

This is an example of our Long Term Plan, this is subject to change.

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School values	Respect		Challenge	Resilience	Confidence	
Learning habits	<b>Curiosity</b>	<b>Collaboration</b>	<b>Metacognition</b>	<b>Resilience</b>	<b>Organisation</b>	<b>Goal Orientated</b>
Overarching theme / Key Line of enquiry <i>This will be subject to change according to children's interests</i>	Settling into new school	Christmas		Easter National Foreign Languages week	Art week	Transition to Y1
Real Life Experience/s	Parent visitors into classroom and learning environment	Theatre visit – Pantomime Specialist parent visitors Village church visit	Coffee morning Little Wandle Specialist parent visitors	Farm or woods visit STEM Week 10-14 <sup>th</sup> March	Mystery reader Village church visit Whole school assemblies	Park celebration Pond dipping with parent Specialist parent visitors Mystery reader Show and Tell Whole school assemblies Artists in Residence
Events/Celebrations	ADHD Awareness - Oct PTA Fun run 20 <sup>th</sup> Sept Black History Month - Oct Individual photos 7 <sup>th</sup> October Informal sharing – getting to know the classroom and our new friends - 17th Oct Diwali - 20 <sup>th</sup> October	Firework safety 5 <sup>th</sup> Nov Remembrance Day 11 <sup>th</sup> Nov World Kindness Day 13 <sup>th</sup> Nov Anti Bullying Week 10-14 <sup>th</sup> Nov Odd Socks Day 12 <sup>th</sup> Nov Visit to St Lenoard's Church	Chinese New Year 29th Jan  Children's Mental Health week - 3rd to 9th Feb Safer Internet Day - 10 <sup>th</sup> Feb Kindness Week - 9 <sup>th</sup> -15 <sup>th</sup> Feb	Women's history month · NDD Celebration Week World Book Day - 5th Mar British Science Week – 9 <sup>th</sup> -13th March Francophone Day - 20th March Holi Festival – 4 <sup>th</sup> March	May- Local and Community History Month World Hygiene Day 5 <sup>th</sup> May Whole School Sports Day 23 <sup>rd</sup> May Mystery Readers Reception special lunch 29th April Sports Day – 22 <sup>nd</sup> May	Environment Day - 5 <sup>th</sup> June Arts week Wear yellow day 12 <sup>th</sup> June Be yourself day 17 <sup>th</sup> July

		Trip to the Panto 11 <sup>th</sup> Dec PTA Elf room 15 <sup>th</sup> Dec Christmas Dinner 19 <sup>th</sup> Dec Christmas Crafternoon 15 <sup>th</sup> Dec		International Day of Happiness - 20 <sup>th</sup> March PTA disco – 24 <sup>th</sup> April		
Communication and Language	Its good to be me!	Attending events with my family	Changes in Season	Retelling stories	Independence	Moving up!
ELG	<p><b>Listening, Attention and Understanding:</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>Speaking:</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>					
Personal, Social and Emotional Development <i>Kapow</i>	Self regulation – My feelings	Building relationships- Special relationships	Managing self: take on challenges	Self regulation- listening and following – instructions	Building relationships- Family and friends	Managing self- My Wellbeing
ELG	<p><u>Self regulation</u> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</p> <p><u>Managing Self</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Explain the reasons for rules, know right from wrong and try to behave accordingly Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices</p> <p><u>Building Relationships</u> Work and play cooperatively and take turns with others</p>					

