
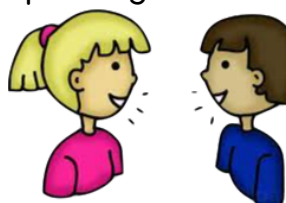


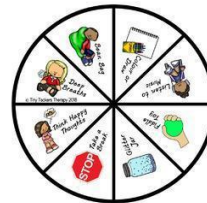
Early Years Long Term Plan: Reception

| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | Themes | All about me People Who help Us | Fireworks Autumn Christmas | Winter Around the World Fairy Tales | Superheroes Weather Easter | Spring Animals Dinosaurs | Transport Space Summer |
| | Texts | Big Book of Families What am I? Don't call me sweet Nita goes to hospital My mummy is a firefighter | Stickman Santa is coming to Watford My Presents | Penguin The Snowman Polar Bear and the Snow Cloud A Flower in the Snow | Superworm Supertato Dr Xargles book of Earth Weather The Very Hungry Caterpillar The Odd Egg | Giraffes can't dance Dear Zoo Tyrannosaurus Drip Cave Baby Summer on the Farm Rainbow Fish | Amazing Aeroplanes MarshMallows for Martians Aliens Love Underpants |
| | The Write Stuff Texts | Ruby's Worry (Story) | Perfectly Norman (Story) | Penguins (Report) | Pigs Might Fly (Traditional Tale) | I wanna Iguana (Persuasive letter) | Rainbow Fish (Story) |
| CL | <p>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.</p> | | | | | | |
| | Listening, Attention and Understanding  | <p>Able to attend to simple stories and display an increasing ability to listen.</p> <p>Able to engage in rhyming activities.</p> <p>Is beginning to understand and respond to questions with increasing accuracy (what, why, where, when, who and how).</p> | <p>Responds to two and progressively multiple step instructions.</p> <p>Able to talk 'with' and not just 'to' a peer.</p> <p>Respond to questions from an adult as part of a conversation.</p> | <p>Able to attend and engage in story sessions for at least fifteen minutes.</p> <p>Able to engage in rhyming activities and display an increasing knowledge and awareness of rhyme.</p> <p>Able to recall simple stories and develop comprehension of story events.</p> | <p>Able to listen attentively and talk about the content of non-fiction books, deepening knowledge and vocabulary.</p> <p>Able to talk 'with' and not just 'to' a peer – asking questions to continue a conversation thread.</p> | <p>Able to listen attentively, for a sustained period, when being read to, during whole class discussions and during small group interactions.</p> <p>Able to listen attentively to both fiction and non-fiction books.</p> <p>Able to respond to what they hear by asking relevant questions, comments and or actions.</p> | <p>Able to generate and ask questions to clarify understanding.</p> <p>Able to engage actively in conversation by contributing effectively in back and forth oral exchanges with a range of familiar adults and peers.</p> |
| | | <p>To understand how to listen carefully</p> <p>To understand why listening is important</p> <p>To be able to follow directions</p> | <p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to understand how and why questions</p> <p>To respond to instructions with more than one step</p> | <p>To ask questions to find out more</p> <p>To begin to understand humour</p> <p>To understand a range of complex sentence structures</p> | <p>To retell a story</p> <p>To follow a story without pictures or props</p> | <p>To understand questions such as who, what, where, when, why and how</p> | <p>To have conversations with adults and peers with back and forth exchanges</p> |


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| | <p>Speaking</p>  | <p>Look at and listen carefully to the person they are speaking to.</p> <p>Begin to learn new vocabulary – identified through subject planning e.g., dissolving, percussion, longer, shorter etc</p> <p>Wait for their turn to speak and respond appropriately</p> <p>Speak in a full sentence using the correct tense and word order, e.g., describe an object and compare it to another – when prompted or supported</p> | <p>Begin to develop their own narratives (tell their own stories/versions of a story) and explanations by connecting events and stick to the same topic</p> <p>Begin to connect one idea or action to another using a range of connectives – and, then use talk to help work out problems and organise thinking and activities.</p> <p>Explain how things work and how they might happen – think out loud how to work things out</p> <p>Learn rhymes, poems and songs – nursery rhyme, poem, story, song</p> | <p>Uses new taught vocabulary in context</p> <p>Connect one idea or action to another using a range of connectives – and, then, but, that</p> <p>Describe events in some detail</p> | <p>Articulate their ideas and thoughts in well-formed sentences – use complete sentences in their everyday talk</p> <p>Use talk to help work out problems and organise thinking and activities.</p> <p>Explain how things work and how they might happen – encourage children to talk about their problem together and come up with ideas for how to solve it</p> | <p>Confidently and frequently join in with small group, class and on-to-one discussions, offering their own ideas in a clear and audible voice</p> <p>Demonstrate use of their newly learnt vocabulary without being prompted to join in by an adult</p> <p>Independently offer explanations in a wide range of situations for why things might happen, making use of recently introduced vocabulary</p> <p>Offer explanations for why things might happen, making use of introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p> <p>Use the correct verb tense when retelling a story or discussing a topic, e.g., walked, walking, will walk</p> <p>Confidently describe events in detail and the correct chronological order</p> | <p>Connect one idea or action to another using a range of connectives – and, then, but, that, so that, because</p> <p>Use talk to help work out problems and organise thinking and activities.</p> <p>Explain how things work and how they might happen – give children problem solving words and phrases to use in their explanations, e.g., so that, because, I think it's, you could, it might be...</p> <p>Can appropriately verbally disagree without being upset</p> <p>Learn rhymes, poems and songs – 5 a day – nursery rhyme, poem, rap, story, song</p> |
| | | <p>To talk in front of a small group</p> <p>To talk to class teacher and LSAs</p> <p>To learn new vocabulary</p> | <p>To answer questions in front of the whole class.</p> <p>To use new vocabulary throughout the day</p> | <p>To develop the confidence to talk to other adults they see on a daily basis.</p> <p>To talk in sentences using conjunctions e.g. and, because.</p> | <p>To share their work to the class - standing up at the front.</p> <p>To use new vocabulary in different contexts.</p> <p>To engage in non-fiction books.</p> | <p>To link statements and stick to a main theme.</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> | <p>To talk to different adults around the school..</p> <p>To talk about why things happen.</p> <p>To talk in sentences using a range of tenses.</p> |


