

Ackworth Howard C of E School

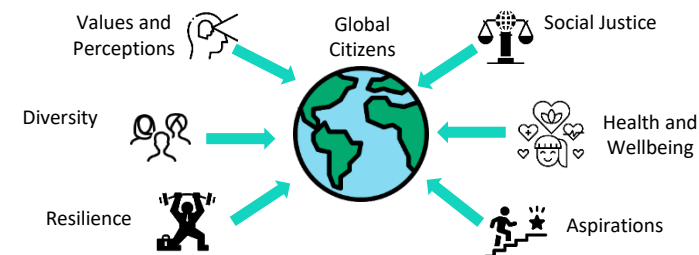
Educating for 'life in all its fullness.'









Long Term Plan – Reception



**'Providing opportunities for growth
in mind, body and spirit.'**

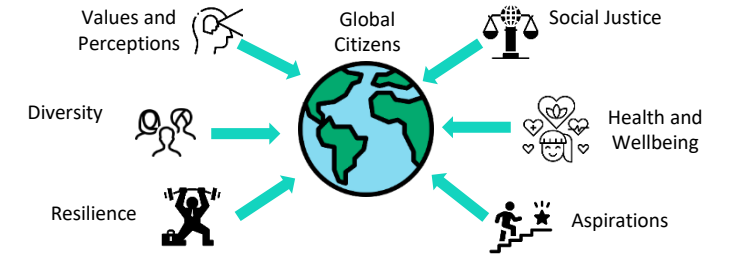


Long Term Plan – Reception

Thread	Diversity 	Values & Perception 	Social Justice 	Health & Wellbeing 	Resilience 	Aspirations 
Lead Question	What makes us special?	How do we celebrate special events?	What makes a good friend?	How can I look after myself?	What do I need to do next?	What can I be?
Christian Value (3 Year Cycle)	Be Respectful Be Thankful Show Friendship	Be Forgiving Show Humility Build Trust	Be Compassionate Promote Justice Be Truthful	Be Responsible Be Generous Be Peaceful	Be Courageous Have Wisdom Show Perseverance	Be Creative Be Hopeful Show Service
Building foundations for secure emotional intelligence through PSHE/Christian Values/Global Issues						
PSHE	Heart Smart: Too Much Selfie Isn't Healthy! Exploring the importance of others and how to love them well.	Heart Smart: Don't Hold On to What's Wrong! Understanding how to process negative emotion and choose forgiveness to restore relationships.	Heart Smart: Fake is a Mistake! Unpacking how to bravely communicate truth and be proud of who we are.	Heart Smart: Get Heart Smart Understanding the power of looking after our mind, body and spirit to stay physically and emotionally healthy.	Heart Smart: No Way Through Isn't True! Knowing there is a way through every situation no matter how impossible it may seem.	Heart Smart: Don't Forget To Let Love In! Learning how important, valued and loved we are.
Religious Education	Throughout the year the children will work through the agreed school syllabus for R.E. They will learn about different religions, views and values through special places, books, people and objects and although through school visits to places of worship. R.E will be taught through stories and practical activities and children will explore religion through discussion points where they will have the chance to express their own feelings and experiences of religion. The subject 'R.E – Religious Education, links to the EYFS curriculum through PSED AND UTW. <i>Religion, special, people, books, places, church, synagogue, worship, feelings, similar, different</i>					
	Why is the word God so important to Christians?	Why do Christians perform Nativity plays?	Which stories are special and why?	Why do Christians put crosses in the Easter garden?	Which places are special and why?	Where do we belong?



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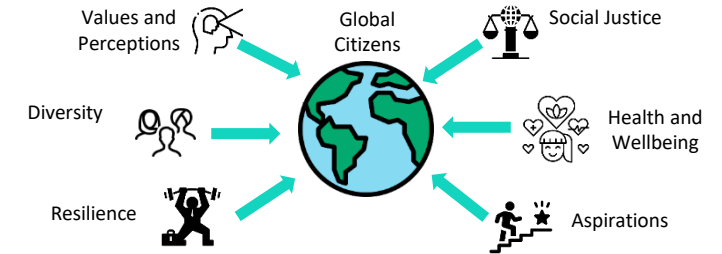


Long Term Plan – Reception

Thread	Diversity 	Values & Perception 	Social Justice 	Health & Wellbeing 	Resilience 	Aspirations 
Core Texts	Marvellous Me  Janet and Allan Ahlberg  Ben Fawcett & David Thorneycroft  Janet and Allan Ahlberg  Janet and Allan Ahlberg  Janet and Allan Ahlberg	Light and Dark  Janet and Allan Ahlberg  Janet and Allan Ahlberg  Martin Waddell & Patrick Benson  Michael Wright & Barbara Firth  Janet and Allan Ahlberg  Janet and Allan Ahlberg	Frozen World  Gillian Lewis  Janet and Allan Ahlberg  David McKee  Janet and Allan Ahlberg  Janet and Allan Ahlberg  Janet and Allan Ahlberg	Farming Foods  Janet and Allan Ahlberg  Janet and Allan Ahlberg  Janet and Allan Ahlberg  Janet and Allan Ahlberg  Vladimir Vagin	Marvellous Minibeasts  Janet and Allan Ahlberg  Eric Carle  Eric Carle  Eric Carle  Janet and Allan Ahlberg  Janet and Allan Ahlberg	Under the Sea  Marcus Pfister  Janet and Allan Ahlberg  Janet and Allan Ahlberg  Janet and Allan Ahlberg  Janet and Allan Ahlberg  Janet and Allan Ahlberg



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Personal, Social and Emotional Development

Statutory Guidance from the EYFS Framework for PSED

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

The Reception Year provides the foundation for personal, social and emotional skills children will build upon in Year One.

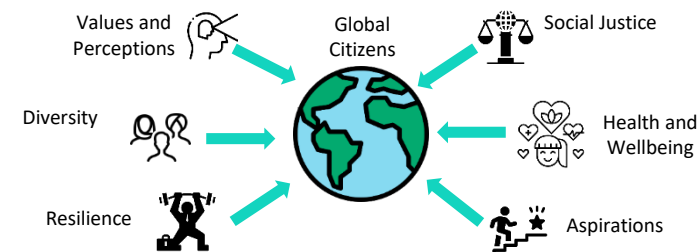
Children will continue to develop their PSED skills once they move into Year 1 and beyond as they study 'The National Curriculum'. Children will continue to learn about individuality and expressing themselves. They will learn about the wider world and how their actions will affect others and what the consequences for their actions will be – whether that be a reward or a sanction.

Children will continue to build friendships and learn about their community and those from other communities. They will continue to learn about SRE and how to keep their bodies safe, as well as healthy eating.

PSED play a part in all lifelong skills.

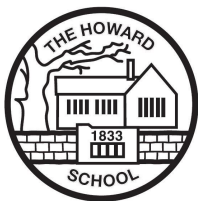


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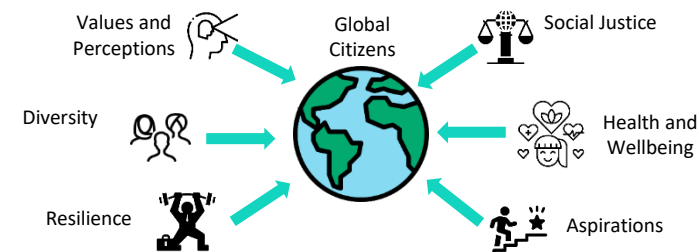


Personal, Social and Emotional Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-Regulation Expressing feelings Managing behaviour	<p>I can talk about my feelings to trusted adults or special friends. <i>Feelings, emotions, happy, sad, angry, good, bad.</i></p> <p>I may come into school upset but I can be comforted by adults. I can listen to the rules and expectation and begin to follow them. <i>Upset, sad, feeling, emotion, rules, safety.</i></p>	<p>I am sharing more often or may comfort a friend who is upset. I can identify my own emotions and name them. <i>Happy, sad, angry, upset, cry, nice, problem, feeling, emotions.</i></p> <p>I am beginning to take turns and share resources and I am developing patience and understanding that there is more than just me in the class. <i>Sharing, taking turns, my turn, your turn, patience, waiting.</i></p>	<p>When I am very upset, I know who I can talk to or I know some ways to calm myself down if needed. I am becoming more proud of myself for achieving things such as pupil of the week. <i>Proud, pride, happy, breathing, feel, feelings, emotions, happy, sad.</i></p> <p>I know and follow the behavioural expectations of the school. <i>Rules, following, behaviour (language related to the behaviours policy)</i></p>	<p>I have an adult in school I trust and will talk to. I talk about my interests and likes and dislikes at school. <i>Choice, explain, say, worry, sad, help.</i></p> <p>I am beginning to understand why listening is important to help us learn and keep us safe. <i>Listening, waiting, trusted adults, friend, friendship, safe, safety.</i></p>	<p>I try and share, take turns, reason and look after one another. I apologise if I hurt someone accidentally or make someone else upset. <i>Sorry, upset, sad, accident, help.</i></p> <p>I will without question follow instructions from my teachers or school adults. <i>Listening, rules, following, safety (language relating to the behaviour policy)</i></p>	<p>I show emotional maturity ready for the emotional resilience needed for KS1. I can use reason and resolutions with other children to keep games and play fair. <i>Emotion, feeling, happy, sad, frustration, explain, why, turn taking, my turn, your turn.</i></p> <p>I am developing in independence and can manage my behaviour in a range of situations in school. <i>Independence, getting on, planning, changing, keeping on trying, reflecting,</i></p>



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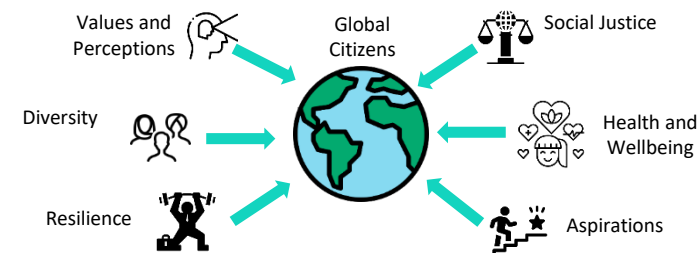


