

## **Phase 1 Scheme of Work**

### **The Curriculum**

The curriculum has been developed by using and widening the National Curriculum in order to produce a broad and balanced progressive, sequential long term plan with consideration of the local area and resource. All aspects of which comply with legislation and national guidance, this includes the teaching of Relationship and Sex Education (RSE) with Health and Careers Education, Information, Advice and Guidance (CEIAG) across school.

### **Phase 1**

The **intent** of our phase 1 curriculum is to deliver a curriculum which is accessible to all and will inspire **happy confident independent learners** who are **prepared for adulthood**. As a result of this they will:

- Develop their interest and curiosity in learning.
- Develop a love of learning.
- Develop skills needed to access a formal education curriculum.
- Develop a sense of identity about who they are.
- Develop positive attachments to be able to work cooperatively with peers.
- Develop self-care skills such as basic hygiene including dressing and going to the toilet independently.
- Develop effective communication.
- Develop physical, cognitive and emotional skills/resilience

From the long term plan a scheme of work has been produced and **implemented** which has high and equal aspirations for all learners and incorporates:

- **PFA links**
- **Cultural Capital links**
- **Reading opportunities**
- **Key Vocabulary**
- **Planned differentiation, Resource, Support or activity**

Phase 1 class groups are based upon which stage the students are at developmentally based on development matters milestones and as such can vary in ability. With this in mind, each unit planned has a set of progressive and sequenced skills and knowledge objectives at three levels – **preparing to play, early learning, school ready**. This allows us to differentiate, challenge and extend all of our children in each class no matter their ability.

## Long Term Phase 1 plan

The curriculum that is in place is based upon two things:

- 1) Phase 1 activities that lead to achieving **the school's intent** - to deliver a curriculum which is accessible to all and will inspire **happy, confident, independent learners who are prepared for adulthood**.
- 2) Phase 1 is play based, child centred and **supports individual learning needs** of students at Epinay School.

In order for us to achieve this, we have based our scheme of work on the following **3 Key statements** across the academic year.

1. To develop effective communication skills.
2. To create students who are resilient and can emotionally regulate to promote and support mental health and wellbeing.
3. To develop a passion for reading and a love of learning in order to prepare for our wider school curriculum.

### 2 Year Overview Phase 1- Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me and my local area	Old and new	People who help us	Animals	Growing	Summer Holidays

### 2 Year Overview Phase 2- Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me, myself and I	Traditional tales in the forest	All around the World		Transport	Under the Sea

Year	Half term	KEY knowledge/golden thread – non negotiables		
		Pre-phase one	Phase one - Class one	Phase one - Class two
1	Autumn 1- Me and my local area	<p>Pre-phase one students will work on individual targets linked to specific assessment statements linked to five key areas:</p> <ul style="list-style-type: none"> <li>-communication, speech and language</li> <li>-emotional literacy and sensory regulation</li> <li>-school structures and routines</li> <li>-experiential and exploratory learning</li> <li>-physical development and self-care</li> </ul> <p>Students will access a primarily child-initiated environment where adult-led activities are used to develop these areas and prepare students to be ready to access formal learning opportunities.</p>	To identify themselves and their families and to begin to understand themselves as a person.	To be able to identify and explore places within their local area.
	Autumn 2- Old and New		To be able to identify toys from the past.	To be able to compare and contrast the past and present.
	Spring 1- People who help us		To be able to identify people who help us within the community.	To be able to explain how people help us in a range of roles.
	Spring 2- Animals		To be able to name a range of different animals.	To be able to identify the habitats of a range of different animals.
	Summer 1- Growing		To be able to identify the basic parts of a plant.	To identify what plants need to grow.
	Summer 2- Summer holidays		To identify where people may go on holiday and how they would travel there.	To understand that countries around the world have different weather, landmarks, cultures and beliefs.
2	Autumn 1- Me, myself and I	<p>Each child will be individually planned for over the course of a week, providing motivating and individualised activities to develop attention, communication and school readiness.</p>	To identify themselves and their families and to begin to identify emotions such as happiness and sadness.	To identify features about themselves and their families, to understand that others are different to them. (Diversity)
	Autumn 2- Traditional Tales in the forest		<p>To listen to and retell a range of traditional tales.</p> <p>To identify a range of woodland animals and minibeasts.</p>	<p>To recall and understand a range of traditional tales.</p> <p>To be able to identify the environments of a range of woodland animals.</p>
	Spring 1 & 2- All around the world		To identify that other countries are different from ours.	To identify a range of celebrations and differences in other countries and the UK.

	Summer 1- Transport		To be able to name a range of modes of transport.	To identify a range of transport and what they are used for.
	Summer 2- Under the sea		To identify and name sea life animals. To know where sea life animals live.	To identify and name a range of underwater habitats. To understand the difference between land and sea animals.

At Epinay school there are a range of pupils with complex needs. 100% of students are diagnosed as having a learning difficulty/disability, within this a large % of pupils are diagnosed as having ASD, MLD and SLD (May, 2022). These developmental disabilities can cause significant social, communication and behavioural challenges. They affect how a person acts and interacts with others, communicates, and learns.

For this reason Phase 1 activities have been carefully chosen to reflect this. Pupils generally have difficulties in the following areas:

- Communication and Language - both the retrieval and processing of language in order to effectively communicate with people around them.
- Personal, Social and Emotional Development- managing emotions and developing a positive sense of self.

The scheme of work has been designed to ensure pupils can develop in these areas, whilst also ensuring phase 1 at Epinay is inclusive for all learners, and that they can take part in all lessons with a varied degree of differentiation and support.

### **Progression of skills and knowledge**

**Phase 1** - Students work towards meeting phase 1 targets based on EYFS play based learning, developmental milestones and good practice.

**Phase 2 & 3** - Students build on the skills knowledge gained in phase 1 and work through progressive objectives

**Phase 4** - Students are in a place to use the skills and knowledge gained in Phase 2 and 3 to begin a chosen qualification route, this may be Entry level certificate, Functional Skills or GCSE dependent upon ability.

**Phase 5** - Students are in a place to use the skills and knowledge gained in Phase 4 to achieve a higher level of qualification in their chosen pathway.

**Topics**

Within Phase 1 the teacher facilitates learning through key topic areas which ignite children’s curiosity and enthusiasm for learning and develops cultural awareness to promote their imagination and creativity through child initiated play and exploration.								
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Topic</b>	<b>Year 1</b>	Me	Old and new	People who help us – family/carers/ school transport	Animals	Plants	Summer	
		All about Me	Toys	People who help us-health care/ emergency services	On the Farm	Sowing and Growing	Summer Holidays in the UK	
		My Local Area	Homes and houses	People who help us- in the community	At the Zoo	Life of a plant	Summer Holidays abroad	
	<b>Year 2</b>	Feelings	Traditional tales - sharing (forest)	The world around me: local area		Transport	Seaside	
		Emotions	Traditional tales- Listening and recall (minibeasts)	All around the world: England, Italy, Kenya Countries in the World		Modes of transport	Sea animals	
		Diversity	Traditional tales- Retelling and adaptations (woodland animals)	All around the world: Scotland, France, India How are we different?		Uses of transport	Habitats under the sea	
	<b>Seasonal knowledge</b>	<b>Both years</b>	Autumn		Winter	Spring	Summer	

<b>Cultural/ Religious</b>	<b>Both</b>	Christmas		Easter		Bible stories	
	<b>Blue Class</b>	Blue class students will explore and experience a wide range of cultural and religious festivals and celebrations throughout the school year.					
	<b>Green Class</b>	Halloween	Bonfire night	Valentines Day	Pancake Day	Bible stories Noah's Ark	Caregiver Day
				Mombasa Carnival			
<b>Peach Class</b>	Harvest Festival	Diwali	Chinese New Year	Caregiver Day	Bible stories The good samaritan	Celebrations in other cultures	
			Holi				
<b>Art Focus</b>	<b>Year 1</b>	Exploring paint		Collage		Transient art	
		Andy Goldsworthy- Natural art		Henri Matisse- Collage		Jackson Pollock- Paint splatting & effects	
		Andy Warhol- Drawing ourselves and others		Kandinsky- Abstract art		George Seurat- pointillism- finger/ cotton bud painting	
	<b>Year 2</b>	Exploring paint		Collage		Transient art	
		Poonac- Drawing self portraits		Laurie Raskin- Collage		John Foreman- Natural art	
		Jade Fadojutimi- Paint splatting & effects		Claire Desjardins- Pointillism		Piet Mondrian- Abstract art	
<b>DT Focus</b>	<b>Year 1</b>	Exploration of materials		Making instruments		Making summer wind powered items e.g. kite, windmill, wind chimes	
	<b>Year 2</b>	Junk modelling		Making Easter nests & baskets		Making mode of transport	
<b>Music</b>		Exploration of sounds and	Nativity	Exploring instruments	Nursery rhymes	Singing	

		instruments						
<b>Visits/ Enrichments</b>	<b>Both years</b>	Visits to the library fortnightly		Regular Forest school Visits		Seasonal visits to National Trust sites Craggside, Wallington and Gibside		
	<b>Year 1</b>	Phased start – no visits Visits from parents/carers	Source	External visitors – family members, school transport staff	Visit a farm	Allotment	Beach/coast	
		Visits to the local area- library, park, shop	visits	Visits from people who help us - doctor, dentist (school nurse)	Visit a farm	Visit to a garden centre	Beach	
		Visits to the local area	Not Beamish	Visits from people who help us – in the community	Visit the zoo	Butterfly World	Aquarium	
	<b>Year 2</b>	Phased start – no visits Visits from parents/carers	Seven Stories Forests - Plessey Woods	Visits to the local area		Visit opportunities: -Metro -Ferry -Bus -Train station - Locomotion -Hope Town -Land, sea & air museum	Students will experience a range of transport	Beach visits
		Visit to build a bear for class bear (Bear for star of the week- Home and school link)	Seven Stories Forests - Hamsterley Forest	Tasting of different countries' cuisine Visit to a church			Develop understanding of using transport safely	Coastal school Visit to different beaches
		Visits to the local area	Seven Stories Forests - Thornley Woods	Tasting of different countries' cuisine Hindu temple visit			Compare transport types over time	Beach & holiday attractions
	<b>Literacy link</b>	<b>Year 1</b>	Traditional Tales	Letters	Non-fiction	Narratives/stories	Instructions	Rhymes
		<b>Year 2</b>	Nursery Rhymes	Traditional Tales	Non-fiction	Instructions	Narratives/stories	Letters
<b>Books</b>	<b>Year 1</b>	<b>Pre-phase one class will share and explore activities linked to a range of stories and rhymes linked to the Read Write</b>						