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| PSE D | 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. | | | | | | |
| | <div>Self Regulation</div> <div></div> | <p>To be able to approach an adult if they feel upset about something, seek emotional support for themselves.</p> <p>To be able to put their hand up and not shout out when wanting to contribute.</p> <p>To approach adults in an appropriate way when intervention or attention is wanted, no patting!</p> <p>To wait for their turn for resources and not just physically remove them</p> <p>adult role model conflict resolution</p> | <p>When completing a task ensure that the task is completed which could include reminders and wait for an adult before moving on</p> <p>To know the teachers cue for attention and follow the expectations associated with this. This may be ensuring that all children have focused attention by removing everything from their hands and turning their eyes to the teacher before the teacher continues. Give reminders where needed.</p> <p>Follow simple one step instructions e.g. time to tidy your area</p> | <p>To be aware of emotional support requirements for others and begin to understand the effect that they can have on others emotions</p> <p>To start to listen to other children or groups and wait to have their turn to speak</p> <p>To start initiating and negotiating with regard to sharing with their peers, modelled by adults if necessary</p> | <p>Stay and complete the task without reminders for a given amount of time</p> <p>To follow the cue for attention and follow the expectations associated with this. This would mean that fewer reminders are given and when instructions are finished they will be aware of the basic routines associated with transitions and follow these with fewer Prompts.</p> <p>Follow simple two step instructions e.g. time to tidy your area and come to the carpet. With children understanding when the first element of the instruction is ‘complete’ to an acceptable level</p> | <p>Regulate own behaviours in order to find solutions to conflicts and rivalries</p> <p>To be able to read the contexts and conversation cues to be able to decide when to interrupt or to seek support from elsewhere</p> <p>To be able to regulate themselves to wait until what they want is available, even if this means self-distraction for the interim period</p> | <p>To be able to complete a task that they may set for themselves and to know when it is ‘finished’ before moving on</p> <p>To follow the cue for attention and follow the expectations associated with this. This would mean that when instructions are finished they are followed as part of basic school expectations.</p> <p>Follow instructions involving several ideas e.g time to tidy your area, get the whiteboard and pen and come to the carpet. With children understanding when each element of the instruction is ‘complete’ to an acceptable level. For greater understanding, we would expect children to complete the instructions in the sensible order even if teacher instructions are not, i.e. getting a whiteboard before removing a coat would not be sensible.</p> |
| | | <p>To recognise different emotions</p> <p>To understand how people show emotions</p> <p>To focus during short whole class activities</p> <p>To follow one- step</p> | <p>To talk about how they are feeling</p> <p>To begin to consider the feelings of others</p> <p>To adapt behaviour to a range of situations</p> | <p>To focus during longer whole class lessons</p> <p>To follow two- step instructions</p> | <p>To identify and moderate their own feelings socially and emotionally</p> <p>To consider the feelings and needs of others</p> | <p>To control their emotions using a range of techniques</p> <p>To set a target and reflect on progress throughout</p> | <p>To maintain focus during extended whole class teaching</p> <p>To follow instructions of three steps or more</p> |

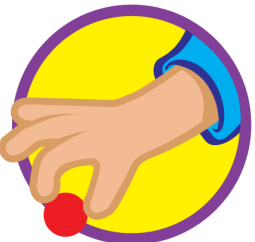
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| | | instructions | | | | | |
| <div>Managing Self</div> <div></div> | <div>Be able to separate from their main carer happily and come into school independently.</div> <div>Can take their coat on and off and hang it up on their own peg.</div> <div>Learn and follow the school rules in different contexts (lunchtime, outdoors, in the classroom).</div> | <div>Use appropriate manners to ask a teacher to go to the toilet, or when asking for help with clothing (putting on gloves, shoes etc).</div> <div>Communicate to an adult if they have had an accident/soiled themselves and ask for help to change.</div> | <div>Open to trying new activities and giving new experiences a go. Will try again if they don't succeed the first time.</div> <div>Understand why we need rules and how they help to keep us safe.</div> <div>Can relay rules to others.</div> | <div>Get changed for PE mostly independently (with some support fastening buttons or putting socks on) including fastening Velcro shoes.</div> <div>Looking after their clothes, e.g. during PE changing, making sure they keep their clothes in their own tray or on their chair.</div> | <div>Maintain focus for a longer period of time, not be afraid to alter their approach to something to be able to succeed (e.g. choosing different equipment to build a tower or a bridge).</div> <div>Notice and observe if they or others break the rules and understand there will be a consequence for their actions.</div> <div>Can say what they have done wrong and why.</div> <div>Can begin to suggest what they need to do to put things right.</div> | <div>Regulate own behaviours in order to find solutions to conflicts and rivalries</div> <div>Show an understanding of why exercise is important, why we need to warm up and why we need healthy food for energy and to keep our bodies healthy.</div> <div>To be able to compare two items of food and explain why one is better than the other for our bodies.</div> | |
| | <div>To wash hands independently</div> <div>To put coat and socks on independently</div> <div>To get changed for P.E with support</div> <div>To explore different areas within the Year R environment</div> <div>To use the toilet independently</div> | <div>To develop class rules and understand the need to have rules</div> <div>To put P.E kit on independently</div> <div>To have confidence to try new activities</div> | <div>To begin to show resilience and perseverance in the face of challenge</div> <div>To practise doing up a zip</div> <div>To practise doing buttons</div> <div>To practise doing up buckles</div> | <div>To develop independence when dressing and undressing for activities such as P.E and outdoor learning.</div> | <div>To identify and name healthy foods</div> <div>To manage own basic needs independently</div> | <div>To understand the importance of healthy food choices</div> <div>To show resilience and perseverance in the face of challenge</div> <div>To show a 'can do' attitude</div> | |
| | <div>Building Relationships</div> | <div>Can work alongside peers, sometime interacting but consumed in own agenda</div> <div>In unstructured times such as break and lunch can interact with peers</div> | <div>Has at least one friend whom they chose to play alongside</div> <div>To be able to approach an adult if they feel upset about something, seek emotional support for themselves.</div> | <div>Can work with another child to complete a task, whether child led or adult directed direction needed from an adult</div> <div>In unstructured times such as break and lunch can interact with friends</div> | <div>Has a friendship group within the setting but is able to work with other children outside of this group when directed</div> <div>To be aware of emotional support requirements for others</div> | <div>Can work with another child to complete a task, whether child led or adult directed with little direction needed from an adult</div> <div>In unstructured times such as breaks and</div> | <div>Has a friendship group within the setting but sometimes chooses to work alongside others and then reintegrate without conflicts</div> <div>Regulate own behaviours in order to</div> |