Personal, Social and Emotional Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Managing Self Self-awareness Keeping healthy Independence Collaboration	<p>I am developing an awareness of myself and I am forming my own opinions. I am beginning to learn the classroom rules and I am following these with some reminders. <i>Like, dislike, rules, listening, safe, behaviour.</i></p> <p>I am becoming more independent at coming into school in the morning and getting ready for home at home time. I am using the toilet independently most of the time at school. I know it is okay to ask for help and will do so. <i>Get, book bag, water bottle, pack-up, timetable, toilet, wiping, listening.</i></p>	<p>I am doing things for myself – because I want to. I will say what I am doing and why I am doing it too. <i>Why, explain, language linked to provision and prior learning.</i></p> <p>I am using my preferences to choose what I would like to do at school. I can put my coat on and I am becoming more confident and skilled in using buttons and zips. <i>Play, playing, area names of the classroom, help, please, dress, undress, clothing names, listening, next.</i></p>	<p>I have a good understanding of the behaviour expectations and guide others to follow. I am proud of what I can do and my achievements. <i>Happy, proud, like, better, improve, good, bad, right, wrong, behave, rules, follow.</i></p> <p>I am becoming much more independent – getting things for home, eating my dinner and snacks, asking for help, getting a drink when I want one. I am independently making healthy food choices such as at dinner time. <i>Toilet, food, drink, knife, fork, help, tired, poo, healthy, treat food.</i></p>	<p>I know what makes me happy and do these things. I know what keeps me healthy and will do these things when possible. <i>Show and tell, proud, happy, achieve, healthy, physical activity, tooth brushing, screen time.</i></p> <p>I am looking after myself at school (personal and hygiene needs). I am developing resilience and perseverance independently. <i>Dress, undress, zip, button, help, try again, tricky, hard, challenge, safe, road safety, look both ways, listening.</i></p>	<p>I can tell adults and my peers what I have achieved and what I can do now. I am happy with myself and proud of what I have achieved at school. <i>Happy, good, like, proud, I can, better.</i></p> <p>I am confident to try new things. I continue to develop my resilience and perseverance independently. I can continue to look after and care for myself. <i>Like, dislike, why, explain, reason, resilience, try again, rule, road safety, directions, listen, next, after that.</i></p>	<p>I am proud of who I am and what I can do. I can talk about myself positively. <i>Individual, me, my, I can, happy, good, like, better.</i></p> <p>I continue to look after myself and understand what healthy choices are. I have developed resilience, independence and perseverance to support myself through transition and the next step in my school journey. <i>Challenge, harder, next level, healthy, food groups, fats, proteins, carbohydrates, dairy, food names, physical activity, P.E, work out.</i></p>



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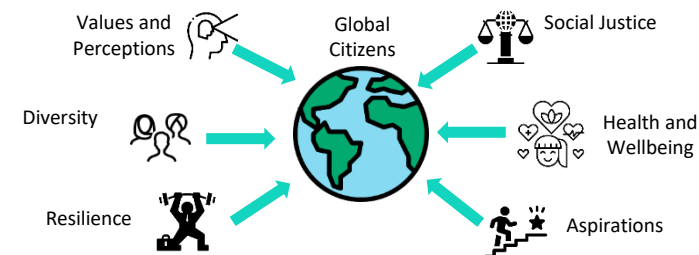


Personal, Social and Emotional Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Building Relationships Social Skills Communication	I am building new positive relationships with pupils and staff in my new setting. I may begin to play alongside other children if ready. <i>Friend, teacher, peer, class, others, happy, talk, conversation, play, group, roleplay, small world.</i>	I am building on the relationships started last term. I am talking to children and adults in my setting and beginning to ask for help if I need it. <i>Friend, class, teachers, help, please, talk, conversation.</i>	I have friendships and may have a special friend. I play with these children in and out of the classroom and I am happy to. <i>Talk, friends, friend names, play, classroom area names.</i>	I am building relationships through play and talk and conserve to many of my peers. <i>I think, because, why, when, please, turns, next, shall we, pretend.</i>	I can continue to build strong bonds with other children in my school and care for my peers e.g. getting them tissues, asking them to join in with a game. <i>Do you, like, dislike, your turn, my turn, minutes, shall we.</i>	I know if I have hurt someone's feelings and will apologies without being asked. I know some children might like or dislike the things I do and that it is okay. I can look after my peers and I want to help my friends. <i>Your turn, my turn, you can have it, share, sad, happy, friend.</i>
	I will develop my personal, social and emotional skills throughout the Reception year and these skills are taught through significantly adult modelling and guidance. I will pick up on adults language used, vocabulary, mannerisms, tone of voice, verbal and non-verbal communications and therefore adapt these into my own communication. <i>Teacher, peer, friends, class, nicely, turn taking, having a go.</i>					



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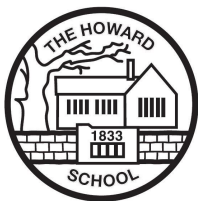
Communication and Language

Statutory Guidance from the EYFS Framework for Communication and Language

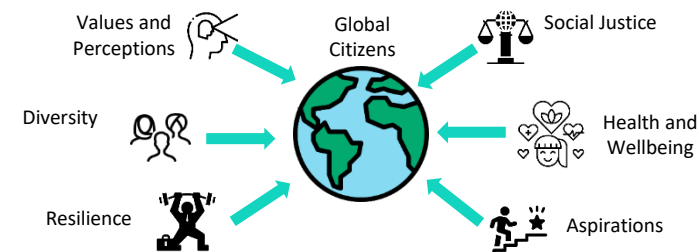
The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

The Reception Year provides the foundation for communication and language skills children will build upon in Year One.

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Statutory requirements which underpin all aspects of spoken language across the 6 years of primary education form part of the national curriculum.



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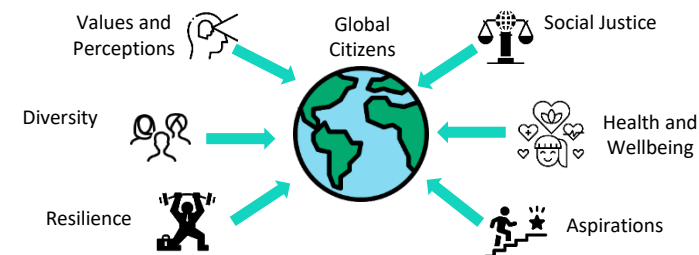


Communication and Language

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening, Attention and Understanding	<p>I am beginning to listen to other children in their setting. I listen during story time and show an interest in the books being read. <i>Listen, reading, wait, turn, story, caret time, join in, hand up, question, song, rhyme, poem.</i></p> <p>I sit on the carpet and show some attention – this may only be for a short time. I can pay attention to one thing at a time. <i>Carpet, sitting, listening, joining in, hand up, group.</i></p> <p>I follow simple 1 step instructions. I understand appropriate 'why' questions. <i>Instruction, telling, listen, follow, why, question, explain, because.</i></p>	<p>I am listening more on the carpet and when being spoke to by my teacher and peers. I continue to listen to new stories that are shared with me. <i>Listen, reading, wait, turn, story, caret time, join in, hand up, question, song, rhyme, poem.</i></p> <p>I am paying more attention on the carpet and during guided tasks. I understand why I need to pay attention. <i>Carpet, sitting, listening, joining in, hand up, group, P.E, Assembly.</i></p> <p>I follow clear instructions with 2 parts. <i>Instruction, telling, listen, follow, why, question, explain, because.</i></p>	<p>My listening skills are continuing to develop and I am listening in lots of different situations such as carpet time, assembly, phonics and other lessons. <i>Listen, looking, thinking time, reading, wait, turn, story, caret time, join in, hand up, question, song, rhyme, poem.</i></p> <p>I am showing a good level of attention and concentration. I am being attentive during classroom tasks – both guided and independent. <i>Carpet, sitting, listening, joining in, hand up, group, quiet, quietly.</i></p> <p>I can take turns when speaking and responding to their peers and adults with a clear understanding of what has been said. <i>Turn taking, listening, instruction, telling, listen, follow, why, question, explain, because.</i></p>	<p>I listen when both in and out of school and pay attention to the person talking. When out of school I know it is important to listen to keep safe – such as cars or Stanger danger. <i>Listen, wait, turn, caret time, join in, hand up, question, song, rhyme, poem, safe, safety, road safety, fire alarm.</i></p> <p>I can maintain attention in different contexts. I show attention to both peers and adults. <i>Carpet, sitting, listening, joining in, hand up, group, listen.</i></p> <p>I ask questions to clarify understanding and confirm knowledge. I show a good understanding of texts that have been read to me through my recall. <i>Explain, because, why, when, what, how, don't understand, retell, vocabulary linked to book language.</i></p>	<p>My listening skills continue to develop, I can listen in a range of situation and can listen while taking part in a guided task while remaining on task. <i>Listen, wait, turn, instruction, patient, patience, join in, hand up, questions.</i></p> <p>I am developing my attention skills to both listen and continue with an activity. <i>Sitting, listening, joining in, help.</i></p> <p>I can follow clear instructions with 3 parts. I am using new knowledge and vocab in conversation and play. Children showing an understand questions through their talk and actions. <i>Instructions, listening, follow, explain, repeat, non-fiction, how, why, where, when, what, because.</i></p>	<p>I show good listening skills and can listen to one another, adults and new people with great skill. <i>Listen, wait, turn, instruction, patient, patience, join in, hand up, questions.</i></p> <p>I attend to others in play. I show good levels of attention during learning tasks. <i>Join in, game, pretend, friend, new, game, different.</i></p> <p>I can retell a story showing a good understanding. I am understanding and using a large number of words and new vocabulary in their conversations and during discussions. <i>Book specific vocabulary, animals, man-made, Soon, early, late, square, triangle, circle, soft, hard, smooth.</i></p>



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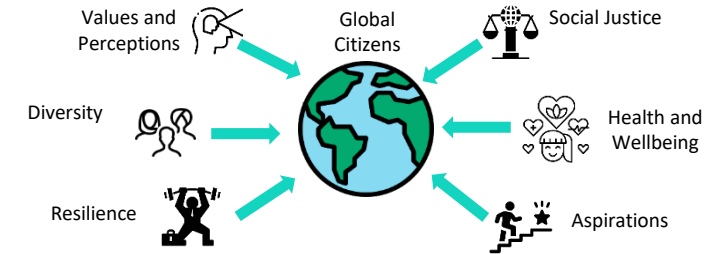


Communication and Language

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Speaking	<p>I can speak in simple sentences. I can say simple rhymes and sing songs and poems. I can speak to the adults and children in the class. I can talk to other children during play.</p> <p>Sentence, songs, joining in, rhymes, poems, Good morning, right, now, pass me, lets get.</p>	<p>I can use expression to communicate meaning. I can start conversations and speak to familiar adults. I can take turns and tell past events. I know about rhyme and alliteration.</p> <p>Conversation, turn taking, why, because, and, cat, hat, good morning how are you.</p>	<p>I can use talk to pretend play. I can explain and describe things through speech. I can talk in the past tense.</p> <p>Pretend this is, ran, fell, why, because, I think, this morning, last night.</p>	<p>I can use talk to clarify my thinking and ideas. I can speak in well- formed sentences. I can use speech to reason and problem solve. I can verbally tell stories.</p> <p>I think, because, why, when, does, and, because, next, after that, let's try.</p>	<p>I can explain how things work, what has happened and why. I can solve problems, reason with others and fix friendship issues through speech. I can add detail to my sentences. I can describe things that have happened in my life to others.</p> <p>I think, because, why, when, does, and, because, next, after that, let's try, feelings, experience, went to, going to, please, thank you,</p>	<p>I can create an imaginary story of my own in play. I can speak clearly in well-formed sentences. I can use new vocabulary in different contexts. I can use past, present, and future tenses in conversation with peers and adults.</p> <p>Play, pretend, topic specific vocabulary, now, then, before, after, if, because, so, could,</p>
Ongoing Communication and Language skills developed throughout the year	<ul style="list-style-type: none"> Children will continue to learn new vocabulary and its meaning. Children will continue to use new vocabulary in conversations and discussions – with teachers and peers. Children will continue to learn new rhymes, poems and songs – some of which they can recite from memory 					



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Physical Development

Statutory Guidance from the EYFS Framework for Physical Development

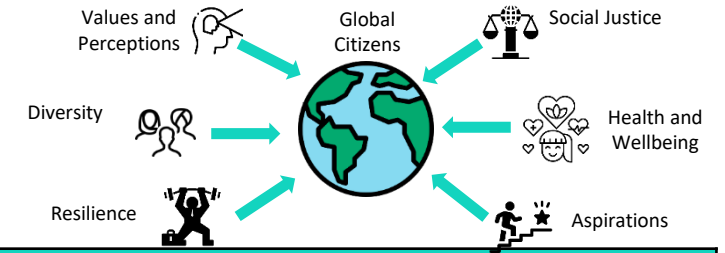
Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

The Reception Year provides the foundation for physical skills children will build upon in Year One.