		<b>inc. nursery handbook and students' interests.</b>					
		<p><b>Fiction:</b> 3 little pigs Goldilocks &amp; the three bears The ugly duckling Hug Pumpkin soup Funny Bones</p> <p><b>Non-fiction:</b> Autumn</p>	<p><b>Fiction:</b> The Gruffalo We're going on a bear hunt The jolly Christmas postman Lost in the toy museum The paper dolls</p> <p><b>Non-fiction:</b> Autumn</p>	<p><b>Fiction:</b> The train ride Emergency Lost and Found Guess how much I love you</p> <p><b>Non-fiction:</b> Winter Doctors Nurses Teachers Firefighters</p>	<p><b>Fiction:</b> Farmer duck A squash and a squeeze We're going on an egg hunt</p> <p><b>Non-fiction:</b> Spring Sheep Pigs Horses Cows</p>	<p><b>Fiction:</b> Jasper's beanstalk The very hungry caterpillar Oliver's vegetables</p> <p><b>Non-fiction:</b> Spring</p>	<p><b>Fiction:</b> Lucy and tom at the seaside What the ladybird heard on holiday Sharing a shell</p> <p><b>Non-fiction:</b> Summer Children's Atlas</p>
		<p>Ginger bread man The little red hen Little Red Riding Hood Leaf Man Martha Maps it out Room on the broom</p> <p><b>Non-fiction:</b> What can you see in Autumn?</p>	<p>We're going on a leaf hunt Owl babies Dragon Post National Trust: Step inside homes through history</p> <p><b>Non-fiction:</b> What can you see in Autumn?</p>	<p>The Runaway Wok Zog and the flying doctors</p> <p><b>Non-fiction:</b> What can you see in Winter? Doctors Nurses Teachers Firefighters</p>	<p>Dear Zoo Monkey puzzle We all went on Safari We're going on a lion hunt</p> <p><b>Non-fiction:</b> What can you see in Spring?</p>	<p>The tiny seed Jack and the beanstalk Luna loves gardening</p> <p><b>Non-fiction:</b> What can you see in Spring?</p>	<p>The snail and the whale Lighthouse keeper's lunch Handa's surprise</p> <p><b>Non-fiction:</b> Children's Atlas What can you see in Summer?</p>
	<b>Year 2</b>	<b>Pre-phase one class will share and explore activities linked to a range of stories and rhymes linked to the Read Write inc. nursery handbook and students' interests.</b>					
		<p><b>Fiction:</b> The worrysaurus The colour monster goes to school</p>	<p><b>Fiction:</b> Princess and the pea Hansel and Gretel The great big</p>	<p><b>Fiction:</b> Katie in London Mr Wolf's Pancakes Mama Panya's Pancakes Good night Italy</p>	<p><b>Fiction:</b> You can't take an elephant on a bus Oi! Get off our train Red lorry, yellow lorry</p>	<p><b>Fiction:</b> Commotion in the ocean Somebody swallowed Stanley</p>	

		<p>Percy the Park Keeper: The Treasure Hunt</p> <p><b>Non-fiction:</b> Autumn</p>	<p>turnip</p> <p><b>Non-fiction:</b> Autumn</p>	<p>Good night England Our world: Kenya Our World: Italy Our world: England Handa's Surprise</p> <p><b>Non-fiction:</b> Winter Spring</p>	<p><b>Non-fiction:</b> Spring Little People big dreams- Amelia Earhart</p>	<p>The Shark in the Dark</p> <p><b>Non-fiction:</b> Summer</p>
		<p><b>Fiction:</b> Rainbow fish We're all wonders Ruby's worry</p> <p><b>Non-fiction:</b> What can you see in Autumn?</p>	<p><b>Fiction:</b> Three billy goats gruff Pinocchio The elves and the shoemaker</p> <p><b>Non-fiction:</b> What can you see in Autumn?</p>	<p><b>Fiction:</b> Katie in Scotland Good night: Scotland A walk in Paris Our world: France Good night Mumbai Our world: India Tiny travellers India Treasure Quest Festival of colors The wheels on the tuk tuk</p> <p><b>Non-fiction:</b> Children's Atlas What can you see in Winter? What can you see in Spring?</p>	<p><b>Fiction:</b> Big blue train Emma Jane's aeroplane What a ship sees</p> <p><b>Non-fiction:</b> Little People big dreams- Lewis Hamilton What can you see in Spring?</p>	<p><b>Fiction:</b> Meet the oceans What the ladybird heard at the seaside The singing mermaid</p> <p><b>Non-fiction:</b> What can you see in Summer?</p>

## Phase 1 Scheme of Work

### Autumn 1




#### Rationale: Benefits for our pupils are:

- Provides students with the knowledge and skills to identify places within their local area.
- Guides children to make sense of their physical world and their community.
- Allows children to prepare for daily life, for example, practising putting coats on and off, washing hands correctly and sitting at the table correctly for learning.
- Develops listening and rehearsal skills.
- Provides an awareness of safety rules within our local area.

- Provides children with opportunities to make links between families and to know everyone's families are different.
- Provides students with opportunities to communicate with peers and share personal experiences.
- Develop understanding of your own and others' emotions and how to name, express and manage these.
- Develop understanding of differences between groups of people and promote tolerance and celebrate differences.

The objectives that children meet are logged electronically. Termly progress data is collected, analysed and reported on.

<b>Planned PFA Links/SMSC</b>	Getting themselves ready for PE Putting coat on and off Sitting at a table correctly to learn. Following school rules and instructions Oral health Washing hands Road safety - crossing roads Fortnightly visits to a local library.
	Year 1 Visits to the local area e.g shop, library etc.
	Year 2 Visit to build a bear workshop to create a class bear to travel between home and school.
<b>Planned Reading Opportunities</b>	To identify reading opportunities, some of which link to the school reading spine; Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links. There are also a number of books that reflect the topics that are studied, to include a diverse range of cultures and aspirations.
<b>Planned Key Vocabulary - Subject specific</b>	Celebrations, Halloween, Harvest, tractor, crops, field, farmer, Music, instruments, noise, loud, quiet Autumn, leaves, colours, rain, changes, dropping, crunchy, leaves falling, cold Models, materials, join, junk, decorate
	Year 1 Andy Warhol, pop art, portrait, reflection, primary colours, brilliant blue, brilliant red, brilliant yellow, tripod grip  Andy Goldsworthy, sculpture, environment, photographer, land art, nature, landscape, nature, outdoors, forest

	<p>Local area, library, shop, park, school, United Kingdom, North East of England, South Shields, Epinay School, river, land, grass, recognise, identify, find, map</p> <p>Family: Me, mam, dad, brother, sister, grandma, grandpa/dad,aunt, uncle, family, carer  Parts of the body: heads, shoulders, knees, toes, arms, legs, hands, feet  Sense: smell, sight, hearing, touch, taste</p> <p>Year 2</p> <p>Jade Fadojutimi, paint, paint splatting, bright, colourful, flicking paint, blowing paint, pouring paint, abstract artwork</p> <p>Poonac, portrait, paint, drawings, primary colours, brilliant blue, brilliant red, brilliant yellow, face, features</p> <p>Emotions, feelings, happy, sad, angry, worried</p> <p>Diversity, different, similar, compare, accept</p>		
	<p><b>Preparing to play</b></p> 	<p><b>Early learning</b></p> 	<p><b>School ready</b></p> 
	<p><b>Autumn 1</b></p>		
<p><b>Understanding the World</b>  (Leading to: Science, history, geography, RE, PSHE)</p>	<ol style="list-style-type: none"> <li>1. Students will be able to name themselves and know they have family.</li> <li>2. Students will be able to point to basic parts of their body.</li> <li>3. Students will understand that people celebrate a range of events.</li> <li>4. Students will explore materials using their five senses.</li> <li>5. Students will experience environments within a range of seasons.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will be able to identify their immediate family e.g. parents and siblings.</li> <li>2. Students will be able to name basic parts of the body.</li> <li>3. Students will be able to name harvest festival and halloween.</li> <li>4. Students will describe some materials using their five senses.</li> <li>5. Students will begin to identify elements of seasonal change e.g. falling leaves &amp; weather.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will be able to identify members of their extended family e.g. grandparents, aunts and uncles.</li> <li>2. Students will name a wider range of body parts and state what they are used for.</li> <li>3. Students will be able to describe how we celebrate halloween and the harvest festival.</li> <li>4. Students will compare some materials using their five senses for comparison.</li> <li>5. Students will be able to identify how seasonal change affects the environment.</li> </ol>

<b>Year 1 only</b>	<ol style="list-style-type: none"> <li>1. Students will have the opportunity to visit places in their local area.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will be able to name places in their local area.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will be able to use a map to identify places within their local area.</li> </ol>
<b>Year 2 only</b>	<ol style="list-style-type: none"> <li>1. Students will be able to identify their own basic emotions e.g. happy, sad.</li> <li>2. Students will notice differences between people.</li> <li>3. Students will make connections between their family and others.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will be able to identify a range of different emotions including angry, upset etc.</li> <li>2. Students will be able to identify differences between people.</li> <li>3. Students will develop positive attitudes about the differences between people.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will be able to explain their emotions and why they feel this way.</li> <li>2. Students will be able to talk about similarities and differences between people who are familiar to them.</li> <li>3. Students will compare and contrast different communities.</li> </ol>
<b>Expressive Arts &amp; Design</b> (Leading to Art & Design Technology)	<ol style="list-style-type: none"> <li>1. Students will take part in colour mixing and exploration.</li> <li>2. Students will be able to show attention to sounds and music.</li> <li>3. Students will be able to choose an area to explore.</li> <li>4. Students will listen and explore a range of different sounds.</li> <li>5. Students will explore materials with different properties.</li> <li>6. Students will choose a material they want to use.</li> <li>7. Students will be able to start to develop pretend play with peers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will choose colours for a particular purpose.</li> <li>2. Students will be able to join in songs and rhymes.</li> <li>3. Students will be able to participate in some form of role play.</li> <li>4. Students will be able to identify a range of different sounds.</li> <li>5. Students will be able to describe a range of materials.</li> <li>6. Students will develop their own ideas and decide which materials to use.</li> <li>7. Students will be able to take part in simple pretend play, using an object to represent something.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will begin to mix colours to create a desired effect.</li> <li>2. Students will be able to enjoy and perform action songs such as nursery rhymes.</li> <li>3. Students will be able to participate and contribute to meaningful play/roleplay within child initiated time.</li> <li>4. Students will be able to identify a range of instruments and their sounds.</li> <li>5. Students will be able to name a range of materials.</li> <li>6. Students will choose materials for a purpose that they can explain.</li> <li>7. Students will be able to develop storylines in their pretend play with peers.</li> </ol>
<b>Year 1 only</b>	<ol style="list-style-type: none"> <li>1. Students will explore natural art and natural materials.</li> <li>2. Students will take part in exploration of a range of materials and textures.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will be able to create artwork using natural materials.</li> <li>2. Students will be able to explain how some materials feel and how they can be manipulated.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will be able to create artwork influenced by Andy Goldsworthy.</li> <li>2. Students will be able to select and use materials to produce an imaginative creative response.</li> </ol>

