

EYFS Long Term Overview 2023/24

St. Oswald's Early Years	Unique Child		Positive Relationships		Enabling Environments	
Foundation Stage Curriculum Plan	Characteristics of effective teaching and learning					
	Playing and exploring: *Realise that their actions have an effect on the world, so they want to keep repeating them *Plan and think ahead about they will explore or play with objects *Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing *Make independent choices *Bring their own interests and fascinations into the setting *Respond to new experiences that you bring to their attention.	Active learning: *Participate in routines *Begin to predict sequences because they know routines *Show goal-directed behaviour *Begin to correct their mistakes themselves *Keep on trying when things are difficult.	Creating and thinking critically: *Take part in simple pretend play *Sort materials *Use pretend play to think beyond the 'here and now' and to understand another perspective *Know more, so feel confident about coming up with their own ideas *Make links between those ideas *Concentrate on achieving something that's important to them *Review their progress as they try to achieve a goal and check how well they are doing *Solve real problems.			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Topics	Marvellous Me	Celebrate!	Winter	Transport	Dinosaurs and Minibeasts	All around the World
Festivals, special days and seasons, celebrations	World Animal Day National Poetry Day Harvest Judaism Week Halloween	All Saints Day - St. Oswald Bonfire Night Remembrance Day Diwali Remembrance Day Anti-Bullying Week Road Safety Week St Andrew's Day Hanukah Christmas	Epiphany Big Garden Bird Watch Children's Mental Health Week Safer internet day Chinese New Year	St David's Day World Book Day St Patrick's Day Mother's Day Lent Easter	Eid-Al-Fitr Earth Day St George's Day Walk to school week	Father's Day Healthy Eating Week St Peter's and Paul's Day Day of Many Colours
Experiences and visits	Visit Church Welcome Service for Reception and Parents Ann Angel visit - Judaism	PCSO visit Nativity performance	Visit local park Chinese New Year visitor	Class Rejoice Assembly Farm visit Easter Bonnet Parade	May Procession Islam - visitor	Sports Day Visit train station Transition visits Teddy Bears Picnic
RE	1.Creation and Covenant	2.Prophecy and Promise	3.Galilee to Jerusalem	4.Desert to Garden	5.To the ends of the Earth	
	6.Dialogue and Encounter: develop attitudes of respect, and embrace similarities and differences, experience diverse representations of Christianity to appreciate that it is a global faith, learn about some of the religious and secular times that are part of British cultural life to enrich understanding of different religious and cultural traditions.					
RSE 'Journey in	'The wonder of being special and unique'					
	Social and Emotional Focus:		Physical Focus:		Spiritual Focus:	

Love'	To recognise the joy of being a special person in my family.	To recognise that we are all different and unique.	To celebrate the joy of being a special person in God's family.			
Communication and Language						
Listening, Attention and Understanding	Listening to stories and rhymes. Joining in with stories and rhymes. Learn new vocabulary related to topics, school, routines and resources. Talk about stories that they like. Show good listening in different situations. Understand questions and instructions.	Listen in a range of situations - assembly, stories, Church. Talk about stories reflecting an increasing understanding. Engage with non fiction books and learn new vocabulary related to them. Learn new vocabulary related to topics.	Sustain listening when involved in a range of scenarios. Show good listening when sharing stories, non fiction texts and poems. Talk appropriately about what they have heard. Respond appropriately to others when in a conversation. Learn new vocabulary related to topics. Show enjoyment in story time.			
Speaking	Speak in clear, simple sentences. Look at people you are talking too. Use social phrases - please and thank you to both adults and other children. Talk about experiences they have had both at home and in school. Retell known stories simply. Use questions to find out more information. Practise using new vocabulary taught.	Speak in clear sentences, adding detail when appropriate. Use social phrases such as I am sorry, Please can you pass me...? Talk about experiences with detail that they have had both at home and in school. Retell known stories using taught vocabulary. Clearly explain how or why they have done/made something. Use questions with other children to find out more information. Practise using new vocabulary taught.	Speak confidently in clear sentences, adding detail when appropriate. Sequence sentences to make thoughts, ideas and opinions clear. Talk confidently in a variety of contexts. Use new vocabulary taught with confidence in a range of contexts.			
Personal, Social and Emotional Development						
Self-Regulation	All About Me *Share and communicate how they are feeling. *Know they belong to a family. *My body. *Hygiene. *Safety in school.	Relationships *Know similarities and differences between themselves and others and celebrate these. *Begin to explore and discuss their own and the feelings of others. *Sharing interests with others. *Safety outside. *Germs.	My Dreams and Wishes *Familiar with the school rules. *Difference between good and bad choices and the consequences. *What I am good at and what I want to get better at. *Dental care. *Online safety.	Journey in Love *Ask questions and be curious about different ethnicities, races and cultures. *Explore a range of cultures, traditions and celebrations. *Respect and appreciation for everyone no matter their race, culture, religion etc. *My local community.	Keeping 'Me' Healthy *Importance of water. *Talk about healthy and unhealthy food. *Build a strong sense of self-worth. *Growing.	We are all Different *Unique talents and qualities are celebrated and recognised with rewards. *Celebrate similarities and differences between themselves and others. *Safety at home.
	Managing Self	My Happy Mind Meet your brain	My Happy Mind Celebrate	My Happy Mind Appreciate	My Happy Mind Relate	My Happy Mind Engage
Building Relationships						
Physical Development						
Gross Motor	REAL PE 1 Personal	REAL PE 2 Social	REAL PE 3 Cognitive	REAL PE 4 Creative	REAL PE 5 Physical	REAL PE 6 Fitness
	Move confidently in a variety of ways.		Increasing control over movement skills.		Control a ball in a variety of ways.	

	Balance in a range of ways, using different parts of the body and large apparatus. Appropriate sitting skills - sitting up, facing forward. Learn how to safely use a range of apparatus both indoors and outdoors. Upper arm movement development through throwing, catching bean bags and large balls. Learn how to line up, follow a line and sit in a line. Use cutlery at lunch times and jugs at snack times.	Move from one way to another with increasing ease. Upper body strength development - large outdoor apparatus. Ball skills development - kicking, aiming, batting. Learn how move in spaces in different contexts - assembly, events. Use cutlery confidently.	Negotiation space and obstacles safely. Put movements together and move between them. Confident use of large and small apparatus. Competence and control when running, jumping, dancing, hopping, skipping and climbing. Use knives to cut food.
Fine Motor	Appropriate pencil grip development. Use of a pencil - applying pressure, dominant hand, anti-clockwise movement. Experience using a variety of tools - rolling pins, modelling tools, cutlery, tweezers. Use scissors safely and with the correct grip. Lower case letter formation.	Appropriate pencil grip development. Development of use of a variety of tools. Use scissors to cut straight and wavy lines. Lower case letter formation. Upper case letter formation.	Pencil grip confidence. Use a range of small tools - scissors, cutlery, paintbrushes, small construction.

