

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELGs	
C&L: Listening, Attention and Understanding	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>I turn to people talking and gaze at them. I watch their face.</p> <p>I listen to stories.</p> <p>Engage in story times.</p> <p>daily story times</p> <p>Children are beginning to listen to other children in their setting. They listen during story time and show an interest in the books being read.</p> <p>Listen, reading, wait, turn, story, caret time, join in, hand up, question, song, rhyme, poem.</p> <p>Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared.</p> <p>Children sit on the carpet and show some attention – this may only be for a short time. Children can pay attention to one thing at a time.</p> <p>Carpet, sitting, listening, joining in, hand up, group.</p> <p>Carpet time, assembly time, visual and verbal reminders to sit and listen.</p>	<p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>I can listen and respond to simple instructions.</p> <p>say child's name before speaking to them.</p> <p>Children are listening more on the carpet and when being spoke to by their teacher and peers. Children continue to listen to new stories that are shared with them.</p> <p>Listen, reading, wait, turn, story, caret time, join in, hand up, question, song, rhyme, poem.</p> <p>Assembly time, Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared.</p> <p>Children paying more attention on the carpet and during guided tasks. Children understanding why they need to pay attention.</p> <p>Carpet, sitting, listening, joining in, hand up, group, P.E, Assembly.</p> <p>Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>I am now listening carefully. I know why listening carefully is important e.g. safety, following instructions.</p> <p>signal when you want children to listen.</p> <p>Link listening with learning: I could tell you were going to say the right answer you were listening carefully.</p> <p>Children's listening skills are continuing to develop and they are listening in lots of different situations such as carpet time, assembly, phonics and other lessons.</p> <p>Listen, looking, thinking time, reading, wait, turn, story, caret time, join in, hand up, question, song, rhyme, poem.</p> <p>Assembly time, Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared.</p> <p>Children showing a good level of attention and concentration. Children being attentive during classroom tasks – both guided and independent.</p> <p>Carpet, sitting, listening, joining in, hand up, group, quiet, quietly.</p> <p>Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Children listen when both in and out of school and pay attention to the person talking. When out of school they know it is important to listen to keep safe – such as cars or Stanger danger.</p> <p>Listen, wait, turn, caret time, join in, hand up, question, song, rhyme, poem, safe, safety, road safety, fire alarm.</p> <p>Discussions around listening and safety such as fire alarms, road safety.</p> <p>Children can maintain attention in different contexts. Children show attention to both peers and adults.</p> <p>Carpet, sitting, listening, joining in, hand up, group, listen.</p> <p>Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.</p>	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Children's listening skills continue to develop, they can listen in a range of situation and can listen while taking part in a guided task while remaining on task.</p> <p>Listen, wait, turn, instruction, patient, patience, join in, hand up, questions.</p> <p>Carpet time, group work, asking children questions about stories or work they are completing.</p> <p>Children are developing their attention skills to both listen and continue with an activity.</p> <p>Sitting, listening, joining in, help.</p> <p>Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.</p>	<p>Engage in story times demonstrating an ability and desire to understand the story.</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Show genuine interest in knowing more This is amazing! I need to find out more about this.</p> <p>Think out loud- I wonder why.</p> <p>Children show good listening skills and can listen to one another, adults and new people with great skill.</p> <p>Listen, wait, turn, instruction, patient, patience, join in, hand up, questions.</p> <p>Carpet time, group work, assembly time, asking children questions and modelling questions.</p> <p>Children attend to others in play. Children show good levels of attention during learning tasks.</p> <p>Join in, game, pretend, friend, new, game, different.</p> <p>Carpet time, assembly time, group work, playing in provision – including outside visual and verbal reminders to sit and listen.</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>Year 1 and Beyond</p> <p>listen and respond appropriately to adults and their peers</p> <p>participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p>

<p>Use a wider range of vocabulary.</p> <p><b>explain new vocab clearly.</b></p> <p>Children joining in with story time, rhymes, poems. Children respond appropriately when asked e.g. 'smart sitting on the carpet'. <i>Carpet, sitting, listening, joining in, hand up, story time, book, reading,</i></p> <p>Story time, Carpet time, asking children to join in with stories, rhymes and making predictions about texts, verbal and pictorial reminders for sitting and listening.</p> <p>Children following simple 1 step instructions. Children understanding appropriate 'why' questions.</p> <p><i>Instruction, telling, listen, follow, why, question, explain, because.</i></p> <p>Asking and encouraging children to answer why questions, giving children simple clear instructions.</p>	<p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>Children responding to questions based on a text that has been read. Children discussing events in stories and asking questions about these. Children responding to other children and the adults in the setting.</p> <p><i>Carpet, sitting, listening, joining in, hand up, story time, book, reading, fiction, non-fiction, why, how, questions.</i></p> <p>Asking and encouraging children to answer questions about texts. Children conversing and responding during play – modelled to them by adults.</p> <p>Children following clear instructions with 2 parts.</p> <p><i>Instruction, telling, listen, follow, why, question, explain, because.</i></p> <p>Asking and encouraging children to answer why questions, giving children clear instructions with two parts e.g. get your coat and then sit on the carpet?.</p>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p><b>give children investigation to prompt questions.</b></p> <p>Children making predictions about what might happen next in a story. Children discussing both fiction and non-fiction books. Children continuing to build a rapport with friends.</p> <p><i>Carpet, sitting, listening, joining in, hand up, story time, book, reading, fiction, non-fiction, why, how, questions, predict, pretend.</i></p> <p>Asking and encouraging children to answer questions about texts – making predictions, Children conversing and responding during play – modelled to them by adults.</p> <p>Children taking turns when speaking and responding to their peers and adults with a clear understanding of what has been said.</p> <p><i>Turn taking, listening, instruction, telling, listen, follow, why, question, explain, because.</i></p> <p>Modelling conversations with children and staff, giving children opportunities to talk with new people e.g. asking a doctor questions.</p>	<p>Children conversing with pupils and adults in the setting during the day and their play. Children using talk to resolve conflict, discuss their ideas and give reason. Children using newly learnt vocabulary in their responses.</p> <p><i>Join in, friends, pretend, compromise. Turn taking, fair, why, how, fiction, non-fiction.</i></p> <p>Children conversing during group work and play times – adults to model and support. Children listening to stories and answering questions.</p> <p>Children asking questions to clarify understanding and confirm knowledge. Children showing a good understanding of texts that have been read to them through their recall.</p> <p><i>Explain, because, why, when, what, how, don't understand, retell, vocabulary linked to book language.</i></p> <p>Modelling asking and answering questions, asking children questions in a variety of situations, retelling stories as a class through puppets, roleplaying, verbally and story mapping.</p>	<p>Children following clear instructions with 3 parts. Children using new knowledge and vocab in conversation and play. Children showing an understand questions through their talk and actions.</p> <p><i>Instructions, listening, follow, explain, repeat, non-fiction, how, why, where, when, what, because.</i></p> <p>Give children multiple instructions to follow verbally, explore a variety of texts together and their features, discussions around vocabulary and its meaning, ask and answer questions.</p>		<p>Engage in non-fiction books.</p> <p>Children asking questions and for clarification on new knowledge. Children explaining themselves if misunderstood.</p> <p><i>Questions, why, what, when, how, explain, listen, heard, because.</i></p> <p><b>Modelling discussions on the carpet and answering questions and explaining reasoning e.g. using 'because'.</b></p> <p>Children can retell a story showing a good understanding. Children understanding and using a large number of words and new vocabulary in their conversations and during discussions.</p> <p><i>Book specific vocabulary, animals, man-made, Soon, early, late, square, triangle, circle, soft, hard, smooth.</i></p> <p>Modelling retelling stories in a variety of means, model categorising words explore a range of adjectives and how these can be used to verbally describe and also be used in writing.</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p><b>Show genuine interest in knowing more This is amazing! I need to find out more about this.</b></p> <p><b>Think out loud- I wonder why</b></p> <p><b>Make comments about what they have heard and ask questions to clarify their understanding.</b></p> <p><b>Year 1 and Beyond</b></p> <p>ask relevant questions to extend their understanding and knowledge</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>
<p>Use a wider range of vocabulary.</p> <p>Use talks to organise themselves and their play:</p>	<p>Start a conversation with an adult or a friend and continue it for many turns.</p>	<p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>	<p>Learn new vocabulary.</p> <p><b>identify new vocab for children to learn.</b></p> <p><b>discuss which category a word is in- link to familiar language.</b></p>	<p>Use new vocabulary through the day.</p> <p><b>use chosen vocabulary throughout week.</b></p>	<p>Use talks to help work out problems and organise thinking and activities, and to explain how things</p>		<p><b>Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.</b></p>







