



Bilston CE Primary School EYFS Curriculum

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.” Statutory framework for the early years foundation stage, 2021

At Bilston CE Primary School, we understand that a child’s early development is paramount in laying the foundations for being successful learners in the future. During the year of Early Years education that we offer in Reception, we aim to provide a safe, **language rich**, stimulating environment that allows all learners to flourish through a bespoke, carefully planned curriculum, centred around the key skills and knowledge that we want our pupils at Bilston CE Primary to have and know, **enriched with a wealth of opportunities and experiences**. We aim to instil a love of learning in all of our children, making them inquisitive learners with a desire to know more. Through a clear progression of skills and knowledge in all 7 areas of learning, we aim to make rapid progress from a range of starting points to end of year learning goals with a drive to fully prepare our children for transition into the next phase of their education.

As a Church school, our curriculum is underpinned by the school’s core Christian values, these are evident through everything that we do and, regardless of faith, we aim that all of our children become kind, respectful, courageous and resilient in their learning and wider life.

As in all areas of the school, our practice is inclusive in Early Years. All children, regardless of special educational needs or disabilities, gender, ethnicity or socioeconomic background, are given every opportunity to achieve their full potential.

We value the contribution of parents and families, recognising that a strong partnership between school and home has a significant impact on a child’s academic and social development. We operate an ‘open door’ policy where all parents are welcome to share their successes and concerns and we have a range of support available to parents and families for whom this is necessary.

At Bilston CE Primary School, we pride ourselves on providing a nurturing, supportive, high quality early years education for our pupils that ignites a love of learning and creates firm foundations for lifelong learning.

As a school, we have carefully considered the range of starting points that our children have upon entering our Reception class from a variety of settings. Using experience of our pupils along with expectations of the 3-4 year milestones from Development Matters, we have identified the skills and knowledge that we expect and hope for our children upon entry in all seven areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design.

From this, we have mapped out the journey from entry to end of year goals, identifying how we will achieve not only the Early Learning Goals set out by the EYFS Framework, but also our own End of Summer milestones that we feel will enable successful transition into Year 1 for our children, providing breadth to the curriculum offer.

Learning in Early Years is ultimately led by the children, allowing children to take ownership of their learning, following their own interests and needs. This said, in order to provide a broad and balanced curriculum that covers progression of skills and knowledge in all areas of learning, we have planned out a topic based approach to learning that is **centred around language rich texts**. This allows us to make enhancements to the learning environment led by children’s interest in the texts but also plan opportunities to explicitly teach new learning.

Much of our continuous provision within the learning environment is open ended and allows children to lead their own learning, developing their confidence, resilience and independence as learners, in line with the Characteristics of Effective Learning:

- **Playing and Exploring** – Engagement - finding out and exploring, playing with what they know, being willing to ‘have a go’.
- **Active Learning** - Motivation – being involved and concentrating, persisting, being proud of their achievements.
- **Creative and Critical Thinking** – Thinking – having their own ideas, making links, working with ideas.

Autumn 1 – Marvellous Me!

<p>Harry and the Dinosaurs go to school by Ian Whybrow</p> 	<p>Topsy and Tim Start School by Jean and Gareth Adamson</p> 	<p>Peace at Last by Jill Murphy</p> 	<p>Whatever Next by Jill Murphy</p> 	<p>Love Makes a Family by Sophie Beer</p> 	<p>My Mum and Dad make me laugh by Nick Sharratt</p> 	<p>Simon Sock by Sue Hendra and Paul Linnet</p> 
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Communication and Language

Listening, Attention and Understanding

<p><i>Getting to know children and, through their play, assessing children’s ability to:</i></p> <p>Follow single step instructions ‘Hang up your coat. Sit on the carpet...’</p> <p>Sit and listen to a story with pictures.</p> <p>Join in with songs, rhymes and poems.</p>	<p>Predict the routines of the day.</p> <p>Sit and listen to a story with pictures, answering questions to show their understanding (see Literacy – comprehension)</p> <p>Join in with repeated refrains.</p> <p>Engage with both fiction and non-fiction texts.</p> <p>Enjoy listening to stories.</p>
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Speaking

<p><i>Getting to know children and, through their play, assessing children’s ability to:</i></p> <p>Speak in sentences of 4-6 words.</p>	<p>Speak in longer, coherent sentences.</p> <p>Use a variety of question words – what, where, who?</p> <p>Learn and use new vocabulary.</p> <p>Join in a conversation with an adult or peer and continue the conversation, taking their turn to speak.</p>
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<p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Respond to questions or simple conversations with an adult or child.</p> <p>Talk about events that are relevant to them in the present.</p> <p>Recall some key moments that are important to them in the past. Usually use past tense regular verbs correctly (need – needed, shout – shouted...)</p> <p>Anticipate what might happen in the immediate future. 'Putting on my coat = going outside.'</p>	<p>Use a wider range of irregular verbs accurately in the past. (eat – ate, see – saw, go – went...)</p> <p>Talk about future events in their daily routine, using prompts to support where appropriate – 'Now I am eating my lunch, next I will go out to play.'</p>
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Personal, Social and Emotional Development

Self Regulation

<p><i>Getting to know children and, through their play, assessing children's ability to:</i></p> <p>Identify things that they like to do and things that they think they are good at.</p> <p>Separate from their parent/carer with greater confidence.</p> <p>Show kindness to others.</p> <p>Identify different emotions: happy, sad, angry, excited</p>	<p>Talk about their physical appearance and character in positive terms.</p> <p>Accept positive comments from others.</p> <p>Talk about others in positive terms, saying what they like about them.</p> <p>Accept when their wishes aren't immediately met.</p> <p>Understand that things can't always go their way.</p> <p>Be empathetic and understand how their actions can affect others.</p> <p>Identify different emotions and think about what causes them to feel certain emotions</p>
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Managing Self

<p><i>Getting to know children and, through their play, assessing children's ability to:</i></p> <p>Try new activities with or without adult support.</p> <p>Follow simple rules and routines within the new setting. <i>Creating our Class Rules</i></p> <p>Use the toilet independently.</p> <p>Remember to wash their hands when they use the toilet.</p>	<p>Independently try new activities.</p> <p>Beginning to persevere, with adult support, when tasks prove difficult.</p> <p>Know and can talk about the rules of the setting.</p> <p>Manage their own personal hygiene within school, understanding why we wash our hands before eating and after toileting.</p> <p>Know that sleep is important to their wellbeing.</p>
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Building Relationships

<p><i>Getting to know children and, through their play, assessing children's ability to:</i></p> <p>Play alongside others.</p> <p>Be kind to others.</p>	<p>Build a close relationship with 1 or more of their peers.</p> <p>Engage in play opportunities with other children.</p> <p>Engage in play and conversation with familiar adults and children.</p>
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Usually speak to familiar adults and children.	
Physical Development	
Gross Motor Skills	
<p><i>Getting to know children and, through their play, assessing children's ability to:</i></p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Make large circular and linear movements with their arms. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<p>Show improved balance on a range of climbing equipment. Move and stop confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Further developing the skills needed to manage the school day successfully: - lining up and queuing - mealtimes</p>
Fine Motor Skills	
<p><i>Getting to know children and, through their play, assessing children's ability to:</i></p> <p>Show a preference for a dominant hand. Hold scissors appropriately and safely. Mark make using a range of small tools (pens, crayons, paintbrushes, chalk...)</p>	<p>Hold my pencil with an effective grip. Mark make on a small scale and beginning to write recognisable letters and numbers. Cut with scissors showing some control. Show increasing control when mark making with a range of small tools.</p>
Literacy	
Comprehension	
<p><i>Getting to know children and, through their play, assessing children's ability to:</i></p> <p>Know that text carries meaning. Hold a book and turn the pages carefully. Talk about the pictures in a book. Who are the characters? What are they doing?</p>	<p>Identify the parts of a book. Show an awareness that English language is read from left to right. Make simple predictions about what might happen next. Retell a story in simple terms. Beginning to understand 'why' questions. 'Why couldn't Mr. Bear sleep?'</p>
Word Reading	
<p><i>Getting to know children and, through their play, assessing children's ability to:</i></p> <p>Hear the initial sound in words.</p>	<p>Read all Set 1 Sounds. Orally blend the sounds in words.</p>
Writing	
<p><i>Getting to know children and, through their play, assessing children's ability to:</i></p>	<p>Hear some of the sounds in words and record them using recognisable letters. Write their name.</p>