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| |  | <p>but this is based on their wants and needs rather than friendships, this makes peer group fluid</p> <p>Can separate from an adult when entering school without distress</p> | <p>To be able to put their hand up and not shout out when wanting to contribute.</p> <p>To approach adults in an appropriate way when intervention or attention is wanted, no patting!</p> | <p>sometimes leading the play but also coping when the play is led by other children. Adults are sometimes needed to resolve conflict issues</p> <p>Will happily work with the adults familiar to them in the setting to complete tasks</p> | <p>and begin to understand the effect that they can have on others emotions</p> <p>To start to listen to other children or groups and wait to have their turn to speak</p> <p>To start initiating and negotiating with regard to sharing with their peers, modelled by adults if necessary</p> | <p>lunches can play alongside others cooperating, taking turns and can solve conflict if arises</p> <p>Will initiate and respond to conversations from unfamiliar adults within school and is able to show them something that they are proud of and explain why</p> | <p>find solutions to conflicts and rivalries</p> <p>To be able to read the contexts and conversation cues to be able to decide when to interrupt or to seek support from elsewhere</p> <p>To be able to regulate themselves to wait until what they want is available, even if this means self-distraction for the interim period</p> |
| | | <p>To seek support of adults when needed</p> <p>To gain confidence to speak to peers and adults</p> | <p>To play with children who are playing with the same activity</p> <p>To begin to develop friendships</p> <p>To have positive relationships with all Year R staff</p> | <p>To begin to work as a group with support</p> <p>To use taught strategies to support turn taking</p> | <p>To listen to the ideas of other children and agree on a solution and compromise</p> | <p>To work as a group</p> <p>To begin to develop relationships with other adults around the school</p> | <p>To have confidence to communicate with adults around the school</p> <p>To have strong friendships</p> |
| PD | <p>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.</p> | | | | | | |
| | Gross Motor Skills | <p>Explore the fundamental movement skills of rolling, walking, running and skipping, crawling, jumping, hopping and climbing.</p> <p>Explore a range of equipment and use appropriately and safely.</p> <p>Respond to the instruction "Stop" when playing games</p> <p>Be aware of people</p> | <p>Work together safely to move equipment safely such as planks, crates and large blocks outside</p> <p>Being able to make large muscle movements with control.</p> <p>Confidently use a range of large apparatus indoors and outside, alone and in a group</p> <p>Explore a range of ball skills including:</p> | <p>Revise the fundamental movement skills of rolling, walking, running and skipping, crawling, jumping, hopping and climbing</p> <p>To be able to throw and catch a large ball</p> <p>Progress towards a more fluent style of moving with developing control and grace</p> | <p>Confidently use a range of large and small apparatus indoors and outside, alone and in a group</p> <p>Beginning to develop an overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and</p> | <p>Refine the fundamental movement skills of rolling, walking, running and skipping, crawling, jumping, hopping and climbing</p> <p>Choose and use the most appropriate equipment for a game or task</p> <p>Be able to play a game, understanding simple rules in pairs or small groups</p> | <p>Combine different movements with ease and fluency</p> <p>Continue to develop an overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Refine a range of ball</p> |

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| | | around them | throwing, catching, kicking, passing, batting and aiming Use their core muscle strength to achieve a good posture when sitting at a table or on the floor. | | swimming. Develop a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. | | skills including: throwing, catching, kicking, passing, batting and aiming. |
| | | To move safely in a space To stop safely To develop control when using equipment To follow a path and take turns To work co-operatively with a partner | To balance To run and stop To change direction To jump To hop To explore different ways to travel using equipment | To roll and track a ball To develop accuracy when throwing to a target To dribble using hands To throw and catch with a partner To dribble a ball using feet To kick a ball to a target | To create short sequences using shapes, balances and travelling actions To balance and safely use apparatus To jump and land safely from a height To develop rocking and rolling To explore travelling around, over and through apparatus To create short sequences linking actions together and including apparatus | To use counting to help to stay in time with the music when copying and creating actions To move safely with confidence and imagination, communicating ideas through movement To explore movement using a prop with control and co-ordination To move with control and co-ordination, expressing ideas through movement To move with control and co-ordination, copying, linking and repeating actions To remember and repeat actions, exploring pathways and shapes | To develop accuracy when throwing and practise keeping score To follow instructions and move safely when playing tagging games To learn to play against an opponent To play by the rules and develop coordination To explore striking a ball and keeping score To work cooperatively as a team |
| | Fine Motor Skills  | Draw lines and circles using anti-clockwise movements. Write their name. Make snips with scissors. Use a fork and spoon to eat with and begin to use a knife. Put on their own coat and fasten their zip. | Dress with some support. Become more independent in managing their own hygiene needs such as going to the toilet, washing hands etc. Remain dry and clean throughout the day. | Begin to use a range of tools with more accuracy e.g. pencils, paintbrushes, scissors, tweezers Beginning to use a dominant hand. Begin to draw recognisable pictures. Begin to use a knife to cut their food. | Confidently and safely use large and small apparatus. Write their names forming the letters correctly. Form recognisable letters. Dress themselves including fastening zips and buttons. | Hold a pencil effectively and with good control-using the tripod grip in almost all cases. Hold a pencil close to the point. Have a preference for a dominant hand, consistently. Form recognisable letters, most of which are correctly formed. | Use scissors correctly to cut around a picture along the lines. Use paint brushes with control to paint recognisable pictures. Uses cutlery effectively including cutting their food with a knife and fork. Show more accuracy and care when drawing. |



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| | | | | | Go to the toilet independently and wash their hands | | Draw recognisable pictures with more details e.g. a person should have a head, body, arms and legs from the body, eyes, nose, mouth, hair etc. |
| | | <p>To use a dominant hand</p> <p>To mark make using different shapes</p> <p>To begin to use a tripod grip when using mark making tools</p> <p>To use tweezer to transfer objects</p> <p>To thread large beads</p> <p>To use large pegs</p> <p>To begin to copy letters</p> <p>To hold scissors correctly and</p> | <p>To begin to use anticlockwise movement and retrace vertical lines</p> <p>To hold scissors correctly and cut along a straight and zig zagged lines</p> <p>To use a tripod grip when using mark making tools</p> <p>To accurately draw lines, circles and shapes to draw pictures</p> <p>To write taught letters using correct formation</p> <p>To begin to hold a knife correctly and use to cut food with support</p> | <p>To use a tripod grip when using mark making tools</p> <p>To hold scissors correctly and cut along a curved line</p> <p>To thread small beads</p> <p>To use small pegs</p> <p>To write taught letters using correct formation</p> | <p>To hold scissors correctly and cut out large shapes</p> <p>To write letters using the correct letter formation and control the size of letters</p> | <p>To hold scissors correctly and cut out small shapes</p> <p>To copy letters using a lead in and lead out</p> <p>To paint using thinner paintbrushes</p> | <p>To hold scissors correctly and cut various materials</p> <p>To create drawings with details</p> <p>To copy letters using a lead in and lead out</p> <p>To independently use a knife, fork and spoon to eat a range of meals</p> |
| Literacy | <p>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)</p> | | | | | | |
| | <p>Comprehension</p>  | <p>Understand the five concepts: print has meaning, print can have different purposes, we read English text form left to right and from top to bottom, the names of the different parts of a book, page sequencing</p> <p>Engage in story times. (Taken from Communication & Language – Listening,</p> | <p>Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. (Taken from Communication & Language – Listening, attention & understanding/Speaking)</p> <p>Listen to and talk about stories to build</p> | <p>Re-read books based on their phonic ability to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>Read and understand simple phrases and sentences – based on their phonic ability</p> <p>Engage in extended conversations about</p> | <p>Read and understand phrases and captions – link directly to their phonic knowledge stage of development</p> <p>Sequence three pictures in order from a familiar story – beginning, middle and end, using narrative language to retell the story</p> <p>Make predictions about</p> | <p>Re-read what they have written to check that it makes sense.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>Engage in extended conversations about stories, demonstrating</p> | <p>Read and understand more complex captions and sentences – link directly to their phonic knowledge stage of development</p> <p>Sequence four/five pictures in order – beginning, middle and end, using narrative language and new vocabulary to retell the story</p> |

