



EYFS at Gretton Primary School

Curriculum Map

The document below outlines the progression of skills across the areas of our curriculum, taught through directed teaching.

Our curriculum is centred around developing the Early Learning Goals presented in the EYFS Statutory Framework.

There will be additional taught skills that are not presented on this document as our curriculum is also led by the children's needs and interests.

Communication and Language

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Listening, Attention and Understanding</u> To listen carefully to a story.</p> <p><u>Speaking</u> To know and retell <i>We're going on a Bear Hunt</i>.</p> <p>To know and use vocabulary read in books this term on the themes of <i>All about Me</i> and <i>Autumn</i>.</p> <p>To use vocabulary throughout provision related to the topics covered in the wider curriculum for this term.</p>	<p><u>Listening, Attention and Understanding</u> To listen to and join in with repeated refrains in a story.</p> <p><u>Speaking</u> To know and retell <i>The Three Little Pigs</i> and <i>Goldilocks and the Three Bears</i>.</p> <p>To know and use vocabulary read in books this term on the themes of <i>Festivals</i> and <i>Fairy tales</i>.</p> <p>To use vocabulary throughout provision related to the topics covered in the wider curriculum for this term.</p>	<p><u>Listening, Attention and Understanding</u> To talk about key events in a story.</p> <p><u>Speaking</u> To know and retell <i>The Gingerbread Man</i> and <i>The Giant Jam Sandwich</i>.</p> <p>To know and use vocabulary read in books this term on the theme of <i>Winter</i>.</p> <p>To use vocabulary throughout provision related to the topics covered in the wider curriculum for this term.</p>	<p><u>Listening, Attention and Understanding</u> To identify the main characters in a story and talk about their feelings.</p> <p><u>Speaking</u> To know and retell <i>The Little Red Hen</i> and <i>Mr Wolf's Pancakes</i></p> <p>To know and use vocabulary read in books this term on the themes of <i>New beginnings</i> and <i>Spring</i>.</p> <p>To use vocabulary throughout provision related to the topics covered in the wider curriculum for this term.</p>	<p><u>Listening, Attention and Understanding</u> To link events in a story to their own experiences.</p> <p><u>Speaking</u> To know and retell <i>The Hairy Toe</i> and <i>Jack and the Beanstalk</i></p> <p>To know and use vocabulary read in books this term on the themes of <i>Life Cycles</i>.</p> <p>To use vocabulary throughout provision related to the topics covered in the wider curriculum for this term.</p>	<p><u>Listening, Attention and Understanding</u> To link events and/or characters in stories they read with other stories they have read previously.</p> <p><u>Speaking</u> To know and retell and <i>The Night Pirates</i>.</p> <p>To know and use vocabulary read in books this term on the themes of <i>Summer</i></p> <p>To use vocabulary throughout provision related to the topics covered in the wider curriculum for this term.</p>
<p><u>Listening, Attention and Understanding:</u> 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><u>Speaking:</u> 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>					

Curriculum Progression

Physical development					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Gross Motor To move sensibly and safely in a space To develop moving safely and stopping with control To use equipment safely and responsibly To use different travelling actions whilst following a path To work co-operatively with others To follow, copy and lead a partner</p> <p>Fine Motor To use a knife and fork.</p> <p>To know the correct posture for writing.</p> <p>To know how to correctly form the letters s, a, t, p, i, n, m, d, g, o, c, k</p>	<p>Gross Motor To explore different body parts and how they move To remember and repeat actions To express ideas through movement, exploring different directions and levels To perform simple dance patterns To copy and repeat actions showing confidence and imagination To move with control and co-ordination, copying and repeating actions</p> <p>Fine Motor To know how to use two-hole scissors to make snips in paper.</p> <p>To know how to correctly form the letters e, u, r, h, b, f, l, j</p>	<p>Gross Motor To develop balancing whilst stationary and on the move To develop running and stopping To develop changing direction To develop jumping and landing To develop hopping and landing with control To explore different ways to travel</p> <p>Fine Motor To know the correct pencil grip.</p> <p>To know how to correctly form the letters v, w, x, y, z</p>	<p>Gross Motor To copy and create shapes with your body To be able to create shapes whilst on apparatus To develop balancing and taking weight on different body parts To develop jumping and landing safely To develop rocking and rolling To copy and create short sequences by linking actions together</p> <p>Fine Motor To know how to thread and sew.</p>	<p>Gross Motor To develop rolling a ball to a target To develop stopping a rolling ball To develop accuracy when throwing to a target To develop bouncing and catching a ball To develop dribbling a ball with your feet To develop kicking a ball</p> <p>Fine Motor To know how to do up and undo buttons.</p>	<p>Gross Motor To work safely and develop running and stopping To develop throwing and learn how to keep score To play games showing an understanding of the different roles within it To follow instructions and move safely when playing tagging games To work co-operatively and learn to take turns To work with others to play tem games</p> <p>Fine Motor To use two-hole scissors to cut accurately</p> <p>To correctly form some capital letters.</p>
<p>Gross Motor: 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.</p> <p>Fine Motor: 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.</p>					