Speak in sentences. Give meaning to the marks they make.				
Mathematics				
Number				
<p><i>Getting to know children and, through their play, assessing children's ability to:</i></p> <p>Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Experiment with their own symbols and marks as well as numerals. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Identify which group has the largest/smallest amount. Identify which group has most/more and least/less. Put two groups of objects together and count them to find the total amount. Solve simple real world mathematical problems with numbers up to 5 with apparatus and support.</p>	<p>Count objects, actions and sounds. 1:1 correspondence to 10</p> <p>Developing fast recognition of up to 3 objects, without having to count them individually ('subitising').</p>	<p>Link numerals and amounts: for example, showing the right number of objects to match the numeral (numbers to 3)</p> <p>Developing fast recognition of up to 3 objects, without having to count them individually ('subitising').</p>	<p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, (numbers to 5).</p> <p>Developing fast recognition of up to 3 objects, without having to count them individually ('subitising').</p>	<p>More than / less than Identifying groups with the same number of things</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p>
Numerical Patterns				
<p><i>Getting to know children and, through their play, assessing children's ability to:</i></p> <p>Copy and continue an AB pattern Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p>	<p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Link to sequencing events from the story</p>		<p>Make their own AB pattern (stick, leaf, stick, leaf...) Spotting an error in an AB pattern Identifying the unit of repeat</p> <p>Link to patterns in the story</p>	
Spatial Awareness				
<p><i>Getting to know children and, through their play, assessing children's ability to:</i></p> <p>Name some familiar shapes. Beginning to select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p>		<p>Talk about and explore 2D shapes (squares, circles, triangles, rectangles) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p>		<p>Describe the position of something ('Where is the teddy? 'On top of the table.')</p>

Understanding the World					
Past and Present					
<p>Begin to make sense of their own life-story and their family's history.</p> <p>Talk about members of my immediate family and community. <i>Explore how different objects (past/present) work.</i></p>	<p>Talk about members of their immediate family and community. Understand that families can be different Name and describe people who are familiar to them. Talk about their own past. (Comparing me now to when I was younger).</p>	<p>Talk about members of their immediate family and community. Understand that families can be different Name and describe people who are familiar to them. Talk about their own past. (Comparing me now to when I was younger).</p>	<p>Talk about members of their immediate family and community. Understand that families can be different Name and describe people who are familiar to them. Talk about their own past. (Comparing me now to when I was younger).</p>	<p>Talk about members of their immediate family and community. Understand that families can be different Name and describe people who are familiar to them. Talk about their own past. (Comparing me now to when I was younger).</p>	<p>Talk about members of their immediate family and community. Understand that families can be different Name and describe people who are familiar to them. Talk about their own past. (Comparing me now to when I was younger).</p>
People, Cultures and Communities					
<p>Identify some familiar occupations – Police, Fire Fighter, Doctor, Nurse, Teacher...</p> <p>Develop positive attitudes about the differences between people. <i>Our friends – we are all unique and all special.</i></p>	<p>Show interest in different occupations. Identify the role of people with certain occupations. Know that there are different countries in the world. Talk about the differences they have experienced or seen in photos. Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Show interest in different occupations. Identify the role of people with certain occupations. Know that there are different countries in the world. Talk about the differences they have experienced or seen in photos. Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Show interest in different occupations. Identify the role of people with certain occupations. Know that there are different countries in the world. Talk about the differences they have experienced or seen in photos. Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Show interest in different occupations. Identify the role of people with certain occupations. Know that there are different countries in the world. Talk about the differences they have experienced or seen in photos. Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Show interest in different occupations. Identify the role of people with certain occupations. Know that there are different countries in the world. Talk about the differences they have experienced or seen in photos. Recognise that people have different beliefs and celebrate special times in different ways.</p>
The Natural World					
<p>Use their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Talk about what they see, using a developing range of vocabulary. Explore the natural world around them.</p>	<p>Talk about what they see, using a developing range of vocabulary. Explore the natural world around them.</p>	<p>Talk about what they see, using a developing range of vocabulary. Explore the natural world around them.</p>	<p>Talk about what they see, using a developing range of vocabulary. Explore the natural world around them.</p>	<p>Talk about what they see, using a developing range of vocabulary. Explore the natural world around them.</p>

<p>Describe patterns in the natural world (colours/shapes/stripes/spots...) Describe different weather types and changes. Describe their immediate environment. <i>Exploring our new learning environment.</i></p>	<p>Describe what they see, hear and feel whilst outside. Identify how living things adapt to their environment. Observe and describe living things including plants and animals. Understand the effect of changing seasons on the natural world around them. Explore the differences between materials and changes – freezing/melting/mixing/dissolving Recognise some environments that are different to the one in which they live.</p>	<p>Describe what they see, hear and feel whilst outside. Identify how living things adapt to their environment. Observe and describe living things including plants and animals. Understand the effect of changing seasons on the natural world around them. Explore the differences between materials and changes – freezing/melting/mixing/dissolving Recognise some environments that are different to the one in which they live.</p>	<p>Describe what they see, hear and feel whilst outside. Identify how living things adapt to their environment. Observe and describe living things including plants and animals. Understand the effect of changing seasons on the natural world around them. Explore the differences between materials and changes – freezing/melting/mixing/dissolving Recognise some environments that are different to the one in which they live.</p>	<p>Describe what they see, hear and feel whilst outside. Identify how living things adapt to their environment. Observe and describe living things including plants and animals. Understand the effect of changing seasons on the natural world around them. Explore the differences between materials and changes – freezing/melting/mixing/dissolving Recognise some environments that are different to the one in which they live.</p>	<p>Describe what they see, hear and feel whilst outside. Identify how living things adapt to their environment. Observe and describe living things including plants and animals. Understand the effect of changing seasons on the natural world around them. Explore the differences between materials and changes – freezing/melting/mixing/dissolving Recognise some environments that are different to the one in which they live.</p>
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Expressive Art and Design

Creating with Materials

<p><i>Lots of opportunities to assess children's experiences with creating with a range of materials.</i></p> <p>Identify colours. Know what paint feels like. Use a given object to print using paint or ink pad. Enjoy playing with playdough. Give meaning to the marks they make. Make large circular and linear marks. Make simple structures such as towers using construction materials (including junk modelling) Join different materials and explore different textures.</p>	<p>Use appropriate colours for given tasks. Explore colour mixing with some support. Use different tools to paint including their hands. Print using a range of objects. Choose appropriate tools to roll, mould and cut playdough. Make recognisable attempts at drawing</p>	<p>Use appropriate colours for given tasks. Explore colour mixing with some support. Use different tools to paint including their hands. Print using a range of objects. Choose appropriate tools to roll, mould and cut playdough. Make recognisable attempts at drawing</p>	<p>Use appropriate colours for given tasks. Explore colour mixing with some support. Use different tools to paint including their hands. Print using a range of objects. Choose appropriate tools to roll, mould and cut playdough. Make recognisable attempts at drawing</p>	<p>Use appropriate colours for given tasks. Explore colour mixing with some support. Use different tools to paint including their hands. Print using a range of objects. Choose appropriate tools to roll, mould and cut playdough. Make recognisable attempts at drawing</p>	<p>Use appropriate colours for given tasks. Explore colour mixing with some support. Use different tools to paint including their hands. Print using a range of objects. Choose appropriate tools to roll, mould and cut playdough. Make recognisable attempts at drawing</p>
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<p>Make recognisable attempts at drawing familiar objects and people.</p>	<p>familiar objects and people. Their drawings contain some key features (eyes, smile, windows, door...) Explore which shapes stack and roll. Begin to make more complex structures with construction materials (everyday objects, houses, binoculars...)</p>	<p>familiar objects and people. Their drawings contain some key features (eyes, smile, windows, door...) Explore which shapes stack and roll. Begin to make more complex structures with construction materials (everyday objects, houses, binoculars...)</p>	<p>familiar objects and people. Their drawings contain some key features (eyes, smile, windows, door...) Explore which shapes stack and roll. Begin to make more complex structures with construction materials (everyday objects, houses, binoculars...)</p>	<p>familiar objects and people. Their drawings contain some key features (eyes, smile, windows, door...) Explore which shapes stack and roll. Begin to make more complex structures with construction materials (everyday objects, houses, binoculars...)</p>	<p>familiar objects and people. Their drawings contain some key features (eyes, smile, windows, door...) Explore which shapes stack and roll. Begin to make more complex structures with construction materials (everyday objects, houses, binoculars...)</p>
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Being Imaginative and Expressive