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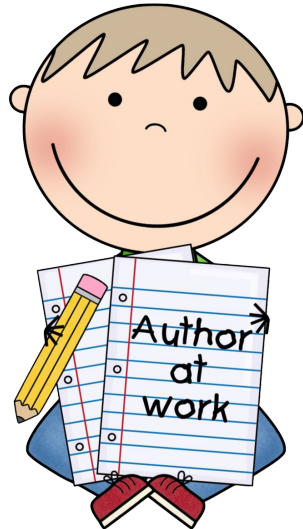
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| | <p>attention & understanding)</p> <p>Join in with predictable words and phrases</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound. (Taken from Communication & Language – Listening, attention & understanding)</p> <p>Engage in non-fiction books. (Taken from Communication & Language – Listening, attention & understanding)</p> <p>Begin to answer simple questions about a familiar book/text orally</p> <p>Begin to listen to and talk about simple and topic related non-fiction books to develop a deep familiarity with new knowledge and vocabulary. (Taken from Communication & Language – Listening, attention & understanding)</p> <p>Understand how to listen carefully and why listening is important. (Taken from Communication & Language – Listening, attention & understanding)</p> | <p>familiarity and understanding. (Taken from Communication & Language – Listening, attention & understanding)</p> <p>Begin to read and understand simple phrases – link directly to their phonic knowledge stage of development</p> <p>Sequence three pictures in order from a very familiar and well-known story – beginning, middle and end</p> <p>Identify the main characters in a familiar story/traditional tale</p> <p>Begin to make simple predictions about how the story might end</p> <p>To be able to retell/join in with retelling three traditional tales – e.g., The Three Billy Goats Gruff, Goldilocks and the Three Bears and The Three Little Pigs</p> | <p>stories, learning new vocabulary</p> <p>Listen to and talk about simple and topic related non-fiction books to develop a deep familiarity with new knowledge and vocabulary. (Taken from Communication & Language – Listening, attention & understanding)</p> <p>Join in with and continue predictable words and phrases</p> <p>Answer simple questions about a familiar book/text orally</p> | <p>how the story might end and how the story might develop</p> <p>To be able to retell/join in with retelling four traditional tales – e.g., The Three Billy Goats Gruff, Goldilocks and the Three Bears and The Three Little Pigs plus Jack and the Beanstalk</p> | <p>the correct use of new vocabulary and demonstrating their understanding by using the new vocabulary in the correct context and in conversation</p> <p>Retell a familiar story/traditional tale and include repeated words, phrases and refrains correctly</p> <p>Answer simple questions about a familiar book/text in shared or independent writing</p> | <p>Make detailed predictions about how the story might end, develop and anticipate key events within the story</p> <p>To be able to retell/join in with retelling six traditional tales – e.g., The Three Billy Goats Gruff, Goldilocks and the Three Bears, The Three Little Pigs, Jack and the Beanstalk, The Gingerbread Man and Little Red Riding Hood...</p> |
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| | | <p>To use pictures to tell stories</p> <p>To sequence familiar stories</p> <p>To independently look at books, holding them the correct way and turning pages</p> | <p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to answer questions about the stories read to them</p> <p>To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes</p> | <p>To act out stories</p> <p>To begin to predict what may happen in the story</p> <p>To suggest how a story might end</p> | <p>To retell a story</p> <p>To follow a story without pictures or props</p> <p>To talk about the characters in the books they are reading</p> | <p>To begin to answer questions about what they have read</p> <p>To use vocabulary that is influenced by their experiences of books</p> | <p>To answer questions about what they have read</p> <p>To know that information can be retrieved from books</p> |
| Word Reading (Phonics) |  | <p>To recognise their name</p> <p>To recognise taught Phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l f l s s j v w x y z z z q u c h s h t h n g n k o o a r)</p> <p>To recognise taught Phase 2 Tricky Words (the l is)</p> <p>To begin to blend sounds together to read words using the taught sounds</p> | <p>To recognise taught Phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l f l s s j v w x y z z z q u c h s h t h n g n k o o a r o o o w e e u r a i o r)</p> <p>To recognise taught Phase 2 Tricky Words (the l is put pull full as and has his her go no to into she push he of we me be)</p> <p>To blend sounds to read words using taught sounds</p> <p>To read words ending with s e.g. hats, sits</p> <p>To read words ending with s /z/ e.g. his, bags</p> <p>To begin reading captions and sentences using taught sounds</p> <p>To read books matching their phonics ability</p> | <p>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l s s j v w x y z z z q u c h s h t h n g n k o o a r o o o w e e u r a i o r o a e r i g h a i r o i e a r u r e)</p> <p>To recognise taught Phase 2 and 3 Tricky Words (the l is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure)</p> <p>To read words with double letters</p> <p>To begin to read longer words</p> <p>To recognise taught digraphs in words and blend the sounds together</p> <p>To read sentences containing Tricky Words and digraphs</p> <p>To read books matching their phonics ability</p> | <p>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l s s j v w x y z z z q u c h s h t h n g n k o o a r o o o w e e u r a i o r o a e r i g h a i r o i e a r u r e)</p> <p>To recognise taught Phase 2 and 3 Tricky Words (the l is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure)</p> <p>To read longer words including those with double letters</p> <p>To read words with s/z/ in the middle</p> <p>To read words with -es/z/ at the end</p> <p>To read words with s and s/z/ at the end</p> <p>To read sentences containing Tricky Words and digraphs</p> <p>To read books matching their phonics ability</p> | <p>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l s s j v w x y z z z q u c h s h t h n g n k o o a r o o o w e e u r a i o r o a e r i g h a i r o i e a r u r e)</p> <p>To recognise taught Phase 2, 3 and 4 Tricky Words (the l is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today)</p> <p>To read words with short vowels and adjacent consonants</p> <p>To read longer words</p> <p>To read compound words</p> <p>To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -est)</p> <p>To read longer sentences containing Phase 4 words and Tricky Words</p> <p>To read books matching their phonics ability</p> | <p>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l s s j v w x y z z z q u c h s h t h n g n k o o a r o o o w e e u r a i o r o a e r i g h a i r o i e a r u r e)</p> <p>To recognise taught Phase 2, 3 and 4 Tricky Words (the l is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today)</p> <p>To read words with phase 3 long vowel sounds with adjacent consonants</p> <p>To read longer words</p> <p>To read compound words</p> <p>To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -ed, - ed /d/, - er, -est)</p> <p>To read longer sentences containing Phase 4 words and Tricky Words</p> <p>To read books matching</p> |

