



Summerseat Methodist Primary ***Steps in Learning, Skills for Life***

Expectations for Pathway Two
Cycle B

What knowledge and skills will you gain on your learning journey this year?

Summerseat Methodist Primary School's Steps in Learning

This booklet provides an overview of the topics taught in the year group for all the subjects and also outlines the end of year exceptions for children in our school for maths and English. It also contains the knowledge organisers for maths and English which we use with the children in school. Science, geography and history knowledge organisers for the first half of the autumn term are also included for information and subsequent terms will come home at the start of each topic to let you know the key knowledge children will gain during the topic.

At the back of the booklet are our learning to learn skills which are taught progressively and explicitly in all year groups to ensure our pupils leave the school as 'well rounded' individuals. It also contains our 'Infinite Eight' enrichment offer for the year.

This is a 'snapshot' of our curriculum and more information on skills progression for each curriculum area can be found in our subject 'Steps in Learning' which are our key progression documents.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's class teacher.

Please find below an overview of the topics that your child will cover this year:

Blossom Class Topics – Cycle B	
Autumn 1	Ourselves
Autumn 2	Toys
Spring 1	On the move
Spring 2	Spring and growth
Summer 1	Space
Summer 2	Out and about



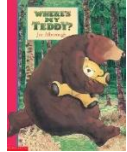
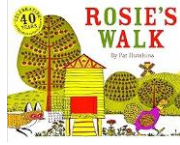
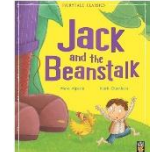
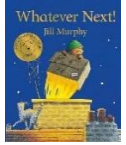
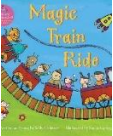
The school vision, motto and values have directed our curriculum intent and design and are interwoven within in.

"I have come so that they may have life and have it to the full." John
10:10

Believe. Achieve. Shine.



Summerseat Methodist Primary School – 2026-27 Long Term Plan – Cycle B

Autumn Term		Spring Term		Summer Term	
English - Writing					
Core Text:	Core Text:	Core Text:	Core Text:	Core Text:	Core Text:
					
The Colour monster Anna Llenas	Where's my teddy? Jez Alborough	Rosie's Walk Pat Hutchins	Jack and the Beanstalk Mara Alperin	Whatever Next! Jill Murphy	The Magic Train Ride Sally Crabtree
Additional Text: My body Jill Macdonald	Additional Text: Toys in the Past Joanna Brundle	Additional Text: DK This is how we keep healthy	Additional Text: DK: I can grow a flower Dawn Sirett	Additional Text: National Geographic: First big book of space	Additional Text: National Trust: Look and say what you see at the seaside
Rhyme					
Heads, shoulders, knees and toes If you're happy and you know it This is the way we brush our teeth One finger, one thumb	Teddy Bear Picnic I Have a Little Teddy Bear Teddy Bear, Teddy Bear, Turn Around My Dolly Has a Dress On The Toymaker's Shop (action song)	The Hokey Cokey The Grand Old Duke of York We're Going on a Bear Hunt	Mary, Mary, Quite Contrary Old MacDonald Had a Farm It's raining, it's pouring Rain, rain, go away	Hey Diddle Diddle Five Little Men in a Flying Saucer Twinkle, Twinkle, Little Star Zoom, Zoom, Zoom, We're Going to the Moon	The Wheels on the Bus Row, Row, Row Your Boat A Sailor Went to Sea, Sea, Sea Down at the Station
Mathematics					
Finger perception Colours Sorting and classification	Finger numbers to 5 Count to 5 Subitising 1 and 2 Comparing size – bigger/smaller	Subitise to 4 More than 1:1 correspondence to 5 Sequence AB	Recognising 2D shapes Positional language Directional language	Counting out from a larger group 1 more/less Comparing size – length Capacity weight	Environmental patterns Sequencing time Subitise to 5 Counting to 10
Science					
Animals including humans My Body My Senses	Movement Push and pull	Animals including humans Moving and Growing	Plants	Movement, forces and magnets and Materials Forces and Moving	Materials Materials changing