	Form positive attachments to adults and friendships with peers Show sensitivity to their own and to others' needs					
Physical Development Get Set 4 PE	Introduction to scheme; shoes, zips, coats, dressing and un-dressing Hygiene- toileting Stair Walking Funky fingers	Gymnastics and Dance	Gymnastics & Dance	Ball skills and games	Ball skills & games (Sports Day preparation)	Consolidation
ELG	<b>Gross Motor Skills:</b> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <b>Fine Motor Skills:</b> Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing					
Literacy						
Phonics	Little Wandle planning – Phase 2	Little Wandle planning – Phase 3	Little Wandle planning – Phase 3	Little Wandle planning – Phase 3	Little Wandle planning – Phase 4	Little Wandle planning – Phase 4
Reading	Library - exposure to fiction/non fiction. Sharing stories, respecting library environment and school Keep-up children identified and additional resources sent home to support learning. Daily stories Core text shared	Library - exposure to fiction/non fiction. Sharing stories, respecting library environment and school Keep-up children identified and additional resources sent home to support learning. Daily stories Core text shared	Library - exposure to fiction/non fiction. Sharing stories, respecting library environment and school Keep-up children identified and additional resources sent home to support learning. Daily stories Core text shared Child democracy- voting for end of the day book giving opinion as to why they have chosen that story (preparation for The Write Stuff)	Library - exposure to fiction/non fiction. Sharing stories, respecting library environment and school Keep-up children identified and additional resources sent home to support learning. Daily stories Core text shared Child democracy- voting for end of the day book giving opinion as to why	Library - exposure to fiction/non fiction. Sharing stories, respecting library environment and school Keep-up children identified and additional resources sent home to support learning. Daily stories Core text shared Child democracy- voting for end of the day book giving opinion as to why they have chosen that story (preparation for The Write Stuff)	Library - exposure to fiction/non fiction. Sharing stories, respecting library environment and school Keep-up children identified and additional resources sent home to support learning. Daily stories Core text shared Child democracy- voting for end of the day book giving opinion as to why they have chosen that story (preparation for The Write Stuff)

				they have chosen that story (preparation for The Write Stuff) Mystery Reader- school community invited in to share a story with the class	Mystery Reader- school community invited in to share a story with the class Transition texts for year 1, sharing stories. The Write Stuff: We're going on a bear hunt (lenses: noticing and thinking) Jack and the jellybean stalk (lenses: feeling & action) Handa's surprise (lenses: smelling & touching)	Mystery Reader- school community invited in to share a story with the class Transition texts for year 1, sharing stories. The Write Stuff: We're going on a bear hunt (lenses: noticing and thinking) Jack and the jellybean stalk (lenses: feeling & action) Handa's surprise (lenses: smelling & touching)
Writing (little Wandle/The write stuff/adult directed tasks)	<u>Little Wandle words</u> Dog Ten Red Mum Kid	<u>Little Wandle words</u> <u>Week 1</u> Cat, Top, Bed, Ten, Sock <u>Week 2</u> Fat, sock, Sad, Hug, Rock <u>Week 3</u> Can, Back, Run, Had, Sun <u>Week 4</u> Fix, Fill, Jam, Leg, Bell, Dad, Mess Bag, Wet , Duck <u>Week 5</u> Cups, Pots, Ship, Bags, Dogs, Ring Cats, Long, Nod Buzz, Mum, Zip Fish, chick	<u>Little Wandle words</u> <u>Week 1</u> Rain, wait, the See, feet, put Night, right, pull Coat, boat, full Sheep, road <u>Week 2</u> Food, cool, was Look, book, you Dark, park, they Born, for, push Wood, hard <u>Week 3</u> Turn, hurt, my Down, now, by Join, boil, all Hear, near, into Town, how <u>Week 4</u> Chair, fair, are	<u>Little Wandle words</u> <u>Week 1</u> Fill, deep, the Food, hard, of Sort, took, put Down, join, full Coat, moon <u>Week 2</u> Bigger, chair, and Better, buzzer, go Dinner, pattern, no Seven, comic, of Butter, rubbish  <u>Week 3</u> Sharp, sheet, to Tooth, chart, into Short, thinker, she Corner, shorter, we Shower, march <u>Week 4</u>	<u>Little Wandle words</u> <u>Week 1</u> Went, help, said Jump, lift, so Best, soft, have Fact, pond, like Just, hand <u>Week 2</u> Munch, chest, some Milk, shelf come Smash, crack, love Dress, bring, do Smell, swim <u>Week 3</u> Stamp, twist, were Blend, crunch, here String, strong, little Sprint, scrunch, says Splat, crisp <u>Week 4</u> Forest, printer, there Blanket, children, when Second, freshness, what	<u>Little Wandle words</u> <u>Week 1</u> Toast, spark, be Growl, bright, there Train, sport, what Green, spoon, when Brown, start <u>Week 2</u> Crown, sleep, pure Street, screen, sure Stair, clear, little Three, spoilt, here Fright, sweet <u>Week 3</u> Paints, floats, says Crowds, spears, like Splashes, dresses, love Perfect, frighten, some Balloon, bright <u>Week 4</u> Sleeping, painting, come Splashed, croaked, said Floated, painted, have