<p><i>Lots of opportunities to assess children's ability to:</i></p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar. Join in with some well-known nursery rhymes, recalling words and/or actions. Listen with increased attention to sounds. Explore musical instruments and the different sounds they make.</p>	<p>Use their creations in their play, building in a narrative. Develop a storyline in their pretend play. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Explore and engage in music making and dance, performing solo or in groups. Explore the sounds that instruments make and how we play them to make different sounds.</p>	<p>Use their creations in their play, building in a narrative. Develop a storyline in their pretend play. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Explore and engage in music making and dance, performing solo or in groups. Explore the sounds that instruments make and how we play them to make different sounds.</p>	<p>Use their creations in their play, building in a narrative. Develop a storyline in their pretend play. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Explore and engage in music making and dance, performing solo or in groups. Explore the sounds that instruments make and how we play them to make different sounds.</p>	<p>Use their creations in their play, building in a narrative. Develop a storyline in their pretend play. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Explore and engage in music making and dance, performing solo or in groups. Explore the sounds that instruments make and how we play them to make different sounds.</p>	<p>Use their creations in their play, building in a narrative. Develop a storyline in their pretend play. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Explore and engage in music making and dance, performing solo or in groups. Explore the sounds that instruments make and how we play them to make different sounds.</p>
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	(tapping, shaking, scraping...)	(tapping, shaking, scraping...)	(tapping, shaking, scraping...)	(tapping, shaking, scraping...)	(tapping, shaking, scraping...)
Computing					
	Explore and tinker with hardware to develop familiarity and introduce relevant vocabulary	Explore and tinker with hardware to develop familiarity and introduce relevant vocabulary Recognise that a range of technology is used in places such as homes and schools	Operate a camera and/or iPad and use it to take photographs.	Operate a camera and/or iPad and use it to take photographs.	Operate a camera and/or iPad and use it to take photographs.

Autumn 2 – Let's Pretend!

Diwali/Bonfire Night Celebrations 	The Three Little Pigs by Mara Alperin 	The Gingerbread Man (traditional tale) 	Jack and the Beanstalk (traditional tale) 	Goldilocks and The Three Bears (traditional tale) 	The Jolly Postman and The Jolly Christmas Postman by Janet and Allan Ahlberg 
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Communication and Language

Listening, Attention and Understanding

Predict the routines of the day.
 Sit and listen to a story with pictures, answering questions to show their understanding (see Literacy – comprehension)
 Join in with repeated refrains.
 Engage with both fiction and non-fiction texts.
 Enjoy listening to stories.

Speaking

Speak in longer, coherent sentences.
 Use a variety of question words – what, where, who?
 Learn and use new vocabulary.
 Join in a conversation with an adult or peer and continue the conversation, taking their turn to speak.
 Use a wider range of irregular verbs accurately in the past. (eat – ate, see – saw, go – went...)
 Talk about future events in their daily routine, using prompts to support where appropriate – ‘Now I am eating my lunch, next I will go out to play.’

Personal, Social and Emotional Development

Self Regulation

Talk about their physical appearance and character in positive terms.
Accept positive comments from others.
Talk about others in positive terms, saying what they like about them.
Accept when their wishes aren't immediately met.
Understand that things can't always go their way.
Be empathetic and understand how their actions can affect others.
Identify different emotions and think about what causes them to feel certain emotions

Managing Self

Independently try new activities.
Beginning to persevere, with adult support, when tasks prove difficult.
Know and can talk about the rules of the setting.
Manage their own personal hygiene within school, understanding why we wash our hands before eating and after toileting.
Know that sleep is important to their wellbeing.

Building Relationships

Build a close relationship with 1 or more of their peers.
Engage in play opportunities with other children.
Engage in play and conversation with familiar adults and children.

Physical Development

Gross Motor Skills

Show improved balance on a range of climbing equipment.
Move and stop confidently.
Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
Combine different movements with ease and fluency.
Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
Further developing the skills needed to manage the school day successfully: - lining up and queuing - mealtimes

Fine Motor Skills

Hold my pencil with an effective grip.
Mark make on a small scale and beginning to write recognisable letters and numbers.
Cut with scissors showing some control.
Show increasing control when mark making with a range of small tools.

Literacy

Comprehension

Identify the parts of a book.
Show an awareness that English language is read from left to right.
Make simple predictions about what might happen next.
Retell a story in simple terms.
Beginning to understand 'why' questions. 'Why couldn't Mr. Bear sleep?'

Word Reading					
Read all Set 1 Sounds. Orally blend the sounds in words.					
Writing					
Hear some of the sounds in words and record them using recognisable letters. Write their name.					
Mathematics					
Number					
<p>Consolidate work on numbers to 5:</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Developing fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>More than / less than Identifying groups with the same number of things</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p>	<p>I understand the 'one more than/one less than' relationship between consecutive numbers.</p>	<p>Number bonds to 5 Part-whole: identifying smaller numbers within a number (conceptual subitising – seeing groups and combining to a total)</p> <p>Explore the composition of numbers to 5.</p>	<p>Number bonds to 5 Part-whole: identifying smaller numbers within a number (conceptual subitising – seeing groups and combining to a total)</p> <p>Explore the composition of numbers to 5.</p>	<p>Number bonds to 5 Part-whole: identifying smaller numbers within a number (conceptual subitising – seeing groups and combining to a total)</p> <p>Explore the composition of numbers to 5.</p> <p>Inverse operations</p>	<p>Solve real world mathematical problems with numbers up to 5.</p>
Numerical Patterns					
<p>Notice and correct an error in a repeating pattern.</p>			<p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Daily routine</p>		
Spatial Awareness					
	<p>Developing spatial vocabulary</p>	<p>Developing spatial vocabulary</p>		<p>Make simple comparisons between objects relating to</p>	<p>Make simple comparisons between objects relating to</p>

	<p>Shape awareness: developing shape awareness through construction</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Identify some 2D and 3D shapes in the environment around me.</p>	<p>Shape awareness: developing shape awareness through construction</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Identify some 2D and 3D shapes in the environment around me.</p>		size, length, weight and capacity	size, length, weight and capacity
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Understanding the World

Past and Present

<p>Talk about members of their immediate family and community.</p> <p>Understand that families can be different</p> <p>Name and describe people who are familiar to them.</p> <p>Talk about their own past. (Comparing me now to when I was younger).</p>	<p>Talk about members of their immediate family and community.</p> <p>Understand that families can be different</p> <p>Name and describe people who are familiar to them.</p> <p>Talk about their own past. (Comparing me now to when I was younger).</p>	<p>Talk about members of their immediate family and community.</p> <p>Understand that families can be different</p> <p>Name and describe people who are familiar to them.</p> <p>Talk about their own past. (Comparing me now to when I was younger).</p>	<p>Talk about members of their immediate family and community.</p> <p>Understand that families can be different</p> <p>Name and describe people who are familiar to them.</p> <p>Talk about their own past. (Comparing me now to when I was younger).</p>	<p>Talk about members of their immediate family and community.</p> <p>Understand that families can be different</p> <p>Name and describe people who are familiar to them.</p> <p>Talk about their own past. (Comparing me now to when I was younger).</p>	<p>Talk about members of their immediate family and community.</p> <p>Understand that families can be different</p> <p>Name and describe people who are familiar to them.</p> <p>Talk about their own past. (Comparing me now to when I was younger).</p>
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People, Cultures and Communities