Personal, Social and Emotional

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Self-Regulation</u> To see themselves as unique and know who can help them</p> <p><u>Managing Self</u> To know the school rules</p> <p><u>Building Relationships</u> To know how to identify their feelings, using books such as <i>The Colour Monster</i> to support understanding.</p>	<p><u>Self-Regulation</u> To know to use the calm corner when they are feeling upset/angry. To know how to use the happy breathing technique.</p> <p><u>Building Relationships</u> To know differences in families and homes To know how to be a caring friend To know how to treat others in our class using the statement 'Kind hands and kind words'.</p>	<p><u>Self-Regulation</u> To know how to make the right choice and the consequences of not doing so.</p> <p><u>Managing Self</u> To know what is safe to go into their bodies To know ways to stay safe indoors and outdoors To know ways to stay safe online</p> <p><u>Building Relationships</u> To be able to name people who keep them safe</p>	<p><u>Self-Regulation</u> To know the effects of their behaviour on others.</p> <p><u>Managing Self</u> To know ways of looking after money</p> <p><u>Building Relationships</u> To be able to describe what makes a good friend including attributes such as listening and sharing. To know ways of being helpful in the classroom and at home</p>	<p><u>Self-Regulation</u> To know ways of managing mistakes To develop methods of being resilient</p> <p><u>Managing Self</u> To know that regular exercise is important for their health To know that healthy eating is important for their health To know about the importance of a good sleep routine for their health</p> <p><u>Building Relationships</u> To know how to express their opinion and understand it is okay to have a different opinion to their friends.</p>	<p><u>Self-Regulation</u> To know how to overcome challenges</p> <p><u>Managing Self</u> To know the life stages of plants, animals and humans To begin to know where babies come from To begin to learn the differences between girls and boys</p> <p><u>Building Relationships</u> To know how to resolve a problem by talking it through with a friend or adult.</p>

Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.

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

Building Relationships: 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.

Curriculum Progression

Maths

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Number To represent, compose and compare numbers to 3.</p> <p>Numerical Patterns To match and sort.</p> <p>To compare amounts, size, mass and capacity.</p> <p>To copy and complete AB patterns.</p>	<p>Number To represent, compose and compare numbers to 5.</p> <p>To identify one more and one less within 5.</p> <p>Numerical Patterns To identify and describe circles, triangles, squares and rectangles.</p> <p>To use positional language including under, over, around and through.</p>	<p>Number To know number bonds to 4.</p> <p>To identify 0.</p> <p>To represent, compose and compare numbers to 8.</p> <p>Numerical Patterns To compare mass and capacity.</p> <p>To make pairs.</p>	<p>Number To know number bonds to 5.</p> <p>Numerical Patterns To combine 2 groups.</p> <p>To explore length, height and time.</p> <p>To compare numbers to 10.</p> <p>To identify a cube, sphere, cylinder and cone.</p> <p>To make ABB/AAB repeated patterns.</p>	<p>Number To know $5+5=10$, $0+10+10$.</p> <p>To count forwards and backwards within 10.</p> <p>Numerical Patterns To build and identify numbers to 20.</p> <p>To match patterns using tangrams and shapes.</p> <p>To add more and take away within 20.</p>	<p>Number To double within 10.</p> <p>Numerical Patterns To share equally into two groups.</p> <p>To identify even and odd numbers up to 10.</p> <p>To verbally count beyond 20.</p>
<p>Number: 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>Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>					