		<p><b><u>Adult initiated activities:</u></b> PTA Christmas cards</p> <p>Christmas cards</p> <p>Name pegs using IWB</p> <p>Lunch choice names using pencils</p>	<p>Letter, hammer, sure Bigger, rabbit, pure Hidden, kitten, go Rubber, pair <u>Week 5</u> Laptop, lemon, she Rocket, children, push Carpet, market, me Carpark, bedroom, of Pocket, carrot</p> <p><b><u>The Write Stuff:</u></b> We're going on a bear hunt (lenses: noticing and thinking)</p> <p>Handa's surprise (lenses: smelling &amp; touching)</p>	<p>River, finger, was Looking, waiting, you Singing, zooming, they Carpark, all <u>Week 5</u> Towel, fantastic Vanish, mammoth, my Visit, poison, are Coats, cooks, sure Wishes, boxes, pure Fizzes, fishes,</p> <p><b><u>Little Wandle Sentence writing (see little wandle plans)</u></b></p> <p><b><u>The Write Stuff:</u></b> 'I wanna iguana' Persuasive writing (2 weeks)</p> <p>'Chocolate cake' Instructional writing (four weeks)</p>	<p>Lunchbox, one River, finger <u>Week 5</u> Jumping, snapping, out Helped, cracked, today Hunted, melted, all Softest, strongest, are Swimming, trusted.</p> <p><b><u>Little Wandle Sentence writing (see little Wandle plans)</u></b></p> <p><b><u>The Write Stuff:</u></b> On sudden hill (lenses: thinking, questioning &amp; feeling)</p> <p>Perfectly Norman (lenses: action &amp; noticing)</p> <p>Pigs might fly (lenses: action, feeling, hearing)</p>	<p>Cleared, groaned, you Spark, started <u>Week 5</u> Brighter, sweeter, are Smartest, clearest, today Appear, three they Street, free, out Spoons, crown</p> <p><b><u>Little Wandle Sentence writing (see little Wandle plans)</u></b></p> <p><b><u>The Write Stuff:</u></b> 'The snail and the whale' Postcard writing</p> <p>'The Tiny seed' Explanation text</p>
Writing (child initiated/environment)	Daily opportunities for fine motor skills to be exercised - Use of one handed tools/equipment, knife, fork, tweezers, scissors,	Autumn leaf segmenting to spell and recording  Diwali cards  Firework sound word art	Friendship cards  Recipe for friendship  Write using Chinese writing to create their name/numberline  Lent pledges	STEM week – The very hungry, writing observations about the changes  Birthday cards	Trip writing - Woods environment, habitats  Writing using purple mash/chrome books  Birthday cards	Arts week – Artist focus, facts about the artist, 'i like/don't like' sentences about artwork.  Birthday cards

	<p>threading, cutting, weaving, manipulating playdough</p> <ul style="list-style-type: none"> <li>- Drill/hammer use</li> </ul> <p>Daily opportunities for gross motor skills to be exercised</p> <ul style="list-style-type: none"> <li>- Wave flags, brooms vertically on walls, large shoulder pivotal movements with chalk/paint brushes</li> </ul> <p>Name writing practice cards linked to Little Wandle mnemonics</p> <p>To identify initial sounds within words and record correlating to sounds covered in Little Wandle lessons.</p> <p>Potion writing linked to halloween/winnie the witch texts</p>	<p>Pumpkin adjectives</p> <p>Pantomime story sequencing</p>	<p>Birthday cards</p> <p>Special things about me (PSHE)</p> <p>Valentines cards</p>			
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	Mud kitchen menus					
	All about me pictures with labels					
ELG	<p><b>Comprehension</b>          Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay.</p> <p><b>Word Reading</b>          Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>Writing</b>          Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>					
Maths <i>White Rose</i>	Match Sort and Compare Talk about Measure and Patterns Its Me, 1,2,3!	It's Me 1,2,3! Circles and triangles! 1,2,3,4,5 Shapes with 4 sides Consolidation	Alive in 5! Mass and Capacity Growing 6,7,8 Length & Height and Time	Length, Height and Time Building 9 and 10 Explore 3D Shapes	To 20 and Beyond How many now? Manipulate, compose and decompose	Sharing and grouping Visualise, build and map Number to 20 Consolidation
ELG	<p><b>Number</b>          Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>Numerical Patterns</b>          Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>					
Understanding the World	<p><u>Supporting discussion points:</u>          Changes in seasons observed by children. We will use ice as a stimulus to think about changing materials and conservation. We will touch upon animals that live in polar regions and think about their homes.          We will explore the festival of Diwali and create things such as Rangoli patterns, Diya lamps and lanterns.          We will explore light and dark and night and day.          Use of torches will enable learning around shadows.</p>					