Children should master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Children should participate in team games, developing simple tactics for attacking and defending. Children should perform dances using simple movement patterns.

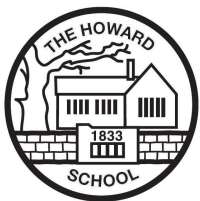


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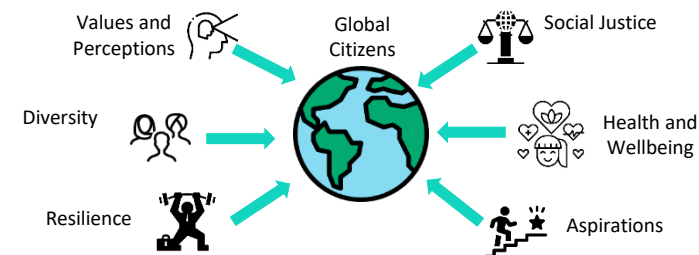


Physical Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gross Motor Skills	<p>I am beginning to use my core muscle strength to achieve good posture when sitting on the floor or at the table. I am beginning to safely use tools and equipment.</p> <p>Sit, sitting up, straight, smart sitting, posture, floor, carpet, table, pen, pencil, scissors, ball, racket, rope, cone.</p>	<p>I am beginning to develop overall body; strength, balance, co-ordination, balance and agility. Experiment moving in different ways.</p> <p>Sit, sitting up, straight, smart sitting, balance, follow me, climb, apparatus, mats, slither, crawl, skip, jump, hop, side step.</p>	<p>I am continuing to develop overall body strength, balance and coordination. I am developing in ability when dancing to music.</p> <p>Strength, balance, coordination, climb, dance, dance move, music, shape, shape names, tension, floppy.</p>	<p>I can negotiate space successfully and can adjust speed and direction. I can show increasing control with a ball.</p> <p>Space, surroundings, aware, speed, direction, control, ball, looking, racket, hands, eyes.</p>	<p>I can use equipment safely with consideration to others. I can move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing.</p> <p>Equipment, ball, cones, safety, careful, running, jumping, stepping, dancing, hopping, skipping, climbing.</p>	<p>I can negotiate space and obstacles safely. I can show strength, balance and coordination when playing. I can move energetically in a range of different ways.</p> <p>Space, carefully, aware, surroundings, direction, speed, strength, coordination, play, playing, running, jumping, hopping, skipping, climbing, moving, travelling.</p>
PE Units	Introduction to PE: Unit 2	Fundamentals: Unit 2	Dance: Unit 2	Ball Skills: Unit 2	Gymnastics: Unit 2	Games: Unit 2
Fine Motor Skills	<p>I can use pencils and other equipment comfortably. I can make snips in paper either using one hand or two.</p> <p>Pencils, tools, equipment, safely, hand, scissors, snips.</p>	<p>I am continuing to develop my fine motor skills. I am beginning to learn correct letter formations and use these in my writing.</p> <p>Pen, pencils, scissors, paintbrush, finger, finger strong, dough, dough disco, letter formation, letters, rhymes, writing.</p>	<p>I am developing an effective pencil grip. I am developing skill when using tools including scissors.</p> <p>Pencil, grip, hand, fingers, skill, scissors, snips, control.</p>	<p>I can form recognisable letters with an effective pencil grip.</p> <p>Letters, trace, rhymes, pencil grip.</p>	<p>I can confidently use scissors and small tools. I am beginning to use a tripod grip to draw and write accurately.</p> <p>Scissors, small tools, tripod, fingers, draw, pencils.</p>	<p>I can use the tripod grip. I can use a range of small tools. I can show accuracy when drawing.</p> <p>Tripod, pencil, grip, skill, tools, pen, pencil, scissors, weaving, threading, accuracy, drawing, detail, tracing.</p>
Ongoing Physical Development skills developed throughout the year	<ul style="list-style-type: none"> Children will further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Line up, wash hands, wait, sit down, carpet time, dinner time, toilet Children will be able to talk about the different factors that support their overall health and wellbeing Physical activity, healthy eating, food groups, tooth brushing, screen time, bedtime routine, road safety 					



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Literacy

Statutory Guidance from the EYFS Framework for Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). their progress in interpreting and appreciating what they hear, respond to and observe.

The Reception Year provides the foundation for literacy skills children will build upon in Year One.

Writing Composition:

Understand what a sentence is and recognise sentences in my own writing. Say sentences out loud orally before writing them down. Create a sequence of sentences to create their own text. Re-read sentences carefully to spot any mistakes. Identify mistakes in their sentences when they are orally read to them. Discuss what they have written to an adult and a peer.

Vocabulary, Grammar & Punctuation:

Understand the use of capital letter and full stop and use them accurately. Create question sentences and use a question mark to punctuate correctly. Mark statement and command sentences with an exclamation mark. Understand that nouns are objects, people, and places. Use capital letters for proper nouns: people, places, days of the week and I. Understand the job of an adjective and start to identify them in sentences. Begin to use adjectives to create simple noun phrases. Use talk to organise events and experiences. Write in the present tense To be able to use the conjunctions “and”, “but” and “because” to create compound sentences. Discuss word meaning of new words.

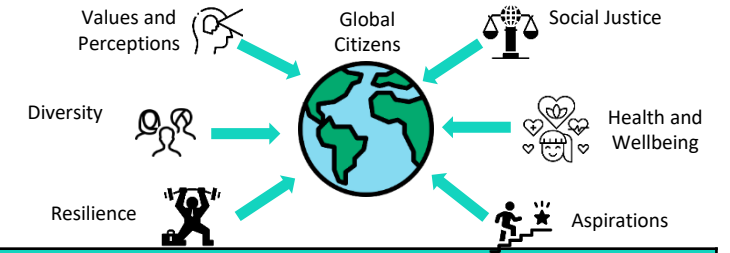
Reading summary:

Make simple inferences about the characters and about events. Predict what might happen next from repetitive phrases and/or from what has already been read. Discuss the significance of the title. Identify the events/points from the text. Explain what has just been read to them orally. Answer simple retrieval questions by finding the information in non-fiction and fiction texts.

Genres covered in Y1: Instructional - Recipes Narrative - Fairy tale Informative - Fact File

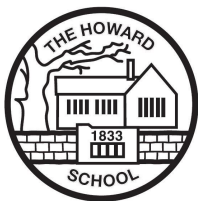


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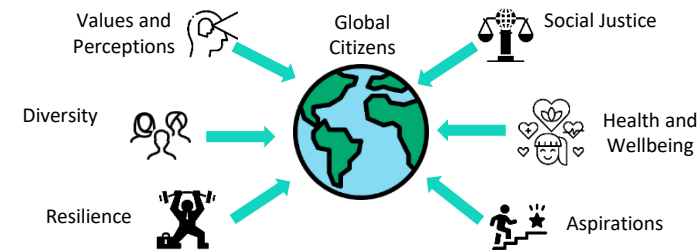


Literacy

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Comprehension	<p>I can listen and enjoy sharing a range of books. I can hold a book correctly, turn pages and handle with care. I know that a book has a beginning and an end. I know that text in English is read top to bottom and left to right. I know the difference between text and illustrations. I can recognise some familiar words in print. I enjoy joining in with rhyme, songs and poems. I can explain simply what's happening in a picture in a familiar story.</p> <p>Book, rhyme, join in, picture, illustration, words, text, follow, repeat, look, beginning, middle, end.</p>	<p>I can respond to different types of books, e.g., story books, factual/real-world books. I can respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. I can make simple inferences to answer yes/no questions about texts. I can sequence two events from a familiar story, using puppets, pictures from book or role-play.</p> <p>Texts, books, story, non- fiction, fiction, questions, who, what, where, why, when, pictures, illustrations.</p>	<p>I can use picture clues to help read a simple text. I can make a simple prediction based on the pictures or text of a story that is read to me. I can show understanding of some words and phrases in a story that is read aloud to me. I can express a preference for a book, song or rhyme, from a limited selection. My play is influenced by experience of books (small world, role play).</p> <p>Text, pictures, what, why, how, when, where, like, dislike, rhyme, play.</p>	<p>I can correctly sequence stories, drawing on language patterns of stories. I can show understanding of many common words and phrases in a story that is read to me. I can suggest how an unfamiliar story read to me might end. I can give an opinion on a book I have read. I can recognise repetition of words or phrases in a text. My play is influenced by my experience of books. I can innovate a well- known story with support.</p> <p>Story, order, sequence, retell, end, repeat.</p>	<p>I can correctly sequence a story or event using pictures and/or captions. I can make simple, plausible suggestions about what will happen next in text. I know the difference between different types of texts. I can make inferences to answer a question beginning 'Why do you think...?' My play is influenced by my experience of books - gestures and actions used to act out a story, event or rhyme.</p> <p>Sequence, story, what, why, difference, non- fiction, fiction, poetry, act out, show me.</p>	<p>My play and vocabulary is influenced by my experiences of books. I can innovate a known story. I can recall the main points and vocabulary in a text in the correct sequence. I can say whether I liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, I sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p> <p>Vocabulary, words, recall, retell, next, after that, why, when, like.</p>



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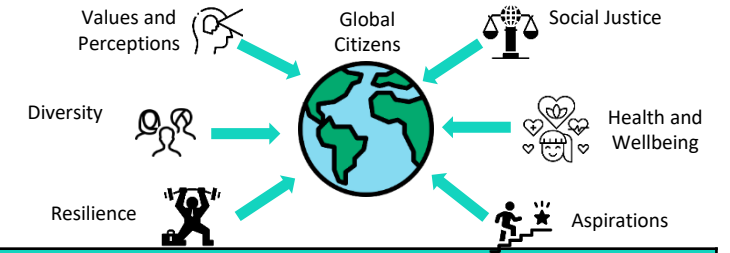