		Animals including Humans Health and Growth			
RE					
Christian Way of Life	Spirituality, Festivals & Celebrations	Religious Symbols	Celebrations & Festivals including Easter, Learning about Jesus	Awe and Wonder	Special World
History					
	Changes within living memory Toys: Old and New Toys Past and Present	Events beyond living memory Transport: Past and Present The First Aeroplane Flight		Significant individuals & events beyond living memory Neil Armstrong The First Moon Landing	
Geography					
Place Knowledge My Places Home, School and My Local Area			Human & Physical Geography Weather, Seasons and the Natural Environment		Locational & Place Knowledge Maps, Positions and Locations Our Local Community
Art					
Collage Portrait			Drawing Plants	Painting Colours and light	
DT					
	Mechanisms Making toys	DT- Food Technology Eating Fruit and Vegetables			3D Structures Making a fairy garden
PE					
Stability skills (Gymnastics/Dance)		Locomotor skills (Athletics)		Object control skills (Games)	
Balancing/static poses	Turning	Jumping	hopping	kicking	dribbling/striking
PSHE					
Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
One lesson every half term has an Anti-Bullying and No Outsiders focus.					

Computing					
Mouse and track pad skills	Robots	Drawing skills	Hardware including cause and effect	Safety and Privacy	Keyboard skills
Online Safety – Delivered throughout the year					
Music					
Beat and tempo	Sound Around Us	Listening and Enjoyment	Making Music Together	Creating with sound	Music and movement
Life skills					
Settling into school Following a visual timetable Transitioning between activities Finding own peg Carrying own belongings Recognising familiar adults Greeting familiar people Joining a small group Requesting help Making simple choices	Looking After Classroom Tidying away Putting belongings in the correct place Looking after classroom resources Following simple routines Making choices Helping with classroom jobs Recognising safe and unsafe items	Looking after myself Putting on / taking off own coat Putting on / taking off shoes Pulling up/down trousers after toileting Fetching nappy, wipes or changing equipment (where appropriate) Carrying personal belongings Putting dirty clothes into a bag (where appropriate) Recognising own belongings	Working together Sharing equipment Taking turns Helping friends Working alongside others Solving simple problems together Waiting appropriately	Cooking and baking Following a picture recipe Measuring ingredients Mixing ingredients Scooping and spooning Decorating biscuits or cakes Rolling and shaping dough Setting the table Washing up simple equipment Clearing away after cooking	Looking after our world Recycling materials Sorting objects into groups Watering plants Caring for outdoor spaces Picking up litter safely (using litter pickers if appropriate) Looking after classroom resources Saving water Helping keep shared spaces clean and tidy Respecting nature and living things
Practical experience - suggestions					
Classroom routines Snack routines Choosing and returning resources Circle time Daily transitions	Cleaning tables Tidying provision Sorting resources Pushing in chair	Coat practice Dressing dolls/teddies Dressing after outdoor play Independence routines	Partner games Collaborative art Team challenges Shared classroom jobs	Baking Fruit kebabs Wraps Pizza making Picnic preparation	Growing flowers or vegetables Watering plants Litter picking Making bird feeders or bug hotels

Skills

Organise

- Following a visual timetable
- Transitioning between activities
- Finding equipment
- Tidying away
- Looking after belongings
- Following visual instructions

Manage Myself

- Requesting a break
- Self-regulation
- Toileting routines
- Drinking independently
- Washing hands
- Managing emotions
- Coping with change

Work Together

- Joining groups
- Sharing resources
- Caring for others
- Cooking together
- Community visits

Communicate

- Requesting help
- Making choices
- Greeting others
- Turn taking
- Waiting
- Expressing preferences
- Sharing attention

Think Deeply

- Following sequences
- Solving simple problems
- Trying different ways
- Following recipes
- Making decisions

Keep Improving

- Trying something new
- Accepting mistakes
- Persevering
- Practising independence