	We will become bug detectives as we go on bug hunts. We will explore rhymes and perform songs such as 'Incy Wincy Spider' and 'Wiggly Woo'. The children will explore the natural world around them and describe what they see, hear and feel outside.					
RE <i>Emmanuel Project scheme</i>	What does the word 'God mean?	Why are some people revered?	Is it always easy to help someone?	Does everyone need some help?	Is everyone of us special?	What is really important to do?
Geography	See appendix 1					
Science	See appendix 2					
History	See appendix 3					
Computing and online safety	See appendix 4					
PSHE	See appendix 5					
Music Charanga	<p>Me!</p> <ul style="list-style-type: none"> <li>Listening and responding to different styles of music</li> <li>Embedding foundations of the interrelated dimensions of music</li> <li>Learning to sing or sing along with nursery rhymes and action songs</li> <li>Improvising leading to playing classroom instruments</li> </ul>	<p>My stories</p> <ul style="list-style-type: none"> <li>Listening and responding to different styles of music</li> <li>Embedding foundations of the interrelated dimensions of music</li> <li>Learning to sing or sing along with nursery rhymes and action songs</li> <li>Improvising leading to</li> </ul>	<p>Everyone!</p> <ul style="list-style-type: none"> <li>Listening and responding to different styles of music</li> <li>Embedding foundations of the interrelated dimensions of music</li> <li>Learning to sing or sing along with nursery rhymes and action songs</li> <li>Improvising leading to playing classroom instruments</li> <li>Singing and learning to play instruments within a song</li> </ul>	<p>Our World</p> <ul style="list-style-type: none"> <li>Listening and responding to different styles of music</li> <li>Embedding foundations of the interrelated dimensions of music</li> <li>Learning to sing or sing along with nursery rhymes and action songs</li> <li>Improvising leading to playing</li> </ul>	<p>Big Bear Funk</p> <ul style="list-style-type: none"> <li>Listening and appraising Funk music</li> <li>Embedding foundations of the interrelated dimensions of music using voices and instruments</li> <li>Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs</li> <li>Playing instruments within the song</li> <li>Improvisation using voices and instruments</li> </ul>	<p>Music concert songs</p>

	<ul style="list-style-type: none"> <li>Share and perform the learning that has taken place</li> </ul>	<ul style="list-style-type: none"> <li>playing classroom instruments</li> <li>Share and perform the learning that has taken place</li> </ul>	<ul style="list-style-type: none"> <li>Share and perform the learning that has taken place</li> </ul>	<ul style="list-style-type: none"> <li>classroom instruments</li> <li>Singing and learning to play instruments within a song</li> <li>Share and perform the learning that has taken place</li> </ul>	<ul style="list-style-type: none"> <li>Riff-based composition</li> <li>Share and perform the learning that has taken place</li> </ul>	
<b>Art and DT</b>	See Appendix 6					
<b>ELG</b>	<p><b>Creating with Materials</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>Being Imaginative and Expressive</b> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>					
<b>Impact / Assessments</b>	Home visits Reception Baseline Wellcom assessments SALT assessments and referrals Phonics RE end of unit assessment	Little Wandle keep up sessions and assessments begin In-class daily interventions Half termly LW assessments RE end of unit assessment	Little Wandle keep up assessments In-class daily interventions Half termly LW assessments RE end of unit assessment	Little Wandle keep up assessments In-class daily interventions Half termly LW assessments RE end of unit assessment	Little Wandle keep up assessments In-class daily interventions Half termly LW assessments RE end of unit assessment	Little Wandle keep up assessments In-class daily interventions Half termly LW assessments GLD data drop RE end of unit assessment
<b>Reporting</b>	Homevisits Baselines Speech and Language WellComm PD Assessments- gross and fine motor	WellComm Speech and Language Keep-ups Little Wandle Autumn 2 OAP and Portfolio	WellComm Speech and Language Keep-ups Little Wandle Spring 1 OAP and Portfolio Insight Informal Sharing- phonics	WellComm Speech and Language Keep-ups Little Wandle Spring 2 OAP and Portfolio Insight	WellComm Speech and Language Keep-ups Little Wandle Summer 1 OAP and Portfolio Insight	WellComm Speech and Language Keep-ups Little Wandle Summer 2 OAP and Portfolio Insight