Literacy

Comprehension	Concepts of print, talking about favourite characters, using pictures to talk about books shared, learn and use new vocabulary in book talk, hear initial letter sounds.	Retelling stories using taught vocabulary through role play/pictures/actions, sequence stories (3 main events), engaging with nursery rhymes, talk about information read.	Read and share simple non fiction books, recognition of capital letters, awareness of full stops, rhyming strings.	Predict some key events in stories re-read books to show understanding, use taught vocabulary to talk about books in book talk and play.	Retelling stories using taught vocabulary through role play, draw story maps and use to tell a story, begin to describe story events in detail, predict events and respond to what is heard.	Retelling stories using taught vocabulary through role play/pictures/actions, rhyming strings, talk confidently about information read, predict events and respond to what is heard.
Word Reading (Little Wandle Phonics)	Phonics focus: Phase 2 graphemes. Initial sounds, oral segmenting and blending, read simple CVC words.	Phonics focus: Phase 2 graphemes inc words ending in 's' ('s') and 'z' ('z'), consonant diagraphs. CVC words, phase 2 common misconception words, Phase 2 sentences.	Phonics focus: Phase 3 graphemes. Alphabet, oral segmenting and blending, read sentences containing Phase 3 graphemes.	Phonics focus: Phase 3 graphemes inc longer words with two or more diagraphs, words ending in 'ing', compound words. Read sentences containing Phase 3 graphemes.	Phonics focus: Phase 4 - short vowels CVCC and CCVC, root words ending in 'ing', 'ed', 'est'	Phonics focus: Phase 4 - long vowel sounds CVCC, CCVC, CCCVC and CCVCC
Writing	Directionality of print, letter shapes, initial letter sounds. Name, labels, lists.	Letter formation, CVC words, spaces between two words. Labels, lists, captions.	Spell Phase 2 common exception words, lower case letter formation, begin upper case letter formation, write simple sentences using known GPCs, Message, speech bubbles, instructions, captions.	Spell words Phase 3, write simple sentences using known GPCs (full stop, capital letter, word spacing), upper and lower case letter formation. Stories, report, poster.	Spell Phases 2, 3 and 4 common exception words, write simple sentences, upper and lower case letter formation. Stories, instructions, leaflet, letter.	Spell Phases 2, 3 and 4 common exception words, write simple sentences upper and lower case letter formation. Stories, postcards, recipes.

Mathematics

White Rose	*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 four sides.	*Alive in five. *Mass and capacity. *Growing 6,7,8. *Time.	*Length and height. *Building 9 and 10. *Explore 3D shapes.	*To 20 and beyond. *How many now? *Manipulate, compose and decompose.	*Sharing and grouping, *Visualise, build and map. *Make connections.
Number and Numerical Patterns	Recite numbers to 10, counting amounts up to 5, compare amounts to 5, find, match and sort objects.	Recite numbers to 10, count amounts, subitise amounts up to 3, match numerals and amounts to 5, composition of numbers to 5, explore bonds 5, double small amounts, mark making to record amounts, form numbers 1-5.	Recite numbers to 20, count amounts to 10, introduce zero, subitise 0-5, match numerals and amounts to 10, compare quantities up to 10, pairs (odd and even), 'one more/less than' to 10, bonds to 5, combine two amounts to find a total, represent and compose 6,7,8, double to 8, mark making to record amounts, form numbers 1-5.	Recite numbers to 20, count amounts to 10, subitise 0-5 objects, match numerals and amounts to 10, order numbers 10, 'one more/less than' to 10, represent and compose numbers to 10, bonds to 10, double to 10, explore odd and even, write numbers 0-9.	Recite numbers beyond 20, explore verbal counting patterns, count reliably with numbers 11-20, begin to recognise numerals beyond 10, build numbers and continue patterns beyond 10 (11-13, 14-20), addition, subtraction, explore sharing and grouping, record some number sentences.	Recite numbers beyond 20, consolidation of subitising, counting, comparing, sorting and matching skills, 'one more/less than' to 20, odd and even numbers, doubling, halving and sharing, record some number sentences.
Shape, Space and Measures	Continue, copy and create AB repeating patterns, 2D shape recognition, compare objects according to their size, mass and capacity.	Investigate circles and triangles, recognise and combine shapes with four sides, find shapes in the environment, describe an objects position, describe events in the day.	Measure, describe and compare capacity and mass, find a balance, talk about time, order and sequence time.	Recognise 3D shapes, use 3D shapes, find 2D shapes in 3D shapes, identify, copy and continue more complex patterns, explore patterns in the environment, explore and compare length and height.	Rotate and manipulate shapes, compose and decompose shapes, copy 2D shape pictures.	Create own pattern rules, solve problems involving measures, describe objects using positional language.

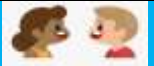
Understanding the World

Past and Present	Marvellous Me - Explore self and family members. Family pictures - share and talk about past memories. Creation - past event. Objects from the home and how they have changed over time	Share past family celebration photos - changes over time. Explore occupations - police. Learn about Neil Armstrong - first man on the Moon. Christmas - a past event - the first Christmas.	Explore outdoor occupations - caretaker. Investigate famous Antarctica explorers.	Share stories about an historical figures - King Charles III Queen Elizabeth II . Easter - a past event. Occupation - vet	Explore dinosaurs using fiction and non fiction texts. David Attenborough	Transition - changes over their life time. Explore the occupations of train drivers. Transport changes over time. Occupation - pilot, Amelia Earhart.
People, Culture and Communities	What is my school like? Explore the school indoor and outdoor environments. Draw maps of the school both indoors and outdoors. Judaism - Hannukah	Diwali - awareness of cultural celebration. Nativity maps - Follow a map and create using materials to represent places. Christmas - a celebration.	Share map based on a story read and create own - park visit. Compare Warrington to Antarctica. Chinese New Year - explore how it is celebrated.	Find out about London - location in UK, interesting features and label using geographical language. Look at aerial photos and maps of London and Warrington.	Share videos, maps and photos to compare a tropical island to UK. Eid-Al-Fitr.	Explore countries and cultures (clothing, foods, music) on Grandma's magic carpet - locate on a map, discuss features, compare to UK. Draw maps using symbols to