Literacy

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Word Reading	<p>Throughout the year both adults and children will re-read books to build up their confidence in word reading. Through repetition and the revisiting of texts, children are able to build their fluency of both the story sequence and the text as well as further developing their understanding.</p> <p>As part of their Reading development and Phonetic development children will read books consistent with their phonic knowledge as outlined in the Department for Education's Reading Framework 2021 and National Curriculum (2014).</p>					
	<p>I can discriminate sounds (Phase 1 Phonics) such as instruments and cars. I am beginning to be able to orally blend and segment. (Phase 1 Phonics).</p> <p>Hearing, listening, sound, phoneme, three sounds, two sounds, put it together, what can you hear?</p>	<p>I can read graphemes (letter sounds) s,a,t, p, i... and I am beginning to blend some simple words. I can read a few common exception words matched to the phonic programme.</p> <p>Letters, phonemes, read, sounds, tricky words.</p>	<p>I am continuing to read individual graphemes (letters sounds). I can blend simple sounds into VC or CVC words. I can read a few common exception words matched to the Twinkl phonics programme.</p> <p>Letters, phonemes, read, sounds, tricky words</p>	<p>I am continuing to read graphemes as well as some digraphs. I can read simple phrases and sentences with known graphemes / phonemes and a few exception words from memory.</p> <p>Digraph, read, sounding out, tricky word, CVC, sound buttons.</p>	<p>I can read some graphemes, digraphs, simple phrases and sentences with known graphemes / phonemes and a few exception words from memory.</p> <p>Digraph, read, sounding out, tricky word, CVC, sound buttons.</p>	<p>I am beginning to read some tricky words from Level 4 e.g. said, like, have, so. I can re-read what I have written to check that it makes sense</p> <p>Tricky words, re-read, check, sense, edit, change, adapt, improve.</p>



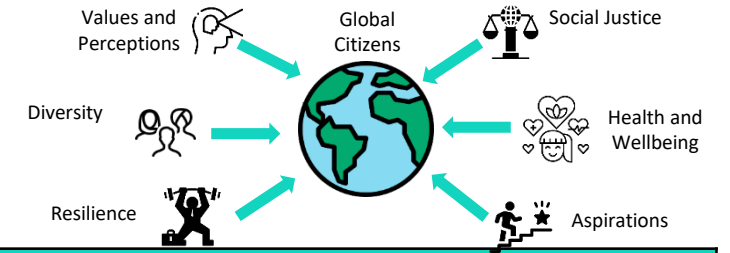
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Literacy						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics	<p>I can give the phoneme when shown any Level 2 grapheme; I can find any Level 2 grapheme, from a display, when given the phoneme; I can orally blend and segment CVC words; I can blend and segment in order to read and spell (using magnetic letters) VC words, such as if, am, on, up and nonsense words, such as ip, ug and ock; I can read the five tricky words - the, to, I, no, go.</p>		<p>I can give the phoneme when shown all or most Level 2 and Level 3 graphemes; I can find all or most Level 2 and Level 3 graphemes, from a display, when given the phoneme; I can blend and read CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes); I can segment and make a phonetically plausible attempt at spelling CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes); I can read and spell some two-syllable words using Level 2 and Level 3 graphemes; I can read the tricky words - he, she, we, me, be, was, my, you, here, they, all, are; I can spell the tricky words - the, to, I, no, go; I can write each letter correctly when following a model.</p>		<p>I can give the phoneme when shown any Level 2 and Level 3 grapheme; I can find any Level 2 and Level 3 grapheme, from a display, when given the phoneme; I am able to blend and read words containing adjacent consonants; I am able to segment and spell words containing adjacent consonants; I am able to read and spell polysyllabic words containing adjacent consonants and words containing three-letter adjacent consonants; I am able to read the tricky words - said, so, have, like, come, some, were, there, little, one, do, when, out, what; I am able to spell the tricky words - he, be, we, she, me, was, you, they, are, all, my, here; I can write each letter, usually correctly.</p>	



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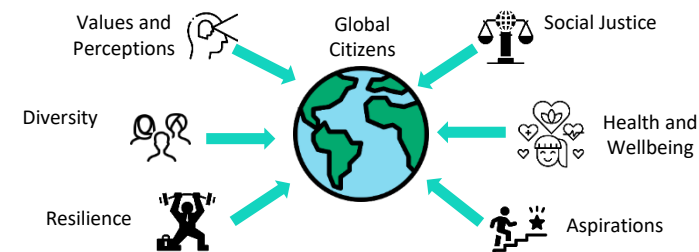


Literacy

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing (including compositional skills)	<p>I am forming the basic understanding of compositional skills through talk - to organise my play and describe events and special occasions.</p> <p>Experiences, events, Compose, talk, describe, tell, birthday, party, Christmas, roleplay, mums and dads, babies.</p> <p>I can write my name - copying it from a name card or trying to write it from memory. I have developed an awareness that writing communicates meaning. I can give meaning to marks I make.</p> <p>Listen, speak, speaking, writing, mean, explain, what.</p> <p>I know that print carries meaning and in English, is read from left to right and top to bottom. I can draw lines and circles.</p> <p>Story, print, text, illustration, pictures, reading, left to right, drawing, making, marks, lines, circles.</p>	<p>I understand that thoughts and stories can be written down from what has been modelled to me. I can use talk to link ideas during conversation and play as well as clarify my thinking and feelings.</p> <p>Roleplay, feelings, happy, sad, story, message, stories, text.</p> <p>I am continuing to develop a phoneme / grapheme relationship. I now have increasing control when making marks and drawing. I can copy adult 'writing behaviour' e.g. writing on a whiteboard, writing messages. I can use some recognisable letters and own symbols such as my name or some initial sounds.</p> <p>Copy, trace, same, drawing, picture, neat, phoneme, grapheme, symbols, marks, letters, name, writing.</p> <p>I can form letters from my name correctly. I can recognise that after a word there is a space.</p> <p>Pencil grip, pinch and flick, letters, formations, trace, copy, formation rhymes, spaces, finger spaces.</p>	<p>I can orally sound out CVC words. I can break down words to ensure I've remembered all of the sounds.</p> <p>Oral, out loud, sentence, rehearse, repeat, check, re-read.</p> <p>I can record letters for initial sounds and end sounds. I can build and record simple CVC words.</p> <p>Writing, initial sounds, hear, phoneme, listen, tune in, end sound, sound at the end.</p> <p>I can write from left to right and top to bottom. I am beginning to form some recognisable letters</p> <p>Pencil grip, pinch and flick, letters, formations, trace, copy, formation rhymes, spaces, finger spaces, hand, left to right, follow the page.</p>	<p>I can orally compose a caption and hold it in memory before attempting to write it.</p> <p>Oral, out loud, sentence, rehearse, repeat, check, re-read</p> <p>I can build CVC, CVCC words using known graphemes and record these. I can use writing in my play.</p> <p>Words, writing, sounds, phoneme, graphemes, sounding out, independently, sound talk, sound buttons, roleplay.</p> <p>I can hold a pencil effectively to form recognisable letters. I know how to form clear ascenders and descenders</p> <p>Pencil grip, pinch and flick, letters, formations, trace, copy, formation rhymes, hand, left to right, lazy letters, tall letters, on the line, under the line.</p>	<p>I can create a simple caption e.g. it is a bus. I am continuing to build on knowledge of letter sounds in writing. I try to include finger spaces.</p> <p>Writing, sounds, letter sounds, graphemes, phonemes, mark making. Oral, out loud, sentence, rehearse, repeat, check, re-read, writing, full stop, punctuate, end, finger space.</p> <p>I can form most lower- case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. I can include spaces between words.</p> <p>Pencil grip, pinch and flick, letters, formations, trace, copy, spaces, correct formations.</p>	<p>I can write for a range of purposes e.g. non-fiction and fiction writing. I can write short sentences sometimes using finger spaces, capital letters and full stops.</p> <p>Instructions, recipe, story, non-fiction, fiction, information book, sentences, letter sounds, capital letters, finger spaces and full stops.</p> <p>I can use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p> <p>Pencil grip, pinch and flick, letters, formations, trace, copy, capital letters, correct, writing.</p>



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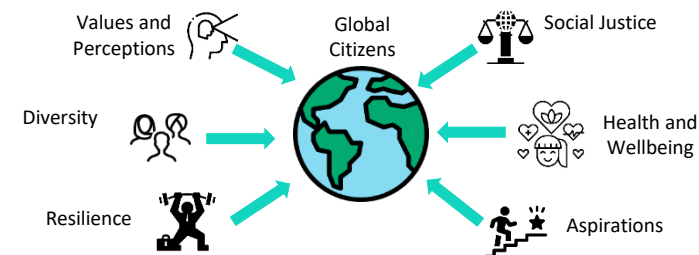


Literacy

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spelling	<p>I can orally segment simple words e.g. cat, dog. I can write my name copying it from a name card or trying to write it from memory.</p> <p>Segmenting, phonemes, graphemes, sounds, name writing, copy, trace, formations.</p>	<p>I can orally spell VC and CVC words by identifying the sounds. I can write my own name.</p> <p>Segmenting, phonemes, graphemes, sounds, name writing, copy, trace, formations, three sounds, sound buttons.</p>	<p>I can sound out to write VC and CVC words independently using Phase 2 graphemes.</p> <p>Segmenting, phonemes, graphemes, sounds, name writing, copy, trace, formations, three sounds, sound buttons, spelling.</p>	<p>I can sound out to write VC, CVC and CVCC words independently using Level 2 and Level 3 graphemes. I can spell some tricky words e.g. the, to, no, go* independently.</p> <p>Segmenting, phonemes, graphemes, sounds, copy, trace, formations, three sounds, sound buttons, tricky words.</p>	<p>I can use the knowledge and understanding of phoneme – grapheme correspondence to spell words. I can make phonetically plausible attempts when writing unknown words that cannot be sounded out with only Level 2 and 3 knowledge.</p> <p>Segmenting, phonemes, graphemes, sounds, copy, trace, formations, three sounds, sound buttons, tricky words.</p>	<p>I can make phonetically plausible attempts when writing unknown words that cannot be sounded out with only Level 2 and 3 knowledge. Spelling Level 4 words if ready.</p> <p>I can spell tricky words e.g., he, she, we, be, me* independently.</p> <p>Segmenting, phonemes, graphemes, sounds, sound buttons, tricky words, independent.</p>



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Mathematics

Statutory Guidance from the EYFS Framework for Mathematics

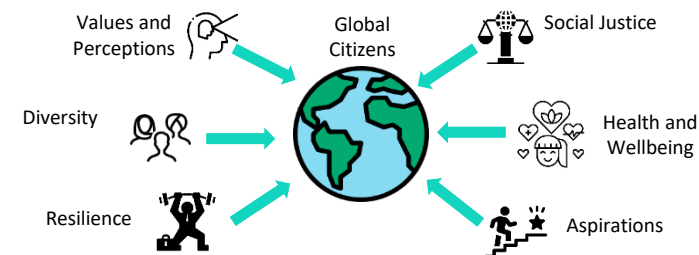
Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

The Reception Year provides the foundation for mathematical skills children will build upon in Year one.