	<p>“Let’s go on a bus... you sit there... I’ll be the driver.”</p> <p><b>Think out loud.</b></p>		<p>“I wonder what would happen...” work together with child to solve problem</p>	<p>say the word in an exaggerated manner</p>	<p>Children keep play going by conversing and extending conversation. Children ask and answer questions.</p> <p>Join in, friends, pretend, compromise. Turn taking, fair, why, how, fiction, non-fiction, what, where, when, what could we do next.</p> <p>Children playing in provision with support of adults in regard to conversing if needed, children encouraged to ask and answer question,</p>	<p>work and why they might happen.</p> <p><b>Think out loud.</b></p> <p><b>work together.</b></p> <p>give children problem solving words- ‘so that’, ‘because’ ‘I think it’s...’, ‘you could...’, ‘it might be...’</p>			<p><b>Year 1 and Beyond</b></p> <p>participate in discussion about what is read to them, taking turns and listening to what others say</p>
<p>C&amp;L: Speaking</p>	<p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runner’ for ‘ran’, ‘swimmed’ for ‘swam’.</p> <p><b>recast what has been said</b></p>	<p>Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, or ‘hippopotamus’</p> <p><b>reply naturally, pronounce words clearly</b></p>	<p>Learn rhymes, poems and songs.</p>	<p>Learn new vocabulary</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story</p>	<p>Use new vocabulary through the day.</p> <p><b>use chosen vocabulary throughout week</b></p>	<p>Articulate their ideas and thoughts in well-formed sentences</p>	<p>Connect one idea or action to another using a range of connectives.</p>	<p>Describe events in some detail.</p> <p><b>use sequencing words</b></p>	<p><b>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</b></p> <p><b>Year 1 and Beyond</b></p> <p>articulate and justify answers, arguments and opinions</p>
	<p>Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>Learn rhymes, poems and songs.</p>	<p>Learn new vocabulary</p>	<p>Use new vocabulary through the day. <b>use chosen vocabulary throughout week</b></p>	<p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>	<p>Engage in non-fiction books.</p>	<p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p><b>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</b></p> <p><b>Year 1 and Beyond</b></p> <p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p>

	<p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</p> <p>Children speaking in simple sentences. Children can say simple rhymes and sing songs and poems. Children speak to the adults and children in the class, they talk to other children during their play.</p> <p>Sentence, songs, joining in, rhymes, poems, Good morning, right, now, pass me, lets get.</p> <p>Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day.</p>	<p>Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’</p> <p>Children using expression to communicate meaning. Children starting conversations and speaking to familiar adults. Children taking turns and telling past events. Children learning about rhyme and alliteration.</p> <p>Conversation, turn taking, why, because, and, cat, hat, good morning how are you.</p> <p>Adults modelling the use of intonation and exploring expression during guided reading sessions. Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day. Learning about rhyme and listening to words that rhyme and creating their own.</p>	<p>Develop social phrases.</p> <p>Children using talk to pretend play. Children explaining things through speech. Children describing things through speech. Children talking in the past tense.</p> <p>Pretend this is, ran, fell, why, because, I think, this morning, last night.</p> <p>Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day, adults supporting children verbally to use the past tense, recapping activities and the day through conversation or the use of a visual timetable.</p>	<p>Children using talk to clarify their thinking and ideas. Children speaking in well-formed sentences. Children using speech to reason and problem solve. Children verbally telling stories.</p> <p>I think, because, why, when, does, and, because, next, after that, let’s try.</p> <p>Adults modelling and supporting children to resolve problems, giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day.</p>		<p>Articulate their ideas and thoughts in well-formed sentences</p> <p>expand on a child’s sentence: C: “going to shop” A: “Yes, Bob is going to the shop.”</p> <p>Children explaining how things work, what has happened and why. Children solving problems, reasoning with others and fixing friendship issues through speech. Children adding detail to their sentences. Children describing things that have happened in their life to others.</p> <p>I think, because, why, when, does, and, because, next, after that, let’s try, feelings, experience, went to, going to, please, thank you,</p> <p>Adults guiding children to solve their problems, sequencing stories pictorially and verbally as a class, discussing feelings through conversations and stories, encouraging children to articulate their own feelings.</p>	<p>Connect one idea or action to another using a range of connectives.</p> <p>narrate events and actions: I knew it was cold because he’s wearing a hat</p> <p>you’ve thought really hard about building your tower but how will you stop it falling</p>	<p>Children creating an imaginary story of their own in play. Children speak clearly in well-formed sentences. Children using new vocabulary in different contexts. Children use past, present, and future tenses in conversation with peers and adults.</p> <p>Play, pretend, topic specific vocabulary, now, then, before, after, if, because, so, could,</p> <p>Small world props available daily to allow children to act out stories, support from adults to use the correct tense and speak in full sentences, conversations through whole class inputs, guided group work and 1:1 with peers and adults in the class to happen daily.</p>	<p><b>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.</b></p> <p><b>Year 1 and Beyond</b></p> <p>speak audibly and fluently with an increasing command of Standard English</p> <p>consider and evaluate different viewpoints, attending to and building on the contributions of others</p>
<p><b>PSED: Self-regulation</b></p>	<p>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’</p> <p>Children talk about their feelings to trusted adults or special friends.</p> <p>Feelings, emotions, happy, sad, angry, good, bad.</p> <p>Books read focusing on feelings and emotions. Class discussions on emotions – particularly relating to starting school.</p>	<p>Moderate my feeling when upset</p> <p>Children are sharing more often or may comfort a friend who is upset. Children identify their own emotions and name them.</p> <p>Happy, sad, angry, upset, cry, nice, problem, feeling, emotions.</p> <p>Books read around sharing, friendships, conflicts. Adults modelling resolving conflict.</p>	<p>Understand gradually how others might be feeling. Eg going to them if they’re upset</p> <p>Children who are very upset know who they can talk to or know some ways to calm themselves down if needed. Children are becoming more proud of themselves for achieving things such as pupil of the week.</p> <p>Sorry, upset, sad, accident, help.</p>	<p>Develop appropriate ways of being assertive.</p> <p>interact calmly and sensitively</p> <p>Talk with others to solve conflicts.</p> <p>Children try and share, take turns, reason and look after one another. They apologise if they hurt someone accidentally or make someone else upset.</p>	<p>Express their feelings and consider the feelings of others.</p> <p>bring feelings into children’s play- I wonder how the chicken is feeling now the fox is creeping up on her</p>	<p>Think about the perspectives of others</p>	<p>Identify and moderate their own feelings socially and emotionally.</p> <p>Children show emotional maturity ready for the emotional resilience needed for KS1. Children can use reason and resolutions with other children to keep games and play fair.</p> <p>Emotion, feeling, happy, sad, frustration, explain, why, turn taking, my turn, your turn.</p> <p>Adults providing children with a range of strategies to deal with anger and other emotions.</p>		<p><b>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</b></p> <p><b>Year 1 and Beyond</b></p>