						represent features.
Natural World	Autumn - seasonal change. Humans - describe self, family members and friends. Compare and sort images by physical characteristics.	Autumn - seasonal change. Earth and Space - observe the sky during the day and evening. Investigate space travel. Nocturnal animals.	Winter - seasonal change. Explore materials including those that change. hibernating animals, how birds find food in the cold weather.	Spring - seasonal change. Animals and their habitats - explore where different animals live. Farm animals - baby and adult.	Spring - seasonal change. Living things - exploring different plants and insects. Change - Lifecycles - butterflies. Growing plants.	Summer - seasonal change. Forces - floating and sinking, wind, rolling.
Expressive Arts and Design						
Creating with Materials	<u>Drawing</u> - draw from observation using self portraits and explore a variety of tools and materials. Build homes using small and large-scale resources.	<u>Structures</u> - explore scissor skills, resources and joins to design and create rockets. Firework paintings. Make and decorate a Diva lamp. Colour mixing. Create a party hat. Design and create a Christmas card	<u>Painting and mixed media</u> - explore paint and painting techniques. Chalk drawings of animals in cold places. Winter pictures - natural materials. Recyclable materials for building and creating for a purpose. Chinese New Year animal mask.	<u>Textiles</u> - explore threading and weaving to design and create a book mark. Junk modelling - castles. Repeating patterns and printing techniques- Easter eggs. Create shields and crowns using different materials. Prepare and cut fruits.	<u>Sculpture and 3D</u> - Explore malleable materials and design and create a caterpillar or a dinosaur. Draw dinosaurs with details. Shades of colour - mixing. Design and create symmetrical butterflies.	<u>Structure</u> - Explore waterproof materials and design, create and evaluate a boat. Draw animals and sea creatures. Rainbow fish collage
Being Imaginative and Expressive	Home role play: new baby <i>Charanga Music</i> - Me! Learn new nursery rhymes and add actions	Home role play: celebrations <i>Charanga Music</i> - My Stories Diwali dance and music making Learn celebration songs and perform actions Small world - the Nativity	Home role play: fixing <i>Charanga Music</i> - Everyone Dragon dancing to celebrate Chinese New Year. Perform nursery rhymes in groups.	Home role play: a pet <i>Charanga Music</i> - Our World Perform nursery rhymes in groups Make role play props for Jack and the beanstalk group performances	Home role play: healthy living <i>Charanga Music</i> - Big Bear Funk Perform bug songs and dances.	Home role play: holidays <i>Charanga Music</i> - Reflect Rewind, Replay
Computing	Technology around us		Safety and Privacy		Hardware	
	Mouse Skills. Busy bodies - patterns, algorithms, debugging.	Drawing Skills. Space - algorithms, patterns, creating.	Robots. Winter Warmers - creating, pattern, logic.	Sounds. Spring Time - algorithms, decomposition, collaboration	Photography. Summer Fun - logic, algorithms, creating, collaborating, tinkering	Keyboard Skills. Boats Ahoy - tinkering, logic, pattern



Communication and Language



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Development Matters 2021: Listening, Attention and Understanding					
<ul style="list-style-type: none"> *Understand a question or instruction that has two parts. *Understand 'why' questions when involved in discussions about stories. *Understand how to listen carefully and why listening is important - modelling good listening, circle time activities. *Learn new vocabulary - through new routines, school surroundings and resources. *Begin to engage in story time - joining in with repeated refrains, vote for book of the week, comments about stories in reading area. *Listen to and begin to talk about stories to build familiarity and understanding - reading sessions, circle time and story time. *Listen carefully to rhymes and songs and begin to pay attention to how they sound - learning nursery rhymes. 	<ul style="list-style-type: none"> *Listen carefully to and learn rhymes, poems and songs. *Listen to and talk about stories with increasing attention, demonstrated through good understanding. *Increasingly engage in non-fiction books and learn new vocabulary linked e.g. non fiction texts - label, caption, contents, photo. *Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary. *Learn and use new vocabulary. 	<ul style="list-style-type: none"> *Sustain listening when involved in a range of scenarios e.g. whole class, group. * Listen to a selection of fiction, non fiction, rhymes and poems with increasing attention and understanding. * Respond appropriately to what has been heard - questions, comment, action. * Continue to learn new vocabulary linked to topics. * Confidently engage in story time. 			
Development Matters 2021: Speaking					
<ul style="list-style-type: none"> *Use new vocabulary throughout the day - through new routines, school surroundings and resources. *Begin to ask questions to find out more and to check they understand what has been said to them. *Begin to articulate their ideas and thoughts in well-formed sentence. *Begin to connect one idea or action to another e.g. because, and. *Begin to describe events in some detail - sharing of ideas about families and past experiences. 	<ul style="list-style-type: none"> *Use new vocabulary in different contexts. *Ask questions to find out more and to check they understand what has been said to them - how and why questions. *Articulate their ideas & thoughts in well-formed sentences. *Connect one idea or action to another using a range of connectives e.g. because, and, then, so. *Describe events in some detail using some sequencing vocabulary (before, after, yesterday) - sharing of 	<ul style="list-style-type: none"> *Articulate their thoughts and ideas in clear full sentences when involved in a range of talking opportunities e.g. class, group, pair. *Confidently use new vocabulary when talking to others. * Confidently engage with stories, non fiction and rhymes, making appropriate comments about. 			

<p>*Develop social phrases e.g. good morning, good afternoon, thank you, please can I have..? *Begin to retell a simple story using some vocabulary learnt from the story.</p>	<p>holiday and weekend experiences. *Use talk to help work out problems, organise thinking & activities explain how things work/why things happen. *Develop and use social phrases with confidence e.g. I am sorry, Please can you pass me...? *Retell a simple story that they are familiar with.</p>	
<p>See texts in other areas to support</p>	<p>See texts in other areas to support</p>	<p>See texts in other areas to support</p>

<p>Vocabulary</p>	<p>Skills</p>
<p>A range of vocabulary linked in with all other areas. Listen, join in, story, rhyme, poem, non fiction, question, answer, who, what, why, where, how question, retell, describe, vocabulary, sentence, event.</p>	<p>*Listen to other. *Follow instructions. *Listen to stories, rhymes and poems. *Talk about what has been heard. *Engage with to non fiction texts. *Ask questions. *Answer questions. *Retell a story using taught vocabulary. *Describe simple events. *Speak in clear sentences.</p>

COMMUNICATION AND LANGUAGE EARLY LEARNING GOALS

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.