	OAP and Portfolio observations Informal sharing- Prime Areas Insight Little Wandle Autumn 1 Keep-ups Learning plans RE assessments Parents Eve 1 Homework	Insight PD- gross motor Informal Sharing Pupil Progress Learning plans RE assessments Homework	PD- fine motor Parents Eve 2 Learning plans RE assessments Homework	Informal Sharing PD- fine motor Learning plans RE assessments Homework	Informal Sharing- maths Transition to Y1 PD- fine motor Learning plans RE assessments Homework	PD- fine motor GLD Transition to Y1 Report Learning plans RE assessments Homework
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<b>Appendix 1</b>	Ickworth Park Primary School Progression of Skills and Knowledge Subject area: Geography	
<b>Age 3 to 4</b>	Talk about what they see using a wide vocabulary. Show interest in different occupations. Begin to understand the need to respect and care for the natural environment and all living things. Continue devolving positive attitude about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	
<b>Reception</b>	Talk about members of their immediate family and community. Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one which they live. Understand the effect of changes seasons on the natural world around them.	
<b>ELG</b>	<b>Understanding the World People, Culture and Communities</b>	<b>Understanding the World The Natural World</b>

	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>	<p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>
<b>What learning opportunities might look like...</b>	<p>Walks around the village</p> <p>School grounds treasure hunt</p> <p>Create maps using Beebots</p> <p>Links to Chinese New Year, creating a map of the Great race story and looking where China is on the world map.</p> <p>Discussions around children's holidays, where in the world have they visited, sharing photos with the class, pinpointing it on the world map.</p> <p>Knowing the school layout and boundaries</p>	<p>Walks around the village</p> <p>Recognising local features on a map from a birds eye view.</p> <p>Observational painting</p> <p>Exploring the weather – i.e measuring rainfall, observing thermometer in the outdoor area.</p> <p>Exploring the seasons as they happen</p>
<b>Core texts</b>	<p>The Great Race</p> <p>What the ladybird heard</p> <p>Dinosaurs day out</p> <p>Rosie's walk</p> <p>We're going on a bear Hunt (TWS link)</p> <p>Handa's Surprise (TWS link)</p>	

<b>Appendix 2</b>	Ickworth Park Primary School Progression of Skills and Knowledge Subject area: Science
<b>Age 3 to 4</b>	Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Show interest in different occupations Explore how things work Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.
<b>Reception</b>	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons on the natural world around them.
<b>ELG</b>	<b>Understanding the World- The Natural World</b> Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
<b>What learning opportunities might look like...</b>	Discussions sparked by the curiosity cubes, using scientific vocabulary to describe the natural materials. Planting bulbs and flowers throughout the year, discussing the process of growing, changes over time and what they need to grow. Autumn walk to talk about seasonal changes. Use magnifying glasses to look at spider webs, learning about the ECO system. . Learn about hibernating animals. Experience the process of ice melting, what do they recognise has happened, can it be reversed, why has it melted, freeing the toys from ice etc. STEM week – life cycles of a caterpillar, growing tomatoes, changing colours of petals. Pond dipping Nature hunts, leaf hammering, leaf rubbings, bark rubbings, observation drawings of trees.
<b>Core texts</b>	Very Hungry Caterpillar