A Pathway Two Child English

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Spoken English <i>(Oracy for writing: generating, discussing and performing)</i>	Listens to and joins in with familiar rhymes and stories. Begins to share ideas verbally in response to a visual or practical stimulus (e.g. picture, role play). Uses single words or short phrases to talk about what they want to draw or write. Listens to others' ideas in a small group.	Shares ideas orally from a picture, story, or experience in short sentences. Talks about what they want to write before making marks or attempting words. Joins in oral retelling of familiar stories with support. Reads back own marks or early writing with adult prompting.	Joins in with oral storytelling, songs, and rhymes with increasing confidence. Orally generates simple ideas in response to a shared stimulus (e.g. "dog", "car", "big"). Begins to talk in simple sentences about what they are drawing or writing. Starts to read back marks or pretend writing, showing awareness that writing carries meaning.	Orally generates and shares ideas in response to a stimulus, using linked sentences. Talks about their writing to a peer or adult, explaining what it says. Retells simple stories orally in sequence. Reads back own writing with growing clarity.	Contributes simple ideas orally in whole-class or group discussions. Builds on own and others' ideas using short phrases or simple sentences. Attempts to orally retell a simple event or story. Reads back own name and simple marks with support, showing growing pride in sharing.	Confidently shares oral ideas for writing in sentences, building on what others say. Orally rehearses sentences before writing them down. Retells stories orally with a clear beginning, middle and end. Reads back own writing audibly and with increasing confidence to a peer or group.
	End of Year Assessment: Children use longer sentences (4–6 words) and a wider vocabulary to share ideas from a stimulus, build on others' ideas in conversation, and tell simple stories, preparing them to orally rehearse sentences and read back writing.			End of Year Assessment: ELG: 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. ELG: Make comments about what they have heard and ask questions to clarify their understanding. ELG: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. ELG: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. ELG: 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. ELG: Perform songs, rhymes, poems and stories with others		
Composition: Sentences	Experiment with mark making using a range of tools. Begin to attribute meaning to marks ("that says mummy").	Orally rehearse what they want to write (think it, say it). Use initial sounds when representing words in writing.	Begin to give meaning to marks (labels, initial letter attempts). Orally generate simple ideas in response to a stimulus. Begin to "think and say" before mark making/writing.	Orally rehearse and record simple sentences with support. Write simple captions or phrases that can be read by others.	Orally compose simple sentences about their play, pictures, or stories. Make letter-like shapes and some recognisable letters in writing.	Write simple sentences independently that can be read by others. Spell words by identifying sounds and representing them with letters (phonetically plausible).

	Talk about pictures and mark making in response to stories/rhymes. Begin to orally share ideas using simple sentences.	Begin to write simple labels or captions using known letters. Attempt to write simple CVC words by segmenting. Begin to leave spaces between words.	Join in with oral story retelling using familiar phrases.	Use phonic knowledge to spell words by identifying sounds. Leave spaces between words. Sequence two or three ideas to form a short piece (e.g. retelling a story).	Begin to sequence ideas orally (first, then, next). Use vocabulary from stories or experiences when talking and mark making.	Use some tricky words correctly in writing. Write short narratives or information sentences with a beginning, middle and end (simple).
	End of Year Assessment:: Orally compose simple sentences about their play, pictures, or stories. Make letter-like shapes and some recognisable letters in writing. Begin to sequence ideas orally (first, then, next). Use vocabulary from stories or experiences when talking and mark making.			End of Year Assessment: ELG: Spell words by identifying sounds in them and representing the sounds with a letter or letters. ELG: Write simple phrases and sentences that can be read by others.		
Punctuation	I know the difference between print and pictures and am starting to notice things in print.	Recognise a capital letter at the start of a name. Start to recognise capital letters at the start of a sentence. Recognises and start to use finger spaces between words. Starts to notice full stops.	I know the difference between print and pictures and am starting to notice things in print.	I am beginning to know that you need a full stop at the end of a sentence. I am beginning to start sentences with capital letters. I am starting to use capital letters for names. I use finger spaces between words, with support.	I notice that there are spaces between words. I am starting to notice full stops. I am beginning to recognise some letters in print.	I remember a full stop at the end of my sentence. I can start my sentences with capital letters. I am starting to use capital letters for names. I use finger spaces between words.
	End of Year Assessment: I notice that there are spaces between words. I am starting to notice full stops. I am beginning to recognise some letters in print.			End of Year Assessment: I remember a full stop at the end of my sentence. I can start my sentences with capital letters. I am starting to use capital letters for names. I use finger spaces between words.		
Composition: Editing	Talks about own marks, explaining what they have drawn or written. Notices when something is “missing” (e.g. says “that’s mummy” but adds eyes when prompted).	Reads back marks, letters, and simple words with adult support. Begins to notice when letters are missing or unclear in vc / cvc words.	Begins to re-read own name or simple symbols/marks with adult support. Says if something “doesn’t look right” in their own attempts (e.g. missing letters in name).	Re-reads words, short captions or sentences they have written. Begins to spot when something “doesn’t sound right” and makes small oral corrections.	Re-reads marks or early letters with growing independence. Makes small changes to writing/drawing after feedback (e.g. adds letters, adds detail).	Re-reads writing with growing independence to check it makes sense. Makes simple changes (e.g. add missing word, change incorrect letter) with support.
	End of Year Assessment: Re-reads marks or early letters with growing independence. Makes small changes to writing/drawing after feedback (e.g. adds letters, adds detail).			End of Year Assessment: Re-read what they have written to check that it makes sense.		
Spelling	Enjoys listening to rhymes, songs, and stories with repetitive patterns. Begins to join in with rhymes and notices when words sound the same.	Begins to hear individual sounds in words. Starts to represent sounds with letters in mark-making or writing.	Counts or claps syllables in words with growing independence. Recognises words with the same initial sound (e.g. *sun, sock, sandwich*).	Segments words into sounds and represents most with a letter or letters. Spells simple CVC and VC words using taught GPCs.	Consistently counts or claps syllables in a word. Recognises words with the same initial sound (e.g. *sun, sock, sandwich*).	Spells words by identifying the sounds and representing them with the correct letters. Writes increasingly phonically plausible