Personal, Social and Emotional Development



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Development Matters 2021: Self-Regulation					
<ul style="list-style-type: none"> *Talk with others to solve conflicts. *Help to find solutions to conflicts and rivalries. *Begin to express feelings and consider the feelings of others. *Begin to set own goals and show resilience and perseverance in the face of challenge *Begin to identify and moderate own feelings socially and emotionally 		<ul style="list-style-type: none"> *Express feelings and consider the feelings of others. *Set own goals and show resilience and perseverance in the face of challenge. *Identify and moderate own feelings socially and emotionally. * Think about the perspectives of others. 		<ul style="list-style-type: none"> *Express own feelings in an appropriate way and know how to deal with those feelings. *Work towards own goals and develop a have a go attitude. *Confidently follow instructions involving several ideas or actions, responding to them appropriately. 	
Development Matters 2021: Managing Self					
<ul style="list-style-type: none"> *Manage own self-care needs - hand washing, organising belongings. *Develop confidence to try new activities and show independence. *Begin to talk about the different factors that support their overall health and wellbeing: - regular physical activity, being a safe pedestrian. 		<ul style="list-style-type: none"> *Manage own self-care needs - own coats (fasten), accessories. * Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - toothbrushing, screen time. 		<ul style="list-style-type: none"> *Show independence in making own choices and organising own resources. *Follow the rules and know why we follow them and know what happens when we don't. *Manage own basic hygiene and personal needs e.g. toileting, choices, clothing. 	
Development Matters 2021: Building Relationships					
<ul style="list-style-type: none"> *Begin to see self as a valuable individual. *Begin to build constructive and respectful relationships. 		<ul style="list-style-type: none"> *See self as a valuable individual. *Build constructive and respectful relationships. 		<ul style="list-style-type: none"> *Share with others and attempt to solve problems when they occur. *Have confidence in building friendships. * Be sensitive to the feelings of others. 	
<p><u>Possible texts to support learning</u></p> <p>Whiffy Wilson Blow your nose Big Bad Wolf Hello Friend You choose Different Families Kindness</p>		<p><u>Possible texts to support learning</u></p> <p>What makes me me What happened to you What we wear Open wide, what's inside? Goldilocks and the three bears Chicken Clickin Elmer</p>		<p><u>Possible texts to support learning</u></p> <p>The Proudest Blue Hats of Faith Eat your greens Goldilocks Amazing The Rainbow Fish It's Ramadan and Eid-al-Fitr</p>	
Vocabulary			Skills		
behaviour, feelings, angry, upset, tired, scared, hurt, excited, worried, resilience, feelings, emotions, words, actions, goal, challenge, rules, behaviour, real, danger, safe, unsafe, healthy, unhealthy, exercise, hygiene, clean, germs, choices, diet, friends, help, like, dislike, ask, play, game, kind, helpful, share, problem, same, different			*Talk about themselves. *Listen to other people. *Follow instructions. *Talk about own feelings using learnt vocabulary. *Try new things. *Practise safety when taking part in activities. *Talk about how to be safe. *Be independent. *Make own choices. *Practise good hygiene. *Talk about and practise healthy eating. *Practise own self care needs.		

*Behave appropriately in different situations. *Follow rules. *Taking turns and sharing.
*Work in a group. *Resolve problems with others.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT EARLY LEARNING GOALS

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.

Physical Development

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Development Matters 2021: Gross Motor Skills					
<ul style="list-style-type: none"> *Revise and refine the fundamental movement skills they have already acquired: - <i>rolling - crawling - walking - jumping - running - hopping - skipping - climbing.</i> *Begin to develop overall body-strength, balance, co-ordination and agility - developing upper body strength, balance, upper arm movements, crossing the midline, bilateral coordination. *Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. *Begin to combine different movements with ease and fluency. *Begin to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. *Develop and control a range of skills including: <i>throwing, catching, kicking - developing</i> upper arm movements, crossing the midline, bilateral coordination using an object e.g. bean bag, large ball. *Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. 	<ul style="list-style-type: none"> *Continue to refine the fundamental movement skills they have already acquired: - <i>rolling - crawling - walking - jumping - running - hopping - skipping - climbing.</i> *Begin to progress towards a more fluent style of moving, with developing control and grace. *Continue to develop overall body-strength, balance, co-ordination and agility - developing upper body strength, balance, upper arm movements, crossing the midline, bilateral coordination. *Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor *Combine different movements with ease and fluency. *Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. *Further develop and refine a range of ball skills including: <i>passing, batting and aiming.</i> 	<ul style="list-style-type: none"> *Confidently control a ball in a variety of ways when engaged in ball games and activities. *Negotiate space and obstacles safely when playing games and moving around a space. *Combine different movements with ease and fluency. *Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. *Move in a range of ways with competence and control e.g. running, jumping, dancing, hopping, skipping and climbing. 			
Development Matters 2021: Fine Motor Skills					
<ul style="list-style-type: none"> *Use a comfortable grip with good control when holding pens and pencils. *Use one-handed tools and equipment, for example, making snips in paper with scissors. * Show preference to a dominant hand. *Develop fine motor skills so that they can use a range of tools safely and confidently e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. * Use a pencil and hold it effectively with correct pencil grip - pincer grip - strength in grip. *Begin to form lower case letters correctly using formation rhyme. 	<ul style="list-style-type: none"> *Develop small motor skills so that they can use a range of tools competently, safely and confidently e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. *Begin to develop a handwriting style - lower case and upper case letters - using formation rhymes, developing speed and accuracy. 	<ul style="list-style-type: none"> *Hold a pencil with control and write or draw with confidence. *Use a range of small tools - scissors, cutlery, paintbrushes, small construction. 			

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Vocabulary	Skills
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<p>move, movement, travel, action, space, shape, turn, perform, copy, follow, sequence, balance, jump, land, tilt, roll, balance, climb, run, jog, sprint, hop, gallop, skip, slide, change direction, throw, over, under, catch, aim, pass, apparatus, cut, slice, mould, brush, roll, mark, grip, write, thread, copy, trace, follow, push, fit, attach, twist, turn, flip, press</p>	<p>Gross: *Observe others. *Copy others. * Hop. *Run safely. *Negotiate space. *Perform a movement with some control. *Link two movements together. *Jump and land. *Climb apparatus using upper arm strength to pull up. *Throw equipment under arm and over arm with some control. *Catch an object. *Play collaboratively as a group. *Follow simple instructions.</p> <p>Fine: *Cut along a continuous line. Copy simple shapes and letters. *Colour a picture inside the lines. *Write name. *Trace lines. * Thread. *Build block models. *Dress/undress independently. *Open containers. *Use a dominant hand. *Use pencils, scissors, cutlery, paintbrushes and malleable tools. *Mould malleable materials.</p>
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PHYSICAL DEVELOPMENT EARLY LEARNING GOALS

<p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.