Literacy

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Comprehension</u> To read and re-read a selection of books, developing fluency, understanding, prosody and enjoyment.</p> <p><u>Word Reading</u> To read and correctly form the sounds s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l</p> <p>To hear and identify initial sounds (taught so far) in words</p> <p>To know tricky words is, l, the</p> <p><u>Writing</u> To know how to correctly form the letters s, a, t, p, i, n, m, d, g, o, c, k</p> <p>To know how to write their name, forming some letters correctly.</p>	<p><u>Comprehension</u> To read and re-read a selection of books, developing fluency, understanding, prosody and enjoyment.</p> <p><u>Word Reading</u> To read and correctly form the sounds ff, ll, ss, j, v, w, x, y, z zz, qu, ch, sh, th ,ng, nk</p> <p>To read words with s /s/ added at the end (hats, sits)</p> <p>To read words ending in s /z/ (his) and with s /z/ added at the end (bags)</p> <p>To blend known sounds in words</p> <p>To know tricky words put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be</p> <p><u>Writing</u> To know how to correctly form the letters e, u, r, h, b, f, l, j</p> <p>To know how to write their name, forming all letters correctly</p>	<p><u>Comprehension</u> To read and re-read a selection of books, developing fluency, understanding, prosody and enjoyment.</p> <p><u>Word Reading</u> To read and correctly form the sounds ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er</p> <p>To read words with double letters: dd, mm, tt, bb, rr, gg, pp, ff</p> <p>To read longer words</p> <p>To know tricky words was, you, they, my, by, all, are, sure, pure</p> <p><u>Writing</u> To know how to correctly form the letters v, w, x, y, z</p> <p>To write CVC/CVCC words.</p>	<p><u>Comprehension</u> To read and re-read a selection of books, developing fluency, understanding, prosody and enjoyment.</p> <p><u>Word Reading</u> To review and consolidate all Phase 3 sounds</p> <p>To read words ending in –ing</p> <p>To read compound words</p> <p>To read words with s in the middle /z/</p> <p>To read words ending in –es /z/</p> <p>To review and consolidate all tricky words taught so far</p> <p><u>Writing</u> To write a short label/caption</p>	<p><u>Comprehension</u> To read and re-read a selection of books, developing fluency, understanding, prosody and enjoyment.</p> <p><u>Word Reading</u> To read words with short vowels CVCC, CCVC, CCVCC, CCCVC & CCCVCC</p> <p>To read words ending in: -ing, -ed /t/, -ed /id/ /ed/ and -est</p> <p>To know tricky words said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</p> <p><u>Writing</u> To know how to correctly form the letters w, z, x, q.</p> <p>To write a short sentence.</p>	<p><u>Comprehension</u> To read and re-read a selection of books, developing fluency, understanding, prosody and enjoyment.</p> <p><u>Word Reading</u> To read words with long vowel sounds CVCC, CCVC, CCCVC, CCV, CCVCC</p> <p>To read Phase 4 words ending in –s /s/ /z/, -es</p> <p>To read words ending in –ing, -ed /t/ /id/ /ed/ /d/</p> <p>To read Phase 4 words ending in –s /s/ /z/, -es</p> <p>To review and consolidate all tricky words taught so far</p> <p><u>Writing</u> To know how to correctly form some capital letters.</p> <p>To read what they have written to check it makes sense.</p>
<p><u>Comprehension:</u> 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 role play.</p> <p><u>Word Reading:</u> 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><u>Writing:</u> 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>					