	Shows awareness of syllables by clapping along to their name or familiar words. Begins to hear and talk about initial sounds in words.	Spells some words phonetically plausible using the taught grapheme–phoneme correspondences (GPCs). Writes initial sounds to represent words (e.g. *d* for *dog*).	Identifies some initial sounds in spoken words. Shows awareness that words can be broken down into smaller sounds.	Begins to use some digraphs and trigraphs in spelling words (e.g. *ship, night*). Spells some simple tricky words (e.g. *the, to, no, go*).	Demonstrates awareness that words can be split into sounds (phonemes). Orally blends and segments simple CVC and VC words (e.g. *c-a-t → cat*, *in → i-n*).	attempts at longer words (e.g. *jump* for *jumped*). Spells a growing number of tricky words correctly in independent writing. Applies phonics knowledge to write captions and short sentences.
	End of Year Assessment: Develop their phonological awareness, so that they can: Count or clap syllables in a word Recognise words with the same initial sound and identify the initial sounds in words. Build awareness that words can be broken up into sounds. Orally blend and segment simple cvc and vc words			End of Year Assessment: ELG: Spell words by identifying sounds in them and representing the sounds with a letter or letters.		
Handwriting	Explore large-muscle movements through play (e.g. waving ribbons, using climbing equipment, painting on a big scale). Begin to use gross motor control to make marks with tools (brushes, chalks, pens). Start to experiment with holding writing tools in different ways. Begin to notice which hand feels more comfortable when making marks.	Hold a pencil effectively in preparation for fluent writing, usually using a tripod grip. Show accuracy and care when drawing and making marks. Begin to write recognisable letters from their name. Start to understand that letters belong to different families. Form some lower-case letters with growing control and accuracy.	Use large-muscle and increasingly controlled arm movements to make marks, shapes and patterns. Start to hold pens and pencils with a more comfortable grip, beginning to use thumb and fingers. Show growing consistency in hand preference. Begin to use print knowledge in play (e.g. scribbles with direction, starting at top of page). Attempt to write meaningful marks such as initial letters or symbols for familiar words.	Consistently use the tripod grip when holding a pencil. Show increasing accuracy and control when drawing and writing. Start to be aware of writing position - sit on a chair with a straight back and feet on the floor. Write recognisable letters, many of which are correctly formed. Form more lower-case letters accurately, starting to group by letter families. Begin to form some capital letters with support and guidance.	Use large-muscle movements confidently to support fine motor control (e.g. streamers, painting, digging). Hold writing tools with good control, beginning to use a three-finger grip. Show a clear preference for a dominant hand. Use some letter knowledge in early writing (e.g. writing 'm' for mummy, 'd' for dad). Begin to write some or all of their name. Write some letters with emerging accuracy.	Use a fluent tripod grip independently. Build awareness of writing position - sit on a chair with a straight back and feet on the floor. Form lower-case letters with increasing accuracy and consistency. Write recognisable letters, most correctly formed. Begin to form capital letters, focusing on those in their own name and familiar words. Build more understanding of letter families
	End of Year Assessment: Use large-muscle movements to wave flags and streamers, paint and make marks. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.. Write some or all of their name. Write some letters accurately.			End of Year Assessment: ELG: Write recognisable letters, most of which are correctly formed ELG: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. ELG: Begin to show accuracy and care when drawing. Start to know about letter families. Form lower-case and capital letters with increasing accuracy.		