		Adults asking children to express their feelings.	Proud, pride, happy, breathing, feel, feelings, emotions, happy, sad.  Adults giving children time to present any achievements and children knowing they can talk to their teachers about the achievements they have made.	Adults modelling apologies and explaining to children when an apology is necessary.				
		Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.		Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen.		Using more practical ways of setting goals, such as drawing or discussing in greater detail		Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  <b>Year 1 and Beyond</b>
								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.  <b>Year 1 and Beyond</b>
PSED: Managing self	Know the names of the children in the class and the members of staff around the school	Become more outgoing with unfamiliar people, in the safe context of their setting.	Show more confidence in new social situations.	Play with one or more other children, extending and elaborating play ideas.  children's interests feed into areas/resources. Model how to play.	Show resilience and perseverance in the face of challenge. Eg opening a banana or a drink		Show resilience and perseverance in the face of a challenging activity	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.  <b>Year 1 and Beyond</b>
	Develop their sense of responsibility and membership of a community  Give children jobs to carry out  Children are developing an awareness of themselves	Increasingly follow rules, understanding why they are important.  talk through rules and explain reasons  Children are doing things for themselves – because they want to. They will say	Remember rules with an adult remind them.  Children have a good understanding of the behaviour expectations and guide others to follow. They are proud of what	Remember rules without needing an adult to remind them.  Children know what makes them happy and do these things, they know what keeps them healthy and will do these things when possible.	Explain the reasons for rules and know right from wrong  Support all children to recognise when their behaviour was not in accordance with the rules and why it is	Remind others about the rules  Children tell adults and their peers what they have achieved and what they can do now, they are happy with themselves and	Adapt behaviour accordingly to the rules before being reminded	Children are proud of who they are and what they can do. They talk about themselves positively.  Individual, me, my, , happy, good, like, better.

	<p>and are forming their own opinions. Children are beginning to learn the classroom rules and are following these with some reminders.</p> <p>Like, dislike, rules, listening, safe, behaviour.</p> <p>Prompting children to explain what they like and dislike. Rules and expectations explained to the class. Prompts to follow the rules – verbally and pictorially.</p>	<p>what they are doing and why they are doing it too.</p> <p>Why, explain, language linked to provision and prior learning.</p> <p>Prompts to discuss what they are doing and give a reason why.</p>	<p>they can do and their achievements.</p> <p>Happy, proud, like, better, improve, good, bad, right, wrong, behave, rules, follow.</p> <p>Children given time to talk to adults or as a ‘show and tell’ to explain their achievements. Children discussing the rules and knowing right from wrong.</p>	<p>Show and tell, proud, happy, achieve, healthy, physical activity, tooth brushing, screen time.</p> <p>Stories and lessons based on keeping healthy including tooth brushing, physical activity, screen time and healthy eating.</p>	<p>important to respect class rules and behave correctly towards others.</p>	<p>proud of what they have achieved at school.</p> <p>Happy, good, like, proud, , better.</p> <p>Children given time to talk to adults or as a ‘show and tell’ to explain their achievements.</p>		<p>Discussions with adults on their achievements in Reception and how they have progressed since joining school.</p>
	<p>Develop their sense of responsibility and membership of a community.</p> <p>Give children jobs to carry out</p> <p>Children are becoming more independent at coming into school in the morning and getting ready for home at home time. They are using the toilet independently most of the time at school. They know it is okay to ask for help and will do so.</p> <p>Get, book bag, water bottle, pack-up, timetable, toilet, wiping, listening.</p> <p>Visual and verbal reminders to organise themselves. Reminders to use the toilet, although children should be going independently but may need some verbal support. Adults giving children simple and clear 1 step instructions such as “Get your bag”.</p>	<p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Children are using their preferences to choose what they would like to do at school. Children can put their coats on and are becoming more confident and skilled in using buttons and zips.</p> <p>Play, playing, area names of the classroom, help, please, dress, undress, clothing names, listening, next.</p> <p>Children given the choice to play in the area they would like to in the classroom.</p> <p>Adults to build up relationships with the class so they feel comfortable to ask for help. Verbal and pictorial reminders and support to get changed.</p>	<p>Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Narrate your own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables.</p> <p>Children are becoming much more independent – getting things for home, eating their dinner and snacks, asking for help, getting a drink when they want one. Children independently making healthy food choices such as at dinner time.</p> <p>Toilet, food, drink, knife, fork, help, tired, poo, healthy, treat food.</p> <p>Adults to build a good relationship with the class so they feel comfortable to ask for help or express their needs. Lessons and activities based around healthy and unhealthy foods.</p>	<p>Manage their own needs. - Personal hygiene</p> <p>Children looking after themselves at school (personal and hygiene needs). Children developing resilience and perseverance independently.</p> <p>Dress, undress, zip, button, help, try again, tricky, hard, challenge, safe, road safety, look both ways, listening.</p> <p>Children being asked to independently dress themselves. Children given challenges in class. Children having to explain how to be safe on roads and paths or being taken out of school as a class on a walk.</p>		<p>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian</p> <p>Children are confident to try new things. They continue to develop their resilience and perseverance independently. Children can continue to look after and care for themselves.</p> <p>Like, dislike, why, explain, reason, resilience, try again, rule, road safety, directions, listen, next, after that.</p> <p>Regular new activities introduced to the class. Discussions around resilience and perseverance. Discussions around road safety or a class walk.</p> <p>Children continue to look after themselves and understand what healthy choices are. Children have developed resilience, independence and perseverance to support them through transition and the next step in their school journey.</p> <p>Challenge, harder, next level, healthy, food groups, fats, proteins, carbohydrates, dairy, food names, physical activity, P.E, work out.</p> <p>Challenges in the classroom and during adult guided work. Discussions and lessons around keeping healthy.</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>Year 1 and Beyond</p>
<p>PSED: Building</p>	<p>To understand why sharing is important</p>	<p>Remember to use the timer when taking turns</p>	<p>Show more confidence in new social situations.</p> <p>Understand gradually how others might be feeling.</p>	<p>Develop appropriate ways of being assertive</p>	<p>Talk with others to solve conflicts.</p>	<p>Identify and moderate their own feelings socially and emotionally.</p>		<p>Work and play cooperatively and take turns with others</p> <p>Year 1 and Beyond</p>