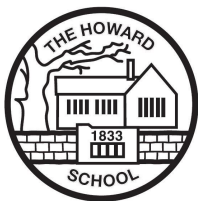
Number and place value (within 20): use the language of: equal to, more than, less than (fewer), most, least Identify and represent numbers using objects and pictorial representations including the number line	Addition and subtraction (within 20) (addition and subtraction Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) sign Read and write numbers from 1 to 20 in numerals and words	Number and place value (within 100): Begin to recognise the place value of each digit in a two-digit number (tens, ones)	Fractions: Recognise, find and name a half as one of two equal parts of an object, shape or quantity	Fractions: Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	Multiplication and Division: count in multiples of twos, fives and tens solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations
Comparing & Estimating: compare, describe and solve practical problems for: lengths and heights, mass/weight, time	Number Bonds: Represent and use number bonds and related subtraction facts within 20	Shape: Recognise and name common 2-D and 3-D shapes,	Positional Language: Describe position, direction and movement, including half, quarter and threequarter turns	Money: Recognise and know the value of different denominations of coins and notes	Time: Tell the time to the hour and half past the hour Recognise and use language relating to dates, including days of the week, weeks, months and years



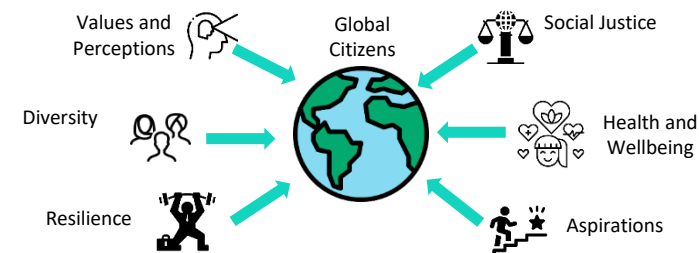
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Mathematics						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number and Numerical Patterns	<p>I can match objects and pictures. I can identify a set. I can sort objects to a type. I can explore sorting techniques. I can create sorting rules. I can compare amounts. <i>Match, sort, compare, matching pair, same, different, colour, size, shape, more, fewer, the same as</i></p>	<p>I can find 1, 2 and 3. I can subitise 1, 2 and 3. I can represent 1, 2 and 3 I can understand 1 more and 1 less. I know the composition of 1, 2 and 3. <i>Represent, 1,2,3, subitise, compare, more, fewer, same, 1 more, 1 less, composition,</i></p> <p>I can find 4 and 5. I can subitise 4 and 5 I can represent 4 and 5. I can find 1 more and 1 less. I know the composition of 4 and 5. <i>4, 5, one, more, one less, subitise, composition</i></p>	<p>I recognise zero. I can find 0 to 5. I can subitise 0 to 5. I know 1 more and 1 less. I know the composition of numbers to 5. <i>Zero, all gone, one less than one, none, 1-5, more than, fewer than, the same as, composition, more, less</i></p> <p>I can find 6, 7 and 8. I can represent 6, 7 and 8. I know 1 more and 1 less. I know the composition of 6, 7 and 8. I can make pairs – odd and even. I can double to 8 (find a double and make a double). I can combine 2 groups. <i>6, 7, 8, pairs, combine, altogether, combine, add, double, more, less, part-whole model, ten frame</i></p>	<p>I can find 9 and 10. I can compare numbers. I can represent 9 and 10. I can find 1 more and 1 less. I know the composition of numbers to 10. I know bonds to 10 (2 parts) I can make arrangements to 10. I know bonds to 10 (3 parts) I know doubles to 10 (find a double and make a double). I understand odd and even. <i>9, 10, more than, fewer than, the same as, bonds to 10, doubles, odd, even, arrangement, twice as many, 2 of the same</i></p>	<p>I can build numbers beyond 10 (10-13). I can continue patterns beyond 10 (10-13). I can build numbers beyond 10 (14-20). I can verbally count beyond 20. I can continue verbal counting patterns. <i>10-20, beyond, pattern, match,</i></p> <p>I can add more. I can answer question 'how many did I add?'. I can take away. I can answer questions 'How many did I take away?' <i>Adding more, add, first, then, now, take away, subtract</i></p>	<p>I can share. I can group. I understand odd and even sharing. I can play with and build doubles. <i>Share, fair, equal groups, same, double, twice as many, 2 of the same, odd, even</i></p>
White Rose Maths Units	Getting to Know You Match, sort and compare Talk about measure and patterns	It's me 1, 2, 3 Circles and Triangles 1, 2, 3, 4, 5, Shapes with 4 sides	Alive in 5 Mass and Capacity Growing 6, 7, 8	Length, height and time Building 9 and 10 Explore 3-D shapes	To 20 and beyond How many now? Manipulate, compose and decompose	Sharing and grouping Visualise, build and map Make connections



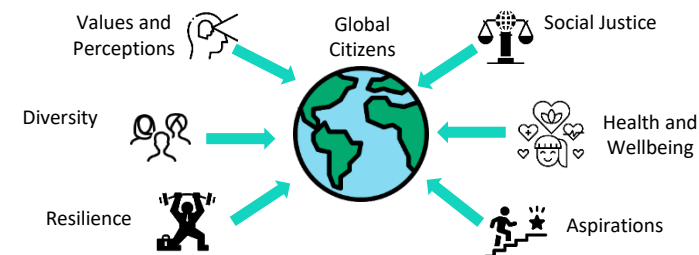
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Mathematics						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Shape, Space and Measure	<p>I can compare size. I can compare mass. I can compare capacity. I can recognise simple patterns. I can copy and compare simple patterns. I can create simple patterns. Compare, taller, longer, shorter, bigger, smaller, mass, heavier, lighter, balance, equal, same, capacity, more, less, full, empty, pattern, repeating, sequence</p>	<p>I can identify and name circles and triangles. I can compare circles and triangles. I can recognise shapes in the environment. I can describe position. Circle, triangle, straight side, corners, curved side, in, under, next to, beside, on top, in front, in between, behind</p> <p>I can identify and name shapes with 4 sides. I can combine shapes with 4 sides. I can recognise shapes in the environment. I understand my day and night. 4 sides, corner, sides, square, rectangle, day, night, days of the week</p>	<p>I can compare mass. I can find a balance. I understand capacity. I can compare capacity. Mass, heavy, heavier than, light, lighter than, lightest, capacity, full, nearly full, nearly empty, empty</p>	<p>I understand length. I can compare length. I understand height. I can compare height. I can talk about time. I can order and sequence time. Length, long, longer than, longest, short, shorter than, shortest, tall, taller than, tallest, thick, thin, wide, narrow, near, far, time, now, before, later, soon, after, then, next, yesterday, today, tomorrow, days of the week</p> <p>I can recognise and name 3-D shapes. I can find 2-D shapes within 3-D shapes. I use 3-D shapes for tasks. I can find 3-D shapes in the environment. I can identify more complex patterns. I can copy and continue patterns. I can spot patterns in the environment. 3d shape, sphere, cube, cone, cuboid, pyramid, cylinder, pattern</p>	<p>I can select shapes for a purpose. I can rotate shapes. I can manipulate shapes. I can explain shape arrangements. I can compose shapes. I can decompose shapes. I can copy 2-D shape pictures. I can find 2-D shapes within 3-D shapes. In, out, on, shape, 2D, 3D, circle, triangle, square, cube, cuboid, faces, square, rectangle</p>	<p>I can identify units of repeating patterns. I can create my own pattern rules. I can replicate and build scenes and constructions. I can visualise from different positions. I can describe positions. I can give instructions to build. I can represent maps with models. I can create my own maps from familiar places. I can create my own maps and plans from story situations. Shape, rotate, compare, 2d shape, 3d shape Map, direction, forwards, turn, pass, first, then, next, near, far, next to, in, under, on, behind, in front of, position, pattern</p>
White Rose Maths Units	<p>Getting to Know You Match, sort and compare Talk about measure and patterns</p>	<p>It's me 1, 2, 3 Circles and Triangles 1, 2, 3, 4, 5, Shapes with 4 sides</p>	<p>Alive in 5 Mass and Capacity Growing 6, 7, 8</p>	<p>Length, height and time Building 9 and 10 Explore 3-D shapes</p>	<p>To 20 and beyond How many now? Manipulate, compose and decompose</p>	<p>Sharing and grouping Visualise, build and map Make connections</p>



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Understanding the World

Statutory Guidance from the EYFS Framework for Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

The Reception Year provides the foundation skills that children will build upon in Year one.

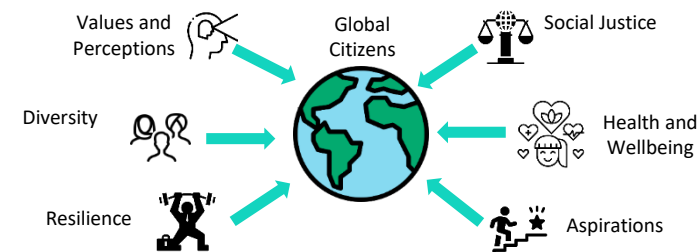
The Science National Curriculum (2014) ... Working Scientifically: Asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment, performing simple tests, identifying and classifying, using their observations and ideas to suggest answers to questions, gathering and recording data to help in answering questions. Plants: identify and name a variety of common wild and garden plants, including deciduous and evergreen trees, identify and describe the basic structure of a variety of common flowering plants, including trees. Animals including humans: identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals, identify and name a variety of common animals that are carnivores, herbivores and omnivores, describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets), identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Everyday materials: distinguish between an object and the material from which it is made, identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock, describe the simple physical properties of a variety of everyday materials, compare and group together a variety of everyday materials on the basis of their simple physical properties. Seasonal Changes: observe changes across the 4 seasons, observe and describe weather associated with the seasons and how day length varies.

The Geography National Curriculum (2014) states that...
Location Knowledge: name and locate the world's 7 continents and 5 oceans, name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. Place Knowledge: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country, Human and Physical Geography, identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, use basic geographical vocabulary. Geographical Skills and Fieldwork: use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map, use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key, use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

The History National Curriculum (2014) states that... Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life, events beyond living memory that are significant nationally or globally
e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries, the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods *e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell and Edith Cavell*. Significant historical events, people and places in their own locality.