Curriculum Progression

Understanding the world

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
History	To describe changes over time. To sort photographs from the past and present.		To begin to recognise the order events happen. To identify toys from the past.		To compare pictures from the past and present. To begin to understand the concept of generations.		To recognise that kings and queens are powerful people.		To understand that the environment around us changes as time passes.		To compare modes of transport of the past with the present. To recognise special achievements.	
Linked Vocabulary	a long time ago baby change child remember now past photograph	present then toddler when I was little history new old	after a long time ago baby before child I remember now	order past present then toddler when I was little	dad family mum older	grandad grandma	Fairy tale king power queen	royalty rule	cart fan hoop new	old past present	aeroplane bicycle car horse-drawn cart motorbike steam train train	achievement courageous medal proud sticky tape trophy
Geography	To use the senses to explore natural materials To make observations of natural materials in the world around them.		To compare features in the local environment to other places around the world. To compare contrasting places within the UK.		To compare different landscapes around the world.		To explore and understand life in a cold place, comparing and contrasting it with our own lives.		To understand the characteristics of desert environments, including climate and landscape.		To find and name familiar features on maps. To explore a range of maps. To apply their knowledge of maps to make their own.	
Throughout the year	<p>To begin to notice some of the features of the changing seasons. To begin to recognise seasonal weather conditions. To describe the effects of different weather conditions.</p>											
Linked Vocabulary	leaf flower twig bark feather seed smell touch feel sound look colour soft	hard spiky rough look notice observe see Summer Autumn Winter Spring	beach building church desert forest hill mountain playground river	roundabout city countryside farm field village weather	desert land map postcard rainforest	travel waterfall weather	blizzard explorer ice polar	scientists snow snowstorm	cactus camel desert explorer	palm tree sand dune storm	feature find identify look map search above	aerial bird's eye view map feature find identify look search

Curriculum Progression

Understanding the world

	Autumn 1	Autumn 2	Spring 1			Spring 2			Summer 1		Summer 2		
Science	To recognise changes outside in autumn	To recognise different types of weather	To recognise how animals prepare for winter			To recognise changes outside in spring			To find and describe Minibeasts		To recognise changes outside in summer		
			To sort objects into living and non-living			To sort animals based on where they live.			To sort and describe farm animals.		To sort and describe farm animals.		
			To explore freezing and melting.			To explore ways to make objects move.					To explore how light makes shadows.		
											To explore whether objects float or sink.		
Linked vocabulary	Autumn Season Weather	Symbol Weather	autumn hibernation season weather winter	alive grow move non-living sort	Freeze melt	growth season spring weather	desert ocean polar sort woodland	Push pull	compare Minibeast	Compare Farm Group	hearing seaside season sense sight smell summer taste touch	dark daytime light night-time	Float sink
RE	To talk about what makes us special. To explore how some people celebrate the Harvest Festival.	To name people who are special. To talk about special people in the community. To investigate why and how Christians celebrate Christmas.	To know why it is important to care for others. To know that Jesus is special to some people.			To recognise that everyone has places that are special to them. To recognise special places in the local community.			To investigate why churches are special places to many Christian people.		To explore why mosques are special places to many Muslim people.		

Curriculum Progression

Linked Vocabulary	different respect same special	autumn celebrate crops Harvest Festival	beliefs believ e God proof	true care comm unity job	Christ mas Christi an God Jesus Nativi ty	kind lost treat shepherd	Christian Jesus welcome	place respect special	Community	Christian Bible Christian church prayer	minbar mosque Muslim prayer mat Qur'an stand
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Understanding the world

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2				
Computing			To learn how to operate a camera and/or iPad and use it to take photographs.	To understand how to sort and categorise objects. To understand how to represent data in a pictogram To understand how to read a simple pictogram	To follow instructions as part of practical activities and games To learn to give simple instructions To learn that an algorithm is a set of instructions to carry out a task, in a specific order	To experiment with programming a Bee-bot/Blue-bot and to learn how to give simple commands To learn to debug instructions, with the help of an adult, when things go wrong				
Linked vocabulary			Camera iPad Tablet Lens Point Shoot Capture Picture Image	Gallery Record Photograph Photographer Still Blurred Blurry Crisp Clear	Pictogram Graph Column Row Square Data Collect Record	Count More Less In total Altogether Most popular Least popular	Instructions Blindfold Step over Walk around Turn Left Right To the side Straight on	Stand still Stop Under Bend down Walk Hop Tiptoe Skip Run	Algorithm Debug Back Forward Backwards Right Left Arrow	Circle Direction Turn Straight on Directions Program Instructions Sequence

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

People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.