Literacy



Development Matters 2021: Reading: Word Reading and Comprehension

*Read individual letters by saying the sounds for them. *Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. *Read some letter groups that each represent one sound and say sounds for them. *Read a few common exception words matched to the school's phonic programme. *Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. *Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>*Understand the key concepts about print - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - left to right and from top to bottom.</p> <p>* Continue to develop phonological awareness - rhythm & rhyme; alliteration (initial sounds); oral blending and segmenting.</p> <p>*Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary.</p> <p>*Read individual letters by saying the sounds for them - Phase 2 phonics.</p> <p>*Begin to read a few common exception words - Phase 2 (e.g. I, the).</p>	<p>* Continue to develop phonological awareness - rhythm & rhyme; alliteration (initial sounds); oral blending and segmenting.</p> <p>* To develop one to one correspondence when reading- tracking.</p> <p>* To be aware of when to continue to read onto a new line - return sweep.</p> <p>*Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary.</p> <p>*Read individual letters by saying the sounds for them - Phase 2 phonics.</p> <p>*Blend sounds into words, so that they can read short words made up of known GPCs - Phase 2 VC and CVC.</p> <p>*Begin to read a few common exception words - Phase 2 (e.g. go, she).</p> <p>*Begin to read simple phrases/sentences - Phase 2 graphemes.</p>	<p>* Continue to develop phonological awareness - rhythm & rhyme; oral blending and segmenting.</p> <p>*Begin to use and understand some recently introduced vocabulary.</p> <p>* To know where the beginning and of a sentence is.</p> <p>*To become aware of full stops at the end of sentences when reading.</p> <p>* To know when sentences do not make sense.</p> <p>*Know the names of letters of the alphabet.</p> <p>*Begin to match lower case letter and capital letters.</p> <p>* Begin to read letter groups that represent one sound and say the sounds correctly.</p> <p>* Blend sounds into words to read simple words containing known Phase 3 graphemes.</p> <p>*Read some common exception words - Phase 3 (e.g. was, you).</p> <p>*Read simple phrases / sentences - known Phase 3.</p>	<p>* Continue to develop phonological awareness - rhythm & rhyme; oral blending and segmenting.</p> <p>*Begin to use and understand some recently introduced vocabulary.</p> <p>*Begin to anticipate some key events in stories.</p> <p>*Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>* To know when sentences do not make sense.</p> <p>*Know the names of letters of the alphabet.</p> <p>* Begin to read letter groups that represent one sound and say the sounds correctly.</p> <p>* Blend sounds into words to read simple words containing known Phase 3 graphemes.</p> <p>*Read some common exception words - Phase 3.</p> <p>*Read aloud sentences containing known Phase 3 sounds and common exception</p>	<p>*Retell stories and narratives using taught vocabulary.</p> <p>*Predict events in stories.</p> <p>*Use taught vocabulary (stories, poems, non fiction) during talk and play.</p> <p>* Recognise and say all Phase 2 sounds, the majority of Phase 3 diagraphs and begin to apply them to Phase 4 words.</p> <p>* Securely know the names of most letters of the alphabet.</p> <p>*Read by sound-blending words (in line with phonics - see below).</p> <p>*Read aloud simple sentences and books that contain words linked with Phonic teaching (see below).</p> <p>* Begin to recognise some Phase 4 common exception words.</p>	<p>*Anticipate key events in stories.</p> <p>*Use taught vocabulary (stories, poems, non fiction) during talk and play.</p> <p>*Confidently recognise and say all Phase 2 sounds, the majority of Phase 3 diagraphs and apply all to Phase 4 words.</p> <p>* Securely know the names of most letters of the alphabet.</p> <p>*Read by sound-blending words (in line with phonics - see below).</p> <p>*Read aloud simple sentences and books that contain words linked with Phonic teaching (see below).</p> <p>* Read some Phase 4 common exception words.</p>

words.

Development Matters 2021: Writing

*Form lower-case and capital letters correctly. *Spell words by identifying the sounds and then writing the sound with letter/s. *Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. *Re-read what they have written to check that it makes sense.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Writing</p> <p>*Understand directionality of print - Where to start writing (top to bottom) - Which way to continue writing (left to right) - Concept of a word and a letter - Correct orientation of letters and words.</p> <p>*Write name correctly using a capital letter to start.</p> <p>* Use some of their print and letter knowledge in their early writing - letters from name, squiggles, shapes.</p> <p>* Begin to form lower-case letters correctly.</p> <p>* Hear and say the initial sound in words.</p> <p>*Write the initial letter sound in simple words (based on taught sounds).</p>	<p>Writing</p> <p>*Understand directionality of print - Concept of a word and a letter - Correct orientation of letters and words - Where to go next (return sweep).</p> <p>* Begin to form lower-case letters correctly.</p> <p>* Continue a rhyming string e.g. at, en.</p> <p>* Begin to spell some Phase 2 common exception words e.g. I, the.</p> <p>* Orally segment CVC words.</p> <p>* Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs.</p> <p>* Orally rehearse what is to be written.</p> <p>* Begin to leave spaces between words.</p> <p>* Begin to write labels, lists and captions.</p> <p>* Begin to reread what they have written.</p>	<p>Writing</p> <p>* Form most lowercase letters with the correct formation.</p> <p>* Begin to form capital letters correctly.</p> <p>* Orally segment CVC words with consonant digraphs, long vowel phonemes and some adjacent consonants.</p> <p>* Spell Phase 2 common exception words.</p> <p>*Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs Phase 2 and some Phase 3.</p> <p>*Write captions and begin to write simple sentences using known GPCs (full stop, capital letter, word spacing).</p> <p>* Orally rehearse caption or sentence before writing.</p> <p>* Begin to write a variety of fiction and non-fiction captions or sentences e.g. message, speech bubbles, instructions, factual captions.</p>	<p>Writing</p> <p>* Form lowercase and capital letters correctly.</p> <p>* Orally segment CVC words with consonant digraphs, long vowel phonemes and some adjacent consonants.</p> <p>* Continue a rhyming string e.g. ng, ow.</p> <p>* Begin to spell Phase 3 common exception words.</p> <p>*Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs from Phases 2 and 3.</p> <p>*Write captions and begin to write simple sentences using known GPCs (full stop, capital letter, word spacing).</p> <p>* Orally rehearse caption or sentence before writing.</p> <p>* Re-read what they have written to make sure it makes sense.</p>	<p>Writing</p> <p>*Write recognisable letters (lower case letters and capital letters) most of which are correctly formed.</p> <p>*Spell words by identifying the sounds and representing the sound with letter/s, using taught GPCs from Phases 2 and 3.</p> <p>*Develop oral rehearsal of sentences - hold sentence in memory.</p> <p>* Spell Phases 2 and 3 common exception words.</p> <p>*Write short sentences using a capital letter at the beginning of a sentence and full stop at the end of the sentence.</p> <p>*Write sentences for a range of purposes (e.g. letters, stories, instructions, leaflet) that can be read by themselves and others.</p>	<p>Writing</p> <p>*Write recognisable letters (lower case letters and capital letters) most of which are correctly formed.</p> <p>*Spell words by identifying the sounds and then representing the sound with letter/s, using taught GPCs from Phases 2 and 3 with some use of Phase 4.</p> <p>*Develop oral rehearsal of sentences - hold sentence in memory.</p> <p>* Securely spell Phases 2 and 3 common exception words.</p> <p>*Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>*Write sentences for a range of purposes (e.g. postcards, recipes, stories) that can be read by themselves and others.</p>
<p>Main Texts</p> <p>The friendship bench</p> <p>The Leaf Thief</p>	<p>Main Texts</p> <p>Funnybones</p> <p>Whatever Next</p>	<p>Main Texts</p> <p>Lost and Found</p> <p>Snowball</p> <p>Penguins</p>	<p>Main Texts</p> <p>George and the dragon</p> <p>Jack and the beanstalk</p>	<p>Main Texts</p> <p>Jack and the jellybean stalk</p> <p>How to grow a dinosaur</p>	<p>Main Texts</p> <p>The Proudest Blue</p> <p>Rainbow Fish</p>
<p>Other possible texts</p> <p>Super duper you</p> <p>We're going on a bear hunt</p>	<p>Other possible texts</p> <p>Little Robin Red Vest</p> <p>Rama and Sita</p>	<p>Other possible texts</p> <p>The Great Race</p> <p>One snowy night</p>	<p>Other possible texts</p> <p>Naughty bus</p> <p>Castles</p>	<p>Other possible texts</p> <p>Jack and the beanstalk</p> <p>The giant turnip</p>	<p>Other possible texts</p> <p>Somebody swallowed Stanley</p> <p>The girl who planted trees</p>