	Christopher's caterpillars Non fictions texts linked to seasons and life cycles.
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<b>Appendix 3</b>	Ickworth Park Primary School Progression of Skills and Knowledge Subject area: History
<b>Age 3 to 4</b>	To begin to make sense of their own life story and their families history. Talk about members of their immediate family and community.
<b>Reception</b>	Comment on images familiar situation in the past. Compare and contrast characters from stories, including figures from the past.
<b>ELG</b>	<b>Understanding the World – Past and Present</b> Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
<b>What learning opportunities might look like...</b>	Pantomime trip Autumn 2 – Traditional tales sparking discussion on clothing, buildings and roles in society. Remembrance day, symbol of the poppy. The Diwali story. Talking about who is in their family. Talking about what jobs people do within their family. Gallery photo wall to share family photos and baby photos, sparking discussion about progression of time from the baby stage to 4 years old. Multigenerational members of the family to share life experiences and artefacts. Exploration of objects from the past and present i.e hover, typewriter, telephone, CD player, mobile phones.
<b>Core texts</b>	Black history month – ‘I love my hair’, Look up, ‘This is who I am’, young, gifted and black, Rosa Parks, Sulwe, same, same but different, Welcome to our world

<b>Appendix 4</b>	Ickworth Park Primary School Progression of Skills and Knowledge Subject area: Computing
	Children require access to a range of technologies, both digital and non-digital in their early lives. Exploring with different technologies through play provides opportunities to develop skills that children will go on to develop in their lifetimes. Investigations, scientific inquiry and exploration are essential components of learning about and with technology both digitally and in the natural world. Through technology children have additional opportunities to learn across all areas in both formal and informal ways. Technologies should be seen as tools to learn both from and with, in order to integrate technology effectively within early years practice.
<b>What learning opportunities might look like...</b>	<p>Use of iPads to capture photographs of themselves and their friends</p> <p>Use of iPad to capture photographs for other subject areas.</p> <p>Use of iPad and interactive whiteboard for drawing skills, fine motor activities and number formation.</p> <p>Sharing of photographs e.g. Christmas tree.</p> <p>Creating QR codes to enhance displays and share more information/number formation rhymes in the Maths area.</p> <p>Email members of staff and wait for replies.</p> <p>Use remote control cars, lots of PSED links such as turn taking, problem solving, sharing.</p> <p>Used Beebots linking to maps, tricky word intervention, number recognition.</p> <p>STEM week – indi bots.</p> <p>Walkie talkies both as an enhancement in the environment and for interventions linked to other areas of the curriculum.</p> <p>Use of iPad to capture photographs ions</p> <p>Logging into Chrome books, purple mash and mouse and track pad skills.</p> <p>Objects in the provision such as old telephones, laptops, typewriters, keyboards</p> <p>Visualisers for pond dipping.</p> <p>Online safety discussions will support understanding of safety with technology.</p> <p>Listening to stories using CD's.</p> <p>Listening to music outside via Bluetooth speaker</p> <p>Sharing between home and school using Dojo app.</p> <p>Time lapse videos i.e. ice melting, plants growing, butterflies emerging.</p>
<b>Core texts</b>	<p>Look inside How computers work</p> <p>A coder like me</p> <p>Once upon a time online</p> <p>Penguin Pig</p>

	<p>Monkey Cow  Clicker the cat  Chicken clicking  Old MacDonald had a phone  Goldilocks - A hashtag cautionary tale  Troll stink</p>
<b>Core apps</b>	<p>Purple Mash  Busy things  Goggle earth  Google maps  Camera</p>

<b><u>Appendix 5</u></b>	<p>Ickworth Park Primary School  Progression of Skills and Knowledge  Subject area: PSHE</p>
Age 3 to 4	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.  Develop their sense of responsibility and membership of a community.  Become more outgoing with unfamiliar people, in the safe context of their setting.  Show more confidence in new social situations.  Play with one or more other children, extending and elaborating play ideas.  Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.  Increasingly follow rules, understanding why they are important.  Remember rules without needing an adult to remind them.  Develop appropriate ways of being assertive.</p>

	<p>Talk with others to solve conflicts.          Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.          Understand gradually how others might be feeling.          Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.          Make healthy choices about food, drink, activity and tooth brushing.</p>
Reception	<p>See themselves as a valuable individual.          Build constructive and respectful relationships.          Express their feelings and consider the feelings of others.          Show resilience and perseverance in the face of challenge.          Identify and moderate their own feelings socially and emotionally.          Think about the perspectives of others.          Manage their own needs. • Personal hygiene          Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian</p>
ELG	<p><b>ELG: Self-Regulation</b>          Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly          Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate          Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG: Managing Self</b>          Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly          Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b>          Work and play cooperatively and take turns with others          Form positive attachments to adults and friendships with peers          Show sensitivity to their own and to others' needs.</p>