Phonics Pathway 2

supersonic Phonic Friends

Level of Need	Description	Approach
Core Pathway Ordinarily Available Provision (Most Children)	Minor or no additional needs; can access standard programme – <i>may need some adaptations to succeed</i>	Core Supersonic Phonic Friends, with minor adaptations if needed (e.g. phonic follow up and/or repeated micro learning repetitions) <i>Some children may need adaptation to access resources and sessions rather than the content.</i>
Additional Pathway – SEN Support / Lowest 20% (Some Children)	Children with some barriers (cognition, learning, or other needs)	Core programme with targeted adaptations and repeated micro learning repetitions: phonic follow up, slower pace, smaller groups, extra pre/post teaching (Supersonic Six), hands-on activities; maintaining high ambition.
Enhanced Pathway – High-level SEND / EHCP (Few Children)	Children with significant gaps or cognition/learning needs, may have EHCP	Bespoke pathway with alternative Supersonic Phonic Friends' SEND Levelled Lessons: daily repeated micro learning repetitions, precision teaching, phonic follow up, scaffolded resources, oracy support, multi-sensory reinforcement; maintaining ambition, focusing on phonic skills progressively, assessing progress closely. May work on recommendations by other enhanced professionals e.g. Speech and Language Therapists, Educational Psychologists etc. or awaiting support.

Level	Focus
Level 1	Listen (alliteration)
Level 2	Listen & Recognise (oral segmenting and blending)
Level 3	Listen, Recognise & Build
Level 4	Listen, Recognise, Build & Read
Level 5	Listen, Recognise, Build, Read & Write



A Pathway Two Child Mathematics

Foundation 1	Foundation 2
Number and Pattern	
- recite numbers past 5. - say one number name for each item in order: 1, 2, 3, 4, 5. - know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). - develop fast recognition of up to 3 objects, without having to count them individually ('subitising') - show 'finger numbers' up to 5 - link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 - experiment with their own symbols and marks as well as numerals - link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 - experiment with their own symbols and marks as well as numerals - understand the 'one more than/one less than' relationship between consecutive numbers - explore the composition of numbers to 10 - shows an interest in representing numbers. - experiment with their own symbols and marks, as well as numerals	- count beyond ten. - count objects, actions and sounds. - subitise. - link the number symbol (numeral) with its cardinal number value - link the number symbol (numeral) with its cardinal number value - have a deep understanding of numbers to 10, including the composition of each number - 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 - automatically recall number bonds for numbers 0-5 and some to 10 - in practical activities and discussion, begins to use the vocabulary involved in adding and subtracting records, using marks that they can interpret and explain - experiment with their own symbols and marks, as well as numerals

Foundation 1	Foundation 2
Shape, Space, Measure	
- talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round' - select shapes appropriately: flat surfaces for a building, a triangular pattern for a roof, etc. - combine shapes to make new ones – an arch, a bigger triangle, etc. - understand position through words alone – for example, "The bag is under the table," – with no pointing - describe a familiar route - discuss routes and locations, using words like 'in front of' and 'behind' - talk about and identify the patterns around them. For example, stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc - extend and create ABAB patterns – stick, leaf, stick, leaf - notice and correct an error in a repeating pattern. - make comparisons between objects relating to size, length, weight and capacity - begin to describe a sequence of events, real or fictional, using words, such as 'first', 'then...	- Name simple 2D and 3D shapes and their properties - select, rotate and manipulate shapes in order to develop spatial reasoning skills - compose and decompose shapes so that children can recognise a shape can have other shapes within it, just as numbers can. - continue, copy and create repeating patterns - compare length, weight and capacity
Using and Applying	
- Applies mathematical skills in practical play and everyday routines. - Uses mathematical vocabulary to explain thinking. - Chooses appropriate resources. - Transfers learning to new situations. - Perseveres with challenges.	- Selects and applies mathematical knowledge independently to solve increasingly complex problems. - Explains strategies and reasons about mathematical ideas. - Selects efficient strategies. - Applies learning flexibly across the curriculum and everyday life. - Reflects on, checks and improves solutions.

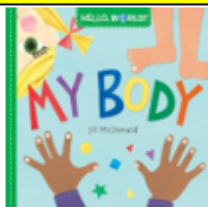


Pathway 2

Knowledge Organiser

Block B – Autumn 1
Ourselves

Key Texts



Key Songs / Rhymes:

Heads, shoulders, knees and toes / If you're happy and you know it / This is the way we brush our teeth / One finger, one thumb

Understanding the World - Science

Head

Tummy

Arms

Legs

Back

Hands

Feet

Eyes

Ears

Nose

Mouth

See

Hear

Touch

Taste

Smell

Progression in Skills and Knowledge - Science

Foundation 1

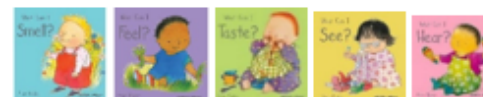
Foundation 2

Scientific Skills

- Use all their senses in hands-on exploration of natural materials.
- Talk about what they see, using a wide vocabulary.
- Explore the natural world around them.
- Talk about what they see, using a wide vocabulary.