Pumpkin Soup	Diwali What the ladybird did at Christmas	The storm whale in winter			The story thief
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Vocabulary			Skills		
phoneme, sound, grapheme, sound talk, segment, blend, read, pages, page numbers, title, beginning, middle, end, events, characters, setting, letters, words, sentence, retell, non fiction, story, rhyme, poem, describe, where, what, when, who, write, form, spell, spaces, lower case, capital letter, full stop			*Choose a book. * Retell. *Find information. *Talk about characters. * Talk about pictures. * Predict. *Handle a book. * Orally segment and blend. * Match phoneme to grapheme. * Grip pencil securely. * Form letters correctly. * Write words, applying phonic knowledge. *Use spaces between words. *Write sentences starting with a capital letter and ending with a full top.		

LITERACY EARLY LEARNING GOALS

Comprehension • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
 • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

Word Reading • 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



Development Matter 2021: Numerical Pattern and Number

Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0-10. • Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> *Recite numbers to 10 in order and starting from any number. *Count objects, actions and sounds up to 5 with 1:1 correspondence. * Compare amounts up to 5 and use the language of more and fewer to describe. *Find and match objects that are the same. *Sort objects into sets based on their shape, colour, size for example. 	<ul style="list-style-type: none"> *Recite numbers to and from 10 in order and starting from any number and begin to count back from 10. *Count objects, actions and sounds up to 5 with 1:1 correspondence e.g. irregular amounts, objects that cannot be moved. * Subitise amounts up to 3 in different arrangements. * Compare amounts up to 5 and use the language of more and fewer to describe. *Link numerals with correct amounts to 5. *Explore the composition of numbers to 5. * Begin to explore number bonds to 5. *Double small amounts. * Use own mark making to record amounts to 5. *Begin to form numbers 1-5. 	<ul style="list-style-type: none"> *Recite numbers to 20. * Count objects, actions and sounds up to 10 with 1:1 correspondence e.g. irregular amounts, count from larger group. * Subitise 5 objects (quick recall without counting). * Link the numerals with correct amounts to 10. *Compare quantities up to 10 using the language of fewer, more than. *Sort quantities into pairs, spotting when there is an odd amount. *Understand 'one more/less than' to 10. * Recall number bonds to 5. * Use addition vocabulary when combining two amounts to find a total. * Use own mark making to record amounts to 8. *Form numbers 1-5. 	<ul style="list-style-type: none"> *Recite numbers to 20 in order and starting from any number and begin to count back from 20. * Count objects, actions and sounds up to 10. * Subitise 5 objects (quick recall without counting). *Link the numerals with correct amounts to 10. *Place numbers 1-10 in order. *Understand 'one more/less than' to 10. * Explore the composition of numbers to 10. *Explore number bonds to 10. *Begin to use the vocabulary involved in subtraction. *Double numbers to 5. *Write numbers 0-9 with increasing confidence. 	<ul style="list-style-type: none"> *Recite numbers to and from 20 with confidence, in order and starting from any number. *Begin to recite numbers beyond 20, following the number patterns. *Consolidation of subitising, counting, comparing, sorting and matching skills. *Begin to count reliably with numbers 11-20. *Build amounts 11-20 *Count an irregular arrangement of objects, larger than 10. *Recognise numerals to 10 confidently and begin to recognise numerals beyond 10. *Begin to subitise numbers to 10 and see familiar patterns e.g. 5 and 3 is 8. *Halve numbers to 10. * Using quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer. *Use vocabulary involved in adding and subtracting confidently. 	<ul style="list-style-type: none"> *Recite numbers beyond 20, following the number patterns. *Consolidation of subitising, counting, comparing, sorting and matching skills. * Understand 'one more/less than' to 20. *Subitise numbers to 10 and see familiar patterns. *Recognise odd and even numbers. *Use vocabulary involved in doubling, halving and sharing confidently. * Solve problems, including doubling, halving and sharing. *Write number 1 - 9 using correct formation. *Record some number sentences using calculation symbols within practical activities.

				*Record some number sentences using calculation symbols within practical activities.	
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Development Matters 2021: Shape, Space and Measure

*Select, rotate and manipulate shapes to develop spatial reasoning skills. *Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. * Continue, copy and create repeating patterns. *Compare length, weight and capacity.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>*Continue, copy and create AB repeating patterns involving colour, shape, size and position. * 2D shape recognition and manipulation to create new shapes. * Compare and order objects according to their size using new vocabulary. *Compare the mass and capacity of objects using new vocabulary.</p>	<p>* Investigate 2D shapes - rotation of circles and triangles, and combining rectangles and squares. * 3D shape recognition. * Follow instructions and describe an objects position using positional language. * Use appropriate language to describe events in a day.</p>	<p>*Measure, describe and compare the capacity of objects. *Measure, describe and compare the mass of objects. *Use time related language to describe when things happen. *Begin to measure short periods of time.</p>	<p>*Explore similarities and differences between 3D shapes. *Describe, copy and continue more complex patterns (AAB, AABB). *Measure, describe and compare the length and height of objects.</p>	<p>*Manipulate shapes to create new arrangements. *Use shapes to create new shapes (breaking apart, sticking together).</p>	<p>*Solve problems involving measures - predict and test ideas. * Describe objects using positional language to create a model.</p>
<p>Possible texts to support learning Counting nursery rhymes Frog and toad: a lost button (sorting) A seaweed story (comparing) Duck in the truck (size) Dear Zoo (size)</p>	<p>Possible texts to support learning Counting nursery rhymes Goldilocks and the 3 bears Witches four Kipper's Birthday Day monkey, night monkey Circle Triangle Square</p>	<p>Possible texts to support learning Counting nursery rhymes Zero leaves on the tree Six dinner Sid The Great Race Balancing act Tall</p>	<p>Possible texts to support learning Counting nursery rhymes How do dinosaurs count to 10? Ten black dots Mouse shapes Pattern fish</p>	<p>Possible texts to support learning Counting nursery rhymes One moose, 20 mice 20 big trucks in the middle of the street Mr Grumpy's outing Which one doesn't belong?</p>	<p>Possible texts to support learning Counting nursery rhymes Double the ducks Bean thirteen One odd day What the ladybird heard</p>

Vocabulary

number, how many, count, more, less, most, fewest odd, even, order, sequence, estimate, same, too many/few, not enough, the same number, amounts, larger, bigger less, fewer, smaller, number bonds, add, total, altogether, double, how many more? take away, how many are left? pattern, answer, sort group, same, different, half, halve, share, group, money, coin, pence, price, cost, buy, spend, spent, pay, change, record, measure, size, compare, length, height, long, short, tall, longer, shorter, taller, higher, longest, shortest, tallest, highest, weigh, balances, heavy/light, heavier/lighter, heaviest/lightest, full, half full, empty, holds, container, time, day, week, morning, afternoon, evening, night, today, yesterday, tomorrow before, after, next, last, early, late quick, quicker, quickest, quickly slow, slower, slowest, slowly, shape, pattern, flat, curved, straight, corner, face, side,

Skills

*Count actions, amounts and sounds. *Compare numbers. *Match. *Sort. *Label. *Subitise. *Describe. *Calculate. *Understand more and less. *Recall number bonds. *Rotate shapes. *Compose and decompose shapes. *Continue, create, repeat patterns. *Compare length, weight and capacity.

edge, sort, make, build, draw, symmetry, pattern repeating pattern, position, over, under above, below, top, on, in, in front, behind, before, after, next to, between, direction, left, right, up, down, forwards, backwards.