	<p>3. Students will be able to explore pop art - Andy Warhol.</p> <p>4. Students will be able to make intentional marks and tell you what they mean.</p>	<p>3. Students will be able to create artwork influenced by Andy Warhol's pop art.</p> <p>4. Students will be able to create closed shapes and use these shapes to represent facial features.</p>	<p>3. Students will be able to describe pop art (based on Andy Warhol).</p> <p>4. Students will be able to draw a recognisable face including features.</p>
<b>Year 2 only</b>	<p>1. Students will be able to explore artwork by Jadé Fadojutimi.</p> <p>2. Students will be able to express feelings through mark making.</p> <p>3. Students will be able to explore portrait art - Poonac (Rob Bacon).</p> <p>4. Students will be able to make intentional marks and tell you what they mean.</p>	<p>1. Students will be able to create artwork inspired by Jadé Fadojutimi.</p> <p>2. Students will be able to show emotions through their painting and their choice of colour.</p> <p>3. Students will be able to create artwork influenced by Poonac's portrait art.</p> <p>4. Students will be able to create closed shapes and use these shapes to represent facial features.</p>	<p>1. Students will be able to describe, in very simple terms, abstract artwork (inspired by Jadé Fadojutimi).</p> <p>2. Students will be able to explore and use artistic effects to express their feelings and emotions.</p> <p>3. Students will be able to describe portrait art (based on Poonac) and describe their own pieces using simple terms.</p> <p>4. Students will be able to draw a recognisable face including features.</p>
<b>Literacy</b>	<p>1. Students will be able to enjoy sharing stories with an adult.</p> <p>2. Students will be able to pay attention and respond to pictures and words.</p> <p>3. Students will be able to choose their own story to look at/share with an adult.</p>	<p>1. Students will be able to listen to stories with an adult.</p> <p>2. Students will be able to follow a story from beginning to end.</p> <p>3. Students will begin to develop favourite stories to read themselves/with an adult.</p>	<p>1. Students will be able to engage in extended conversations about stories and learn new vocabulary.</p> <p>2. Students will be able to re-read books to build up confidence and fluency.</p> <p>3. Students will develop preferences and have favourite stories which they reread and learn by heart.</p>
<b>Year 1 only</b>	<p>1. Students will listen to traditional stories.</p> <p>2. Students will begin to join in with some familiar language of traditional tales e.g. once upon a time.</p> <p>3. Students will begin to identify characters in traditional tales.</p>	<p>1. Students will begin to engage with traditional tales and their props.</p> <p>2. Students will independently use some simple language associated with traditional tales e.g. 'once upon a time'.</p> <p>3. Students will begin to describe characters in traditional tales.</p>	<p>1. Students will begin to recall some parts of traditional tales.</p> <p>2. Students will begin to identify key features e.g. beginning, middle, end.</p> <p>3. Students will compare and contrast characters from traditional tales.</p>

	4. Students will begin to identify the setting of a traditional tale.	4. Students will be able to describe the setting of a traditional tale.	4. Students will compare and contrast settings from traditional tales.
<b>Year 2 only</b>	1. Students will enjoy songs and rhymes. 2. Students will join in with parts of a rhyme. 3. Students will copy finger movements and gestures when listening to rhymes and songs. 4. Students will be able to identify a prop or picture associated with a nursery rhyme.	1. Students will be able to spot some rhymes with support. 2. Students will be able to suggest rhyming words. 3. Students will be able to join in with actions and signs when singing rhymes and songs. 4. Students will be able to use props and pictures during a retelling of a nursery rhyme.	1. Students will begin to make up their own simple rhymes and rhyming words. 2. Students will begin to make up their own songs based on familiar songs. 3. Students will begin to make up their own signs and actions for familiar songs. 4. Students will be able to sequence pictures and/or words associated with a nursery rhyme.

## Phase 1 Scheme of Work




### Autumn 2

#### Rationale: Benefits for our pupils are:

- Provides students with the opportunity to learn about and celebrate different calendar events such as: Diwali, Bonfire Night and Christmas.
- Guides students to discuss their own personal experiences linked to events in the year.
- Understanding change including an insight into parents/grandparents lives and how technology has changed.
- Provides students with the opportunity to visit local woodland areas and discover new surroundings.
- Allows students to learn about woodland animals, habitats and areas.
- Students gain an understanding of safety regulations when being in a public area and around different woodland animals and minibeasts.
- Expand student's knowledge and experience of a range of traditional tales and develop a love of stories and reading.

The objectives that children meet are logged electronically. Termly progress data is collected, analysed and reported on.

<b>Planned PFA Links/SMSC</b>	Getting themselves ready for PE. Behavioural expectations within a public area. Respect for celebrations across the world. Visits to the library fortnightly. Visit to meet Santa Claus (linked to Christmas). Take part in a Christmas Nativity.
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	Year 1 <b>Visit linked to old and new.</b>		
	Year 2 Visits to environments linked to traditional tales. Visits to Seven Stories. Safety rules within a woodland area/forest. Visits to Forests e.g. Hamsterley & Thornely woods.		
<p align="center"><b>Planned Reading Opportunities</b></p>	To identify reading opportunities, some of which link to the school reading spine; Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links. There are also a number of books that reflect the topics that are studied, to include a diverse range of cultures and aspirations.		
<p align="center"><b>Planned Key Vocabulary - Subject specific</b></p>	Christmas, Diwali, Bonfire night, celebration of light, colourful, respect, religion, festival Nativity, songs, Jesus, story, star Models, materials, join, junk, decorate		
	Year 1 old, new, past, present, future, change, different, similar, compare Seasonal change, Autumn, Winter, Spring, Summer, snow, frost, ice, weather, cold Andy Warhol, pop art, portrait, reflection, primary colours, brilliant blue, brilliant red, brilliant yellow, tripod grip Andy Goldsworthy, sculpture, environment, photographer, land art, landscape, nature, outdoors, forest		
	Year 2 Forest, leaves, trees, woodland, forest floor, habitat, minibeasts, animals Jade Fadojutimi, paint, paint splatting, bright, colourful, expression, flicking paint, blowing paint, pouring paint, abstract artwork Poonac, portrait, paint, drawings, primary colours, brilliant blue, brilliant red, brilliant yellow, face, features Traditional tales, characters, story, setting, once upon a time, beginning, middle, end		
	<p align="center"><b>Preparing to play</b></p> 	<p align="center"><b>Early learning</b></p> 	<p align="center"><b>School ready</b></p> 

	<b>Autumn 2</b>		
<b>Understanding the World</b> (Leading to: Science, history, geography, RE, PSHE)	<p>1. Students will explore environments outdoors and indoors.</p> <p>2. Students will experience environments within a range of seasons.</p> <p>3. Students will observe traditions within a range of religious celebrations such as Bonfire night , Diwali and Christmas.</p> <p>4. Students can share how they celebrate special events.</p>	<p>1. Students will be able to name a variety of environments e.g. forest, seaside, town.</p> <p>2. Students will begin to identify elements of seasonal change e.g. weather.</p> <p>3. Students will be able to name and describe in simple terms; Bonfire night, Diwali and Christmas.</p> <p>4. Students can describe how they celebrate special events.</p>	<p>1. Students will be able to compare different environments, stating what is different and what is the same.</p> <p>2. Students will be able to identify how seasonal change affects the environment.</p> <p>3. Students will be able to explain how we celebrate Bonfire night, Diwali and Christmas. and identify differences between these.</p> <p>4. Students can compare ways they celebrate special events with their peers.</p>
<b>Year 1 only</b>	<p>1. Students will begin to make sense of their own life-story.</p> <p>2. Students will begin to understand the term old &amp; new.</p> <p>3. Students will be able to name and identify old &amp; new toys.</p> <p>4. Students will experience and use a range of old &amp; new toys.</p> <p>5. Students will be able to identify a variety of buildings.</p> <p>6. Students will experience and observe buildings from the past and present.</p>	<p>1. Students will begin to make sense of their family history- parents.</p> <p>2. Students will begin to sort items by old and new.</p> <p>3. Students will begin to sort toys by old and new.</p> <p>4. Students will explore how different toys work.</p> <p>5. Students will begin to sort buildings by old and new.</p> <p>6. Students will be able to comment on images of buildings from the past.</p>	<p>1. Students will begin to make sense of their family history- grandparents.</p> <p>2. Students will be able to compare and contrast items from the past and present. E.g. photos &amp; pictures, home items.</p> <p>3. Students will be able to compare and contrast toys from the present and past.</p> <p>4. Students will begin to explain why toys have changed over time.</p> <p>5. Students will be able to compare and contrast buildings from the present and past.</p> <p>6. Students will be able to explain why buildings have changed over time.</p>
<b>Year 2 only</b>	<p>1. Students will explore environments found in some traditional tales.</p>	<p>1. Students will be able to name a variety of environments found in traditional tales e.g. woodland, river, town.</p>	<p>1. Students will be able to describe different environments from traditional tales.</p>