Animals including humans

- Continue developing positive attitudes about the differences between people. (Notice differences is earlier)
- I can point to some parts of my body.
- I can name parts of my body.

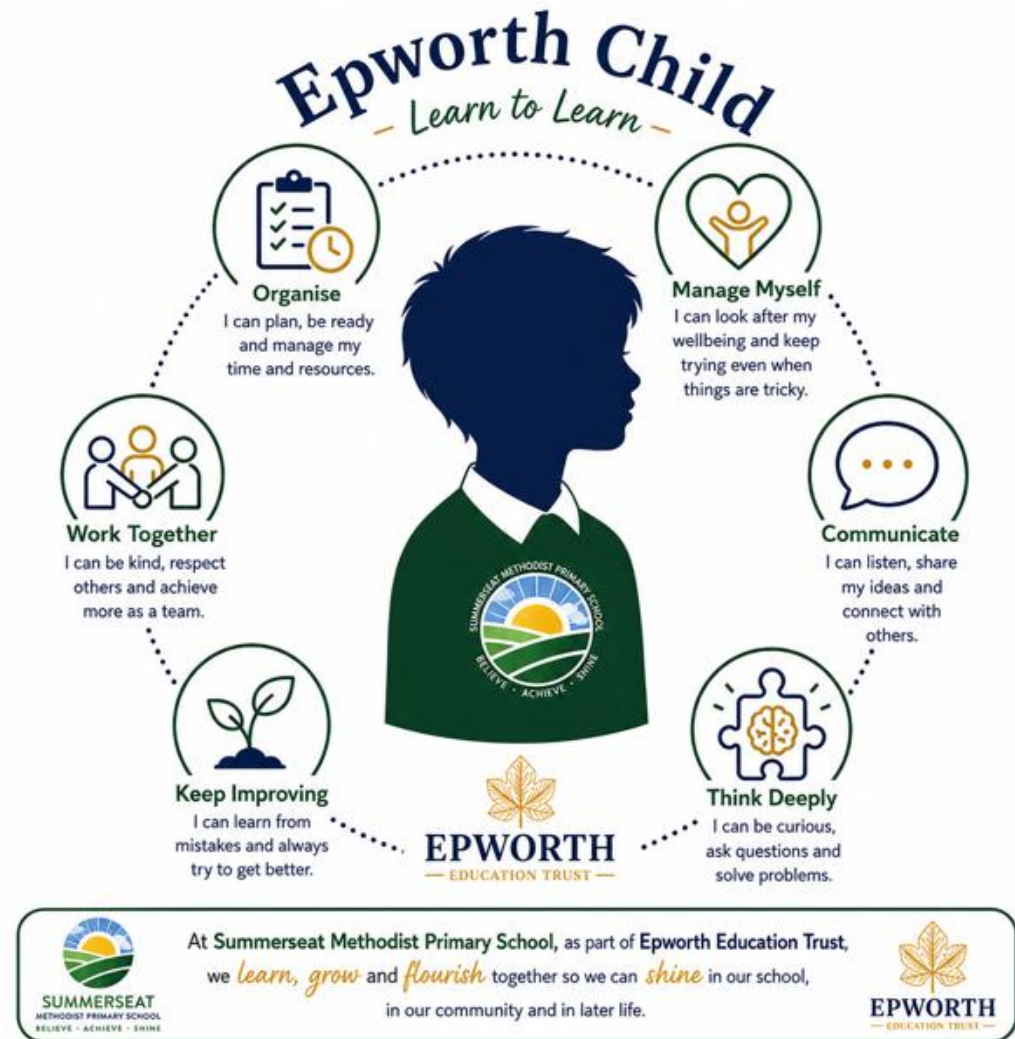
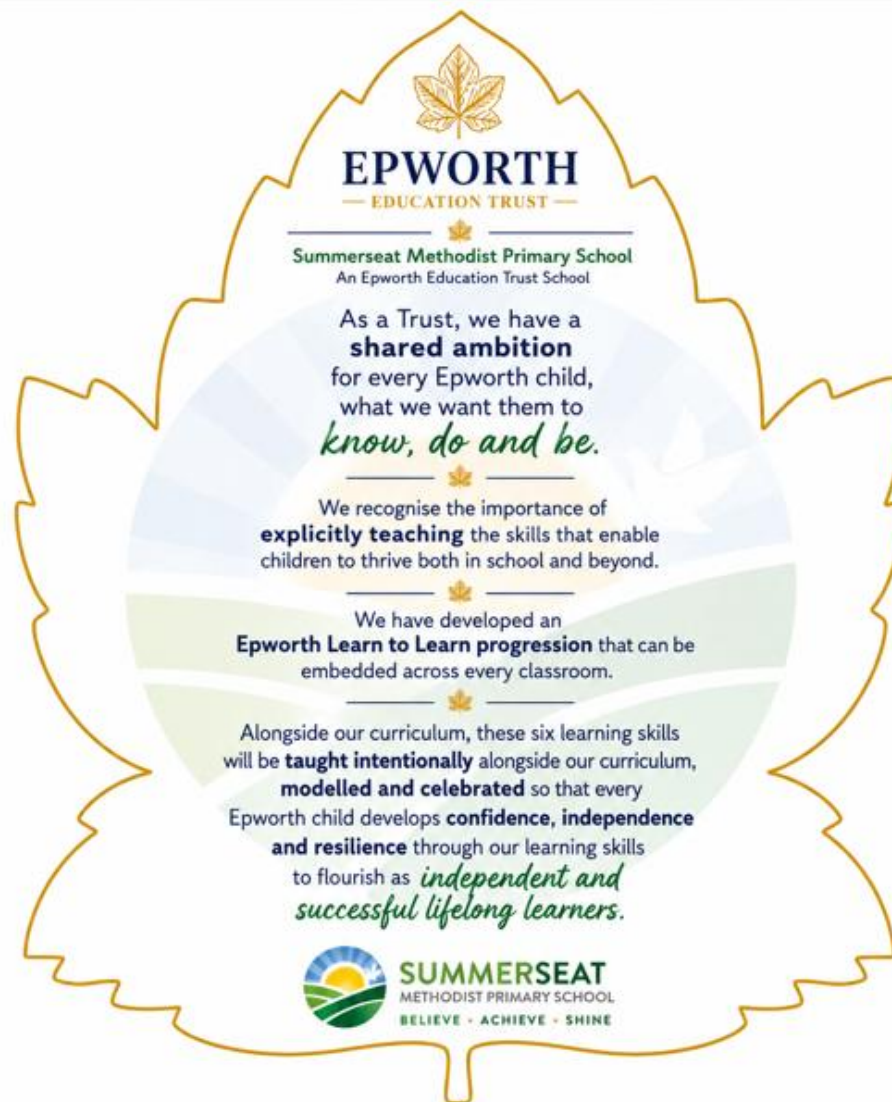