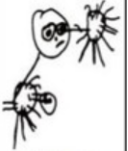

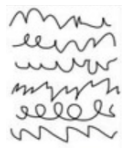

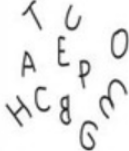


					Think about the perspectives of others				
	<p>Know the names of the children in the class and the members of staff around the school</p> <p>Children are building new positive relationships with pupils and staff in their new setting. They may begin to play alongside other children if ready.</p> <p>Friend, teacher, peer, class, others, happy, talk, conversation, play, group, roleplay, small world.</p> <p>Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions. Conversations modelled by adults.</p>	<p>Children are building on the relationships started last term. They are talking to children and adults in their setting and beginning to ask for help if they need it.</p> <p>Friend, class, teachers, help, please, talk, conversation.</p> <p>Adults modelling respectful conversations, adults building positive relationships so children feel comfortable to ask for help.</p>	<p>Children have friendships and may have a special friend. They play with these children in and out of the classroom and are happy to</p> <p>Talk, friends, friend names, play, classroom area names.</p> <p>Children provided with lots of opportunities to play with others and make friends with other children.</p>	<p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Children are building relationships through play and talk and converse to many of their peers.</p> <p>I think, because, why, when, please, turns, next, shall we, pretend.</p> <p>Adults modelling negotiation, children supported to negotiate and play. Lots of opportunities for children to play.</p>	<p>Talk with others to solve conflicts.</p> <p>Children continue to build strong bonds with other children in their school and care for their peers e.g. getting them tissues, asking them to join in with a game.</p> <p>Do you, like, dislike, your turn, my turn, minutes, shall we.</p> <p>Stories around considering others, prompts to share, collaborate with other children if necessary.</p>	<p>Think about the perspectives of others</p>	<p>Children know if they have hurt someone's feelings and will apologise without being asked. Children know some children might like or dislike the things they do and that it is okay. Children look after each other and want to help their friends. Your turn, my turn, you can have it, share, sad, happy, friend.</p> <p>Stories around conflict, responsibility, individuality and needs of others.</p>		
	<p>To understand why sharing is important</p>	<p>Remember to use the timer when taking turns</p>	<p>Understand gradually how others might be feeling.</p>	<p>Play with one or more other children, extending and elaborating play ideas.</p>	<p>Talk with others to solve conflicts.</p> <p>Think about the perspectives of others</p> <p>use story times to discuss how characters deal with challenges</p>	<p>Identify and moderate their own feelings socially and emotionally.</p>			<p><b>Show sensitivity to their own and to others' needs.</b></p> <p><b>Year 1 and Beyond</b></p>
Physical Development: Gross Motor Skills	<p>Jog in a straight line</p>	<p>Run sprint in given direction for different purposes (chasing or retrieval) not straight line</p>	<p>Run in straight line</p>	<p>Skip with alternative feet</p>	<p>Run/sprint in straight line and change direction</p>	<p>Shuttle run</p>	<p>Travel at different speeds</p>	<p>select the appropriate speed, pace and distance for running</p>	<p><b>Negotiate space and obstacles safely, with consideration for themselves and others.</b></p> <p><b>Demonstrate strength, balance and coordination when playing.</b></p> <p><b>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</b></p> <p><b>Year 1 and Beyond</b></p>
	<p>Throw large balls/beanbags overarm</p>	<p>Throw objects over a short distance to a partner/large targets</p>	<p>Throw smaller balls and beanbags overarm</p>	<p>Throw small balls to a partner over a short distance</p>	<p>increase distance for throwing</p>	<p>increase speed that ball travels</p>	<p>travel/move and throw the ball</p>		
	<p>Catch a large soft ball in two hands- cradle ball into chest</p>	<p>catch a large soft ball in palms of hands and cradle into chest</p>	<p>catch over a short distance from a partner</p>	<p>Catch smaller balls/beanbags and equipment in two hands</p>	<p>drop catch smaller balls after bouncing on the floor</p>	<p>catch with one hand</p>	<p>increase accuracy</p>		
	<p>Jump on the spot with two feet together and land safely</p>	<p>Jump up with two feet together and jump forwards and backwards</p>	<p>Jump forwards on two feet increasing control and distance</p>	<p>hop on one foot to the opposite foot and then to the same foot</p>		<p>combine a sequence of 2-3 jumps with fluency and control in taking off and landing</p>			
	<p>copy basic actions after watching dance performances</p>	<p>learn short routines beginning to match pace</p>	<p>learn longer routines</p>	<p>replicate parts of a dance of performance</p>	<p>put a sequence of actions together</p>	<p>improvise independently to create a simple dance</p>			