<p>Show interest in different occupations.</p> <p>Identify the role of people with certain occupations.</p> <p>Know that there are different countries in the world.</p> <p>Talk about the differences they have experienced or seen in photos.</p> <p>Recognise that people have different beliefs and</p>	<p>Show interest in different occupations.</p> <p>Identify the role of people with certain occupations.</p> <p>Know that there are different countries in the world.</p> <p>Talk about the differences they have experienced or seen in photos.</p> <p>Recognise that people have different beliefs and</p>	<p>Show interest in different occupations.</p> <p>Identify the role of people with certain occupations.</p> <p>Know that there are different countries in the world.</p> <p>Talk about the differences they have experienced or seen in photos.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Show interest in different occupations.</p> <p>Identify the role of people with certain occupations.</p> <p>Know that there are different countries in the world.</p> <p>Talk about the differences they have experienced or seen in photos.</p> <p>Recognise that people have different beliefs and</p>	<p>Show interest in different occupations.</p> <p>Identify the role of people with certain occupations.</p> <p>Know that there are different countries in the world.</p> <p>Talk about the differences they have experienced or seen in photos.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Show interest in different occupations.</p> <p>Identify the role of people with certain occupations.</p> <p>Know that there are different countries in the world.</p> <p>Talk about the differences they have experienced or seen in photos.</p> <p>Recognise that people have different beliefs and</p>
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The Natural World					
<p>Talk about what they see, using a developing range of vocabulary. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Identify how living things adapt to their environment. Observe and describe living things including plants and animals. Understand the effect of changing seasons on the natural world around them. Explore the differences between materials and changes – freezing/melting/mixing/dissolving Recognise some environments that are different to the one in which they live.</p>	<p>Talk about what they see, using a developing range of vocabulary. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Identify how living things adapt to their environment. Observe and describe living things including plants and animals. Understand the effect of changing seasons on the natural world around them. Explore the differences between materials and changes – freezing/melting/mixing/dissolving Recognise some environments that are different to the one in which they live.</p>	<p>Talk about what they see, using a developing range of vocabulary. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Identify how living things adapt to their environment. Observe and describe living things including plants and animals. Understand the effect of changing seasons on the natural world around them. Explore the differences between materials and changes – freezing/melting/mixing/dissolving Recognise some environments that are different to the one in which they live.</p>	<p>Talk about what they see, using a developing range of vocabulary. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Identify how living things adapt to their environment. Observe and describe living things including plants and animals. Understand the effect of changing seasons on the natural world around them. Explore the differences between materials and changes – freezing/melting/mixing/dissolving Recognise some environments that are different to the one in which they live.</p>	<p>Talk about what they see, using a developing range of vocabulary. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Identify how living things adapt to their environment. Observe and describe living things including plants and animals. Understand the effect of changing seasons on the natural world around them. Explore the differences between materials and changes – freezing/melting/mixing/dissolving Recognise some environments that are different to the one in which they live.</p>	<p>Talk about what they see, using a developing range of vocabulary. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Identify how living things adapt to their environment. Observe and describe living things including plants and animals. Understand the effect of changing seasons on the natural world around them. Explore the differences between materials and changes – freezing/melting/mixing/dissolving Recognise some environments that are different to the one in which they live.</p>
Expressive Art and Design					
Creating with Materials					
<p>Use appropriate colours for given tasks. Explore colour mixing with some support. Use different tools to paint including their hands. Print using a range of objects. Choose appropriate tools to roll, mould and cut playdough.</p>	<p>Use appropriate colours for given tasks. Explore colour mixing with some support. Use different tools to paint including their hands. Print using a range of objects. Choose appropriate tools to roll, mould and cut playdough.</p>	<p>Use appropriate colours for given tasks. Explore colour mixing with some support. Use different tools to paint including their hands. Print using a range of objects. Choose appropriate tools to roll, mould and cut playdough.</p>	<p>Use appropriate colours for given tasks. Explore colour mixing with some support. Use different tools to paint including their hands. Print using a range of objects. Choose appropriate tools to roll, mould and cut playdough.</p>	<p>Use appropriate colours for given tasks. Explore colour mixing with some support. Use different tools to paint including their hands. Print using a range of objects. Choose appropriate tools to roll, mould and cut playdough.</p>	<p>Use appropriate colours for given tasks. Explore colour mixing with some support. Use different tools to paint including their hands. Print using a range of objects. Choose appropriate tools to roll, mould and cut playdough.</p>

<p>Make recognisable attempts at drawing familiar objects and people. Their drawings contain some key features (eyes, smile, windows, door...) Explore which shapes stack and roll. Begin to make more complex structures with construction materials (everyday objects, houses, binoculars...)</p>	<p>Make recognisable attempts at drawing familiar objects and people. Their drawings contain some key features (eyes, smile, windows, door...) Explore which shapes stack and roll. Begin to make more complex structures with construction materials (everyday objects, houses, binoculars...)</p>	<p>Make recognisable attempts at drawing familiar objects and people. Their drawings contain some key features (eyes, smile, windows, door...) Explore which shapes stack and roll. Begin to make more complex structures with construction materials (everyday objects, houses, binoculars...)</p>	<p>Make recognisable attempts at drawing familiar objects and people. Their drawings contain some key features (eyes, smile, windows, door...) Explore which shapes stack and roll. Begin to make more complex structures with construction materials (everyday objects, houses, binoculars...)</p>	<p>Make recognisable attempts at drawing familiar objects and people. Their drawings contain some key features (eyes, smile, windows, door...) Explore which shapes stack and roll. Begin to make more complex structures with construction materials (everyday objects, houses, binoculars...)</p>	<p>Make recognisable attempts at drawing familiar objects and people. Their drawings contain some key features (eyes, smile, windows, door...) Explore which shapes stack and roll. Begin to make more complex structures with construction materials (everyday objects, houses, binoculars...)</p>
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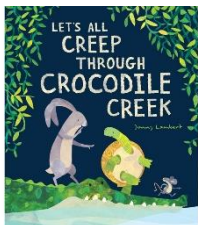

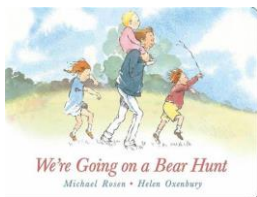
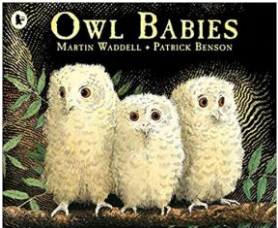
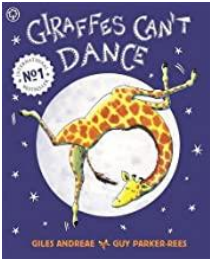
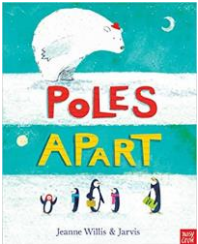
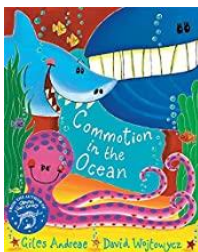
Being Imaginative and Expressive

<p>Use their creations in their play, building in a narrative. Develop a storyline in their pretend play. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Explore and engage in music making and dance, performing solo or in groups. Explore the sounds that instruments make and how we play them to make different sounds. (tapping, shaking, scraping...)</p>	<p>Use their creations in their play, building in a narrative. Develop a storyline in their pretend play. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Explore and engage in music making and dance, performing solo or in groups. Explore the sounds that instruments make and how we play them to make different sounds. (tapping, shaking, scraping...)</p>	<p>Use their creations in their play, building in a narrative. Develop a storyline in their pretend play. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Explore and engage in music making and dance, performing solo or in groups. Explore the sounds that instruments make and how we play them to make different sounds. (tapping, shaking, scraping...)</p>	<p>Use their creations in their play, building in a narrative. Develop a storyline in their pretend play. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Explore and engage in music making and dance, performing solo or in groups. Explore the sounds that instruments make and how we play them to make different sounds. (tapping, shaking, scraping...)</p>	<p>Use their creations in their play, building in a narrative. Develop a storyline in their pretend play. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Explore and engage in music making and dance, performing solo or in groups. Explore the sounds that instruments make and how we play them to make different sounds. (tapping, shaking, scraping...)</p>	<p>Use their creations in their play, building in a narrative. Develop a storyline in their pretend play. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Explore and engage in music making and dance, performing solo or in groups. Explore the sounds that instruments make and how we play them to make different sounds. (tapping, shaking, scraping...)</p>
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Computing

Understand how to sort and categorise objects. Explain how items have been sorted and categorised.	Understand how to sort and categorise objects. Explain how items have been sorted and categorised.	Understand how to sort and categorise objects. Explain how items have been sorted and categorised.	Explore and understand the concept of branch databases	Understand how to represent data in a pictogram Understand how to read a simple pictogram	Understand how to represent data in a pictogram Understand how to read a simple pictogram
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Spring 1 – Animal Explorers

Let's All Creep Through Crocodile Creek  Creek, by Jonny Lambert	The Gruffalo, by Julia Donaldson 	We're Going on a Bear Hunt, by Michael Rosen and Helen Oxenbury 	Owl Babies by Martin Waddell 	Giraffes Can't Dance by Giles Andreae 	Poles Apart by Jeanne Willis 	Commotion in the Ocean by Giles Andreae 
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Communication and Language

Listening, Attention and Understanding

Follow instructions with two steps 'Go the toilet and put on your coat.'

Sit and listen to a story with or without pictures, answering questions to show their understanding (see Literacy – comprehension)

Understand and use new vocabulary in different contexts.

Engage with both fiction and non-fiction texts.

Enjoy listening to stories.

Speaking

Articulate their ideas and thoughts in well-formed sentences.

Connect one idea or action to another using a range of connectives.

Explain **how** things work and **why** they might happen.

Ask questions to find out more and to check they understand what has been said to them.