MATHEMATICS EARLY LEARNING GOALS

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.

Understanding the World

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Development Matters Links: Past and Present (History)					
<p><i>*Begin to make sense of their own life-story and family's history.</i></p> <p>*Begin to comment on images of familiar situations in the past.</p> <p>*Talk about members of their immediate family and community.</p> <p>*Begin to understand that some places are special to members of their community.</p>	<p>*Begin to comment on images of familiar situations in the past.</p> <p>*Talk about members of their immediate family and community.</p> <p>*Name and describe people who are familiar to them.</p>	<p>*Name and describe people who are familiar to them.</p>	<p>*Comment on and order images of familiar situations in the past.</p> <p>*Compare and contrast characters from stories, including figures from the past.</p>	<p>*Talk about similarities and differences in the past.</p> <p>*Compare and contrast characters from stories, including figures from the past.</p> <p>*Talk about people familiar to them.</p>	<p>*Talk about similarities and differences over their life time.</p> <p>*Explore holidays from the past.</p> <p>*Talk about people familiar to them.</p>
Development Matters Links: People, Culture & Communities (Geography, PSHE, RE)					
<p>*Begin to recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>*Begin to understand that some places are special to members of their community.</p> <p>*Begin to recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>*Understand that some places are special to members of their community.</p> <p>*Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>*Recognise some similarities and differences between life in this country and other countries.</p> <p>*Recognise some environments that are different to the one in which they live.</p> <p>*Draw information from a simple map.</p>	<p>*Recognise some similarities and differences between life in this country and other countries.</p> <p>*Recognise some environments that are different to the one in which they live.</p> <p>*Draw information from a simple map.</p>	<p>* Explore faiths and recognise that people have different beliefs and celebrate special times in different ways.</p> <p>*Explore a country and some similarities and differences between life there and here.</p> <p>*Describe a fictional environment that is different to own, creating own map to represent it.</p>	<p>* Explore some similarities and differences between life in this country and other countries.</p>

Development Matters Links: Natural World (Science)

<p>* Explore the natural world around them, *Describe what they see, hear and feel whilst outside. *Understand the effect of changing seasons on the natural world around them.</p>	<p>*Describe what they see, hear and feel whilst outside. *Draw information from a simple map. *Understand the effect of changing seasons on the natural world around them.</p>	<p>*Explore the natural world around them. *Describe what they see, hear and feel whilst outside. *Understand the effect of changing seasons on the natural world around them. *Recognise some environments that are different to the one in which they live. *Observe and interact with natural processes.</p>	<p>*Explore the natural world around them. *Describe what they see, hear and feel whilst outside. *Understand the effect of changing seasons on the natural world around them. *Observe and interact with natural processes.</p>	<p>*Explore the natural world by making observations. *Observe and interact investigations about materials.</p>	<p>*Observe and interact with natural processes. *Explore the natural world.</p>
<p>Possible texts to support learning Different families Leaf Man Judaism Autumn poetry for young children Rosie's Walk I Love My Hair What I Like About Me</p>	<p>Possible texts to support learning Diwali Police officers The First Christmas Neil Armstrong Kipper's Birthday</p>	<p>Possible texts to support learning Naughty Bus Lanterns and firecrackers Heating and cooling Amelia Earhart Percy the park keeper</p>	<p>Possible texts to support learning The Queen's Hat Castles Spring</p>	<p>Possible texts to support learning Tom and the island of the dinosaurs Hotel for bugs Bees</p>	<p>Possible texts to support learning My Granny went to market Sunflowers</p>
Vocabulary			Skills		
<p>History: old, new, past, ago, family, before, after, first, next, retell, event, image, same, different, Head Teacher, teacher, caretaker cleaner, police officer, firefighter, doctor, vet, jobs, postal worker, dentist Geography: street, road, lane, school, church, field, house, shop, woodland, bridge, railway, roundabout, beach, building, town, farm, traffic lights, pedestrian crossing, left, right, forward, backwards, zebra crossing, animals, birds, globe, maps, journey, park, path, place, countryside, desert, country, hill, forest, river, sea, water, weather, wildlife, world, belief, special places. Science: woodland, beach, building, countryside, desert, hill, forest, river, sea, water, wildlife weather, seasons, change, animals and bird names and physical characteristics (e.g. beak, wing, hoof), investigate, explore, wood, plastic, paper, metal, hard, soft, heavy, light, smooth, rough, freeze, melt, change, push, pull, lighter, darker, shadow, life cycle, flower, leaf, trunk, branch, roots.</p>			<p>History: *Recognise that some events happen in the past. *Describe things that happened to themselves and other people in the past. * Describe what is similar/different (places, images and people). *Look at books, recordings, photographs, pictures and artefacts. *Talk about the past. *Talk to people in the community. *Ask questions about the past. *Order historical content. *Draw things from the past. Geography: *Ask questions. *Respond to questions. *Draw simple picture maps and plans. *Use the senses to observe places. *Identify simple types of buildings and places. *Follow directions. *Identify simple features on an aerial photograph. *Draw round objects to get a plan view. *Play games with globes and maps. *Use photos, stories and recordings. *Listen to information. *Compare the UK and another country. *Use simple geographical vocabulary. *Show awareness of other cultures. *Talk about other peoples lives. Science: *Recognise some similarities and differences between locations they know well and locations that are unfamiliar. *Explore the natural world around them, using their senses to fully experience them. *Recognise and describe ways in which we can care for the natural world around us. *Name and describe some animals that they are likely to see in their environment with support. *Record pictorially based on their observations. *Ask questions to enhance enquiry skills. *Name and recognise that different types of animals live in different habitats. *Use vocabulary to describe and name different habitats. *Observe and</p>		

understand the life cycle processes of animals including human development (baby/cub, young/child, adult). *Classify different objects into groups based on what they are made from. *Gather different materials for a purpose, predicting and testing their suitability. *Observe and interact with natural processes. *Name and recognise the four different seasons of the year. *Observe the different weather at different times of the year.