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| <p>Writing</p>  | <p>Write some letters from their name from memory.</p> <p>Copy write their Christian name correctly and begin to write it from memory.</p> <p>Awareness of the language up, down, round, back, under, flick</p> <p>Begin to form lower-case letters correctly as they learn the sounds (s a t p i n m d g o c k c k e u r h b - following the Monster Phonics programme).</p> <p>Write CVC words (phase 2 letters and sounds) by segmenting the sounds and then writing the sound with letter/s</p> <p>Understand that a sentence is a complete thought and it must make sense.</p> <p>Compose a sentence orally and have a go at writing it down (Emergent writing, mark making)</p> | <p>Begin to represent some sounds correctly in their writing e.g initial sounds</p> <p>To copy write common high frequency words matched to the school's phonic programme as they are taught e.g phase 2 letters and sounds</p> <p>To put the high frequency words into an oral sentence</p> <p>The children know where to find these words in the classroom, eg. Word mat</p> | <p>Write Christian name accurately and from memory</p> <p>Copy write full name and begin to write it from memory (forming letters correctly including capitals).</p> <p>Form lower-case letters accurately when copying a model (correct starting point, sequence of movement and orientation)</p> <p>Write taught digraphs and tri-graphs by copying a model – children know where to find these graphemes in the classroom</p> <p>Begin to write CVC words by segmenting the sounds and then writing the sound with letter/s – copying digraphs and tri-graphs from a model</p> <p>Compose a simple sentence orally and hold it (with support), remembering what they are going to write.</p> | <p>Write a simple sentence Begin to use a capital letter at the start of a sentence and full stop</p> <p>Begin to re-read their sentence to check for sense</p> <p>To copy write common high frequency words matched to the school's phonic programme as they are taught e.g phase 3 letters and sounds</p> <p>The children can put the high frequency words into an oral sentence The children know where to find words in the classroom eg. word mat</p> | <p>Write full name accurately including capital letters</p> <p>Form recognisable letters, most of which are correctly formed (sequence of movement and orientation)</p> <p>Write consonant digraphs (ck, qu, ch, sh, th, ng) from memory and copy write vowel digraphs/tri-graphs from display or sound mat (ai, ee, igh, oa, o,oo, ar, or, ur, ow, oi, ear, air, ure, er)</p> <p>Write CVC words with more confidence, by segmenting the sounds and then writing the sound with letter/s</p> | <p>Compose a sentence orally and hold it, remembering what they are going to write.</p> <p>Write short sentences with words with known sound-letter correspondences, using a capital letter and full stop.</p> <p>Re-read writing to check that it makes sense. Write phase 2 tricky words and high frequency words from memory</p> <p>Copy-write phase 3 tricky words and HF words from display or word mat</p> |



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| | | <p>To copy their name</p> <p>To give meanings to the marks they make</p> <p>To copy taught letters</p> <p>To write initial sounds</p> <p>To begin to write CVC words using taught sounds</p> | <p>To write their name</p> <p>To use the correct letter formation of taught letters</p> <p>To write words and labels using taught sounds</p> <p>To begin to write captions using taught sounds</p> | <p>To form lower-case letters correctly</p> <p>To begin to write sentences using fingers spaces</p> <p>To understand that sentences start with a capital letter and end with a full stop</p> <p>To spell words using taught sounds</p> <p>To spell some taught tricky words correctly</p> | <p>To form lower-case letters correctly and begin to former capital letters</p> <p>To write sentences using finger spaces and full stops</p> <p>To spell words using taught sounds</p> <p>To spell some taught tricky words correctly</p> | <p>To form lower-case and capital letters correctly</p> <p>To begin to write longer words which are spelt phonetically</p> <p>To begin to use capital letters at the start of a sentence</p> <p>To use finger spaces and full stops when writing a sentence</p> <p>To spell some taught tricky words correctly</p> <p>To begin to read their work back</p> | <p>To form lower-case and capital letters correctly</p> <p>To begin to write longer words and compound words which are spelt phonetically</p> <p>To write sentences using a capital letter, finger spaces and full stop</p> <p>To spell some taught tricky words correctly</p> <p>To read their work back and check it makes sense</p> |
| Mat hs | 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. | | | | | | |
| | <p>Number</p>  | <p>Find and match objects which are the same</p> <p>Find objects which are different</p> <p>Sort collections of objects into sets based on attributes, such as colour, size or shape.</p> <p>Understand that the same collection of objects can be sorted in different ways.</p> <p>Create their criteria for sorting objects into sets.</p> <p>Compare and order collections.</p> <p>Sets of items can have more items, fewer items or the same amount of items as another set.</p> <p>Children use the language big and little and large and small to</p> | <p>Identify representations of 1, 2, 3 and 4.</p> <p>Subitise or count to find how many and make their own collections of 1, 2, 3 or 4 objects.</p> <p>One-to-one correspondence for the numbers 1, 2, 3 and 4</p> <p>Count up to three objects in different arrangements by touching each object as they count and recognising that the final number they say names the quantity of the rest (the cardinal principle)</p> <p>Mark-making to represent 1, 2, 3 and 4.</p> <p>Compare the numbers 1, 2, 3 and 4, knowing the number before is one less and the number</p> | <p>Learn that the number name zero and the numeral 0 can be used to represent nothing, or all gone.</p> <p>Number songs which count back to 0.</p> <p>Continue to understand that when comparing numbers, one quantity can be more than, the same as or fewer than another quantity.</p> <p>Compare quantities using a variety of objects and representations.</p> <p>Explore and notice the different compositions of 4 and 5.</p> <p>Subitise numbers to 5.</p> | <p>Apply the counting principles when counting to 6, 7 and 8 and 9 and 10.</p> <p>Represent 6, 7 and 8 and 9 and 10 in different ways and count out the required number of objects from a larger group.</p> <p>Arrange 6, 7 or 8 and 9 and 10 items into smaller groups to conceptually subitise.</p> <p>Order and compare their representations, noticing the one more and one less patterns as they count on and back to 10.</p> <p>Find and make pairs.</p> <p>Arrange small quantities into pairs and notice that some quantities will have an odd one left</p> | <p>Practise and consolidate the key skills of: Subitising, counting, composition, sorting and matching and comparing and ordering.</p> <p>Build and identify numbers to 20 and beyond using a range of resources.</p> <p>Count on and back beyond 10 from a different starting point and say which comes before or after a given number</p> <p>Use real objects to see that the quantity of a group can be changed by adding more.</p> <p>Use real objects to see</p> | <p>Practise and consolidate the key skills of: Subitising, counting, composition, sorting and matching and comparing and ordering.</p> <p>Learn that double means 'twice as many', by using real objects to build doubles.</p> <p>Recognise and make equal groups.</p> <p>Share items with some items left over and come up with suggestions for how to resolve this.</p> <p>Even and odd groups.</p> |