Personal, Social and Emotional Development

Self Regulation

Understand why it is important to be kind to others and ourselves.

Know that we are all different but all equally special and important.

Explain why they are special.

Show respect towards others and follow instructions given to them by an adult.

Listen and tolerate the ideas of others even if they are different to their own.

Talk about their own feelings and the feelings of others, identifying what causes us to feel certain emotions and the effect that has on our bodies.

Managing Self

Persevere when a task proves difficult.
Becoming much more independent in the setting, applying skills that they have been taught.
Explain why the rules of our setting are important in keeping us safe and happy.
Identify ways that they can be healthy (exercising, eating fruit/vegetables)
Know how to brush their teeth properly and understand that they should do this twice daily.
Know how to cross the road safely.

Building Relationships

Initiate and engage in play opportunities with other children.
Becoming more confident with less familiar adults and they will play with a wider group of children.

Physical Development

Gross Motor Skills

Developing confidence, competence, precision and accuracy when engaging in activities that involve a ball.
Developing overall body-strength, balance, co-ordination and agility.
Further developing and refining a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

Fine Motor Skills

Write recognisable letters and numbers that are becoming more consistent in size.
Cut with scissors showing increasing control and precision.
Choose and use small tools for specific purposes.

Literacy

Comprehension

Retell a story with greater coherency.
Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
Retell a story using full sentences with some reference to language from the text.

Word Reading

Blend sounds to read words.
Read ditties and beginning to read Red level story books.

Writing

Beginning to split simple phrases into words, build and record these words using phonic knowledge.

Mathematics

Number

Link the number symbol (numeral) with its cardinal number value. (numbers 6-8) Introduce tens frame.	Link the number symbol (numeral) with its cardinal number value. (numbers 6-8)	Link the number symbol (numeral) with its cardinal number value. (numbers 9-10) tens frame.	Link the number symbol (numeral) with its cardinal number value. (numbers 9-10)	Compare numbers. (smallest/largest/smaller/larger/more/less) Understand the 'one more than/one less than' relationship between	Explore the composition of numbers to 10.	
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<i>I can subitise to 5 with greater reliability.</i>	<i>I can subitise to 5 with greater reliability.</i>	Compare numbers. (smallest/largest/smaller/larger/more/less) <i>I can subitise to 5 with greater reliability.</i>	Compare numbers. (smallest/largest/smaller/larger/more/less) <i>I can subitise to 5 with greater reliability.</i>	consecutive numbers (to 10) <i>I can subitise to 5 with greater reliability.</i>		
Numerical Patterns						
Continuing an ABC pattern Continuing a pattern which ends mid-unit Make their own ABB, ABBC patterns	Spotting an error in an ABB pattern I can continue, copy and create repeating patterns with 2 or more objects.					Beginning to identify doubles to 10.
Spatial Awareness						
		Use 2D shapes to make a picture. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	Use 3D shapes to make a structure, showing an understanding of basic properties (stack, roll...)	Compare length , weight and capacity.	Compare length, weight and capacity.	Compare length, weight and capacity .
Understanding the World						
Past and Present						
Talk about people who are important to them. Talk about people who are important to the wider community.	Talk about people who are important to them. Talk about people who are important to the wider community.	Talk about people who are important to them. Talk about people who are important to the wider community.	Talk about people who are important to them. Talk about people who are important to the wider community.	Talk about people who are important to them. Talk about people who are important to the wider community.	Talk about people who are important to them. Talk about people who are important to the wider community.	Talk about people who are important to them. Talk about people who are important to the wider community.

Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past.	Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past.	Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past.	Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past.	Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past.	Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past.	Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past.
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People, Cultures and Communities

<p>Show interest in different occupations. Identify the role of people with certain occupations.</p> <p>Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Understand that some places are special to members of our community.</p>	<p>Show interest in different occupations. Identify the role of people with certain occupations.</p> <p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries. Understand that some places are special to members of our community.</p>	<p>Show interest in different occupations. Identify the role of people with certain occupations. Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Understand that some places are special to members of our community.</p>	<p>Show interest in different occupations. Identify the role of people with certain occupations. Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Understand that some places are special to members of our community.</p>	<p>Show interest in different occupations. Identify the role of people with certain occupations.</p> <p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Understand that some places are special to members of our community.</p>	<p>Show interest in different occupations. Identify the role of people with certain occupations.</p> <p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Understand that some places are special to members of our community.</p>	<p>Show interest in different occupations. Identify the role of people with certain occupations. Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Understand that some places are special to members of our community.</p>
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The Natural World

<p>Make observations, talking about what they see, using a wide vocabulary. Explore and talk about different forces they can feel. Understand the key features of the life cycle of a plant and an animal. Identify how living things adapt to their environment.</p>	<p>Make observations, talking about what they see, using a wide vocabulary.</p> <p>Explore and talk about different forces they can feel. Understand the key features of the life cycle of a plant and an animal. Identify how living things adapt to their environment.</p>	<p>Make observations, talking about what they see, using a wide vocabulary. Explore and talk about different forces they can feel.</p> <p>Understand the key features of the life cycle of a plant and an animal. Identify how living things adapt to their environment. Plant seeds and care for growing plants.</p>	<p>Make observations, talking about what they see, using a wide vocabulary.</p> <p>Explore and talk about different forces they can feel. Understand the key features of the life cycle of a plant and an animal. Identify how living things adapt to their environment.</p> <p>Plant seeds and care for growing plants.</p>	<p>Make observations, talking about what they see, using a wide vocabulary.</p> <p>Explore and talk about different forces they can feel. Understand the key features of the life cycle of a plant and an animal. Identify how living things adapt to their environment.</p> <p>Plant seeds and care for growing plants.</p>	<p>Make observations, talking about what they see, using a wide vocabulary.</p> <p>Explore and talk about different forces they can feel. Understand the key features of the life cycle of a plant and an animal. Identify how living things adapt to their environment.</p>	<p>Make observations, talking about what they see, using a wide vocabulary.</p> <p>Explore and talk about different forces they can feel.</p> <p>Understand the key features of the life cycle of a plant and an animal. Identify how living things adapt to their environment.</p>
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Expressive Art and Design

Creating with Materials

Experiment with colour mixing. Identify primary colours. Handle painting equipment with control to complete a task. Express myself with paint, choosing colours and styles of painting for different purposes. Use printing with a range of objects to create patterns and pictures.	Experiment with colour mixing. Identify primary colours. Handle painting equipment with control to complete a task. Express myself with paint, choosing colours and styles of painting for different purposes. Use printing with a range of objects to create patterns and pictures.	Experiment with colour mixing. Identify primary colours. Handle painting equipment with control to complete a task. Express myself with paint, choosing colours and styles of painting for different purposes. Use printing with a range of objects to create patterns and pictures. Use their knowledge of shape and form to create recognisable figures using playdough and clay..	Experiment with colour mixing. Identify primary colours. Handle painting equipment with control to complete a task. Express myself with paint, choosing colours and styles of painting for different purposes. Use printing with a range of objects to create patterns and pictures. Use their knowledge of shape and form to create recognisable figures using playdough and clay..	Experiment with colour mixing. Identify primary colours. Handle painting equipment with control to complete a task. Express myself with paint, choosing colours and styles of painting for different purposes. Use printing with a range of objects to create patterns and pictures. Use their knowledge of shape and form to create recognisable figures using playdough and clay..	Experiment with colour mixing. Identify primary colours. Handle painting equipment with control to complete a task. Express myself with paint, choosing colours and styles of painting for different purposes. Use printing with a range of objects to create patterns and pictures. Use their knowledge of shape and form to	Experiment with colour mixing. Identify primary colours. Handle painting equipment with control to complete a task. Express myself with paint, choosing colours and styles of painting for different purposes. Use printing with a range of objects to create patterns and pictures.
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<p>Use their knowledge of shape and form to create recognisable figures using playdough and clay.. Their drawings are more controlled with greater emphasis to detail. Identify and describe which shapes stack and roll.</p> <p>Create for a purpose with a variety of construction materials, joining materials together appropriately.</p>	<p>Use their knowledge of shape and form to create recognisable figures using playdough and clay..</p> <p>Their drawings are more controlled with greater emphasis to detail.</p> <p>Identify and describe which shapes stack and roll.</p> <p>Create for a purpose with a variety of construction materials, joining materials together appropriately.</p>	<p>Their drawings are more controlled with greater emphasis to detail. Identify and describe which shapes stack and roll. Create for a purpose with a variety of construction materials, joining materials together appropriately.</p>	<p>Their drawings are more controlled with greater emphasis to detail.</p> <p>Identify and describe which shapes stack and roll. Create for a purpose with a variety of construction materials, joining materials together appropriately.</p>	<p>Their drawings are more controlled with greater emphasis to detail. Identify and describe which shapes stack and roll. Create for a purpose with a variety of construction materials, joining materials together appropriately.</p>	<p>create recognisable figures using playdough and clay.. Their drawings are more controlled with greater emphasis to detail. Identify and describe which shapes stack and roll. Create for a purpose with a variety of construction materials, joining materials together appropriately.</p>	<p>Use their knowledge of shape and form to create recognisable figures using playdough and clay.. Their drawings are more controlled with greater emphasis to detail. Identify and describe which shapes stack and roll.</p> <p>Create for a purpose with a variety of construction materials, joining materials together appropriately.</p>
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Being Imaginative and Expressive