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

Expressive Arts and Design

Expressive Arts and Design												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Music	To explore using our voices and bodies to make sounds To explore the sounds of different instruments To identify sounds in the environment To use voices to imitate sounds in nature		To learn about music from other cultures To respond to music with movement To name some traditional Jewish musical instruments To take part in a traditional call and response song To learn about traditional Christmas music To suggest appropriate actions to match song lyrics		To learn simple Makaton signs to accompany a song To express feelings and emotions through movement to music To explore pitch and tempo through scarf dancing and body movement To perform action songs to a small audience		To use actions to retell a story to music To learn how instruments can represent a certain mood To create a musical story based on a familiar routine To play an instrument as part of a group To perform as a group		To explore creating sound effects To explore making sounds at different speeds To explore moving to different tempos To interpret symbols to show a change in speed To interpret a simple score to show tempo changes		To discuss what makes a musical instrument To use recyclable materials to create a simple representation of a musical instrument To learn what an orchestra is To copy and follow a beat To play in time to familiar songs To perform a practised song to a small audience	
Linked vocabulary	voice sound whisper speaking high low higher lower rhythm	beat instrumental sounds tempo fast slow drum triangle shaker tambourine	Diwali Celebration Music Dance Traditional Hanukkah Harp Jewish Drum Cymbals Tambourine Kwanzaa Africa	African music Culture Instrument Call Response Rhythm Beat Christmas Christian Sleigh bells Actions Voice sounds Body percussion	Actions Action songs Sign language Makaton Deaf Communication Communicating Lyrics Verse Beat Music Heartbeat Pulse Steady Repeat Constant	Drum Music Scarf dance Pitch High Low Triangle Siren Cello Whistle Sound Dance Perform Performance Audience	Character Song Lyrics Tempo Fast Slow Dynamic Loud	Quiet Musical story High Low Tempo Percussion	Fast Slow Speed Beat	Symbols Slower Faster score	Music Musical instrument Band Sound Shake Tap Bang Strum Jingle Pitch Orchestra	Tempo Dynamic Beat Conductor Percussion Rhythm Strings Brass Wind

Expressive Arts and Design

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Art and Design	To investigate the marks and patterns made by different textures To explore making marks with felt tips, chalks and pencils To create simple observational drawings		To explore paint through finger painting To create natural paintbrushes using found objects To respond to music through the medium of painting To make child-led collages using mixed media To create landscape collages inspired by the work of Megan Coyle To create a large piece of group artwork based around fireworks		To explore clay and its properties To create natural 3D landscape pictures using found objects To generate inspiration and conversation about sculpture art and artists To make a 3D clay sculpture using a design		To independently use fine motor skills to create threaded Easter egg decorations.		To express artistic ideas and feelings through the creation of a nature mandala.		To experiment with painting using salt and colour mixing.	
Linked vocabulary	hard long rough short smooth soft straight thick	thin wavy drawing mark making observational pencils self-portrait	dab dot shiny silky slimy slippery smooth squelchy sticky wet feathers flower buds grass leaves mix	pine cones pattern texture twigs transient collage fixed permanent temporary landscape rip tear cut stick	pinch roll slimy slippery smooth squash sticky stretch squelchy twist 3D	bark collage landscape clay design sculpture evaluate model plan reflect	Easter egg decoration pattern	threading wool	Buddhism circular design Hinduism mandala	pattern sacred symmetrical	combine dab mix pour	spread sprinkle

Expressive Arts and Design

Curriculum Progression

	Autumn 1		Autumn 2	Spring 1		Spring 2		Summer 1		Summer 2	
Design & Technology	To explore and investigate the tools and materials in the junk modelling area To investigate different cutting materials		To plan and select the correct resources needed to make a model To create a junk model and talk about the processes in its creation	To develop threading and weaving skills To practice and apply threading skills with different materials To design and create a bookmark		To design and create a hanging Easter egg decoration.		To design and create a rainbow salad and talk about the importance of healthy eating.		To understand what waterproof means and to test whether materials are waterproof To test and make predictions for which materials float or sink To compare the uses of boats To investigate how the shape and structure of boats affects the way they move To design and create a boat	
Linked Vocabulary	join stick cut bend slot smooth bumpy scissors blades handle snip cut squeeze thumb	fingers elbow bubble wrap cooked pasta tin foil playdough straws	measure bigger shorter longer taller thicker thinner	thread weave pinch push pull through under over up down	pattern sew sewing needle wool thread hessian bookmark embroider design	design plan create Easter egg chocolate Jesus	Christian Bible pattern colour shape	healthy balanced diet healthy eating healthy lifestyle mind body	brain fruit and vegetable names chopping board knife	waterproof material absorb leak wet dry prediction variable fair test experiment investigation	float sink sail anchor hull mast rudder helm deck crow's nest
<p>Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p> <p>Being Imaginative: Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and song. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</p>											