	<p>2. Students will observe some minibeasts.</p> <p>3. Students will observe some woodland animals.</p> <p>4. Students will observe animals in different habitats.</p>	<p>2. Students will be able to name some minibeasts.</p> <p>3. Students will be able to name some woodland animals.</p> <p>4. Students will know that animals live in different habitats.</p>	<p>2. Students will be able to identify minibeasts in a range of environments.</p> <p>3. Students will be able to identify woodland animals in a range of environments.</p> <p>4. Students will be able to identify some animals that live in a range of habitats.</p>
<p><b>Expressive Arts &amp; Design</b> (Leading to Art &amp; Design Technology)</p>	<p>1. Students will choose a material they want to use.</p> <p>2. Students will explore materials with different properties.</p> <p>3. Students will be able to join in with songs and rhymes (links to Nativity).</p> <p>4. Students will be able to start to develop pretend play with peers.</p>	<p>1. Students will be able to describe a range of materials.</p> <p>2. Students will develop their own ideas and decide which materials to use.</p> <p>3. Students will be able to sign songs in full (links to Nativity).</p> <p>4. Students will be able to take part in simple pretend play, using an object to represent something.</p>	<p>1. Students will be able to name a range of materials</p> <p>2. Students will choose materials for a purpose that they can explain.</p> <p>3. Students will be able to sing in a group remembering a full song (links to Nativity).</p> <p>4. Students will be able to develop storylines in their pretend play with peers.</p>
<p><b>Year 1 only</b></p>	<p>1. Students will explore natural art and natural materials.</p> <p>2. Students will take part in exploration of a range of materials and textures.</p> <p>3. Students will be able to explore pop art - Andy Warhol.</p> <p>4. Students will be able to make intentional marks and tell you what they mean.</p>	<p>1. Students will be able to create artwork using natural materials.</p> <p>2. Students will be able to explain how some materials feel and how they can be manipulated.</p> <p>3. Students will be able to create artwork influenced by Andy Warhol's pop art.</p> <p>4. Students will be able to create closed shapes and use these shapes to represent facial features.</p>	<p>1. Students will be able to create artwork influenced by Andy Goldsworthy.</p> <p>2. Students will be able to select and use materials to produce an imaginative creative response.</p> <p>3. Students will be able to describe pop art (based on Andy Warhol).</p> <p>4. Students will be able to draw a recognisable face including features.</p>
<p><b>Year 2 only</b></p>	<p>1. Students will be able to explore artwork by Jadé Fadojutimi.</p> <p>2. Students will be able to express feelings through mark making.</p>	<p>1. Students will be able to create artwork inspired by Jadé Fadojutimi.</p>	<p>1. Students will be able to describe, in very simple terms, abstract artwork (inspired by Jadé Fadojutimi).</p>

	<p>3. Students will be able to explore portrait art - Poonac (Rob Bacon).</p> <p>4. Students will be able to make intentional marks and tell you what they mean.</p>	<p>2. Students will be able to show emotions through their painting and their choice of colour.</p> <p>3. Students will be able to create artwork influenced by Poonac's portrait art.</p> <p>4. Students will be able to create closed shapes and use these shapes to represent facial features.</p>	<p>2. Students will be able to explore and use artistic effects to express their feelings and emotions.</p> <p>3. Students will be able to describe portrait art (based on Poonac) and describe their own pieces using simple terms.</p> <p>4. Students will be able to draw a recognisable face including features.</p>
<b>Literacy</b>	<p>1. Students will be able to enjoy sharing stories with an adult.</p> <p>2. Students will be able to pay attention and respond to pictures and words.</p> <p>3. Students will be able to choose their own story to look at/share with an adult.</p>	<p>1. Students will be able to listen to stories with an adult.</p> <p>2. Students will be able to follow a story from beginning to end.</p> <p>3. Students will begin to develop favourite stories to read themselves/with an adult.</p>	<p>1. Students will be able to engage in extended conversations about stories and learn new vocabulary.</p> <p>2. Students will be able to re-read books to build up confidence and fluency.</p> <p>3. Students will develop preferences and have favourite stories which they reread and learn by heart.</p>
<b>Year 1 only</b>	<p>1. Students will be able to recognise a letter.</p> <p>2. Students will be able to know what a letter is.</p> <p>3. Students will mark make in an attempt to write a letter.</p>	<p>1. Students will be able to identify and name simple features of a letter, e.g who is sending the letter.</p> <p>2. Students will be able to discuss when people send letters.</p> <p>3. Students will write a letter using dear and from.</p>	<p>1. Students will be able to identify and name additional features of a letter, e.g address, postcode.</p> <p>2. Students will be able to know why people send letters.</p> <p>3. Students will write a basic letter using core features of a letter.</p>
<b>Year 2 only</b>	<p>1. Students will listen to traditional tales.</p> <p>2. Students will begin to join in with some familiar language of traditional tales e.g. once upon a time.</p> <p>3. Students will begin to identify characters in traditional tales.</p>	<p>1. Students will begin to engage with traditional tales and their props.</p> <p>2. Students will independently use some simple language associated with traditional tales e.g. 'once upon a time'.</p> <p>3. Students will begin to describe characters in traditional tales.</p>	<p>1. Students will begin to recall some parts of traditional tales.</p> <p>2. Students will begin to identify key features of a traditional tale e.g. beginning, middle, end.</p> <p>3. Students will compare and contrast characters from traditional tales.</p>

	4. Students will begin to identify the setting of a traditional tale.	4. Students will be able to describe the setting of a traditional tale.	4. Students will compare and contrast settings from traditional tales.
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## Phase 1 Scheme of Work

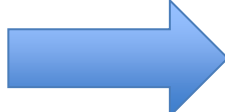


### Spring 1

#### Rationale: Benefits for our pupils are:

- Provides students with the opportunity to access outdoor learning.
- Students will gain an understanding of the meaning of Chinese New Year and why it is celebrated across the world.
- Students will learn about people who help us within the community.
- Students will be able to discuss future aspirations.
- Students gain an understanding of a range of artists and forms of art.
- Students will learn about a range of countries and begin to make connections and comparisons between places.

The objectives that children meet are logged electronically. Termly progress data is collected, analysed and reported on.

<b>Planned PFA Links/SMSC</b>	Getting themselves ready for PE. Listening to and showing respect for different religious celebrations. Safety rules and regulations within a woodland area. Regular forest school visits.
	Year 1 Visits from people who help us in the community. Visit places in the community that help us, e.g fire station, opticians etc. Discuss future job roles and aspirations. Tasting of Chinese cuisine to support learning about Chinese New Year.
	Year 2 Visit to an Italian restaurant (workshop) and Sunderland winter gardens. Tasting of Italian cuisine. Visit to a travel agent.

<p><b>Planned Reading Opportunities</b></p>	<p>To identify reading opportunities, some of which link to the school reading spine; Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links. There are also a number of books that reflect the topics that are studied, to include a diverse range of cultures and aspirations.</p>		
<p><b>Planned Key Vocabulary - Subject specific</b></p>	<p>Seasonal change, Autumn, Winter, Spring, Summer, new life, flowers, blossom</p> <p>Instruments, sounds, pluck, hit, blow</p> <p>Year 1 Valentine's day, love, heart</p> <p>Chinese New Year, Year of the ..., celebration, Chinese food, flag, Asia, calendar, money wallet, dragon, dragon dance, red, lucky</p> <p>Doctor, nurse, paramedic, dentist, optician, firefighter, teacher, road crossing patrol, road safety, stop look listen, fire station, hospital, ambulance, thankful, thank you, grateful, respect</p> <p>Kandinsky, artist, abstract artwork, colours, lines, geometric, shapes, circles</p> <p>Matisse, collage, overlapping, materials, tissue paper, crepe paper, cardboard, coloured paper, card, press, dip, swipe, spread, abstract</p> <p>Instruments, join, decorate</p> <p>Year 2</p> <p>Around the world, countries, different, culture, places</p> <p>Laurie Raskin, collage, overlapping, materials, tissue paper, crepe paper, cardboard, coloured paper, card, press, dip, swipe, spread, abstract</p> <p>Claire Desjardins, pointillism, dots, primary colours, finger painting, printing</p>		
	<p><b>Preparing to play</b></p> 	<p><b>Early learning</b></p> 	<p><b>School ready</b></p> 
	<p><b>Spring 1</b></p>		
<p><b>Understanding the World</b> (Leading to: Science, history, geography, RE, PSHE)</p>	<p>1. Students will experience environments within a range of seasons.</p>	<p>1. Students will begin to identify elements of seasonal change e.g. weather.</p>	<p>1. Students will be able to identify how seasonal change affects the environment.</p>

	2. Students will take part in the celebration of Valentine's Day.	2. Students will recall some basic information about how Valentine's Day is celebrated.	2. Students will be confident in recalling information related to Valentine's Day
<b>Year 1 only</b>	<p>1. Students will meet a range of people who help us.</p> <p>2. Students will be able to name the three emergency services.</p> <p>3. Students will be able to name someone who helps them in the community.</p> <p>4. Students will recognise some emergency vehicles.</p> <p>5. Students will take part in the celebration of Chinese New Year.</p> <p>6. Students will be able to listen to facts about Chinese New Year.</p>	<p>1. Students will be able to name the job roles of people who help us, emergency services and in the community.</p> <p>2. Students will identify in what scenarios the emergency services could help us.</p> <p>3. Students will identify in what scenarios people in the community can help us.</p> <p>4. Students will identify which vehicles are used by people who help us.</p> <p>5. Students will recall some basic information about how Chinese New Year is celebrated e.g. dragons.</p> <p>6. Students will be able to recall some facts about Chinese New Year.</p>	<p>1. Students will be able to explain how a range of people help us.</p> <p>2. Students will be able to identify how the emergency services would help us.</p> <p>3. Students will be able to identify how people in the community could help us.</p> <p>4. Students will link a range of vehicles to buildings used by people who help us</p> <p>5. Students will be able to identify key events within the celebration of Chinese New Year.</p> <p>6. Students will be confident in recalling information related to Chinese New Year.</p>
<b>Year 2 only</b>	<p>1. Students will name the town they live in.</p> <p>2. Students will know there are different countries in the world.</p> <p>3. Students will notice differences between people/communities.</p> <p>4. Students will be able to name some countries, other than our own.</p>	<p>1. Students will name the town and local area they live in.</p> <p>2. Students will be able to name different countries in the world.</p> <p>3. Students will continue to develop positive attitudes about the differences between people/communities.</p> <p>4. Students will be able to talk about the differences, in countries, they have experienced or seen in photos/videos.</p> <p>5. Students will name and identify a range of food, culture and landmarks from other countries.</p>	<p>1. Students will name the town, county and country they live in.</p> <p>2. Students will be able to discuss the differences in countries in the world.</p> <p>3. Students will recognise some similarities and differences between life in this country and life in other countries.</p> <p>4. Students will recognise some environments that are different to the one in which they live.</p> <p>5. Students will compare food, culture and landmarks from other countries to our own country.</p>