	Balance on large patches/body parts such as bottom, back side and front	Explore the 5 basic balancing shapes straight, tucked star, straddle and pike	Hold simple balances with 2 feet and one or two hands with one foot-tripod		Develop balance by showing good tension in the core and tension in arms and legs and hands and feet				
Physical Development: Fine Motor Skills	 <p>remind children of correct posture and gently remind scissors and pencil position</p>							<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p><b>Year 1 and Beyond</b></p>	
	<p><b>Holds scissors</b>, often with both hands, learning to open and close the blades</p> <p><i>Hold, move, in, out, open, shut, close, bend, Cut, snip, squeeze, stretch, fold, knead, push, pull</i></p> <p>Practice tearing paper</p> <p>Strengthen fingers – use soft balls, playdough, toys filled with beans/sand</p>	<p><b>Opens/closes blades</b> (not ready to use them on paper yet)</p> <p><i>Open, move apart, close, shut, move in/out, fingers, thumb, together, apart, stretch, up, down</i></p> <p>Practise opening and closing blades on playdough, in the sand or shaving foam, progressing to more firm materials like modelling clay</p> <p>Encourage ‘thumbs up’ position</p>	<p><b>Starts snipping paper</b> (not moving forward with the scissors but making small snips)</p> <p><i>Snip, cut, hold, forward, backwards</i></p> <p>Practice snipping, using foam sheets at first, to practice holding paper and snipping one handed</p> <p>Progress to thicker paper e.g. sugar paper for easier handling</p> <p>You could draw straight lines on the foam to introduce the idea of going forward, if ready</p>	<p><b>Snips paper moving forward</b></p> <p><i>Across, forward, backward, side to side, straight ahead</i></p> <p>Practice activities to promote crossing the mid-line of the body e.g. passing a ball from left to right, or filling up a pot on the left with the toys placed on the right</p>	<p><b>Uses helping hand</b> to hold and help to guide the paper (non-dominant hand)</p> <p><i>Upwards, downwards, sideways, hold still, rest your hand, hands together/apart, up and down</i></p> <p>Promote activities to strengthen bilateral coordination e.g. lacing cards, holding a stencil with one hand and drawing with another, hand clapping games</p>	<p><b>Cuts straight line</b> (within 1/2 inch from the drawn line, improving in accuracy)</p> <p><i>Straight, across, forward, open and shut, move, together/apart, follow the line, close to</i></p> <p>Use a piece of paper that is up to 6 inches long</p>	<p><b>Cuts curved line</b> (a 1/4inch curved line, within 1/4inch from the line drawn)</p> <p><b>Cuts circle shape</b> (a circle of 6inch in diameter, within 1/2 from the drawn line, improving to about 1/4 inch)</p>	<p><b>Cuts complex shapes</b>, such as figures.</p> <p><i>Circle, oval, round, curved, wavy, Move, twist, turn, pivot Small snips, at the same time</i></p>	<p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p><b>Year 1 and Beyond</b></p>
									<p>Begin to show accuracy and care when drawing.</p> <p><b>Year 1 and Beyond</b></p>
Literacy: Comprehension	<p>Children joining in with rhyme, songs and poems. Children are encouraged to hold a book correctly and carefully turn pages. Children understand books have a beginning and an end Children listen and enjoy sharing a range of books both fiction and non-fiction. Children know that text in English is read top</p>	<p>Children being able to sequence two events from a familiar story – possibly with the use of prompts for support. Children discussing and hearing a range of books – non-fiction and fiction. Children being asked questions liked to the books read to them. Children using texts and</p>	<p>Children having favourite books and rhymes – they may know these books from memory. Say what they liked or disliked about a story. When listening to a story children use the images to help them read. Children are becoming increasingly more confident with their understanding of new</p>	<p>When children are playing they are adapting, roleplaying or using vocabulary from stories they’ve read or heard. When reading a well-known or repeated story children will join in. Showing an increasing confidence in sequencing a story. Gives a suggestion to the ending of a story using the front cover, blurb and</p>	<p>Use events in a story to suggest what might happen next (with reasonable suggestions being made). Know what non-fiction and fiction means and can talk about the two text types. Correctly sequence a story. Use ‘because’ to give reason when answering ‘why’ questions about a text. Rehearse and recall rhymes and stories and remembering actions to well-known rhymes e.g. Incy Wincy spider, grand old duke of York.</p>	<p>Converses about books talking about the events, the parts they liked and dislikes and gives reason as to why they feel this way. Knows key vocabulary used in a range of books. Continue to develop their roleplay to involve the storylines of the books read to them. Recalls many parts of a text with accuracy.</p> <p><i>Vocabulary, words, recall, retell, next, after that, why, when, like.</i></p>	<p><b>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</b></p> <p><b>Year 1 and Beyond</b></p>		



Literacy: Word Reading	<p>to bottom and left to right. Children can recognise pictures and illustrations in a text Vs the writing. Children spotting familiar words in books.</p> <p>Book, rhyme, join in, picture, illustration, words, text, follow, repeat, look, beginning, middle, end.</p> <p>Reading together, pointing to the words, talking about the pictures in books, retell stories, point out words.</p> <p>Sing nursery rhymes, songs and read poems.</p> <p>(link to themes and books suggested above)</p>	<p>images to answer simple questions.</p> <p>Texts, books, story, non-fiction, fiction, questions, who, what, where, why, when, pictures, illustrations.</p> <p>Reading together, exploring a wide range of books and discussing their features, Asking questions about books we have read, asking 'ye' and 'no' questions about texts, model using puppets to act out stories.</p>	<p>words in stories. Children can use a books front cover or blurb to make a prediction.</p> <p>Text, pictures, what, why, how, when, where, like, dislike, rhyme, play.</p> <p>Model using pictures to infer clues about the text, Ask children to predict what is happening by using the pictures in different texts, discuss different vocabulary and phrase meanings, ask questions about phrases used, ask children to vote for stories or say if they liked or disliked a story.</p>	<p>beginning to support their suggestions.</p> <p>Story, order, sequence, retell, end, repeat.</p> <p>Give picture cards of stories, create story maps or provide small world areas with the characters from read stories, discuss and display new vocabulary, ask children for their predictions of how a story is going to end, ask children if they liked or disliked a story and to give a reason.</p>	<p>Sequence, story, what, why, difference, non-fiction, fiction, poetry, act out, show me.</p> <p>Children to sequence a story in their writing. Ask children questions about what will happen next and to give a reason, children to explain the kind of text the class is reading and how they know e.g. fiction books have information, ask 'why' questions about texts</p>	<p>Provide resources for children to access linked to read texts, literacy tasks based on innovating known stories e.g. Going on a fish hunt. Asking children to reason how they feel about a text. Discussing and explaining new vocabulary used in texts shared with them.</p>	<p>develop pleasure in reading, motivation to read, vocabulary and understanding</p> <p>understand both the books they can already read accurately and fluently</p>
							<p>Anticipate (where appropriate) key events in stories.</p> <p><b>Year 1 and Beyond</b></p>
							<p>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play</p> <p><b>Year 1 and Beyond</b></p>
	s, a, t, p, l, n, m, d, g, o, c, k,	ck, e, u, r, h, b, f, ff, l, ll, ss	j, v, w, x, y, z, zz, qu,	ch, sh, th, ng, ai, ee, igh, oa, oo, oo,	ar, or, ur, ow, oi, ear, air, ure, er,	cvcc, ccvc, ccvcc, cccvc, cccvcc consolidation	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p><b>Year 1 and Beyond</b></p>
	Children can discriminate sounds (Phase 1 Phonics) such as instruments and cars.	Phonics lessons/ First sound reading books introduced and children read graphemes (letter	Continue to read individual graphemes (letters sounds). Blend simple sounds into VC or CVC words. Children read a few common exception	Continue to read graphemes as well as some digraphs. Children reading simple phrases and sentences with known graphemes / phonemes and a few	Children read some graphemes, digraphs, simple phrases and sentences with known graphemes / phonemes and a few exception words from memory.	Children beginning to read some tricky words from Phase 4 e.g. said, like, have, so. Children can re-read what they have written to check that it makes sense	<p>Read words consistent with their phonic knowledge by sound-blending.</p> <p><b>Year 1 and Beyond</b></p>