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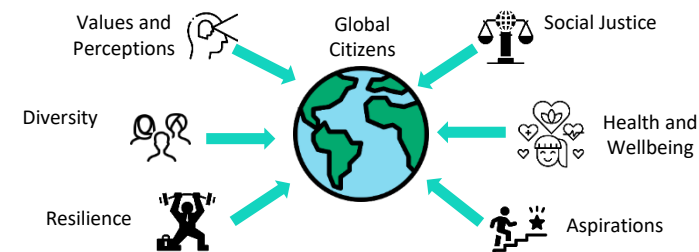


Understanding the World

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Past and Present (Including Chronology / Enquiry)	Children will explore chronology throughout the year – building up experiences and knowledge of the past and present and using this as reference to reflect on.					
	<p>I can talk about members of my family and the relationship to them e.g. Mum, Dad. <i>Family, relationships, Mum, Dad, sister, brother, grandma, grandad, friends.</i></p> <p>I know that you can find out information from different sources <i>Information, books, videos, search, internet,</i></p>	<p>I can use the language of time when talking about past and present events in my own lives and in the lives of others including people I have learnt about through books. <i>Last week, yesterday, a long time ago, last year, before I was born.</i></p> <p>I can find out about key historical events and why and how we celebrate today. Remembrance Day, Christmas Day, Diwali. <i>History, past, celebrations, festivals.</i></p>	<p>I can visually represent my own day on a simple timeline. <i>Timeline, day, week, first, last, them, next, days of the week – names.</i></p> <p>I can make observations or find information about different locations and places. I recognise, know, and can describe features of a studied location. I understand some changes in the natural world around me, including the seasons. <i>Technology, search, internet, Antarctica, desert, changes, water, ice, seasons.</i></p>	<p>I can talk about and understand changes in my own lifetime and what happens when I get older. <i>Changes, baby, toddler, child, teenager, adult, elderly, ages.</i></p> <p>I can describe images of familiar situations in the past when looking and contrast images or stories. I understand growth and change. <i>Images, pictures, past, present, same, different, grow, change.</i></p>	<p>I can recount an event that has happened. <i>Event, special, what happened, then, next.</i></p> <p>I can talk about roles people have in society (both in the present and past). I understand the need for these roles. <i>Key worker, job, help, helpful, community, police, fire service, doctor, dentist.</i></p>	<p>I can order experiences that have happened to me and in stories I have read. <i>First, then, next, after that, finally, story.</i></p> <p>I am confident in comparing and contrasting the past and present and can describe and ask questions about old and new. I notice similarities and differences independently and can talk about these. <i>Images, pictures, past, present, change, different, people, places, time, compare, comparison, same.</i></p>



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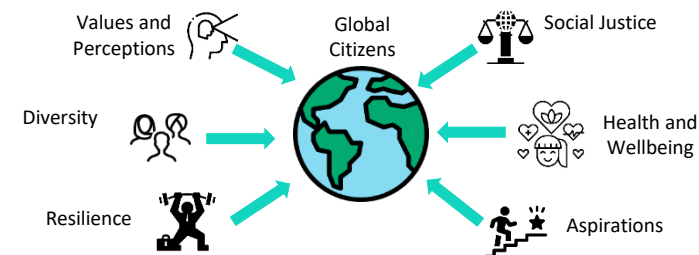


Understanding the World

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
People, Culture and Communities (General including Understanding of 'Respect' / simple mapping skills)	<p>I respect special things in my own life. <i>Special, teddy, photo, people, toy.</i></p> <p>I can draw a simple map and listen to stories with maps. I recognise some common signs.</p> <p>Identifies features on a simple map – in familiar environments such as the classroom and outdoors. <i>Maps, mapping, environment, features, classroom map, local area map, signs, logos.</i></p>	<p>I recognise that people have different beliefs and celebrate special times in different ways. I recognise some environments that are different to the one in which I live. <i>Belief, religion, special, special book, celebrate, celebration, different, same, cold, landscape related vocabulary.</i></p> <p>I can use positional language. <i>Maps, mapping, environment, bee-bot, left, right, under, beside, on top.</i></p>	<p>I understand what curiosity is and importance of asking questions. I can find out about other countries and people through non-fiction texts, stories, visitors, celebrations. <i>Questions, why, country, community, where I live, story, visitor, celebrations.</i></p> <p>I can use positional language and extend this to using a BeeBots or instructing a friend to move. I recognise some environments are different to the one in which I live. <i>Maps, mapping, environment, bee-bot, left, right, under, beside, on top, up, down, same, different, landscape.</i></p>	<p>I understand what curiosity is and importance of asking questions. I can find out about other countries and people through non-fiction texts, stories, visitors, celebrations including Easter. <i>Questions, why, country, community, where I live, story, visitor, celebrations.</i></p> <p>I can confidently programme a BeeBot. I can talk about technology and how it can help us direct ourselves – Google Maps. <i>Maps, mapping, environment, bee-bot, left, right, under, beside, on top, google maps, above, below</i></p>	<p>I know that different places are special to different people. <i>Special, places of worship, churches, map, park, shops etc.</i></p> <p>I can draw information from a simple map and identify landmarks of our local area walk. <i>Maps, mapping, environment, features, landmarks, local area.</i></p>	<p>I can compare and contrast different places. I can show respect to one another and to animals. <i>Same, different, similar, features, environment, hot, cold, care, look after, vets, food, water.</i></p> <p>I can create own maps using grid paper and symbols (x marks the spot treasure maps) <i>Maps, mapping, environment, features, landmarks, local area, x marks the spot, treasure.</i></p>



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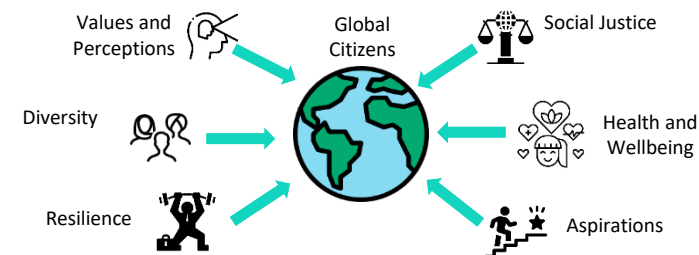


Understanding the World

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
People, Culture and Communities (Geography Links / Mapping Skills)	<p>I can identify features on a simple map – in familiar environments such as the classroom and outdoors</p> <p>I know that there are different countries in the world</p> <p>I know that different countries have different homes</p> <p>Using pictures, I can explain what life may be like for children in other countries</p> <p>I can talk about local environments (their road, the park, library,)</p>	<p>I can use maps to locate objects in 'real life'</p> <p>I can ask questions about the world and enjoy looking at maps and globes</p> <p>I can identify similarities and differences between homes in our country</p> <p>I can make comparisons between life for children in this country and other countries</p> <p>I can recognise some environments that are different to the one in which I live</p>			<p>I can briefly explain the difference between H&P features – which items can and can't be moved</p> <p>I am able to name towns, cities or countries with familial links.</p> <p>I can identify similarities and differences between homes in other countries</p> <p>I can make comparisons between life for children this country and other countries</p> <p>I can use pictures to compare and contrast environments around the world</p>	
	<p>Similar, different, country, city, town, local area, world, Earth, senses, touch, taste, sight, hearing, smell, nature, habitat, space, planets, sun, stars, land, sea, beach, cliffs, seaside, tides, ocean, seas, shadow, light, freeze, melt, trees, forest, hill, mountain, jungle, physical feature, human feature</p> <p>Similar, different, country, world, map, globe, atlas, earth, religion, belief, community, celebration, family</p> <p>Street, road, bridge, school, church, home, house, shop, bungalow, traffic lights, zebra crossing, roundabout, trees, road, plants,</p>					

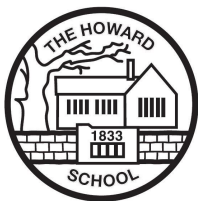


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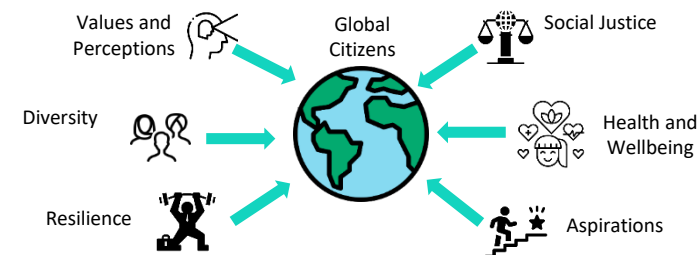


Understanding the World

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
People, Culture and Communities (RE Links)	<p>Comments on recent pictures of celebrations in their own life. "This was me celebrating Diwali"</p> <p>Can name different religious venues – Church, Mosque and Gurdwara as a minimum</p> <p>Developing positive attitudes about differences between people</p>	<p>Can name different religious venues – Church, Mosque and Gurdwara as a minimum</p> <p>Comments on images of familiar experiences (holidays, visiting the park, going to the dentist)</p> <p>Can articulate what festivals others celebrate and begin to explain in more detail</p>			<p>Can articulate what festivals others celebrate and begin to explain in more detail</p> <p>Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas)</p> <p>Knows why religious venues are special and who goes there</p>	
	<p>Diwali: Diwali, Diya lamps, mehndi patterns, Hindus, festivals, celebration, festival of light, fireworks, Rama, Sita, rangoli patters, oil lamps</p> <p>Bonfire night: fireworks, fire fighters, emergency, fire safety, 999, sparklers, Guy Fawkes, parliament, gunpowder</p> <p>Remembrance Day: November, poppies, war</p> <p>Christmas: nativity, Jesus, stable, manger, Mary, Joseph, travel, donkey, inn, innkeeper, Christian, Bethlehem, shepherds, wise men, star, gifts</p> <p>Easter: Risen, life, cross, Good Friday, Easter Sunday, new life</p> <p>Islam: Muslims, mosque, Quran, Allah, prayer mat, minaret, wash room, shoe rack</p> <p>Christianity: church, vicar / priest, Bible, candle, lectern, pulpit, organ, altar, pews, font, baptism, christening, wedding,</p>					



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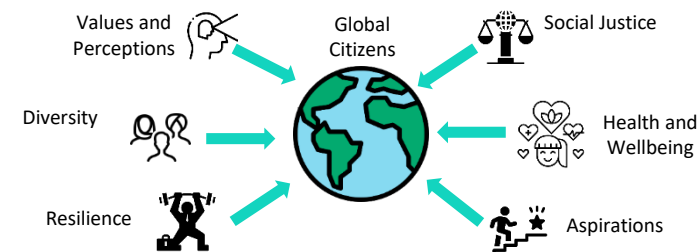


Understanding the World

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
People, Culture and Communities (Computing Links)	<ul style="list-style-type: none">I can select brushes, colours and rubbers when drawing on paint softwareI can play simple games on the Interactive Whiteboard by dragging and dropping itemsI can record videos on the cameraI know to ask for help if needed		<ul style="list-style-type: none">I can use various tools such as brush, pens, stamps, erasers and shapes with supportI can independently change games or increase levels of difficulty on gamesI can edit photosI know what personal information is and know that it should not be shared online		<ul style="list-style-type: none">I can erase content and understands how to charge the cameras	
	Computer, laptop, iPad, tablet, button, app, control, Beebot, headphones, Picture, video, play / pause, colour, size, paintbrush Online, safe, not safe, share, don't share, private, help					



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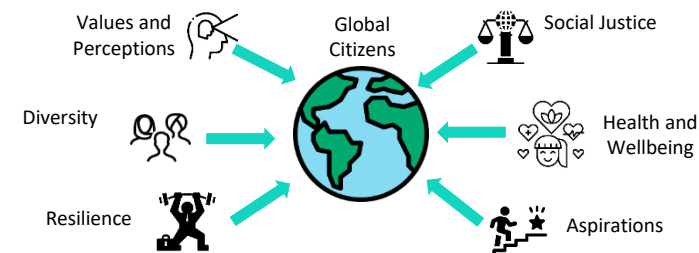