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| | | describe objects in the classroom. | <p>after is one more.</p> <p>Explore and notice the different compositions of 2 and 3.</p> <p>Children count on and back to 4</p> <p>Subitise up to 5 items and count forwards and backwards, accurately using the counting principles.</p> <p>Represent up to five objects on a five frame.</p> | <p>Notice how numbers can be composed of 2 parts or more than 2 parts.</p> | <p>over.</p> <p>Combine two groups to find out how many altogether in many contexts using real objects.</p> <p>Use 10 frames, fingers and bead strings to subitise groups of 9 and 10.</p> <p>Make comparisons by lining up items with 1-1 correspondence to compare them directly or by counting each set carefully.</p> <p>Compare 2 quantities and progress to ordering 3 or more quantities.</p> <p>Explore number bonds to 10 using real objects.</p> | <p>that the quantity of a group can be changed by taking items away.</p> | |
| | Numerical Patterns | <p>Create simple repeating patterns.</p> <p>Create patterns with at least three full units.</p> <p>Explore AB patterns in a range of contexts, including shapes, colours, sizes, actions and sounds.</p> <p>Build patterns both vertically and horizontally.</p> | <p>Talk about night and day and order key events in their daily routines.</p> <p>Use language to describe when events happen e.g. day, night, morning, afternoon, before, after, today, tomorrow.</p> <p>Measure time in simple ways e.g. counting the number of sleeps to an important event.</p> | | <p>Continue to order and sequence important times in their day,</p> <p>Use language such as now, before, later, soon, after, then and next to describe when events happen.</p> <p>Recognise that regular events happen on the same day each week and use the vocabulary 'yesterday', 'today' and 'tomorrow'.</p> <p>Describe significant events in their own lives and through these and the stories they read, know that some processes take a longer time.</p> <p>Explore repeated patterns which use items more than once in</p> | <p>Recognise that the numbers 1-9 repeat after every full 10.</p> <p>Place sequences of numbers in order.</p> | <p>Even and odd numbers.</p> <p>Explore and investigate relationships between numbers and shapes.</p> |




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| | | | | | each repeat e.g. ABB, AAB, AABB, AABBB | | |
| | Shape, Space and Measure | | <p>Understand the circles have one curved side</p> <p>Understand that triangles have 3 straight sides.</p> <p>Recognise circles and triangles.</p> <p>Use positional language to describe how items are positioned in relation to other items</p> <p>Represent real places they have visited or places in stories with models, drawings or maps.</p> <p>Know that squares and rectangles have 4 straight sides and 4 corners.</p> <p>Recognise squares and rectangles.</p> | <p>Make direct comparisons holding items to estimate which feels heaviest then use balance scales to check.</p> <p>Use the language of heavy, heavier than, heaviest, light, lighter than, lightest to compare items.</p> <p>Show half full, nearly full and empty.</p> <p>Explore capacity using different materials such as water, sand, rice and beads.</p> <p>Use different sized and shaped containers to investigate capacity.</p> <p>Use the language of tall, thin, narrow, wide and shallow.</p> <p>Make direct comparisons by pouring from one container to another.</p> | <p>Use language to describe length and height.</p> <p>Use mathematical vocabulary relating to length (longer, shorter), height (taller, shorter) and breadth (wider, narrower).</p> <p>Make indirect comparisons using objects such as blocks or cubes to measure items.</p> <p>Explore and manipulate 3-D shapes, focusing on which shapes roll and which shapes stack and why this is.</p> <p>Begin to learn the names of these shapes, as well as exploring the similarities and differences between them.</p> | <p>Complete jigsaws and puzzles, selecting and rotating shapes, explaining the reasoning for their choice and why a different shape will not fit.</p> <p>Match arrangements of shapes, using positional language to describe where the shapes are in relation to each other.</p> <p>Select shapes to complete picture boards.</p> <p>Combine and separate shapes to make new shapes.</p> | <p>Replicate simple constructions, models, real places and places in stories.</p> <p>Use positional language to describe where objects are in relation to other items.</p> <p>Make maps and plans to represent places and use these to see where things are in relation to each other.</p> |
| UW | <p>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.</p> | | | | | | |
| | Past and Present (History) | <p>To look at a personal family photograph of a familiar event (birthday, Christmas, school start) including themselves and describe the situation it shows</p> <p>Talk about members of their immediate family and community:</p> | <p>To know about some key events that happen in the autumn term, e.g. Remembrance day, bonfire night or other topical events and where they come from.</p> <p>To share stories from the past linked to the history curriculum progression and talk</p> | <p>Begin to make sense of their own life-story and family's history:</p> <p>Children can retell what their parents told them about their life story and family history in brief.</p> <p>To think about key roles in the family or society</p> | <p>To share stories from the past linked to the history curriculum progression to get the children to find the differences to then and now.</p> <p>Children know that some things stay the same and some things change as we grow up</p> | <p>Children are able to compare the present and the past, drawing on the knowledge they have established in the classroom as well as their own personal experiences -e.g. comparing toys now and then.</p> <p>To share stories from the</p> | <p>Children further develop their knowledge of key roles in society such as Doctors, Nurses, Police Offices etc, and extend this to encompass our own personal responsibility -i.e. what we can all do to help society (recycling, saving energy, etc)</p> |