	<p>Children are beginning to be able to orally blend and segment. (Phase 1 Phonics).</p> <p>Hearing, listening, sound, phoneme, three sounds, two sounds, put it together, what can you hear?</p> <p>Support and modelling of hearing initial sounds and using phonics fingers to break down a word into the phonemes e.g. cat – c/a/t.</p>	<p>sounds) s,a,t, p, i... Begin to blend some simple words</p> <p>Children read a few common exception words matched to the phonic programme.</p> <p>Letters, phonemes, read, sounds, tricky words.</p> <p>During Phonics lessons children shown the graphemes and children saying the corresponding phonemes, during reading time children saying the phonemes in their books to match the graphemes seen. Children encouraged to segment and then blend the sounds together in both phonics lessons, literacy</p>	<p>words matched to the school's phonic programme.</p> <p>Letters, phonemes, read, sounds, tricky words.</p> <p>During Phonics lessons children shown the graphemes and children saying the corresponding phonemes, during reading time children saying the phonemes in their books to match the graphemes seen. Children encouraged to segment and then blend the sounds together in both phonics lessons, literacy lessons and reading time. Children introduced to tricky words to sight read.</p>	<p>exception words from memory.</p> <p>Digraph, read, sounding out, tricky word, CVC, sound buttons.</p> <p>During Phonics lessons children shown digraphs, children to read the two graphemes as one phoneme. Reading fluency developed and children encouraged to read simple phrases and sentences during phonics lessons and reading time. Children introduced to more 'tricky words' to sight read.</p>	<p>Digraph, read, sounding out, tricky word, CVC, sound buttons.</p> <p>During Phonics lessons children shown digraphs, children to read the two graphemes as one phoneme. Reading fluency developed and children encouraged to read simple phrases and sentences during phonics lessons and reading time. Children introduced to more 'tricky words' to sight read.</p>	<p>Tricky words, re-read, check, sense, edit, change, adapt, improve.</p> <p>Children shown Phase 4 tricky words to sight read. Children reminded to re-read their work to check for fluently.</p>	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p>
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	<p>Phase 2 Unit 3</p>	<p>Phase 2 Unit 5</p>	<p>Phase 3 Set 7</p>	<p>Phase 3 Set 9</p>	<p>Phase 3 Set 11</p>	<p>Phase 4 Set 12</p>	<p><b>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</b></p> <p><b>Year 1 and Beyond</b></p> <p>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>re-read these books to build up their fluency and confidence in word reading.</p>						
<p>Literacy: Writing</p>								<p>the I is see like 12345 onb mv</p>	<p>I V A D M A O</p>	<p>± 1k ml Bk. We wt to the s (We went to the store.)</p>	<p>Thehcarr (The horse can run.)</p>	<p>My fav orit dinosor is the stegosor us.</p>	<p><b>Write recognisable letters, most of which are correctly formed.</b></p> <p><b>Year 1 and Beyond</b></p>



<p>Picture tells a story to convey message</p> <p>I draw pictures. I use lines to look like writing. Scribble writing</p> <p>Left to right direction</p> <p>I begin to assign meaning.</p>	<p>Starting point at any point of paper</p> <p>I write symbols and shapes that look like writing. I assign meaning to the marks</p> <p><b>Attempts to write name</b></p>	<p>Progression is from left to right</p> <p>I write symbols and shapes that look like writing. I assign meaning to the marks</p> <p><b>Attempts to write name</b></p>	<p>Mock letters or symbols</p>	<p>Mock letters or symbols</p> <p>I write random letters with no connection between letters and sounds. I talk about my writing.</p> <p><b>Writes name from memory</b></p>	<p>Letter strings move from L to R and move down the page</p> <p>I use letter strings which travel from left to right and top to bottom. I attempt to 'read' my writing.</p>	<p>Separated by spaces to resemble different words</p> <p>I write letters with spaces between them to resemble the idea of words.</p>	<p>Awareness of print, copied from surroundings</p> <p>I copy words that I see in the environment around me. I often do not know what the words say.</p>	<p>Beginning and ending letters are used to represent words</p> <p>I am beginning to hear initial sounds and attempt to write these down.</p> <p><b>m - mum</b> <b>letter for name</b></p> <p>hear initial sounds in words and write the letters down to match.</p> <p><b>c - cat</b> <b>d - dog</b> <b>p - pig</b></p>	<p>Beginning and ending letters are used to represent words</p> <p>write short strings of letters to represent words. Two or three letters in sequence. Hearing /writing final sounds first and then medial. Left to right.</p> <p><b>muy - mummy</b> <b>sbr - strawberry</b></p>	<p>Medial sound may initially be written as a consonant.</p> <p>Vowels begin to appear.</p> <p>spell out words with consonant clusters, vowel digraphs and trigraphs.</p> <p><b>buzz fill. mess ship. chip thing rush</b> <b>boat sheep now soil</b> <b>chair night.</b> <b>Pure.</b></p>	<p>A child hears beginning, middle and end sounds.</p> <p>orally compose a sentence and hold it in my memory before I start to write it.</p> <p>write a sentence with a full stop and capital letter. re-read it and check that it makes sense. Others can read my sentence.</p>	<p>sit correctly at a table, holding a pencil comfortably and correctly</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letters</p> <p>form digits 0-9</p>
<p>Writes their name - copying it from a name card or trying to write it from memory. Develop an awareness that writing communicates meaning. Gives meaning to marks they make.</p> <p>Listen, speak, speaking, writing, mean, explain, what.</p> <p>Carpet time, use of the role play area, small group work modelling speaking skills, reminders to listen to and join in, reading books as a class, using the class book area, model writing during class inputs, name boards, write their name on sheets and in their writing book.</p>	<p>Continuing to develop a phoneme / grapheme relationship. Now has increasing control when making marks and drawing. Copies adult 'writing behaviour' e.g. writing on a whiteboard, writing messages. Uses some recognisable letters and own symbols such as their name or some initial sounds.</p> <p>Copy, trace, same, drawing, picture, neat, phoneme, grapheme, symbols, marks, letters, name, writing.</p> <p>Roleplaying resources, a mark making area or access to paper and writing tools, modelling writing during shared inputs and writing sounds 'out loud'. Children have access to sound boards in the class.</p>	<p>Children recording letters for initial sounds and end sounds. Children building and recording simple CVC words.</p> <p>Writing, initial sounds, hear, phoneme, listen, tune in, end sound, sound at the end.</p> <p>Children given opportunities during writing lessons and during choosing time to write the initial sounds they can hear, modelling writing initial sounds during shared inputs. Children moving onto hearing end sounds once ready. Children moving onto CVC words once ready.</p>	<p>Children build CVC, CVCC words using known graphemes. Children recording these. Use writing in their play. Some children moving onto caption writing if ready.</p> <p>Words, writing, sounds, phoneme, graphemes, sounding out, independently, sound talk, sound buttons, roleplay.</p> <p>CVC writing activities during guided group work and as independent challenges in the classroom, modelled during shared inputs, roleplay areas to have writing materials</p>	<p>All children being exposed to caption writing and simple sentence writing and extended to copy or create a simple caption e.g. it is a bus. Continue to build on knowledge of letter sounds in writing.</p> <p>Writing, sounds, letter sounds, graphemes, phonemes, mark making.</p> <p>New phonemes and graphemes introduced during phonics lessons, sound mats used in literacy lessons and within class provision, a range of literacy tasks and writing activities during guided group work drawing on previously read texts.</p>	<p>Children writing for a range of purposes e.g. non-fiction and fiction writing. Write short sentences sometimes using finger spaces, capital letters and full stops.</p> <p>Instructions, recipe, story, non-fiction, fiction, information book, sentences, letter sounds, capital letters, finger spaces and full stops.</p> <p>Children writing for a range of different purposes such as fact files, stories, recipes, instructions. Modelling writing sentences in sequence with the correct punctuation – children reminded to include this verbally or pictorially.</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><b>Year 1 and Beyond</b></p> <p>spell: words containing each of the 40+ phonemes already taught common exception words the days of the week</p> <p>name the letters of the alphabet: naming the letters of the alphabet in order</p> <p>using letter names to distinguish between alternative spellings of the same sound</p> <p>add prefixes and suffixes:</p>						