Understanding the World

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Natural World (Scientific skills and Knowledge)	<p>I can have discussions around human lifecycles and how we grow and change. I understand how I have grown and how I will continue to grow. Looking at how I look and people older than me – what is the same and what is different. I can name body parts and know how to keep healthy.</p> <p>Hygiene, healthy, nonhealthy, grow, change, germs, 5 senses, teeth brushing, dentist, face, hair, leg, human, knee, arm, elbow, back, head, toes, ear, hands, eye, fingers, mouth, nose, parent, baby, child, adult, grandparent</p>	<p>I know about the seasons and know it is Autumn. I can talk about the seasons and have some understanding about the changes that happen in the world.</p> <p>Autumn, day, dark, light, Winter, night, season, Moon, Sun, lighter, darker, shadow</p>	<p>I can describe an animal using some scientific vocabulary. I have an understanding of some animal habitats and can describe them and who lives in them.</p> <p>Polar animals (Penguin, Arctic fox, Orca, Elephant seal, Polar Bear, Snowy Owl), frozen, camouflaged, survival.</p>	<p>I can name parts of a plant and what it needs to grow as part of the current topic. I can grow my own plants and look after them. I can observe the plants and trees around me and how they change. I am developing a good understanding of a lifecycle as part of the topic.</p> <p>Tulip, daffodil, bluebells, crocuses, snowdrops, dandelions, buttercups, daisy Plant, stem, leaf, roots, bulb, shoot, seed, growth flower, trunk, branches. life cycle, egg, caterpillar, chrysalis, cocoon, butterfly, water, food, air</p>	<p>I am confident at naming a range of animals and where they live (habitat) and can sort some animals into the country they live in. I can care for and look after animals and encourage others to do so. I can compare animals and observe their changes (Lifecycles).</p> <p>Pond, garden, woodland, seaside, habitat, wild, wildlife, native, woodland, birds, (owl, duck), insects/bugs/ minibeasts (lacewing, ladybird, woodlouse, bee, wasp, spider, tarantula, earthworm, snail, millipede, butterfly, caterpillar, microhabitats,</p>	<p>I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and paper. I am beginning to understand what 're-cycle' means and why we should do it.</p> <p>Material, wood, plastic, glass, metal, paper, recyclable, hard, soft, rough, smooth, shiny</p>
The Natural World (Science Links)	<ul style="list-style-type: none"> I can talk about differences between materials and changes they notice. I can name my 5 senses I explore and talk about forces (push and pull) I can name and order seasons I can say what plants need to survive 		<ul style="list-style-type: none"> I can talk about differences between materials and changes I notice. I can explain what my five senses are I can explore non-contact forces (gravity and magnetism) I can understand the effect of seasons on the natural world, discussing when and how things grow I can talk about different life cycles 		<ul style="list-style-type: none"> I can explore the natural world around me I can explain what my five senses are I can explore non-contact forces (gravity and magnetism) I can understand the effect of seasons on the natural world, discussing when and how things grow I can understand the need to respect and care for the natural environment and all living things. 	



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Expressive Arts and Design

Statutory Guidance from the EYFS Framework for Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

The Reception Year provides the foundation skills that children will build upon in Year one.

Art and Design – Year 1 National Curriculum

Pupils should be taught: -To use a range of materials creatively to design and make products
-To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space -About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Design and Technology – KS1 National Curriculum

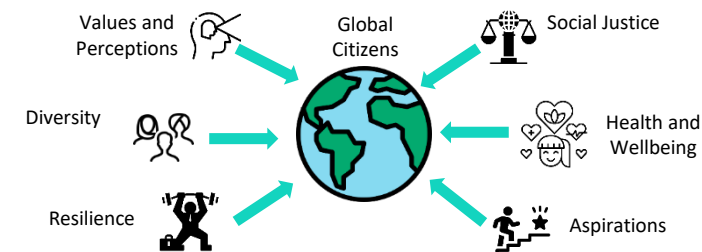
Design- Design purposeful, functional, appealing products for themselves and other users based on design criteria -Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **Make** -Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **Evaluate** -Explore and evaluate a range of existing products -Evaluate their ideas and products against design criteria Technical knowledge -Build structures, exploring how they can be made stronger, stiffer and more stable -Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products

Music – KS1 National Curriculum

Pupils should be taught to: -Use their voices expressively and creatively by singing songs and speaking chants and rhymes -Play tuned and untuned instruments musically -Listen with concentration and understanding to a range of high-quality live and recorded music -Experiment with, create, select and combine sounds using the inter-related dimensions of music



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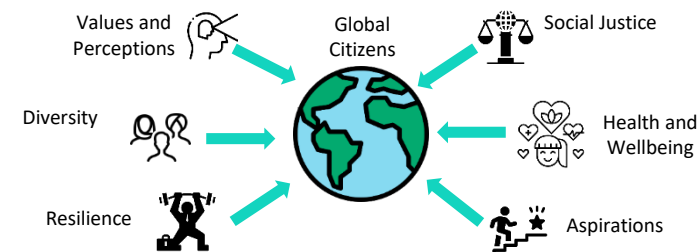


Expressive Arts and Design

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creating with Materials (Painting and Printing)	<p>I am able to mix primary colours to make secondary colours.</p> <p>I can use thick brushes.</p> <p>I can use thin brushes to add detail.</p> <p>I can print with small blocks, small sponges, fruit, shapes and other resources.</p> <p>Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark., splatter, flick, thick, thin, choice, smudge, clear, print, sponge, stamp, roller, shapes, objects, leaves, pine cones, flowers, natural materials, environment</p>	<p>I am able to mix primary colours to make secondary colours.</p> <p>I can use thick brushes.</p> <p>I can use thin brushes to add detail.</p> <p>I can print with small blocks, small sponges, fruit, shapes and other resources.</p> <p>Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark., splatter, flick, thick, thin, choice, smudge, clear, print, sponge, stamp, roller, shapes, objects, leaves, pine cones, flowers, natural materials, environment</p>	<p>I can add white or black paint to alter tint or shade.</p> <p>I can hold a paintbrush using a tripod grip.</p> <p>I can create patterns or meaningful pictures when printing.</p> <p>Colours, colour names, change, white, black, alter, tint, shade, brush, tripod grip, paint, choice, type, poster, ready mix, acrylic, powder, water colour, pattern, print, repeating,</p>	<p>I can add white or black to alter tint or shade.</p> <p>I can hold a paintbrush using a tripod grip.</p> <p>I can create patterns or meaningful pictures when printing.</p> <p>Colours, colour names, change, white, black, alter, tint, shade, brush, tripod grip, paint, choice, type, poster, ready mix, acrylic, powder, water colour, pattern, print, repeating,</p>	<p>I can colour match to a specific colour or shade.</p> <p>I can independently select additional tools (Stamps, rollers etc) to improve my work.</p> <p>I can create patterns or meaningful pictures when printing.</p> <p>Paint, painting, colour, choice, inspiration, feeling, emotion, imagination, observation, evaluate, like, dislike, change, similar, different, improve, better</p>	<p>I can colour match to a specific colour or shade.</p> <p>I can independently select additional tools (Stamps, rollers etc) to improve my work.</p> <p>I can create patterns or meaningful pictures when printing.</p> <p>Paint, painting, colour, choice, inspiration, feeling, emotion, imagination, observation, evaluate, like, dislike, change, similar, different, improve, better.</p>



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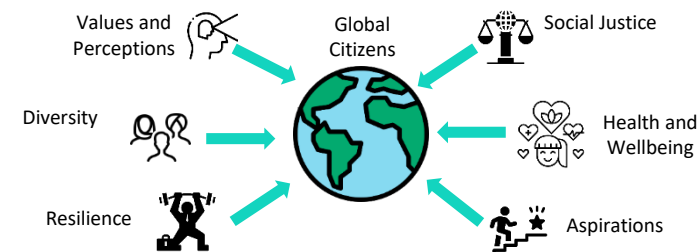


Expressive Arts and Design

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creating with Materials (Drawing)	<p>I can draw potato people (no neck or body)</p> <p>I can draw simple things from memory</p> <p>Grip, pinch and flick, tight, loose, hand, lines, circles, shapes, copy, explain</p>	<p>I can draw potato people (no neck or body)</p> <p>I can draw simple things from memory</p> <p>Grip, pinch and flick, tight, loose, hand, lines, circles, shapes, copy, explain</p>	<p>I can draw bodies of an appropriate size for what I'm drawing</p> <p>I am beginning to draw self-portraits, landscapes and buildings / cityscapes</p> <p>Observe, copy, look, notice, shape, colour, lines, represent, self portrait, emotion, feeling</p>	<p>I can draw bodies of an appropriate size for what I'm drawing</p> <p>I am beginning to draw self-portraits, landscapes and buildings / cityscapes</p> <p>Observe, copy, look, notice, shape, colour, lines, represent, self portrait, emotion, feeling</p>	<p>I can draw with detail (bodies with sausage limbs and additional features)</p> <p>I am beginning to draw self-portraits, landscapes and buildings / cityscapes</p> <p>Observe, copy, look, notice, shape, colour, lines, represent, features, detail, explain, thick, thin, colour, like, dislike, reason, change, similar, different, improve, better</p>	<p>I can draw with detail (bodies with sausage limbs and additional features)</p> <p>I am beginning to draw self-portraits, landscapes and buildings / cityscapes</p> <p>Observe, copy, look, notice, shape, colour, lines, represent, features, detail, explain, thick, thin, colour, like, dislike, reason, change, similar, different, improve, better</p>
Creating with Materials (Collage)	<p>I can use glue sticks and glue spatulas independently</p> <p>I can add other materials to develop models (tissue paper, glitter...)</p> <p>I can describe smooth or bumpy textures</p> <p>I am beginning to weave (gross motor)</p> <p>Glue, spatula, independent, junk, modelling, build, materials, textures, smooth, bumpy, soft, rough, weave,</p>	<p>I can use glue sticks and glue spatulas independently</p> <p>I can add other materials to develop models (tissue paper, glitter...)</p> <p>I can describe smooth or bumpy textures</p> <p>I am beginning to weave (gross motor)</p> <p>Glue, spatula, independent, junk, modelling, build, materials, textures, smooth, bumpy, soft, rough, weave,</p>	<p>I can join items with glue or tape</p> <p>I know how to improve models (scrunch, twist, fold, bend, roll)</p> <p>I can describe smooth, rough, bendy, hard textures</p> <p>I am beginning to weave (fine motor)</p> <p>Join, glue, tape, improve, scrunch, twist, fold, bend, roll, texture, describe, smooth, rough, bendy, hard, weave</p>	<p>I can join items with glue or tape</p> <p>I know how to improve models (scrunch, twist, fold, bend, roll)</p> <p>I can describe smooth, rough, bendy, hard textures</p> <p>I am beginning to weave (fine motor)</p> <p>Join, glue, tape, improve, scrunch, twist, fold, bend, roll, texture, describe, smooth, rough, bendy, hard, weave</p>	<p>I can join items in a variety of ways – Sellotape, masking tape, string, ribbon</p> <p>I know how to secure boxes, toilet rolls, decorate bottles</p> <p>I can use words such as flexible and rigid</p> <p>Join, sellotape, masking tape, string, ribbon, fix, connect, tower, structure, stronger, sturdy, flexible, rigid, secure</p>	<p>I can join items in a variety of ways – Sellotape, masking tape, string, ribbon</p> <p>I know how to secure boxes, toilet rolls, decorate bottles</p> <p>I can use words such as flexible and rigid</p> <p>Join, sellotape, masking tape, string, ribbon, fix, connect, tower, structure, stronger, sturdy, flexible, rigid, secure</p>