	<p>5. Students will experience food, culture and landmarks from other countries.</p> <p>6. Students will take part in the Hindu festival of Holi.</p> <p>7. Students will be able to listen to facts about Holi.</p>	<p>6. Students will recall some basic information about how Holi is celebrated.</p> <p>7. Students will be able to recall some facts about the festival of Holi.</p>	<p>6. Students will be able to identify key events within the celebration of Holi.</p> <p>7. Students will be confident in recalling information related to the festival of Holi.</p>
<p><b>Expressive Arts &amp; Design</b> (Leading to Art &amp; Design Technology)</p>	<p>1. Students will be able to press easy grip scissors in order to make 'snips' in the paper.</p> <p>2. Students will explore how to make a range of sounds.</p> <p>3. Students can recognise some simple tools.</p>	<p>1. Students will be able to use tools such as easy grip scissors to cut in a specific direction.</p> <p>2. Students will identify how to make different sounds e.g. loud, quiet, bang, pluck.</p> <p>3. Students can select and name tools for a specific purpose.</p>	<p>1. Students will be able to use tools such as scissors and scales in a controlled manner.</p> <p>2. Students will identify a range of instruments and the sounds they make.</p> <p>3. Students can choose from a range of simple tools to create a desired outcome.</p>
<p><b>Year 1 only</b></p>	<p>1. Students will explore Matisse and collage artwork.</p> <p>2. Students will stick materials to create collage artwork of their choosing.</p> <p>3. Students will be able to explore Kandinsky &amp; abstract art.</p> <p>4. Students will create abstract art of their choosing.</p> <p>5. Students will take part in exploration of a range of materials and textures.</p> <p>6. Students can assemble with support given materials to make a set product.</p>	<p>1. Students will be able to discuss abstract artwork influenced by Matisse.</p> <p>2. Students will follow instructions to create an adult led collage.</p> <p>3. Students will be able to discuss abstract artwork influenced by Kandinsky.</p> <p>4. Students will apply specific abstract art techniques.</p> <p>5. Students will be able to explain how some materials feel and how they can be manipulated.</p> <p>6. Students will make a simple product.</p>	<p>1. Students will be able to describe, in very simple terms, collage (based on Matisse).</p> <p>2. Students will choose which materials to use for a given collage artwork.</p> <p>3. Students will be able to describe, in very simple terms, abstract (based on Kandinsky).</p> <p>4. Students will choose which abstract art techniques to use to create artwork inspired by Kandinsky.</p> <p>5. Students will be able to select and use materials to produce an imaginative creative response.</p> <p>6. Students will design and make their own product.</p>

	7. Students will identify colours important in the Chinese New Celebration.	7. Students will choose materials to create artwork based on traditional Chinese decoration.	7. Students will design and make a large piece based on Chinese decoration.
<b>Year 2 only</b>	<p>1. Students will explore the artwork of Laurie Raskin and collage artwork.</p> <p>2. Students will stick materials to create collage artwork of their choosing.</p> <p>3. Students will explore pointillism- Claire Desjardins.</p> <p>4. Students will be able to explore paint using fingers and other parts of their body.</p> <p>5. Students will show how to prepare themselves before making food. For example, washing hands and cleaning surfaces.</p> <p>6. Students will be able to mix and stir by following modelled instructions.</p>	<p>1. Students will be able to create abstract artwork influenced by Laurie Raskin.</p> <p>2. Students will follow instructions to create an adult led collage.</p> <p>3. Students will be able to create artwork influenced by Claire Desjardins' pointillism.</p> <p>4. Students will be able to explore paint using a brush.</p> <p>5. Students will know why it is important to wash hands and clean surfaces before preparing food.</p> <p>6. Students will be able to predict the next steps within instructions to create and make a final product.</p>	<p>1. Students will be able to describe, in very simple terms, abstract (based on Laurie Raskin).</p> <p>2. Students will choose which materials to use for a given collage artwork.</p> <p>3. Students will be able to describe, in very simple terms, pointillism (based on Claire Desjardins).</p> <p>4. Students will explore paint using a range of brushes and tools.</p> <p>5. Students will be able to ensure equipment is clean before using it and describe why we wash our hands before touching food.</p> <p>6. Students will be able to discuss all steps within instructions to create and make a final product.</p>
<b>Literacy</b>	<p>1. Students will be able to listen to a range of different texts.</p> <p>2. Students will know that you can get information from books.</p> <p>3. Students will begin to understand factual information.</p> <p>4. Students will mark make in an attempt to write factual information.</p>	<p>1. Students will be able to identify a non-fiction text.</p> <p>2. Students will identify the topic the non-fiction book is about.</p> <p>3. Students will begin to identify what is a fact and what is fiction.</p> <p>4. Students will write a basic fact that they have learned.</p>	<p>1. Students will be able to sort fiction and non-fiction texts.</p> <p>2. Students will identify key information from non-fiction texts.</p> <p>3. Students will be able to sort fiction and non-fiction information.</p> <p>4. Students will contribute to a basic non-fiction text.</p>




## Phase 1 Scheme of Work

### Spring 2

- Students will gain an understanding of how to care for animals in the wider community.
- Students will gain first hand experience of observing animals on the farm or at the zoo.
- Students will learn about celebrated events such as: Pancake Day, Easter and Mothering Sunday.
- Provides students with the knowledge and skills to recognise seasonal change linked to Spring time.
- Students will be given the opportunity to experiment using different techniques to produce artwork.
- Students will learn about a range of countries and begin to make connections and comparisons between places.

The objectives that children meet are logged electronically. Termly progress data is collected, analysed and reported on.

<p><b>Planned PFA Links/SMSC</b></p>	<p>Caring for animals from different habitats. Getting themselves ready for PE. Celebrating calendar events in the year. Recognising seasonal change linked to clothing needed. Fortnightly visits to forest school.</p> <p>Year 1 Visit to a local farm. Visit to a local zoo.</p> <p>Year 2 Visit to an Italian restaurant (workshop) Tasting of Indian cuisine. Visit to a travel agent.</p>
<p><b>Planned Reading Opportunities</b></p>	<p>To identify reading opportunities, some of which link to the school reading spine; Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links. There are also a number of books that reflect the topics that are studied, to include a diverse range of cultures and aspirations.</p>
<p><b>Planned Key Vocabulary - Subject specific</b></p>	<p>Seasonal change, Autumn, Winter, Spring, Summer, snow, frost, ice, weather, cold, new life, flowers, blossom</p> <p>Easter, Jesus, Bible, Christian, lent, reborn</p> <p>Pancake day, Shrove Tuesday, pancakes, toppings, mix</p> <p>Caregiver Day, love, thanks, card, mum, grandma, aunt, carer</p> <p>Rhymes, sing, rhyming</p>

		<p>Year 1 Instruments, join, decorate</p> <p>farm, farmshop, farmer, pig, sheep, cow, horse, chicken, goat, looking after, feeding, brushing, taking care</p> <p>zoo, monkey, giraffe, lion, ostrich, animal noises, enclosure, safety, zookeeper</p> <p>Kandinsky, artist, abstract artwork, colours, lines, geometric, shapes, circles</p> <p>Matisse, collage, overlapping, materials, tissue paper, crepe paper, cardboard, coloured paper, card, press, dip, swipe, spread, abstract</p>	<p>Year 2</p> <p>Easter nests, mix, stir, melt, cool</p> <p>Around the world, countries, different, culture, places</p> <p>Laurie Raskin, collage, overlapping, materials, tissue paper, crepe paper, cardboard, coloured paper, card, press, dip, swipe, spread, abstract</p> <p>Claire Desjardins, pointillism, dots, primary colours, finger painting, printing</p>
	<p><b>Preparing to play</b></p> 	<p><b>Early learning</b></p> 	<p><b>School ready</b></p> 
	<p><b>Spring 2</b></p>		
<p><b>Understanding the World</b> (Leading to: Science, history, geography, RE, PSHE)</p>	<ol style="list-style-type: none"> <li>1. Students will experience environments within a range of seasons.</li> <li>2. Students will explore and respond to different natural phenomena in their setting and on trips.</li> <li>3. Students will name key festivals e.g Easter, pancake day.</li> <li>4. Students will name the event- Caregiver Day.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will begin to identify elements of seasonal change e.g. spring flowers &amp; weather.</li> <li>2. Students will be able to identify a range of natural phenomena in their setting and on trips.</li> <li>3. Students will identify some key events within lent and Easter.</li> <li>4. Students will identify how they celebrate Caregiver Day.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will be able to identify how seasonal change affects the environment.</li> <li>2. Students will be able to compare and contrast a range of natural phenomena in their setting and on trips.</li> <li>3. Students will be able to sequence key events within the celebration of Lent and Easter.</li> <li>4. Students will identify how others celebrate Caregiver Day.</li> </ol>

	5. Students will be able to talk about (or communicate in their given way) how they celebrate Easter.	5. Students will be able to understand that Easter has religious and cultural significance.	5. Students will be able to identify how Christian's celebrate Easter.
<b>Year 1 only</b>	<p>1. Students will observe some farm animals.</p> <p>2. Students will be able to name animals you would find at the farm.</p> <p>3. Students will observe some zoo animals.</p> <p>4. Students will be able to name animals that you would find at the zoo.</p> <p>5. Students will observe animals in different habitats.</p>	<p>1. Students will be able to name some farm animals.</p> <p>2. Students will be able to identify animals and their babies (farm animals).</p> <p>3. Students will be able to name some zoo animals.</p> <p>4. Students will be able to identify animals and their babies (zoo animals).</p> <p>5. Students will know that animals live in different habitats.</p>	<p>1. Students will be able to identify some characteristics of farm animals.</p> <p>2. Students will be able to sequence a life cycle of a range of different animals (including some with metamorphosis).</p> <p>3. Students will be able to identify some characteristics of zoo animals.</p> <p>4. Students will be able to sequence a life cycle of a range of different zoo animals.</p> <p>5. Students will be able to identify some animals that live in a range of habitats.</p>
<b>Year 2 only</b>	<p>1. Students will name the town they live in.</p> <p>2. Students will know there are different countries in the world.</p> <p>3. Students will notice differences between people/communities.</p> <p>4. Students will be able to name some countries, other than our own</p> <p>5. Students will experience food, culture and landmarks from other countries.</p>	<p>1. Students will name the town and local area they live in.</p> <p>2. Students will be able to discuss different countries in the world.</p> <p>3. Students will continue to develop positive attitudes about the differences between people/communities.</p> <p>4. Students will be able to talk about the differences, in countries, they have experienced or seen in photos/videos.</p> <p>5. Students will name and identify a range of food, culture and landmarks from other countries.</p>	<p>1. Students will name the town, county and country they live in.</p> <p>2. Students will be able to compare countries in the world.</p> <p>3. Students will recognise some similarities and differences between life in this country and life in other countries.</p> <p>4. Students will recognise some environments that are different to the one in which they live.</p> <p>5. Students will compare food, culture and landmarks from other countries to our own country.</p>