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|  | <p>Children share and discuss pictures of their family and listen to other members of the class.</p> <p>To understand and talk about being similar and different to each other.</p> <p>Children begin to develop positive attitudes about the differences between people.</p> | <p>about what they see within the texts.</p> | <p>that their families have and how this helps to keep households or communities safe</p> <p>Look at a childhood photograph from a parents familiar event (birthday, Christmas, school start) – what is the same what is different to their own</p> | | <p>past linked to the history curriculum progression to get the children to compare current life to what is shown in the stories.</p> <p>Look at a childhood photograph from a grandparents familiar event (birthday, Christmas, school start) what is the same what is different to their parents and their own</p> | |
| | <p>To know about my own life-story</p> <p>To know how I have changed</p> <p>To know that the emergency services exist and what they do.</p> | <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (<i>Christmas</i>)</p> | <p>To talk about the lives of the people around us.</p> | <p>To talk about the lives of the people around us.</p> | <p>To know about the past through settings, characters and events encountered in books read in class and storytelling (<i>Mary Anning - Palaeontologist</i>)</p> <p>To know about the past through settings, characters and events encountered in books read in class and storytelling (<i>Farming</i>)</p> | <p>To know about figures from the past (<i>Neil Armstrong and Tim Peake</i>)</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (<i>Seaside</i>)</p> |
| | <p>People, Culture and Community (RE & Geography)</p>  <p>Children know that there are different countries and these make up the world.</p> <p>Find out where people were born and plot these on a world map</p> <p>Children are able to describe their immediate environment and are able to use new vocabulary where appropriate and draw</p> | <p>Children begin to develop an understanding of different religious occasions from around the world. – i.e. Harvest Celebration, Diwali and Christmas –</p> <p>To know about some key events that happen in the autumn term, e.g. Remembrance Day, bonfire night or other topical events and where they come from.</p> | <p>Look at some of the countries children have visited for holidays and look at similarities and differences, use photographs to visualise this</p> <p>Use storyboards, to understand the processes of visiting a different country.</p> <p>Develop their knowledge of the celebration of</p> | <p>To think about key roles in the family or society that their families have and how this helps to keep households or communities safe</p> | <p>Name places of local importance to the community, drawing on their own experiences where possible</p> <p>Children can talk about the similarities and differences they notice between people across different communities / family groups</p> <p>Children can talk about the features of the</p> | <p>Children are able to utilise the vocabulary needed to describe the people, places and communities they are discussing</p> <p>Recognise that people have varied beliefs around the world and can begin to understand the basic differences.</p> |

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| | | their version of the immediate environment | | special times from around the world and where these take place locally, including the buildings - children engage further with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year – i.e. Chinese New Year, Pancake Day and The Easter Story. | | places that they are familiar with and can begin to describe how they are different from other places. | |
| | | <p>To know about family structures and talk about who is part of their family</p> <p>To identify similarities and differences between themselves and peers.</p> <p>To know the name of the town the school is in.</p> <p>To know about features of the immediate environment.</p> <p>To know that there are many countries around the world.</p> | <p>To talk about how Hindus celebrate Diwali</p> <p>To talk about the Christmas Story and how it is celebrated</p> <p>To know that people around the world have different religions</p> | <p>To talk about Chinese New Year.</p> <p>To know about people who help us within the local community,</p> | <p>To know that Christians celebrate Easter.</p> | <p>To know that people in other countries may speak different languages (eg. French / Spanish)</p> | <p>To know that people in other countries may speak different languages (eg. French / Spanish)</p> <p>To know that simple symbols are used to identify features on a map</p> |
| | <p>The Natural World (Science & Geography)</p>  | <p>Understand the need to show respect for animals and the natural world.</p> <p>Identify similarities and differences in the natural world.</p> <p>Explore different materials.</p> <p>Talk about the differences between materials.</p> | <p>Identify and name different types of weather.</p> <p>Explore different scientific experimentations eg. Magnets, ramps, floating and sinking etc.</p> <p>Draw simple animals and plants – representing the shapes</p> | <p>Draw information from simple maps e.g. land and sea.</p> <p>Describe what they can see, hear and feel when outside.</p> <p>Explore the natural world around them.</p> <p>Understand the effect of changing seasons on the natural</p> | <p>Show care and concern for living things.</p> <p>Know some domesticated and wild animal names – and the difference between them. Draw and label these.</p> <p>To talk about why some things happen e.g. melting, freezing, floating,</p> | <p>Make observations of their local area, animals and plants.</p> <p>Draw pictures of animals that include the main features of that animal e.g. 4 legs for a dog, stripes and wings for a bee etc.</p> <p>Draw pictures of plants using the correct colours and</p> | <p>Can link different types of weather to different seasons.</p> <p>Understand changes in the natural world such as day and night.</p> <p>Talk about some life cycles such as a butterfly, chick, frog etc and draw these stages</p> |

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| | | <p>Talk about growth and decay.</p> <p>Talk about things they have observed.</p> | <p>and 'parts' of the living things. Talk about their pictures.</p> | <p>world around themselves e.g. that leaves change colour in autumn, that the trees are bare in winter, etc.</p> <p>Talk about changes of states such as freezing and melting.</p> <p>Recognise some environments that are different to the one they live in.</p> | <p>sinking etc.</p> | <p>including specific parts (leaves, flowers etc) .</p> <p>Talk about some similarities and differences between their local environment and that of other countries they come across in books.</p> <p>Talk about the different seasons.</p> | |
| | | <p>To ask questions about the natural environment.</p> <p>To respect and care for the natural environments</p> | <p>To know about and recognise the signs of Autumn</p> <p>To know about features of the world and Earth</p> | <p>To know about and recognise the signs of Winter</p> <p>To know some important processes and changes in the natural world including states of matter (<i>freezing</i>)</p> | <p>To know about and recognise the signs of Spring</p> <p>To know about features of my own immediate environment and how they might vary from another.</p> <p>To plant seeds</p> <p>To know the difference between herbivores and carnivores</p> | <p>To observe the growth of seeds and talk about changes</p> <p>To know how to care for growing plants</p> <p>To learn about life cycles of plants and animals</p> <p>To know that some animals are nocturnal</p> <p>To know about different habitats</p> | <p>To know about and recognise the signs of Summer</p> <p>To know that some things in the world are man-made and some things are natural</p> <p>To harvest grown fruit and vegetables</p> <p>To know some important processes and changes in the natural world including states of matter (melting, floating and sinking)</p> |
| EAD | <p>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.</p> <p>Give children an insight into new musical worlds. Invite musicians to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p> | | | | | | |
| | <p>Creating with Materials (Art & DT)</p>  | <p>Create pictures and models using a range of resources from their own ideas</p> <p>Be able to talk about what they have made and why they have made it</p> | <p>Explore a range of materials in their environment and make things with these, describing why they have chosen what they have chosen.</p> <p>Create closed shapes with continuous lines</p> | <p>Begin to follow a 'design brief' given by the teacher to create models and pictures using a range of resources</p> <p>Choose the most appropriate way to make their idea</p> | <p>Explore ways of joining materials for different purposes</p> <p>Draw with increasing complexity including beginning to add additional shapes for detail</p> | <p>Come up with their own design briefs to solve problems including making props and scenery for imaginative play</p> <p>Be able to talk through from designing to building what they have</p> | <p>Be able to use shapes and colour to express emotions within creations</p> <p>Create collaborative creations sharing ideas, resources and skills for specific purposes including to</p> |