Maths: Number								
	use one-to-one correspondence when counting and understand that the last number said is the number in the set.	count up to 5 objects (including different sized objects) moving each as they are counted.	I understand that objects can be counted in any order or arrangement and the answer is still the same.	count up to 10 objects (including different sized objects) moving each as they are counted.	count out a given amount up to 10 (identified verbally or written) from a greater set.	reliably count up to 20 objects moving each as they are counted and also take amounts up to 20 from a greater set.		<p><b>Have a deep understanding of number to 10, including the composition of each number.</b></p> <p><b>Year 1 and Beyond</b></p>
	use one to one correspondence when counting and I understand the last number said is the number in the set	count up to 3 objects (including different sized objects), moving each as they are counted. match the set to the numeral.	count up to 5 objects (including different sized objects), moving each as they are counted. match the set to the numeral	count up to 10 objects (including different sized objects), moving each as they are counted. match the set to the numeral.	count up to 10 objects (including different sized objects), moving each as they are counted. match the set to the numeral.	count up to 20 objects (including different sized objects), moving each as they are counted. match the set to the numeral. Count reliably with numbers from 1 to 20. Number ELG		
	count up to 5 objects, <b>moving</b> each as they are counted	count up to 5 pictures that cannot be moved, <b>marking</b> each as they are counted.	count up to 10 pictures that cannot be moved, <b>marking</b> each as they are counted	count up to 20 pictures, that cannot be moved, <b>marking</b> each as they are counted	count up to 20 pictures without marking using a strategy such as starting at one side, ensuring that all pictures are included and that none have been counted more than once.			
	recognise familiar arrangements for numbers up to 5 when on a dice or domino	identify quantities of objects up to 5 when placed in a dice or domino arrangement	identify quantities of objects from 1 to 3 when arranged randomly	explore arrangements of quantities within 5 using a ten frame	state without counting (subitise) quantities within 5 <b>Subitise (recognise quantities without counting) up to 5. Number ELG</b>		<p><b>Subitise (recognise quantities without counting) up to 5.</b></p> <p><b>Year 1 and Beyond</b></p>	
understand addition as combining sets of objects.		understand the terms add, total, altogether relate to the idea of combining sets of objects.	combine two sets (parts) to create <u>five</u> (whole)  count sets in a range to 5 and practically find different ways using equipment.	automatically recall number bonds to 5.	combine two sets (parts) to create <u>ten</u> (whole)  count sets in a range to 10 and practically find different ways using equipment.	recall the pairs of numbers that bonds to total ten as a set of facts.	<p><b>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.</b></p> <p><b>Year 1 and Beyond</b></p> <p>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p>	

								<p>represent and use number bonds and related subtraction facts within 20</p> <p>add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math>.</p>
Maths: Numerical Patterns	<p>count up to 10 objects, moving each as they are counted</p> <p>Count out a group of 10 objects from a greater set</p>	<p>recognise that when a ten frame is full this represents 10</p> <p>Recognise a 10 Numicon Shape</p>	<p>Count beyond ten.</p>	<p>arrange a group of 11 to 19 objects into 1 group of 10 plus another group</p>	<p>use structured equipment number such as bundles of art straws, Unifix (tower of 10), Ten Frame with counters to create a group of 10 plus another group</p>	<p>understand that 'teen' numbers are a group of 10 plus another number</p>	<p>Continue counting beyond 20 with support from an adult or resources</p>	<p><b>Verbally count beyond 20, recognising the pattern of the counting system.</b></p> <p><b>Year 1 and Beyond</b></p>
	<p>fill a Tens Frame and know this makes ten items.</p>	<p>count out a tower of ten blocks. I know this is one full ten and no spare ones.</p>	<p>make a series of tens towers and begin to count the pattern of multiples of 10, e.g., 10, 20, 30.</p>		<p>make a given multiple of ten using Numicon, Tens Frames, Number Rods or Tens Towers. count in multiples of 10 and identify the number in the set.</p>		<p>make a given multiple of ten using Numicon, Tens Frames, Number Rods or Tens Towers. count in multiples of 10 and identify the number in the set.</p>	<p>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</p> <p>read and write numbers from 1 to 20 in numerals and words.</p>
	<p>compare two collections of items that are obviously</p>	<p>count the amount of each group to find which has more and which has less.</p>	<p>compare two groups of the same objects e.g. 2 groups of cubes.</p>	<p>identify a set that has more and a set that has fewer using the correct language.</p>	<p>compare groups of different objects e.g. one group of cubes</p>	<p>compare two groups of different sized objects (where there are more of the</p>	<p>) identify the difference in number between one set and another. <b>Have a</b></p>	<p>When shown two numerals compare these and say which is greater</p>