<p>Beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Create their own songs or improvise a song around one they already know. Remember and sing entire songs.</p>	<p>Beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Create their own songs or improvise a song around one they already know. Remember and sing entire songs.</p>	<p>Beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Create their own songs or improvise a song around one they already know. Remember and sing entire songs.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Create their own songs or improvise a song around one they already know. Remember and sing entire songs.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Create their own songs or improvise a song around one they already know. Remember and sing entire songs.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Create their own songs or improvise a song around one they already know. Remember and sing entire songs. Explore and engage in music making and</p>	<p>Beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Create their own songs or improvise a song around one they already know. Remember and sing entire songs.</p>
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Explore and engage in music making and dance, performing solo or in groups. Play instruments with increasing control to express their feelings and ideas. (rainmaker for rain, drum for thunder...)	Explore and engage in music making and dance, performing solo or in groups. Play instruments with increasing control to express their feelings and ideas. (rainmaker for rain, drum for thunder...)	Play instruments with increasing control to express their feelings and ideas. (rainmaker for rain, drum for thunder...)	Play instruments with increasing control to express their feelings and ideas. (rainmaker for rain, drum for thunder...)	Play instruments with increasing control to express their feelings and ideas. (rainmaker for rain, drum for thunder...)	dance, performing solo or in groups. Play instruments with increasing control to express their feelings and ideas. (rainmaker for rain, drum for thunder...)	Explore and engage in music making and dance, performing solo or in groups. Play instruments with increasing control to express their feelings and ideas. (rainmaker for rain, drum for thunder...)
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Computing

Follow instructions as part of practical activities and games	Follow instructions as part of practical activities and games	Follow instructions as part of practical activities and games	Follow instructions as part of practical activities and games Give simple instructions	Know that an algorithm is a set of instructions to carry out a task, in a specific order	Explore and tinker with hardware to develop familiarity and introduce relevant vocabulary	Explore and tinker with hardware to develop familiarity and introduce relevant vocabulary
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Spring 2 – Heroes and Villains

<p>The Pirates are Coming! By John Condon and Matt Hunt</p> 	<p>Pirates Love underpants, by Claire Freedman and Ben Cort</p> 	<p>Supertato by Sue Hendra</p> 	<p>Superkid by Claire Freedman My Mum is a Superhero by Angela McAllister (linked to our Mother's Day work)</p> 	<p>Superworm by Julia Donaldson</p> 	<p>Superhero Like You by Dr. Ranj</p> 
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Communication and Language

Listening, Attention and Understanding

Follow instructions with two steps 'Go the toilet and put on your coat.'
 Sit and listen to a story with or without pictures, answering questions to show their understanding (see Literacy – comprehension)
 Understand and use new vocabulary in different contexts.
 Engage with both fiction and non-fiction texts.
 Enjoy listening to stories.

Speaking

Articulate their ideas and thoughts in well-formed sentences.
Connect one idea or action to another using a range of connectives.
Explain **how** things work and **why** they might happen.
Ask questions to find out more and to check they understand what has been said to them.

Personal, Social and Emotional Development

Self Regulation

Understand why it is important to be kind to others and ourselves.
Know that we are all different but all equally special and important.
Explain why they are special.
Show respect towards others and follow instructions given to them by an adult.
Listen and tolerate the ideas of others even if they are different to their own.
Talk about their own feelings and the feelings of others, identifying what causes us to feel certain emotions and the effect that has on our bodies.

			Know that we are all different but all equally special and important.		
			Explain why they are special.		

Managing Self

Persevere when a task proves difficult.
Becoming much more independent in the setting, applying skills that they have been taught.
Explain why the rules of our setting are important in keeping us safe and happy.
Identify ways that they can be healthy (exercising, eating fruit/vegetables)
Know how to brush their teeth properly and understand that they should do this twice daily.
Know how to cross the road safely.

		Identify ways that they can be healthy (exercising, eating fruit/vegetables)		Know how to cross the road safely.	
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Building Relationships

Initiate and engage in play opportunities with other children.
Becoming more confident with less familiar adults and they will play with a wider group of children.

Physical Development

Gross Motor Skills

Developing confidence, competence, precision and accuracy when engaging in activities that involve a ball.
Developing overall body-strength, balance, co-ordination and agility.
Further developing and refining a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

Fine Motor Skills

Write recognisable letters and numbers that are becoming more consistent in size.
Cut with scissors showing increasing control and precision.

Choose and use small tools for specific purposes.

Literacy

Comprehension

Retell a story with greater coherency.
 Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
 Retell a story using full sentences with some reference to language from the text.

Word Reading

Blend sounds to read words.
 Read ditties and beginning to read Red level story books.

Writing

Beginning to split simple phrases into words, build and record these words using phonic knowledge.

Mathematics

Number

Link the number symbol (numeral) with its cardinal number value (numbers to 10) Sequencing numbers to 10	Understand the 'one more than/one less than' relationship between consecutive numbers. (numbers to 10)	Explore the composition of numbers to 10.	Explore the composition of numbers to 10.	Explore the composition of numbers to 10. Know that a number can be partitioned into more than two numbers	Recall number bonds to 5 Conservation: knowing that the number does not change if things are rearranged (as long as none have been added or taken away)
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Numerical Patterns

					Continuing a pattern which ends mid-unit Make their own ABB, ABBC patterns Spotting an error in an ABB pattern I can continue, copy and create repeating patterns with 2 or more objects.
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Spatial Awareness

Use positional language to describe a familiar route.	Discuss routes and locations, using words like 'in front of' and 'behind'.	Beginning to use time to sequence events	Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children	Use 3D shapes to make a structure, showing an understanding of basic properties (stack, roll...)	
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			recognise a shape can have other shapes within it, just as numbers can.		
Understanding the World					
Past and Present					
Talk about people who are important to them. Talk about people who are important to the wider community. Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past.	Talk about people who are important to them. Talk about people who are important to the wider community. Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past.	Talk about people who are important to them. Talk about people who are important to the wider community. Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past.	Talk about people who are important to them. Talk about people who are important to the wider community. Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past.	Talk about people who are important to them. Talk about people who are important to the wider community. Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past.	Talk about people who are important to them. Talk about people who are important to the wider community. Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past.
People, Cultures and Communities					
Show interest in different occupations. Identify the role of people with certain occupations. Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Understand that some places are special to members of our community.	Show interest in different occupations. Identify the role of people with certain occupations. Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Understand that some places are special to members of our community.	Show interest in different occupations. Identify the role of people with certain occupations. Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Understand that some places are special to members of our community.	Show interest in different occupations. Identify the role of people with certain occupations. Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Understand that some places are special to members of our community.	Show interest in different occupations. Identify the role of people with certain occupations. Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Understand that some places are special to members of our community.	Show interest in different occupations. Identify the role of people with certain occupations. Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Understand that some places are special to members of our community.
The Natural World					
Make observations, talking about what they see, using a wide vocabulary.	Make observations, talking about what they see, using a wide vocabulary.	Make observations, talking about what they see, using a wide vocabulary. Explore and talk about different forces they can feel.	Make observations, talking about what they see, using a wide vocabulary. Explore and talk about different forces they can feel.	Make observations, talking about what they see, using a wide vocabulary. Explore and talk about different forces they can feel.	Make observations, talking about what they see, using a wide vocabulary. Explore and talk about different forces they can feel.