<p><b>Expressive Arts &amp; Design</b> (Leading to Art &amp; Design Technology)</p>	<p>1. Students will take part in exploration of a range of materials to produce a Caregiver Day card.</p> <p>2. Students will be able to press easy grip scissors in order to make 'snips' in the paper.</p> <p>3. Students can assemble with support given materials to make a set product.</p> <p>4. Students will listen attentively to a range of nursery rhymes.</p>	<p>1. Students will be able to follow instructions in order to create a Caregiver Day card.</p> <p>2. Students will be able to use tools such as easy grip scissors to cut in a specific direction.</p> <p>3. Students will make a simple product of their choosing, with support.</p> <p>4. Students will be able to join in (using their preferred communication method) with a range of nursery rhymes.</p>	<p>1. Students will be able to select and use materials to produce a Caregiver Day card.</p> <p>2. Students will be able to use tools such as scissors in a controlled manner.</p> <p>3. Students will design and make their own product.</p> <p>4. Students will be able to recall a range of nursery rhymes.</p>
<p><b>Year 1 only</b></p>	<p>1. Students will explore Matisse and collage artwork.</p> <p>2. Students will stick materials to create collage artwork of their choosing.</p> <p>3. Students will be able to explore Kandinsky &amp; abstract art.</p> <p>4. Students will create abstract art of their choosing.</p> <p>5. Students will take part in exploration of a range of materials and textures- making instruments.</p> <p>6. Students can assemble with support given materials to make a set product- making instruments.</p>	<p>1. Students will be able to discuss abstract artwork influenced by Matisse.</p> <p>2. Students will follow instructions to create an adult led collage.</p> <p>3. Students will be able to discuss abstract artwork influenced by Kandinsky.</p> <p>4. Students will apply specific abstract art techniques.</p> <p>5. Students will be able to explain how some materials feel and how they can be manipulated- making instruments.</p> <p>6. Students will make a simple product- making instruments.</p>	<p>1. Students will be able to describe, in very simple terms, collage (based on Matisse).</p> <p>2. Students will choose which materials to use for a given collage artwork.</p> <p>3. Students will be able to describe, in very simple terms, abstract (based on Kandinsky).</p> <p>4. Students will choose which abstract art techniques to use to create artwork inspired by Kandinsky.</p> <p>5. Students will be able to select and use materials to produce an imaginative creative response- making instruments.</p> <p>6. Students will design and make their own product- making instruments.</p>
<p><b>Year 2 only</b></p>	<p>1. Students will explore the artwork of Laurie Raskin and collage artwork.</p>	<p>1. Students will be able to create abstract artwork influenced by Laurie Raskin.</p>	<p>1. Students will be able to describe, in very simple terms, abstract (based on Laurie Raskin).</p>

	<p>2. Students will stick materials to create collage artwork of their choosing.</p> <p>3. Students will explore pointillism- Claire Desjardins.</p> <p>4. Students will be able to explore paint using fingers and other parts of their body.</p> <p>5. Students will show how to prepare themselves before making food. For example, washing hands and cleaning surfaces.</p> <p>6. Students will be able to mix and stir by following modelled instructions.</p>	<p>2. Students will follow instructions to create an adult led collage.</p> <p>3. Students will be able to create artwork influenced by Claire Desjardins' pointillism.</p> <p>4. Students will be able to explore paint using a brush.</p> <p>5. Students will know why it is important to wash hands and clean surfaces before preparing food.</p> <p>6. Students will be able to predict the next steps within instructions to create and make a final product.</p>	<p>2. Students will choose which materials to use for a given collage artwork.</p> <p>3. Students will be able to describe, in very simple terms, pointillism (based on Claire Desjardins).</p> <p>4. Students will explore paint using a range of brushes and tools.</p> <p>5. Students will be able to ensure equipment is clean before using it and describe why we wash our hands before touching food.</p> <p>6. Students will be able to discuss all steps within instructions to create and make a final product.</p>
<b>Literacy</b>	<p>1. Students will be able to enjoy sharing stories with an adult.</p> <p>2. Students will be able to choose their own story to look at/share with an adult.</p> <p>3. Students will be able to pay attention and respond to pictures and words.</p>	<p>1. Students will be able to listen to stories with an adult.</p> <p>2. Students will begin to develop favourite stories to read themselves/with an adult.</p> <p>3. Students will be able to follow a story from beginning to end.</p>	<p>1. Students will be able to engage in extended conversations about stories and learn new vocabulary.</p> <p>2. Students will develop preferences and have favourite stories which they reread and learn by heart.</p> <p>3. Students will be able to re-read books to build up confidence and fluency.</p>
<b>Year 1 only</b>	<p>1. Students will be able to pay attention and respond to pictures and words.</p> <p>2. Students will be able to listen and engage in narratives.</p> <p>3. Students will begin to identify characters from a story.</p>	<p>1. Students will be able to follow a story from beginning to end.</p> <p>2. Students will begin to copy some simple language associated with narrative texts.</p> <p>3. Students will begin to describe characters from a story.</p>	<p>1. Students will be able to re-read books to build up confidence and fluency.</p> <p>2. Students will understand the structure of a narrative/story.</p> <p>3. Students will be able to compare and contrast characters from a story.</p>

	<p>4. Students will begin to identify a setting of a story.</p> <p>5. Students will be able to repeat words and phrases from a narrative.</p> <p>6. Students will orally rehearse key vocabulary linked to a story.</p>	<p>4. Students will be able to describe the setting of a story.</p> <p>5. Students will be able to sequence some images from a familiar story.</p> <p>6. Students will be able to write short phrases and keywords linked to the story.</p>	<p>4. Students will begin to compare and contrast the setting of a story.</p> <p>5. Students will be able to sequence images and phrases from a familiar story.</p> <p>6. Students will be able to write short sentences linked to the story.</p>
<b>Year 2 only</b>	<p>1. Students will be able to follow single instructions given to them.</p> <p>2. Students will be able to identify when something is an instruction.</p> <p>3. Students will be able to sequence instructional sentences.</p> <p>4. Students will be able to identify a prop or picture associated with a nursery rhyme.</p>	<p>1. Students will be able to follow a 2-step instruction.</p> <p>2. Students will be able to choose instructional words (imperative words) such as mix, plant, stir etc.</p> <p>3. Students will be able to create instructions with word banks.</p> <p>4. Students will be able to use props and pictures during a retelling of a nursery rhyme.</p>	<p>1. Students will be able to follow 3 step instructions e.g. put your coat away, get your whiteboard and sit down.</p> <p>2. Students will be able to use time words (time adverbials) when writing instructions.</p> <p>3. Students will be able to create a sequence of instructions.</p> <p>4. Students will be able to sequence pictures and/or words associated with a nursery rhyme.</p>




## Phase 1 Scheme of Work

### Summer 1

- Provides children with the opportunity to visit National Trust sites such as Wallington Hall, Cragside and Gibside.
- Students understand how plants and crops grow and how they are used.
- Students will understand seasonal change linked to Summer time.
- Students will gain knowledge and understanding of respect towards other cultures and religions.
- Students will be given the opportunity to experiment using different techniques to produce artwork.
- Students will experience and develop understanding of different modes of transport and uses.

The objectives that children meet are logged electronically. Termly progress data is collected, analysed and reported on.

<p><b>Planned PFA Links/SMSC</b></p>	<p>Respect for other cultures and religions. Safety rules while out of school in a public space. Sun safety. Visits to National Trust sites such as Wallington Hall, Cragside and Gibside.</p>
	<p>Year 1 How to look after and care for plants. Visit to a local garden centre and Butterfly world</p>
	<p>Year 2 Visits to Stephenson Museum, Airport, Causey Arch, Transport Museum, Beamish Museum, Hope Town and Locomotion. Use of public transport including the ferry and metro.</p>
<p><b>Planned Reading Opportunities</b></p>	<p>To identify reading opportunities, some of which link to the school reading spine; Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links. There are also a number of books that reflect the topics that are studied, to include a diverse range of cultures and aspirations.</p>
<p><b>Planned Key Vocabulary - Subject specific</b></p>	<p>Summer, Summer Time, seasons, heat, temperature, thermometer, sun, shade, sun cream, sun hat, sun exposure  Noah's ark, animals, flood, story, God, ark  Good samaritan, friend, kind, good deed  Flowers, plants, growing, sowing, nutrients, water, sunflower, daffodil, poppy, beanstalk, height, length, growing conditions, garden centre, outdoor plants, indoor plants, sunlight, soil, spade, shovel, pot</p>
	<p>Year 1  Jackson Pollock, paint, paint splatting, bright, colourful, expression, flicking paint, blowing paint, pouring paint, abstract artwork  George Seurat, pointillism, fingerprinting, dots, primary colours - brilliant yellow, brilliant blue, brilliant red, peter pointer, index finger  Wind, join, windchime, windmill, kite, decorate</p>

		<p>Year 2</p> <p>Transport, car, bus, plane, helicopter, boat, ferry, motorbike</p> <p>John Foreman, sculpture, environment, photographer, land art, nature, outdoors, coast, rocks, shapes</p> <p>Piet Mondrian, primary colours, shapes, rectangles, abstract</p> <p>Vehicle, design, make, glue, stick, cut, materials, box, cardboard, wood, plastic, wheels, wings, float</p>	
	<p><b>Preparing to play</b></p> 	<p><b>Early learning</b></p> 	<p><b>School ready</b></p> 
<b>Summer 1</b>			
<p><b>Understanding the World</b> (Leading to: Science, history, geography, RE, PSHE)</p>	<ol style="list-style-type: none"> <li>1. Students will experience environments within a range of seasons.</li> <li>2. Students will identify the weather associated with summer.</li> <li>3. Students will listen to and explore the religious story of Noah's ark.</li> <li>4. Students will use props when beginning to retell the story of Noah's ark.</li> <li>5. Students will listen to and explore the religious story of 'The Good Samaritan'.</li> <li>6. Students will use props when beginning to retell the story of 'The Good Samaritan'.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will begin to identify elements of seasonal change e.g. weather.</li> <li>2. Students will identify the need for sun cream.</li> <li>3. Students will know that Noah's ark is a Christian story.</li> <li>4. Students will be able to use pictures to sequence and retell the story of Noah's ark.</li> <li>5. Students will know that 'The good samaritan' is a Christian story.</li> <li>6. Students will be able to use pictures to sequence and retell the story of 'The good samaritan'.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will be able to identify how seasonal change affects the environment.</li> <li>2. Students will identify the dangers of the sun on their bodies/skin.</li> <li>3. Students will be able to explain the religious message of the story of Noah's ark.</li> <li>4. Students will be able to recall and retell the story of Noah's ark.</li> <li>5. Students will be able to explain the religious message of the story of 'The good samaritan'.</li> <li>6. Students will be able to recall and retell the story of "The good samaritan".</li> </ol>
<b>Year 1</b>	<ol style="list-style-type: none"> <li>1. Students will be able to identify a flower.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will be able to name parts of a flower e.g. leaves and flower.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will be able to name and identify main parts of a flower: flower, petals, leaves, stem, roots and seeds.</li> </ol>