<p>What learning opportunities might look like..</p>	<p>Class leader of the day – responsibilities include taking the bus register, stacking the chairs, ensuring our environment is being respected, returning the lunch names, leading the line around school sensibly.          Celebrate Birthdays with own clothes, wooden cake to blow candles and singing from peers, photograph displayed with party hat and balloons, children make birthday cards for their friends.          Visual timetable displayed using wooden rounds with symbols to encourage independence and awareness of routines.          Mystery reader Spring 1 onwards, supports children in realising parents in parent partnership, that they are special and unique and valued.          Colour Monster activities to support self regulation and self awareness.          I wish my teacher knew box available in class          Anti bullying odd socks day Autumn 2          Informal sharing Autumn 1, Autumn 2          Mental Health and wellbeing awareness week Spring 1          Neurodiversity celebration week Spring 2          Sports day preparation, modelling support and encouragement for each other, creating certificates for their friends. Summer 1          Wear Yellow day for Cystic Fibrosis Summer – educating children on our differences and how these should be supported and celebrated.          Be yourself day summer 2</p>
<p>Core texts</p>	<p>I am too Small for School, Colour Monster, Topsy and Tim Start School, My Family, Your Family, All Kinds of Families, Love Makes a Family, Achoo, How rude, How selfish, Please!</p>

<p><b>Appendix 6</b></p>	<p>Ickworth Park Primary School          Progression of Skills and Knowledge          Subject area: Design and technology</p>
<p><b>Age 3 to 4</b></p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.          Develop their own ideas and then decide which materials to use to express them.          Join different materials and explore different textures.          Create closed shapes with continuous lines and begin to use these shapes to represent objects.          Draw with increasing complexity and detail, such as representing a face with a circle and including details.          Use drawing to represent ideas like movement or loud noises.          Respond to what they have heard, expressing their thoughts and feelings.</p>
<p><b>Reception</b></p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.          Create collaboratively, sharing ideas, resources and skills.</p>

<b>ELG</b>	Expressive Arts and Design - Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used;
<b>What learning opportunities might look like...</b>	Scissor skills activities and intervention Easter gardens – RE link Puppet making linked to core texts and world book day Healthy eating linking to PSED and PD – Maths link (Teddy Bears picnic sharing and grouping) Cardboard creations of the North Pole at Christmas/ Decorating each room in the Dolls house Biscuit baking for the Panto trip Making playdough weekly using a variety of colourings/scents/ textures. Make pancakes linked to Shrove Tuesday, trying Chinese food linked to Chinese New Year, Valentine biscuit baking. Baking shortbread biscuits weekly for a term – By the end, the children know the process and can bake independently. 3D clay portraits
<b>Core texts</b>	

	Ickworth Park Primary School Progression of Skills and Knowledge Subject area: Art and Design
<b>Age 3 to 4</b>	Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc. Listen with increased attention to sounds.

	Respond to what they have heard, expressing their thoughts and feelings.
<b>Reception</b>	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.
<b>ELG</b>	Expressive Arts and Design - Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used;
<b>What learning opportunities might look like...</b>	Artist Focus: Kandinsky (Maths link – shapes), Yayoi Kusuma (Harvest link + pointillism), Van Gogh (Sunflowers linked to STEM week), Portraits each term, Leonardo DaVinci, Jackson Pollock (RE links), Arts week artist focus, Scissor cutting (activities and interventions) STEM week – leaf rubbing, leaf bashing, pebble painting, Christmas craftersnoon/informal sharing – sharing creations Andy Goldsworthy linked to Maths patterns Creating shapes, including circles linked to gross motor and fine motor strength and control Self portraits Exploring the role of outlines to make features and thick and thin brushes for adding details. Making decorations for the St Leonards Church festival at Christmas. Diwali art using the method of wax resist and water colour/Rangoli patterns Remembrance day poppy art Working in three dimensions – creating a clay self portrait revisiting the paper portraits previously created. Creating a world book day display linked to a core/favourite text. Arts week (June) – artists in residence visiting (four parents joined 24-25, diamond art, leaf wax resist, pebble painting, t shirt tie dying) Revisit self portraits for reports Exploring 3D materials and ways to add texture. Colour mixing linked to core text – Colour monster Easter gardens – RE link Nativity scene – RE link
<b>Core texts</b>	'Katie and the...' James Mayhew collection