UNDERSTANDING THE WORLD EARLY LEARNING GOALS

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



Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Development Matters: Creating with Materials (Art and DT)

<p><i>*Draw with increasing complexity and detail.</i></p> <p><i>* Develop their own ideas and then decide which materials to use to express them.</i></p> <p><i>*Continue to explore colour and colour mixing.</i></p> <p><i>*Safely use and explore a variety of materials and tools.</i></p> <p><i>*Talk about new creations with an adult.</i></p>	<p><i>* Develop their own ideas and then decide which materials to use to express them.</i></p> <p><i>*Safely use and explore a variety of materials and tools.</i></p> <p><i>*Explore new techniques when creating firework paintings, decorations.</i></p> <p><i>*Talk about new creations.</i></p> <p><i>*Begin to return to and build upon previous learning.</i></p>	<p><i>*Explore and use a variety of artistic effects to express their ideas.</i></p> <p><i>*Build on their previous learning, refining ideas and developing their ability to represent them.</i></p> <p><i>*Create collaboratively sharing ideas, resources and skills.</i></p>	<p><i>*Explore and use a variety of artistic effects to express their ideas.</i></p> <p><i>*Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i></p> <p><i>*Create collaboratively sharing ideas, resources and skills.</i></p>	<p><i>*Explore tools and techniques, using them safely.</i></p> <p><i>*Experiment with colour and design when creating - butterflies.</i></p> <p><i>*Continue to explore colour and colour mixing.</i></p> <p><i>*Talk about creations.</i></p> <p><i>* Create props for story telling and role play.</i></p>	<p><i>*Experiment with colour, design and texture when creating.</i></p> <p><i>*Make props using a variety of resources for role play.</i></p> <p><i>*Talk about creations, explaining how model has been created.</i></p>
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Development Matters: Being Imaginative & Expressive (Music, Dance, Drama)

<p><i>*Take part in simple pretend play based on familiar stories.</i></p> <p><i>*Begin to develop complex stories using small world equipment.</i></p> <p><i>*Begin to listen carefully, move to and talk about music, expressing their feelings and responses.</i></p> <p><i>*Sing in a group or on their own when learning new rhymes and songs.</i></p> <p><i>*Begin to explore and engage in music making using instruments to accompany songs.</i></p>	<p><i>*Begin to develop complex stories using small world equipment.</i></p> <p><i>*Begin to develop storylines in their pretend play based on familiar stories.</i></p> <p><i>*Begin to listen attentively, move to and talk about music, expressing their feelings and responses.</i></p> <p><i>*Begin to watch and talk about dance and performance art.</i></p> <p><i>*Sing in a group or on their own.</i></p> <p><i>*Begin to explore and engage in music making and dance.</i></p>	<p><i>*Listen attentively, move to and talk about music, expressing their feelings and responses.</i></p> <p><i>*Watch and talk about dance and performance art, expressing their feelings and responses.</i></p> <p><i>*Explore and engage in music making and group dance e.g. Dragon dance.</i></p> <p><i>*Develop storylines in their pretend play.</i></p>	<p><i>*Talk about music, expressing their feelings and responses.</i></p> <p><i>*Sing in a group or on their own, increasingly matching the pitch and following the melody.</i></p> <p><i>*Develop storylines in their pretend play by recounting known stories.</i></p>	<p><i>*Adapt narratives and stories through role play.</i></p> <p><i>*Sing a range of well-known nursery rhymes and songs alone or in a pair.</i></p> <p><i>*Invent songs and add movements.</i></p>	<p><i>*Invent own role play narratives based on journeys and perform them.</i></p> <p><i>*Sing a range of well-known nursery rhymes and songs, adding movement and musical instruments when appropriate.</i></p>
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<p><u>Possible texts to support learning</u> Hello Friend Leaf Man</p>	<p><u>Possible texts to support learning</u> Diwali Nativity Kipper's Birthday</p>	<p><u>Possible texts to support learning</u> Penguins</p>	<p><u>Possible texts to support learning</u></p>	<p><u>Possible texts to support learning</u> Jack and the beanstalk</p>	<p><u>Possible texts to support learning</u></p>
<p><u>Possible Artist</u> Portraits - Picasso</p>	<p><u>Possible Artist</u> Splat painting - Jason</p>	<p><u>Possible Artist</u> Winter scene - Claude</p>	<p><u>Possible Artist</u> Castle printing - Paul Klee</p>	<p><u>Possible Artist</u> Shapes- Kandinsky</p>	<p><u>Possible Artist</u></p>

	Pollock	Monet			
Vocabulary			Skills		
	<p>straight, curved, long, short, wavy, thick, thin, zigzag, repeat, colour, primary, light, dark, colourmixing, shade, rough, smooth, soft, hard, flat, curve, artist, print, materials, ingredients, tools, similar, different, creation, build, block, stick, stack, space, balance, model, fold, bend, fasten, construct, join, rip, scrunch, link, slot. move, movement, travel, action, space, shape, turn, perform, copy, follow, sequence, balance, jump, land, tilt, roll, balance, run, jog, sprint, hop, gallop, skip, slide, change direction, sing, listen, high, low, pitch, rhythm, pulse, instrument, backing track, actions, lyrics, perform, retell, invent, prop.</p>				<p>*Begin to use a variety of drawing tools. *Use drawings to tell a story investigate different lines. * Explore different textures. *Make accurate drawings of people. * Name the different tools that bring colour. *Name colours *Mix colours. *Use a range of tools to make coloured marks. *Use a variety of different brushes. *Use a range of materials and printmaking techniques and materials. *Generate ideas by exploring other artist's work. *Explore ideas, patterns and designs through practical activities. *Handle, feel and manipulate materials. *Create repeating patterns *Use shape to create patterns. *Invent and adapt orally for a purpose. *Begin to create personal preference in design. *Explain how to adapt a mechanism for movement. *Draw and/or describe a design. * Make structures from card, tape and glue *Follow instructions to cut and assemble different structures. *Mix ingredients. *Name different fruits. *Use tools safely and with control. *Talk about their creation and evaluate their success. *Test a finished product. *Share creations and explain the processes used *Share their opinions about the appearance of others' creations. *Explain likes and dislikes *Know some similarities and differences between materials. *Explore and describe different movements. *Observe and copy others. *Perform a single skill or movement with some control. *Perform a small range of skills and link two movements together. *Move confidently in different ways: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. *Perform a single skill or movement with some control with or without apparatus safely. *Perform a single skill or movement with some control with or without music. *Sing some nursery rhymes off by heart. *Listen to music. *Talk about how music or performance art makes you feel. *Enjoy moving to music. *Move with the pulse of the music. *Explore high and low using voices and sounds of characters in the songs. *Keep the pulse throughout a section of a song. *Sing along with music and add own actions. *Perform nursery rhymes by singing and adding actions or dance. *Perform songs adding a simple instrumental part. *Talk about a performance. *Retell taught stories using props for support. *Invent own narratives to tell a story using props when required.</p>

EXPRESSIVE ARTS AND DESIGN EARLY LEARNING GOALS

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 and Expressive

• 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.