understand the force needed to tag someone in a game.  
understand how to take turns, waiting for your chance to take part.  
know how to give others encouragement.

### **Physical Development Sticky Knowledge and Skills**

Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing · Progress towards a more fluent style of moving, with developing control and grace. · Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. · Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. · Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. · Combine different movements with ease and fluency ·

## Penguins learning Journey

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. · Develop overall body-strength, balance, co-ordination and agility · Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. · Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. · Develop the foundations of a handwriting style which is fast, accurate and efficient. · Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian · Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Negotiate space and obstacles safely, with consideration for themselves and others. · Demonstrate strength, balance and coordination when playing. · Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. · Use a range of small tools, including scissors, paintbrushes and cutlery. · Begin to show accuracy and care when drawing.

### **Continuous Provision Opportunities to support physical development**

Opportunities open to all during continuous provision:

Basket ball hoop, Bikes and trikes, Scooters – stand up and sit down, Hoops, Balls and beanbags, Assault course, Role play – stage and music, dances – ribbons and material, Playdough station, Climbing wall and slide, Balance beam and stepping stones, Tyres, stilts, Seesaw, mud kitchen and digging area