<p>Explore and talk about different forces they can feel.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand and talk about the effect of changing seasons on the natural world around them.</p> <p>Talk about the differences between materials and changes I notice. – freezing/melting/mixing/dissolving</p> <p>Recognise and describe some environments that are different to the one in which they live.</p>	<p>Explore and talk about different forces they can feel.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand and talk about the effect of changing seasons on the natural world around them.</p> <p>Talk about the differences between materials and changes I notice. – freezing/melting/mixing/dissolving</p> <p>Recognise and describe some environments that are different to the one in which they live.</p>	<p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand and talk about the effect of changing seasons on the natural world around them.</p> <p>Talk about the differences between materials and changes I notice. – freezing/melting/mixing/dissolving</p> <p>Recognise and describe some environments that are different to the one in which they live.</p>	<p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand and talk about the effect of changing seasons on the natural world around them.</p> <p>Talk about the differences between materials and changes I notice. – freezing/melting/mixing/dissolving</p> <p>Recognise and describe some environments that are different to the one in which they live.</p>	<p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand and talk about the effect of changing seasons on the natural world around them.</p> <p>Talk about the differences between materials and changes I notice. – freezing/melting/mixing/dissolving</p> <p>Recognise and describe some environments that are different to the one in which they live.</p>	<p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand and talk about the effect of changing seasons on the natural world around them.</p> <p>Talk about the differences between materials and changes I notice. – freezing/melting/mixing/dissolving</p> <p>Recognise and describe some environments that are different to the one in which they live.</p>
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Expressive Art and Design

Creating with Materials

<p>Experiment with colour mixing.</p> <p>Identify primary colours.</p> <p>Handle painting equipment with control to complete a task.</p> <p>Express themselves with paint, choosing colours and styles of painting for different purposes.</p> <p>Use printing with a range of objects to create patterns and pictures.</p> <p>Use their knowledge of shape and form to create</p>	<p>Experiment with colour mixing.</p> <p>Identify primary colours.</p> <p>Handle painting equipment with control to complete a task.</p> <p>Express themselves with paint, choosing colours and styles of painting for different purposes.</p> <p>Use printing with a range of objects to create patterns and pictures.</p> <p>Use their knowledge of shape and form to create</p>	<p>Experiment with colour mixing.</p> <p>Identify primary colours.</p> <p>Handle painting equipment with control to complete a task.</p> <p>Express themselves with paint, choosing colours and styles of painting for different purposes.</p> <p>Use printing with a range of objects to create patterns and pictures.</p> <p>Use their knowledge of shape and form to create</p>	<p>Experiment with colour mixing.</p> <p>Identify primary colours.</p> <p>Handle painting equipment with control to complete a task.</p> <p>Express themselves with paint, choosing colours and styles of painting for different purposes.</p> <p>Use printing with a range of objects to create patterns and pictures.</p> <p>Use their knowledge of shape and form to create</p>	<p>Experiment with colour mixing.</p> <p>Identify primary colours.</p> <p>Handle painting equipment with control to complete a task.</p> <p>Express themselves with paint, choosing colours and styles of painting for different purposes.</p> <p>Use printing with a range of objects to create patterns and pictures.</p> <p>Use their knowledge of shape and form to create</p>	<p>Experiment with colour mixing.</p> <p>Identify primary colours.</p> <p>Handle painting equipment with control to complete a task.</p> <p>Express themselves with paint, choosing colours and styles of painting for different purposes.</p> <p>Use printing with a range of objects to create patterns and pictures.</p> <p>Use their knowledge of shape and form to create</p>
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<p>recognisable figures using playdough and clay.. Their drawings are more controlled with greater emphasis to detail. Identify and describe which shapes stack and roll. Create for a purpose with a variety of construction materials, joining materials together appropriately.</p>	<p>recognisable figures using playdough and clay.. Their drawings are more controlled with greater emphasis to detail. Identify and describe which shapes stack and roll. Create for a purpose with a variety of construction materials, joining materials together appropriately.</p>	<p>recognisable figures using playdough and clay.. Their drawings are more controlled with greater emphasis to detail. Identify and describe which shapes stack and roll. Create for a purpose with a variety of construction materials, joining materials together appropriately.</p>	<p>recognisable figures using playdough and clay.. Their drawings are more controlled with greater emphasis to detail. Identify and describe which shapes stack and roll. Create for a purpose with a variety of construction materials, joining materials together appropriately.</p>	<p>recognisable figures using playdough and clay.. Their drawings are more controlled with greater emphasis to detail. Identify and describe which shapes stack and roll. Create for a purpose with a variety of construction materials, joining materials together appropriately.</p>	<p>recognisable figures using playdough and clay.. Their drawings are more controlled with greater emphasis to detail. Identify and describe which shapes stack and roll. Create for a purpose with a variety of construction materials, joining materials together appropriately.</p>
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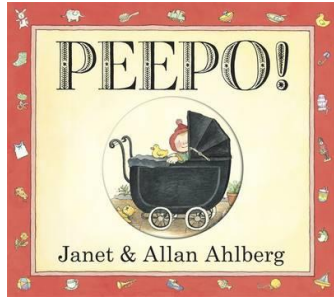
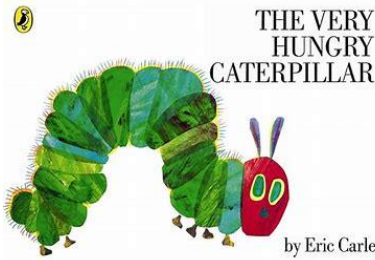
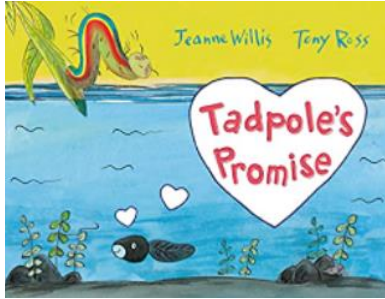
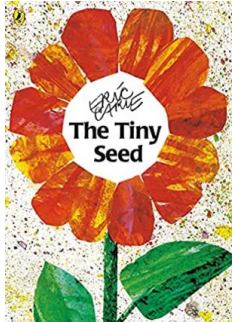
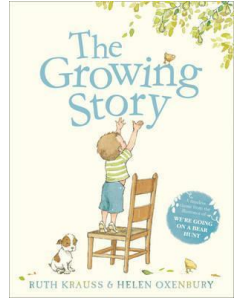
Being Imaginative and Expressive

<p>Beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Create their own songs or improvise a song around one they already know. Remember and sing entire songs. Explore and engage in music making and dance, performing solo or in groups. Play instruments with increasing control to express their feelings and ideas. (rainmaker for rain, drum for thunder...)</p>	<p>Beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Create their own songs or improvise a song around one they already know. Remember and sing entire songs. Explore and engage in music making and dance, performing solo or in groups. Play instruments with increasing control to express their feelings and ideas. (rainmaker for rain, drum for thunder...)</p>	<p>Beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Create their own songs or improvise a song around one they already know. Remember and sing entire songs. Explore and engage in music making and dance, performing solo or in groups. Play instruments with increasing control to express their feelings and ideas. (rainmaker for rain, drum for thunder...)</p>	<p>Beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Create their own songs or improvise a song around one they already know. Remember and sing entire songs. Explore and engage in music making and dance, performing solo or in groups. Play instruments with increasing control to express their feelings and ideas. (rainmaker for rain, drum for thunder...)</p>	<p>Beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Create their own songs or improvise a song around one they already know. Remember and sing entire songs. Explore and engage in music making and dance, performing solo or in groups. Play instruments with increasing control to express their feelings and ideas. (rainmaker for rain, drum for thunder...)</p>	<p>Beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Create their own songs or improvise a song around one they already know. Remember and sing entire songs. Explore and engage in music making and dance, performing solo or in groups. Play instruments with increasing control to express their feelings and ideas. (rainmaker for rain, drum for thunder...)</p>
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Computing

I can use a painting app and explore the paint and brush tools	I can record sounds with different resources	I can record sounds with different resources	I can find ways to change your voice (tube, tin can, shouting to create an echo)	I can record sounds/voices in storytelling and explanations	I can record sounds/voices in storytelling and explanations
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Summer 1 – Growing and Changing

The Old Toy Room 	Peepo! By Allan Ahlberg 	The Very Hungry Caterpillar by Eric Carle 	Tadpoles Promise by Jeanne Willis 	The Tiny Seed by Eric Carle 	The Growing Story by Ruth Krauss and Helen Oxenbury 
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Communication and Language

Listening, Attention and Understanding

Follow multi-step instructions, asking for clarity where needed.

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.

Speaking

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

Self Regulation

Be kind and tolerant of others and talk about what makes them and other people special.

Show sensitivity to their own and to others' needs

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.

Resolve disagreements in a mature way, thinking about the feelings of all involved.

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly

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.

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

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.

Physical Development

Gross Motor Skills

Negotiate space and obstacles safely, with consideration for themselves and others.

Demonstrate strength, balance and coordination when playing.