	<p>2. Students will explore seeds and soil and observe how plants grow.</p> <p>3. Students will help grow plants by watering them with support.</p> <p>4. Students will observe a range of different plants.</p>	<p>2. Students will plant a seed to observe it growing.</p> <p>3. Students will independently water a plant and store it in sunlight to support it growing.</p> <p>4. Students will name a range of different plants e.g. tree, flower, bush.</p>	<p>2. Students will be able to sequence the stages of a plant growing.</p> <p>3. Students will experiment with water and light to see the effect on a growing plant.</p> <p>4. Students will compare and contrast a range of different plants e.g. flower, tree, bush</p>
<b>Year 2 only</b>	<p>1. Students will experience some common modes of transport e.g. car, bus, train.</p> <p>2. Students will be able to name some common modes of transport e.g. car, bus, train.</p> <p>3. Students will observe modes of transport within their locations. E.g. aeroplane at the airport.</p> <p>4. Students will observe the places that each mode of transport travels e.g. aeroplane in the air.</p>	<p>1. Students will experience a range of transport types (land, sea and air) e.g. ferry, aeroplane, metro.</p> <p>2. Students will be able to name a range of modes of transport (land, sea and air) e.g. ferry, aeroplane, metro.</p> <p>3. Students will name the different locations where transport is based.</p> <p>4. Students will name the places that each mode of transport travels e.g. aeroplane in the air.</p>	<p>1. Students will experience a range of transport types from past e.g. tram, steam train and present.</p> <p>2. Students will be able to name and compare modes of transport from past e.g. tram, steam train and present.</p> <p>3. Students will begin to explain why modes of transport are based in specific locations.</p> <p>4. Students will be able to explain why specific modes of transport are used to travel in a range of situations.</p>
<b>Expressive Arts &amp; Design</b> (Leading to Art & Design Technology)	<p>1. Students will be able to make marks.</p> <p>2. Students will recognise and name colours whilst taking part in colour mixing and exploration.</p> <p>3. Students will be able to make movements.</p> <p>4. Students will be able to show attention to sound and music (linked to the Mini Sing).</p> <p>5. Students will begin to sing the melodic shape of songs.</p>	<p>1. Students will be able to make marks for a specific purpose e.g. linked to environmental ideas.</p> <p>2. Students will choose colours for a particular purpose.</p> <p>3. Students will be able to make movements to the music.</p> <p>4. Students will be able to listen with increased attention to sounds (linked to the Mini Sing).</p> <p>5. Students will begin to pitch match the pitch of a song sung by another person.</p>	<p>1. Students will be able to draw a landscape picture, with recognisable features of an environment.</p> <p>2. Students will begin to mix colours to create a desired effect.</p> <p>3. Students will be able to make dance movements to the music using the rhythm.</p> <p>4. Students will be able to listen attentively to music (linked to the Mini Sing).</p> <p>5. Students will be able to sing increasingly matching pitch and follow the melody.</p>

	6. Students will be able to make movements.	6. Students will be able to make movements to the music.	6. Students will be able to make dance movements to the music using the rhythm.
<b>Year 1 only</b>	<p>1. Students will be able to explore artwork by Jackson Pollock.</p> <p>2. Students will be able to express feelings through mark making.</p> <p>3. Students will explore pointillism- George Seurat.</p> <p>4. Students will be able to explore paint using fingers and other parts of their body.</p> <p>5. Students will take part in exploration of a range of materials and textures- wind powered items.</p> <p>6. Students can assemble with support given materials to make a set product- wind powered items.</p>	<p>1. Students will be able to create artwork inspired by Jackson Pollock.</p> <p>2. Students will be able to show emotions through their painting and their choice of colour.</p> <p>3. Students will be able to create artwork influenced by George Seurat's pointillism.</p> <p>4. Students will be able to explore paint using a brush.</p> <p>5. Students will be able to explain how some materials feel and how they can be manipulated- wind powered items.</p> <p>6. Students will make a simple product- wind powered items.</p>	<p>1. Students will be able to describe, in very simple terms, abstract artwork (inspired by Jackson Pollock).</p> <p>2. Students will be able to explore and use artistic effects to express their feelings and emotions.</p> <p>3. Students will be able to describe, in very simple terms, pointillism (based on George Seurat).</p> <p>4. Students will explore paint using a range of brushes and tools.</p> <p>5. Students will be able to select and use materials to produce an imaginative creative response- wind powered items.</p> <p>6. Students will design and make their own product- wind powered items.</p>
<b>Year 2 only</b>	<p>1. Students will explore natural art and natural materials.</p> <p>2. Students will take part in exploration of a range of materials and textures.</p> <p>3. Students will explore abstract artwork by Piet Mondrian.</p> <p>4. Students will create abstract art of their choosing.</p>	<p>1. Students will be able to create artwork using natural materials.</p> <p>2. Students will be able to explain how some materials feel and how they can be manipulated.</p> <p>3. Students will be able to create artwork inspired by Piet Mondrian.</p> <p>4. Students will apply specific abstract art techniques.</p>	<p>1. Students will be able to create original artwork influenced by Jon Foreman.</p> <p>2. Students will be able to select and use materials to produce an imaginative creative response.</p> <p>3. Students will be able to describe abstract artwork, in very simple terms (based on Piet Mondrian).</p> <p>4. Students will choose which abstract art techniques to use to create artwork inspired by Mondrian.</p>

	<p>5. Students will explore materials with different properties - linked to making a mode of transport.</p> <p>6. Students will choose a material they want to use - linked to making a mode of transport.</p> <p>7. Students will assemble with support given materials to make a set product - making a mode of transport.</p>	<p>5. Students will be able to describe a range of materials - linked to making a mode of transport.</p> <p>6. Students will develop their own ideas and decide which materials to use - linked to making a mode of transport.</p> <p>7. Students will make a simple product - making a mode of transport.</p>	<p>5. Students will be able to name a range of materials - linked to making a mode of transport.</p> <p>6. Students will choose materials for a purpose that they can explain - linked to making a mode of transport.</p> <p>7. Students will design and make their own product - making a mode of transport.</p>
<b>Literacy</b>	<p>1. Students will be able to enjoy sharing stories with an adult.</p> <p>2. Students will be able to choose their own story to look at/share with an adult.</p> <p>3. Students will be able to pay attention and respond to pictures and words.</p>	<p>1. Students will be able to listen to stories with an adult.</p> <p>2. Students will begin to develop favourite stories to read themselves/with an adult.</p> <p>3. Students will be able to follow a story from beginning to end.</p>	<p>1. Students will be able to engage in extended conversations about stories and learn new vocabulary.</p> <p>2. Students will develop preferences and have favourite stories which they reread and learn by heart.</p> <p>3. Students will be able to re-read books to build up confidence and fluency.</p>
<b>Year 1 only</b>	<p>1. Students will be able to follow single instructions given to them.</p> <p>2. Students will be able to identify when something is an instruction.</p> <p>3. Students will be able to sequence instructional sentences.</p>	<p>1. Students will be able to follow a 2-step instruction.</p> <p>2. Students will be able to choose instructional words (imperative words) such as mix, plant, stir etc.</p> <p>3. Students will be able to create instructions with word banks.</p>	<p>1. Students will be able to follow 3 step instructions e.g. put your coat away, get your whiteboard and sit down.</p> <p>2. Students will be able to use time words (time adverbials) when writing instructions.</p> <p>3. Students will be able to create a sequence of instructions.</p>
<b>Year 2 only</b>	<p>1. Students will be able to pay attention and respond to pictures and words.</p> <p>2. Students will be able to listen and engage in narratives.</p> <p>3. Students will begin to identify characters from a story.</p>	<p>1. Students will be able to follow a story from beginning to end.</p> <p>2. Students will begin to copy some simple language associated with narrative texts.</p> <p>3. Students will begin to describe characters from a story.</p>	<p>1. Students will be able to re-read books to build up confidence and fluency.</p> <p>2. Students will understand the structure of a narrative/story.</p> <p>3. Students will be able to compare and contrast characters from a story.</p>

	<p>4. Students will begin to identify a setting of a story.</p> <p>5. Students will be able to repeat words and phrases from a narrative.</p> <p>6. Students will orally rehearse key vocabulary linked to a story.</p>	<p>4. Students will be able to describe the setting of a story.</p> <p>5. Students will be able to sequence some images from a familiar story.</p> <p>6. Students will be able to write short phrases and keywords linked to the story.</p>	<p>4. Students will begin to compare and contrast the setting of a story.</p> <p>5. Students will be able to sequence images and phrases from a familiar story.</p> <p>6. Students will be able to write short sentences linked to the story.</p>
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## Phase 1 Scheme of Work

### Summer 2

- Provides students with understanding and knowledge around the importance of how to stay safe in the sun.
- Students will gain an understanding of how to care and look after sea life animals.
- Students will be able to name sea life animals within their local environment.
- Students gain an understanding of a range of artists and artforms.
- Provide students with the opportunity to learn about beaches and coastlines.
- Provides students with an understanding of pollution within the sea.
- Students will gain an understanding of holiday destinations across the world and different ways of getting there.

The objectives that children meet are logged electronically. Termly progress data is collected, analysed and reported on.