This half term, we will:

- Identify and name familiar parts of our body and face.
- Explore similarities and differences between people and animals.
- Investigate the world using our senses and describe what we see, hear, feel, smell and taste.
- Explore and compare different sensory experiences and communicate our preferences.
- Develop our scientific vocabulary to describe what we notice.
- Begin to understand how different parts of our body help us to see, hear, smell, feel and taste.

Understanding the world - Geography														
school	<table><tr><th colspan="2">Progression in Skills and Knowledge - Geography</th></tr><tr><th>Foundation 1</th><th>Foundation 2</th></tr><tr><th colspan="2">Enquiry and investigation</th></tr><tr><td> - Talk about what they see, using new vocabulary heard in discussions and texts (fiction and non-fiction). </td><td> - Talk about what they see, using a wide vocabulary. </td></tr><tr><th colspan="2">Locational knowledge</th></tr><tr><td> - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. </td><td> - I know I live in Summerseat near Bury in England / the UK. - Know that there are different countries in the world. ELG - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps </td></tr></table>	Progression in Skills and Knowledge - Geography		Foundation 1	Foundation 2	Enquiry and investigation		Talk about what they see, using new vocabulary heard in discussions and texts (fiction and non-fiction).	Talk about what they see, using a wide vocabulary.	Locational knowledge		Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	- I know I live in Summerseat near Bury in England / the UK. - Know that there are different countries in the world. ELG - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	This half term, we will: - Explore and identify familiar places and features in our classroom and school, using geographical vocabulary to describe what we see. - Explore our outdoor spaces and describe and compare features of different environments. - Explore familiar places outside school and talk about how different places are used. - Explore our local area and identify familiar places and geographical features in Summerseat. - Use photographs and simple maps to help us recognise and locate familiar places. - Develop our geographical vocabulary to describe the places and environments we explore.
Progression in Skills and Knowledge - Geography														
Foundation 1		Foundation 2												
Enquiry and investigation														
Talk about what they see, using new vocabulary heard in discussions and texts (fiction and non-fiction).		Talk about what they see, using a wide vocabulary.												
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Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.		- I know I live in Summerseat near Bury in England / the UK. - Know that there are different countries in the world. ELG - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps												
Home														
Classroom														
Place														
Inside														
Outside														
Playground														
Road														
Park														
building														
Expressive art and design - art														
paint	<table><tr><th colspan="2">Progression in Skills and Knowledge - Art</th></tr><tr><th>Foundation 1</th><th>Foundation 2</th></tr><tr><th colspan="2">Artists and creative inspiration</th></tr><tr><td> - Begin to copy and try a variety of artistic effects. - Respond to creative experiences provided by an adult and say if they like or dislike the experience. </td><td> - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Respond to creative and aesthetic experiences, showing pleasure and enjoyment. - Look closely at the world through real experiences, objects and artefacts, in natural and made environments. </td></tr><tr><th colspan="2">Collage</th></tr><tr><td> - Explore different materials freely, to develop their ideas about how to use them and what to make. - Join different materials and explore different textures. </td><td> - Safely use and explore a variety of tools and techniques, within collage, experimenting with colour, design, texture, form and function. - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. </td></tr></table>	Progression in Skills and Knowledge - Art		Foundation 1	Foundation 2	Artists and creative inspiration		- Begin to copy and try a variety of artistic effects. - Respond to creative experiences provided by an adult and say if they like or dislike the experience.	- Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Respond to creative and aesthetic experiences, showing pleasure and enjoyment. - Look closely at the world through real experiences, objects and artefacts, in natural and made environments.	Collage		- Explore different materials freely, to develop their ideas about how to use them and what to make. - Join different materials and explore different textures.	- Safely use and explore a variety of tools and techniques, within collage, experimenting with colour, design, texture, form and function. - Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	This half term, we will: - Explore our own faces and facial expressions, identifying features and noticing how our faces change when we make different expressions. - Experiment with different mark-making techniques and explore the effects created by different tools and materials. - Create mixed-media portraits using collage techniques such as tearing, scrunching, layering and sticking. - Explore colour, texture, shape and position when creating facial features and hair. - Use natural materials to design and create faces, experimenting with different ways of arranging and joining materials. - Make deliberate choices about materials and techniques and communicate or explain the artistic effects we have created.
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tear														
layer														

Learn to Learn Skills





Learn to Learn Blossom



Learn to Learn
Blossom

We are learning how to become successful learners.



I can Organise

Getting myself ready to learn

- ✓ I can follow a visual timetable.
- ✓ I can transition between activities.
- ✓ I can find equipment.
- ✓ I can tidy away.
- ✓ I can look after belongings.
- ✓ I can follow visual instructions.



I can Manage Myself

Staying calm and ready to learn

- ✓ I can request a break.
- ✓ I can use strategies to self-regulate.
- ✓ I can follow toileting routines.
- ✓ I can drink independently.
- ✓ I can wash my hands.
- ✓ I can manage my emotions.
- ✓ I can cope with change.



I can Communicate

Sharing ideas and asking for help

- ✓ I can request help.
- ✓ I can make choices.
- ✓ I can greet others.
- ✓ I can take turns.
- ✓ I can wait.
- ✓ I can express my preferences.
- ✓ I can share my attention.



I can Work Together

Learning with and from others

- ✓ I can join groups.
- ✓ I can share resources.
- ✓ I can care for others.
- ✓ I can cook together.
- ✓ I can take part in community visits.



I can Keep Improving

Growing through challenge and mistakes

- ✓ I can try something new.
- ✓ I can accept mistakes.
- ✓ I can keep going even when it is difficult.
- ✓ I can practise independence.



I can Think Deeply

Questioning, connecting and solving problems

- ✓ I can follow sequences.
- ✓ I can solve simple problems.
- ✓ I can try different ways.
- ✓ I can follow recipes.
- ✓ I can make decisions.



Confident



Independent



Resilient

These are the learning skills we practise everyday.

Infinite Eight Enrichment Offer

The 'Infinite Eight' strategy outlines Epworth's offer of eight opportunities for children to enjoy meaningful experiences beyond the taught curriculum during their time in our Epworth Trust schools. Listed below are the minimum experiences your child will take part in this year.