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

Use a fluent style for writing letters and numbers correctly.

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases

Use a range of small tools, including scissors, paintbrushes and cutlery.

Begin to show accuracy and care when drawing.

Literacy

Comprehension

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, nonfiction, rhymes and poems and during role play

Word Reading

Read some Set 2 sounds.

Read Green level story books.

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.

Writing

Orally compose simple sentences and record them in phonetically plausible words using recognisable letters.

Show an awareness of using a capital letter and full stop in their sentences.

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

Mathematics

Number					
Understanding numbers beyond 10. (numbers 11-13) Knowing the 'one more than/one less than' relationship between counting numbers	Understanding numbers beyond 10. (numbers 14-16) Knowing the 'one more than/one less than' relationship between counting numbers	Understanding numbers beyond 10. (numbers 17-19) Knowing the 'one more than/one less than' relationship between counting numbers	Understanding numbers beyond 10. (20) Verbally count beyond 20, recognising the pattern of the counting system. Counting objects, actions and sounds (1:1 correspondence)	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	
Numerical Patterns					
Making a pattern which repeats around a circle	Making a pattern around a border with a fixed number of spaces	Continue, copy and create repeating patterns		Explore and represent patterns within numbers up to 10, including evens and odds , double facts and how quantities can be distributed equally	Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally
Spatial Awareness					
			Name and describe some familiar 2D and 3D shapes.		
Understanding the World					
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.	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.	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.	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.	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.	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, Cultures and Communities

<p>Talk about the lives of the people around them and their roles in society. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. 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.</p>	<p>Talk about the lives of the people around them and their roles in society. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. 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.</p>	<p>Talk about the lives of the people around them and their roles in society. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. 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.</p>	<p>Talk about the lives of the people around them and their roles in society. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. 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.</p>	<p>Talk about the lives of the people around them and their roles in society. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. 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.</p>	<p>Talk about the lives of the people around them and their roles in society. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. 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.</p>
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The Natural World

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Expressive Art and Design

Creating with Materials

<p>Know that they can mix primary colours to make secondary colours. Suggest ways to make secondary colours.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Enjoy painting and use paint to express their own feelings and ideas.</p> <p>Create their own pictures by printing using a range of apparatus including their own creations (combining shapes)</p> <p>Use a range of moulding, cutting and rolling techniques to create with different malleable materials.</p> <p>Think of their own ideas for drawing.</p> <p>Their drawings can be interpreted by an adult.</p>	<p>Know that they can mix primary colours to make secondary colours. Suggest ways to make secondary colours.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Enjoy painting and use paint to express their own feelings and ideas.</p> <p>Create their own pictures by printing using a range of apparatus including their own creations (combining shapes)</p> <p>Use a range of moulding, cutting and rolling techniques to create with different malleable materials.</p> <p>Think of my own ideas for drawing.</p> <p>Their drawings can be interpreted by an adult.</p>	<p>Know that they can mix primary colours to make secondary colours. Suggest ways to make secondary colours.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Enjoy painting and use paint to express my own feelings and ideas.</p> <p>Create their own pictures by printing using a range of apparatus including their own creations (combining shapes)</p> <p>Use a range of moulding, cutting and rolling techniques to create with different malleable materials.</p> <p>Think of their own ideas for drawing.</p> <p>Their drawings can be interpreted by an adult.</p>	<p>Know that they can mix primary colours to make secondary colours. Suggest ways to make secondary colours.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Enjoy painting and use paint to express their own feelings and ideas.</p> <p>Create their own pictures by printing using a range of apparatus including their own creations (combining shapes)</p> <p>Use a range of moulding, cutting and rolling techniques to create with different malleable materials.</p> <p>Think of their own ideas for drawing.</p> <p>Their drawings can be interpreted by an adult.</p>	<p>Know that they can mix primary colours to make secondary colours. Suggest ways to make secondary colours.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Enjoy painting use paint to express their own feelings and ideas.</p> <p>Create their own pictures by printing using a range of apparatus including their own creations (combining shapes)</p> <p>Use a range of moulding, cutting and rolling techniques to create with different malleable materials.</p> <p>Think of their own ideas for drawing.</p> <p>Their drawings can be interpreted by an adult.</p>	<p>Know that they can mix primary colours to make secondary colours. Suggest ways to make secondary colours.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Enjoy painting and use paint to express their own feelings and ideas.</p> <p>Create their own pictures by printing using a range of apparatus including their own creations (combining shapes)</p> <p>Use a range of moulding, cutting and rolling techniques to create with different malleable materials.</p> <p>Think of their own ideas for drawing.</p> <p>Their drawings can be interpreted by an adult.</p>
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Being Imaginative and Expressive

<p>Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>
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Computing

<p>Understand the meaning of directional arrows Follow a simple sequence of instructions</p>	<p>Experiment with programming a Bee-bot/Blue-bot Explore and tinker with hardware to develop familiarity and introduce relevant vocabulary</p>	<p>Experiment with programming a Bee-bot/Blue-bot and know how to give simple commands Debug instructions, with the help of an adult, when things go wrong</p>	<p>Know that an algorithm is a set of instructions to carry out a task, in a specific order Follow an algorithm as part of an unplugged game Debug instructions, with the help of an adult, when things go wrong</p>	<p>Experiment with programming a Bee-Bot/Blue-Bot and know how to give simple commands Debug instructions, with the help of an adult, when things go wrong</p>	<p>Experiment with programming a Bee-Bot/Blue-Bot and know how to give simple commands Debug instructions, with the help of an adult, when things go wrong</p>
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Summer 2 – Let's Go on Holiday!

<p>The Sea Saw by Tom Percival</p> 	<p>Sharing a Shell by Julia Donaldson</p> 	<p>Henry's Holiday by Gillian Shields</p> 	<p>What the Ladybird heard on holiday by Julia Donaldson</p> 	<p>The Train Ride by June Crebbin</p> 	<p>Transition to Year 1</p>
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Communication and Language

Listening, Attention and Understanding

Follow multi-step instructions, asking for clarity where needed.

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.

Speaking

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

Self Regulation

Be kind and tolerant of others and talk about what makes them and other people special.

Show sensitivity to their own and to others' needs

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.

Resolve disagreements in a mature way, thinking about the feelings of all involved.

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly

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.

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

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.

Physical Development

Gross Motor Skills

Negotiate space and obstacles safely, with consideration for themselves and others.

Demonstrate strength, balance and coordination when playing.

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

Use a fluent style for writing letters and numbers correctly.

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

Literacy

Comprehension

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, nonfiction, rhymes and poems and during role play

Word Reading

Read some Set 2 sounds.
 Read Green level story books.
 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.

Writing

Orally compose simple sentences and record them in phonetically plausible words using recognisable letters.
 Show an awareness of using a capital letter and full stop in their sentences.
 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

Mathematics

Number

<p>Have a deep understanding of number to 10, including the composition of each number.</p>	<p>Subitise (recognise quantities without counting) up to 5. Verbally count beyond 20, recognising the pattern of the counting system.</p>	<p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>		<p>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>	
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Numerical Patterns

	<p>Making a pattern which repeats around a circle Making a pattern around a border with a fixed number of spaces Continue, copy and create repeating patterns</p>		<p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>		
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Spatial Awareness					
I can understand and use positional language.		Beginning to use non-standard units of measure to measure and compare things	Beginning to use non-standard units of measure to measure and compare things	Name and describe some familiar 2D and 3D shapes. Select, rotate and manipulate shapes to develop spatial reasoning skills Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	
Use time to sequence events					
Understanding the World					
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.	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.	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.	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.	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, Cultures and Communities					
Talk about the lives of the people around them and their roles in society. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other	Talk about the lives of the people around them and their roles in society. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other	Talk about the lives of the people around them and their roles in society. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other	Talk about the lives of the people around them and their roles in society. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other	Talk about the lives of the people around them and their roles in society. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other	

<p>countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) 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.</p>	<p>countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) 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.</p>	<p>countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) 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.</p>	<p>countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) 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.</p>	<p>countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) 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.</p>	
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Computing

<p>Know what a keyboard is and how to locate relevant keys</p>	<p>Know what a keyboard is and how to locate relevant keys. Know how to log in and log out. Understand why we need to log in and out.</p>	<p>Know what a mouse is and develop basic mouse skills such as moving and clicking. Use a simple online paint tool to create digital art.</p>	<p>Know what a mouse is and develop basic mouse skills such as moving and clicking. Use a simple online paint tool to create digital art.</p>	<p>Know what a mouse is and develop basic mouse skills such as moving and clicking</p>	
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