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| | | | and begin to use these shapes to represent objects | following a 'design' that they have produced to meet a given purpose | | used and why they have chosen to use that resource or technique | complement role play |
| | | | | Go back to their designs and improve these building on their previous learning | | | |
| | | <p>To name colours</p> <p>To experiment with mixing colours</p> <p>To create simple representations of people and objects</p> <p>To draw and colour with pencils and crayons</p> <p>To role play using given props and costumes</p> <p>To explore different techniques for joining materials (Glue Stick)</p> <p>To know how to work safely and hygienically</p> <p>To use non- statutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting) – Sandwiches</p> <p>To use different construction materials</p> | <p>To use colours for a particular purpose</p> <p>To share their creations</p> <p>To explore different techniques for joining materials (Glue Stick, PVA)</p> <p>To know how to work safely and hygienically</p> <p>To use non- statutory measures (spoons, cups)</p> <p>To use some cooking techniques (mixing) – biscuits</p> | <p>To experiment with different mark making tools such as art pencils, pastels, chalk</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape)</p> <p>To know how to work safely and hygienically</p> <p>To use non- statutory measures (spoons, cups)</p> <p>To use some cooking techniques (cutting) soup</p> <p>To use tools to cut and join wood</p> <p>To know the names of tools</p> | <p>To use natural objects to make a piece of art (Andy Goldsworthy)</p> <p>To share creations and talk about the process</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins)</p> <p>To make props and costumes for different role play scenarios</p> <p>To know how to work safely and hygienically</p> <p>To use non- statutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, coring, mixing, grating) Sandwiches, Salads</p> <p>To use tools to cut and join wood using different nails and screws</p> <p>To know the names of tools</p> | <p>To know which prime colours you mix together to make secondary colours</p> <p>To plan what they are going to make (cooking, wood work, construction, junk modelling)</p> <p>To draw more detailed pictures of people and objects</p> <p>To manipulate materials</p> <p>To create observational drawings</p> <p>To know how to work safely and hygienically</p> <p>To use non- statutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating, adding flavours) Sandwiches, Fruit Kebabs,</p> | <p>To know some similarities and differences between materials</p> <p>To learn about and compare artists (Janet Bell and Henri Matisse)</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feeling</p> <p>To share creations, talk about process and evaluate their work</p> <p>To adapt work where necessary</p> |



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| | <p>Being Imaginative and Expressive (Music & Drama)</p>  | <p>Singing: Know the difference between singing and shouting</p> <p>Able to join in with songs that have been taught – following the simple melody</p> <p>Join in with the taught nursery rhymes for this term (documented on the EYFS Topic Links to NC document)</p> <p>Musical Knowledge and Skills: Explore and play with a range of musical instruments – being able to match the sound to the instrument following play opportunities.</p> <p>Describe these sounds (rattle, loud bang, bells etc)</p> <p>Listen to a range of music types – recognise that they are different and express a preference</p> | <p>Dance: Copy a simple taught dance to music – watching and matching</p> <p>Children able to freely respond to music through dance</p> <p>Children recognise the value of costume in a dance presentation</p> <p>Imaginative Narrative: Join in with repeated lines from stories</p> <p>Use pre-selected props and small world artefacts to retell aspects of a story that has been experienced several times, with prompting support from an adult.</p> | <p>Singing: Able to pitch match in simple call and response tasks</p> <p>Able to sing taught songs with melody</p> <p>Musical Knowledge and Skills: Know which instrument to use for a desired effect – e.g. sleigh bells for Santa, a tambour for thunder.</p> <p>Use appropriate vocabulary to describe these sounds.</p> <p>Able to use instruments to match a simple taught rhythm and able to make up own musical patterns</p> | <p>Dance: Children afforded the opportunity to freely respond to music through dance and the use of simple props (e.g. scarves, a ribbon)</p> <p>Children move to a beat – matching movements to the rhythm</p> <p>Imaginative Narrative: Use free choice props and small world artefacts to retell aspects of a story that has been experienced several times, mirroring some vocabulary from the story, with support from an adult.</p> | <p>Singing: Able to sing a song / rhyme that has been taught – pitch and melody matching appropriate to the age of the child</p> <p>Able to perform a simple poem (as part of a group), able to follow the rhythm of the poem</p> <p>Musical Knowledge and Skills: Able to copy a simple beat pattern X X - - X – including with instruments</p> <p>Able to play an allocated instrument(s) as part of a planned musical composition</p> | <p>Dance: Able to move in time with music to partake in a simple dance routine, with repetitive dance motifs</p> <p>Imaginative Narrative: Use free choice props and small world artefacts to create or adapt a narrative or story, mirroring some vocabulary, or themes from the stories they have experienced.</p> <p>As part of a group, invent or adapt a known story to create a new narrative</p> |
| | | <p>To sing and perform nursery rhymes</p> <p>To experiment with different instruments and their sounds</p> <p>To talk about whether the like or dislike a piece of music</p> <p>To create musical patterns using body percussion</p> <p>To use costumes and</p> | <p>To perform a song in the Christmas Play</p> <p>To learn and perform a poem at the Christmas Nativity Performance</p> <p>To pitch match</p> <p>To sing the melodic shape of familiar songs</p> <p>To begin to build up a repertoire of songs</p> <p>To sing entire songs</p> | <p>To create musical patterns using untuned instruments</p> <p>To begin to create costumes and resources for role play</p> | <p>To associate genres of music with characters and stories</p> <p>To create costumes and resources for role play</p> | <p>To move in time to music</p> <p>To learn dance routines</p> <p>To join in with whole school singing assemblies</p> <p>To act out well know stories</p> <p>To follow a musical pattern to play tuned instruments</p> <p>To create narratives</p> | <p>To listen to poems and create their own</p> <p>To join in with whole school singing assemblies</p> <p>To create own compositions using tuned instruments</p> <p>To invent their own narratives, making costumes and resources</p> |

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| | | resources to act out narratives | To use costumes and resources to act out narratives | | | based around stores | |
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| Early Learning Goals – for the end of the academic year - Holistic / best fit Judgement! | | | | | | |
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| Communication and Language | Personal, Social, Emotional Development | Physical Development | Literacy | Maths | Understanding the World | Expressive Arts and Design |
| <p>ELG: Listening, Attention and Understanding</p> <p>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</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> | <p>ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;</p> <p>Show sensitivity to their own and to others' needs.</p> | <p>ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p> | <p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> | <p>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; -</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system; -</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> | <p>ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> | <p>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p> |
| It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years. | | | | | | |

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