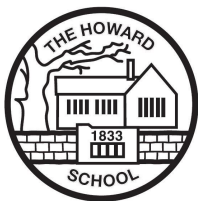


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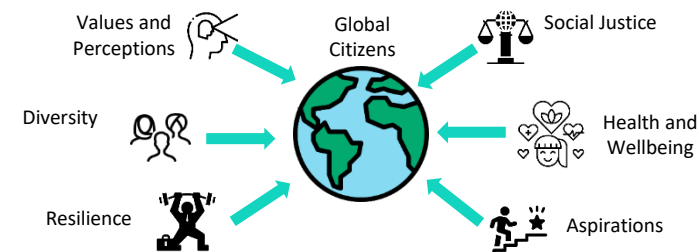


Expressive Arts and Design

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creating with Materials (Sculpture)	<p>I can build simple models using walls, roofs and towers.</p> <p>I can manipulate clay (rolls, cuts, squashes, pinches, twists...)</p> <p>Model, 3D, build, wall, roof, tower, moveable, creation, colour, shape, pattern, manipulate, clay, roll, cut, squash, pinch, twist</p>	<p>I can build simple models using walls, roofs and towers.</p> <p>I can manipulate clay (rolls, cuts, squashes, pinches, twists...)</p> <p>Model, 3D, build, wall, roof, tower, moveable, creation, colour, shape, pattern, manipulate, clay, roll, cut, squash, pinch, twist</p>	<p>I can build models which replicate those in real life.</p> <p>I can use a variety of resources – loose part play</p> <p>I can make something that I give meaning to</p> <p>Real life, replicate, loose parts, moveable, style, copy, similar</p>	<p>I can build models which replicate those in real life.</p> <p>I can use a variety of resources – loose part play</p> <p>I can make something that I give meaning to</p> <p>Real life, replicate, loose parts, moveable, style, copy, similar</p>	<p>I can build models which replicate those in real life.</p> <p>I can use a variety of resources – loose part play</p> <p>I can make something with clear intentions</p> <p>Real life, replicate, loose parts, moveable, style, copy, similar, imagination, observation, evaluate, like, dislike, change, different, improve, better</p>	<p>I can build models which replicate those in real life.</p> <p>I can use a variety of resources – loose part play</p> <p>I can make something with clear intentions</p> <p>Real life, replicate, loose parts, moveable, style, copy, similar, imagination, observation, evaluate, like, dislike, change, different, improve, better</p>



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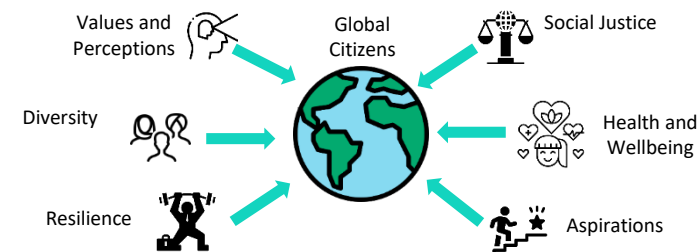


Expressive Arts and Design

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Being Imaginative and Expressive	I can sing simple well know songs and rhymes, I can describe the sounds I can hear. Pitch, music, singing, songs, nursery rhymes, actions, listen, loud /quiet / fast / slow, dance, shouting, song words, clap, stamp, move	I can explore musical instruments including body percussions. I can play instruments in time and in a simple composition. I can take part in the Nativity Performance – joining in with the words to sings, using actions and listening to music. Pitch, tempo, sequence, composition, instruments, play, music, sounds, singing, songs, actions, listen, loud /quiet / fast / slow, dance, shouting, percussion, pattern, African instruments, drum, tambourine, bells, maracas, glockenspiel and xylophone, shake, tap, bang, pulse, beat, orchestra, horn, bells.	I can use the stories I know and have heard in school to roleplay them. I can extend my roleplay with more imaginary storylines. I am continuing to use the props available in school and ones I have made myself. Join in, pretend, roleplay, retell, stories, acting out, puppets, toys, small world, masks, home corner, conversations, taking on a role, pretending.	I can experiment with changing my voice with different tempo, pitch and dynamics. I can describe instrument sounds. Loud, quiet, fast, slow, instruments, play, music, sounds, singing, songs, listen, loud /quiet / fast / slow, dance, shouting, voices, whispering, voices, talking voices, change, high, low.	I can perform songs, rhymes, poems and stories and moving in time with the music. I can compose and adapt my own music using my voice and with instruments. Pitch, instruments, play, music, sounds, singing, songs, nursery rhymes, actions, listen, loud /quiet / fast / slow, dance, shouting, listen, bang, tap, scratch.	I am continuing to extend and develop the storylines I am role playing in school. I can independently sing, dance, roleplay, create artwork and may show a passion for one or more ways to express my imagination. Join in, pretend, roleplay, retell, stories, converse, conversation, represent, real life, imagination, celebrations, daily life, shopping, school.



**'Providing opportunities for growth
in mind, body and spirit.'**

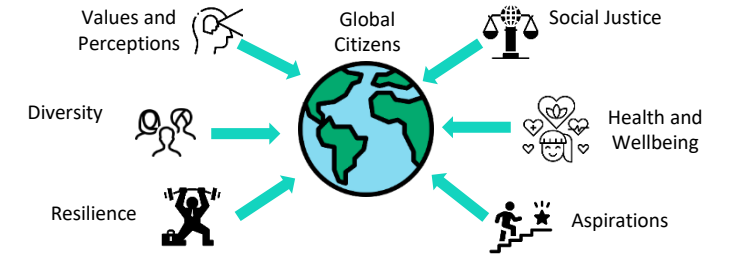


Expressive Arts and Design

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Artist Studies	Children will explore, use and refine a variety of artistic effects to express their ideas and feelings. Children will be able to recognise the work of famous artists and take inspiration from their work. Children will be able to express how they feel about the work of the artist they are studying. Children will work to create collaboratively, sharing ideas, resources and skills, as well as independently. Children will learn the skill of returning to and building on their work, refining ideas and developing their ability to represent them.					
	Jackson Pollock (Collaborative work) Jackson Pollock, abstract, colour, work, drink, together, collaborate, splatter, flick.	Yayoi Kusama Piet Mondrian, Wassily Kandinsky Yayoi Kusama, Piet Mondrian, Wassily Kandinsky, primary colours, bold, squares, rectangles, thick lines, thin lines, shapes, circles	Joan Miro Shapes, drawing, squiggles, thin lines, pen, pencils, colours, doodles, symbols.	Andy Goldsworthy Eric Carle English, photographer, sculpture, nature, natural, leaves, sand, ice, stone, tissue paper, colours, caterpillar, animals, minibeasts.	Vincent van Gogh Sunflowers, museum, Dutch, oil painting, Starry night, yellow, observational, soft, muted, background.	Georgia O'Keeffe, Henri Matisse Flowers, copy, colours, observe, shape, bright, bold, realistic, unusual, still life, French, American, paper collage, scissors.
Access Art Units	<i>Finding Circles Collecting Colour Fruit and Veg Heads</i>	<i>Collaging with Wax Crayon Rubblings Printing (Ducklings)</i>	<i>Shells: Observational and Imaginative Drawing Repeating Pattern Printing Roller</i>	<i>Printing with String Marbled Hole Punch Sketchbook</i>	<i>Cardboard Creations Prop Making for Toys</i>	<i>Insect Hotels Imaginary Landscapes</i>
Kapow Music Units	<i>Exploring Sounds Unit</i>	<i>Celebration Music</i>	<i>Music and Movement</i>	<i>Big Band</i>	<i>Music Stories</i>	<i>Music Stories</i>



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Early Learning Goals

Personal, Social and Emotional Development

Self-Regulation

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

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Explain the reasons for rules, know right from wrong and try to behave accordingly.

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

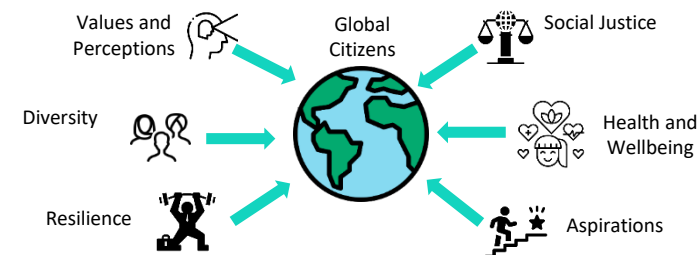
Work and play cooperatively and take turns with others.

Form positive attachments to adults and friendships with peers.

Show sensitivity to their own and to others' needs.



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Early Learning Goals

Communication and Language

Listening, Attention and Understanding

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Make comments about what they have heard and ask questions to clarify their understanding.

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

Speaking

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.

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

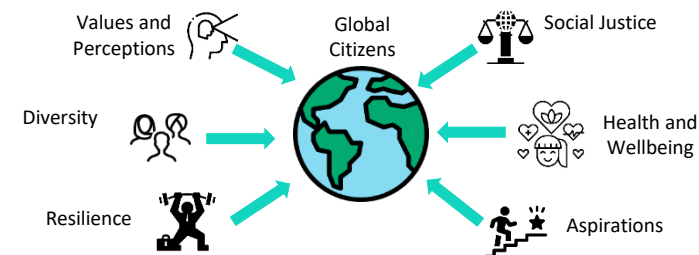
Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

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

Begin to show accuracy and care when drawing.



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Early Learning Goals

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, non-fiction, rhymes and poems and during role play.

Word Reading

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

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

Have a deep understanding of number to 10, including the composition of each number.

Subitise (recognise quantities without counting) up to 5.

Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

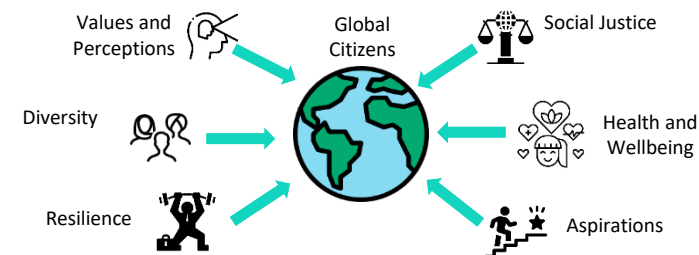
Verbally count beyond 20, recognising the pattern of the counting system.

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.



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Early Learning Goals

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.

People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

Explore the natural world around them, making observations and drawing pictures of animals and plants.

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

Creating with Materials

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Share their creations, explaining the process they have used.

Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative

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.