<b>Planned PFA Links/SMSC</b>	<p>Sun safety.  Safety rules when out in a public space.  Visits to National Trust sites such as Wallington Hall, Cragside and Gibside.  Looking after our environment e.g. beaches and seas.</p>
	<p>Year 1  How to travel to holiday destinations using different means of transport.  Visit to/from a travel agent to discuss summer holidays.  South Shields Museum - Seaside holiday box to loan</p>
	<p>Year 2  Visit local coastlines, beaches, and aquarium.  The importance of caring for sea life animals.</p>

	Beach safety (linked to Beach School).		
<b>Planned Reading Opportunities</b>	To identify reading opportunities, some of which link to the school reading spine; Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links. There are also a number of books that reflect the topics that are studied, to include a diverse range of cultures and aspirations.		
<b>Planned Key Vocabulary - Subject specific</b>	Summer, Summer Time, seasons, heat, temperature, thermometer, sun, shade, sun cream, sun hat, sun exposure Care giver's day, love, thanks, card, dad, grandad, uncle, carer Celebrations, cultures, festivals		
	<b>Year 1</b> Summer holidays, destinations, tropical paradise, hot weather, sun, warm climate, temperature, travel agent, travel brochure, aeroplane, airport, pilot, air hostess, passengers, security United Kingdom, abroad, England, Scotland, Wales, Northern Ireland, Europe, holiday destination, Spain, France, Turkey Jackson Pollock, paint, paint splatting, bright, colourful, expression, flicking paint, blowing paint, pouring paint, abstract artwork George Seurat, pointillism, fingerprinting, dots, primary colours - brilliant yellow, brilliant blue, brilliant red, famous sunflower, peter pointer, index finger		
	<b>Year 2</b> Sealife, animals, under the sea, aquarium, blue reef, habitat, conditions, water, fish, shark, whale, crabs, sea anemone, beach, coastlines, recycling, pollution John Foreman, sculpture, environment, photographer, land art, nature, outdoors, coast, rocks, shapes Piet Mondrian, primary colours, shapes, rectangles, abstract		
	<b>Preparing to play</b> 	<b>Early learning</b> 	<b>School ready</b> 
	<b>Summer 2</b>		

<p><b>Understanding the World</b> (Leading to: Science, history, geography, RE, PSHE)</p>	<p>1. Students will experience environments within a range of seasons.</p> <p>2. Students will be able to state that the sun can be dangerous.</p> <p>3. Students will name the event Caregiver Day.</p> <p>4. Students will observe celebrations from other cultures.</p>	<p>1. Students will begin to identify elements of seasonal change e.g. weather.</p> <p>2. Students will be able to say why the sun can be dangerous to humans.</p> <p>3. Students will identify how they celebrate Caregiver Day.</p> <p>4. Students will be able to name a range of celebrations from other cultures.</p>	<p>1. Students will be able to identify how seasonal change affects the environment.</p> <p>2. Students will be able to discuss why the sun can be dangerous to humans and how we can prevent too much sun exposure.</p> <p>3. Students will identify how others celebrate Caregiver Day.</p> <p>4. Students will be able to describe celebrations from other cultures.</p>
<p><b>Year 1 only</b></p>	<p>1. Students will be able to name a holiday destination.</p> <p>2. Students will be able to name means of transport to reach a holiday destination.</p> <p>3. Students will look at a range of items from other countries e.g. flags, landmarks, food, clothing.</p>	<p>1. Students will be able to name and describe a holiday destination.</p> <p>2. Students will be able to name places where you can travel from to reach a holiday destination.</p> <p>3. Students will name a range of items from other countries e.g. flags, landmarks, food, clothing.</p>	<p>1. Students will be able to name, describe and discuss a holiday destination.</p> <p>2. Students will be able to say if a holiday destination is in this country or not.</p> <p>3. Students will compare and contrast items from other countries e.g. flags, landmarks, food, clothing.</p>
<p><b>Year 2 only</b></p>	<p>1. Students will be able to observe some sea life animals.</p> <p>2. Students will be able to observe a variety of sea life habitats.</p> <p>3. Students will be able to name sea and land animals.</p> <p>4. Students will know how to respect the environment around them.</p>	<p>1. Students will be able to name sea life animals.</p> <p>2. Students will name a variety of sea life habitats.</p> <p>3. Students will be able to sort sea and land animals.</p> <p>4. Students will understand the need to respect and care for the natural environment.</p>	<p>1. Students will be able to compare and contrast sea life animals.</p> <p>4. Students will be able to describe a variety of sea life habitats.</p> <p>3. Students will be able to discuss the differences between sea and land animals.</p> <p>4. Students will describe the importance of respecting and caring for the natural environment.</p>
<p><b>Expressive Arts &amp; Design</b> (Leading to Art &amp; Design Technology)</p>	<p>1. Students will recognise and name colours whilst taking part in colour mixing and exploration.</p>	<p>1. Students will be able to name the primary colours.</p>	<p>1. Students will understand what a primary colour is</p>

<p>(As part of development matters guidance students will have access to junk modelling, play dough and loose parts as part of their continuous provision)</p>	<ol style="list-style-type: none"> <li>2. Students will be able to explore paint using fingers and other parts of their body</li> <li>3. Students will be able to show attention to sound and music (linked to the Mini Sing).</li> <li>4. Students will begin to sing the melodic shape of songs.</li> <li>5. Students will be able to make movements.</li> </ol>	<ol style="list-style-type: none"> <li>2. Students will be able to explore paint using a brush.</li> <li>3. Students will be able to listen with increased attention to sounds (linked to the Mini Sing).</li> <li>4. Students will begin to pitch match the pitch of a song sung by another person.</li> <li>5. Students will be able to make movements to the music.</li> </ol>	<ol style="list-style-type: none"> <li>2. Students will explore paint using a range of brushes and tools.</li> <li>3. Students will be able to listen attentively to music (linked to the Mini Sing).</li> <li>4. Students will be able to sing increasingly matching pitch and follow the melody.</li> <li>5. Students will be able to make dance movements to the music using the rhythm.</li> </ol>
<p><b>Year 1 only</b></p>	<ol style="list-style-type: none"> <li>1. Students will be able to explore artwork by Jackson Pollock.</li> <li>2. Students will be able to express feelings through mark making.</li> <li>3. Students will explore pointillism-George Seurat.</li> <li>4. Students will be able to explore paint using fingers and other parts of their body.</li> <li>5. Students will take part in exploration of a range of materials and textures- wind powered items.</li> <li>6. Students can assemble with support given materials to make a set product- wind powered items.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will be able to create artwork inspired by Jackson Pollock.</li> <li>2. Students will be able to show emotions through their painting and their choice of colour.</li> <li>3. Students will be able to create artwork influenced by George Seurat's pointillism.</li> <li>4. Students will be able to explore paint using a brush.</li> <li>5. Students will be able to explain how some materials feel and how they can be manipulated- wind powered items.</li> <li>6. Students will make a simple product- wind powered items.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will be able to describe, in very simple terms, abstract artwork (inspired by Jackson Pollock).</li> <li>2. Students will be able to explore and use artistic effects to express their feelings and emotions.</li> <li>3. Students will be able to describe, in very simple terms, pointillism (based on George Seurat).</li> <li>4. Students will explore paint using a range of brushes and tools.</li> <li>5. Students will be able to select and use materials to produce an imaginative creative response- wind powered items.</li> <li>6. Students will design and make their own product- wind powered items.</li> </ol>
<p><b>Year 2 only</b></p>	<ol style="list-style-type: none"> <li>1. Students will explore natural art and natural materials.</li> <li>2. Students will take part in exploration of a range of materials and textures.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will be able to create artwork using natural materials.</li> <li>2. Students will be able to explain how some materials feel and how they can be manipulated.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will be able to create artwork influenced by Jon Foreman.</li> <li>2. Students will be able to select and use materials to produce an imaginative creative response.</li> </ol>

	<p>3. Students will explore abstract artwork by Piet Mondrian.</p> <p>4. Students will create abstract art of their choosing.</p> <p>5. Students will explore materials with different properties - linked to making a mode of transport.</p> <p>6. Students will choose a material they want to use - linked to making a mode of transport.</p> <p>7. Students will assemble with support given materials to make a set product - making a mode of transport.</p>	<p>3. Students will be able to create artwork inspired by Piet Mondrian.</p> <p>4. Students will apply specific abstract art techniques.</p> <p>5. Students will be able to describe a range of materials - linked to making a mode of transport.</p> <p>6. Students will develop their own ideas and decide which materials to use - linked to making a mode of transport.</p> <p>7. Students will make a simple product - making a mode of transport.</p>	<p>3. Students will be able to describe abstract artwork, in very simple terms (based on Piet Mondrian).</p> <p>4. Students will choose which abstract art techniques to use to create artwork inspired by Mondrian.</p> <p>5. Students will be able to name a range of materials - linked to making a mode of transport.</p> <p>6. Students will choose materials for a purpose that they can explain - linked to making a mode of transport.</p> <p>7. Students will design and make their own product - making a mode of transport.</p>
<b>Literacy</b>	<p>1. Students will be able to enjoy sharing stories with an adult.</p> <p>2. Students will be able to choose their own story to look at/share with an adult.</p> <p>3. Students will be able to pay attention and respond to pictures and words.</p>	<p>1. Students will be able to listen to stories with an adult.</p> <p>2. Students will begin to develop favourite stories to read themselves/with an adult.</p> <p>3. Students will be able to follow a story from beginning to end.</p>	<p>1. Students will be able to engage in extended conversations about stories and learn new vocabulary.</p> <p>2. Students will develop preferences and have favourite stories which they reread and learn by heart.</p> <p>3. Students will be able to re-read books to build up confidence and fluency.</p>
<b>Year 1 only</b>	<p>1. Students will engage through the senses with a range of rhymes.</p> <p>2. Students will join in with repeated refrains within rhymes.</p> <p>3. Students will explore rhymes using their senses.</p>	<p>1. Students will be able to listen to a range of rhymes.</p> <p>2. Students will be able to suggest words to create a joint rhyme.</p> <p>3. Students will choose descriptive words to describe senses for rhymes.</p>	<p>1. Students will begin to make up their own simple rhymes and rhyming words.</p> <p>2. Students will begin to make up their own very simple rhymes based on familiar rhymes.</p> <p>3. Students will identify descriptive words to describe senses for rhymes.</p>
<b>Year 2 only</b>	<p>1. Students will be able to recognise a letter.</p>	<p>1. Students will be able to identify and name simple features of a letter, e.g who is sending the letter.</p>	<p>1. Students will be able to identify and name additional features of a letter, e.g address, postcode.</p>

	<p>2. Students will be able to know what a letter is.</p> <p>3. Students will mark make in an attempt to write a letter.</p>	<p>2. Students will be able to discuss when people send letters.</p> <p>3. Students will write a letter using dear and from.</p>	<p>2. Students will be able to know why people send letters.</p> <p>3. Students will write a basic letter using core features of a letter.</p>
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