<p>different using the language 'more' and 'less'.</p> <p>I am beginning to understand through stories that groups can be equal.</p> <p>recognise when a quantity has been unfairly shared e.g. someone getting 5 and the other person getting 3.</p> <p>identify a set that has more and a set that has fewer by pointing/ highlighting when requested.</p> <p>(Sets are very obviously different)</p>	<p>say when a group is 'equal' or 'the same'.</p> <p>identify a set that has more and a set that has fewer by pointing/ highlighting when requested.</p> <p>(Range up to ten)</p> <p>say when a group is 'equal' or 'the same'.</p>	<p>check a group is equal by matching objects on a one-to-one basis.</p> <p>compare numbers that are far apart from each other (this could be supported with number lines, unifix or Numicon)</p> <p>identify a set that has more and a set that has fewer using the correct language.</p> <p>(Range up to ten)</p> <p>check a group is equal by matching objects on a one-to-one basis.</p>	<p>(Range above ten and sets may be similar in amount)</p>	<p>and one group of counters.</p> <p>change two unequal groups into two equal groups e.g. a group of 5 and a group of 4.</p> <p>compare numbers that are near to each other (this could be supported with number lines, unifix or Numicon)</p> <p>identify a set that has more and a set that has fewer using the correct language.</p> <p>(Range above ten and sets may be similar in amount)</p> <p>change two unequal groups into two equal groups e.g. a group of 5 and a group of 4.</p>	<p>smaller object) e.g. more small beads and less large animal toys.</p> <p>compare numbers that are next to each other (this could be supported with number lines, unifix or Numicon)</p>	<p><b>deep understanding of number to 10, including the composition of each number. Number ELG</b></p>	<p>than, less than or the same as.</p>	<p><b>greater than, less than or the same as the other quantity.</b></p> <p><b>Year 1 and Beyond</b></p> <p>given a number, identify one more and one less</p>
<p>I can identify (point to) some of the common 2-D shapes for star, circle, and square.</p> <p>I can find/identify 3D shapes from sets of 2D and 3D shapes as I begin to recognise the properties of 3-D shapes.</p> <p>As I play with and explore shapes, I can use informal language such as pointy, round or flat.</p> <p>I can match simple shapes by finding a shape that is the same.</p> <p>I can explore using shapes and make arrangements with shapes. (No clear representation)</p> <p>I can sort and recognise shapes with the same properties.</p>	<p>I can identify and name the common regular 2-D shapes for circle, square, triangle and rectangle/oblong.</p> <p>I can identify (point to) some of the common 3-D shapes, e.g. cube, cone or sphere.</p> <p>I can understand and begin to use the terms, 'straight', 'flat', 'curved' and 'edges' as I explore and identify shapes in the environment.</p> <p>I can complete a simple jigsaw or shape puzzle.</p> <p>I can create simple pictures with 2D shapes.</p> <p>I can explore putting shapes together to make different arrangements and shapes.</p>	<p>I can name common 2-D shapes including hexagons and pentagons, and I know that rectangles and oblongs are the same shapes.</p> <p>I can recognise and name the common 3-D shapes for cube, cuboid, sphere and cone.</p> <p>I can show an understanding that sides and corners refer to <u>2D shapes</u>, and I can identify these on common 2D shapes.</p> <p>When completing jigsaws and shape puzzles, I can talk about why shapes will not fit, or why I chose a particular shape.</p> <p>I can create pictures using 2D shapes, and I can name the shapes I used.</p> <p>I can explore putting shapes together to make familiar recognisable shapes.</p>	<p>I securely use the correct terms to name common 2-D shapes, as I describe the 2-D shapes in my pictures, models and work.</p> <p>I can securely recognise, name and describe 3-D shapes - cube, cuboid, sphere, cone, cylinder and pyramid in the context of my pictures, models and work.</p> <p>I can show an understanding that faces and solid refer to <u>3D shapes</u>, and I can identify and talk about these on common 3D shapes.</p> <p>I can copy 2D and 3D shape arrangements. I can explain where I am placing shapes in relation to one another. (using positional language) I can make 2D and 3D shapes using a range of resources.</p> <p>I can create pictures with 2D shapes and make careful</p>		<p>I am learning to recognise and name other 2-D shapes such as irregular shapes, and quadrilaterals such as the rhombus, kite and parallelogram.</p> <p>I am now learning to recognise and name other 3-D shapes such as the different types of pyramids and prisms.</p> <p>I can describe 2D and 3D shapes, using mathematical language. Including language such as curved, pointed, sides, faces, solid, flat and vertex/vertices (corners on 3D). I can count faces and vertices.</p>			<p><b>Year 1 and Beyond</b></p> <p>recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</p>

			<p>choices about how shapes can tessellate and fit together.</p> <p>I can combine shapes to make familiar shapes, and I can name the shapes that I have made.</p>		<p>I can explain similarities and differences between shapes. I use my understanding of shapes to create my own shape designs, models and templates.</p> <p>I can create pictures using a range of 2D shapes. I explain the choices that I have made about how the shapes fit together. I describe the properties of the shapes as I explain.</p> <p>I can quickly identify how shapes can be placed together to create other shapes without the need for exploration.</p>			
<p>find two sets of objects that are the same with 1:1 adult support. (1-3 objects)</p> <p>begin to combine two sets of the same small number with 1:1 adult support. I am supported to use 1:1 counting and count all the objects.</p>	<p>find two sets of objects that have the same number with some support. (1-5 objects)</p> <p>combine two sets of the same number and count to find the total with some support. (1- 5 objects)</p>	<p>independently find two sets of objects that have the same number. (1-5 objects)</p> <p>independently combine two sets of the same number and count to find the total. (1- 5 objects)</p>		<p>independently find two sets of objects that have the same number. (1-10 objects)</p> <p>independently combine two sets of the same number and count to find the total. (1- 10 objects)</p>		<p>independently find two sets of objects that have the same number. (1-10 + objects- large sets)</p> <p>independently combine two sets of the same number and count to find the total. (1-10 objects)</p>		<p><b>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</b></p> <p><b>Year 1 and Beyond</b></p>
<p>I understand that when an amount has been shared equally, all the parts are the same.</p>	<p>recognise by counting, whether an amount has been shared.</p>		<p>use practical equipment to share an amount into equal parts, in real life contexts.</p>		<p>I understand and can <u>identify</u> if a number of items shared into equal parts.</p>		<p>I understand and can <u>explain</u> if a number of items shared into equal parts. <b>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. NP:ELG</b></p>	<p>recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p>
<p>find and make pairs of the same objects.</p>	<p>pair up objects into twos from a set and talk about if all the objects have a partner. talk about if it is fair or not.</p>	<p>begin to talk about if sets are odd and even by pairing up the objects into twos.</p>		<p>begin to show an understanding of numbers being odd or even without needing to use objects to pair up.</p>		<p>identify if numbers are odd or even by showing an understanding of the pattern of odd and even numbers.</p>		



							(mentally- not using objects) <b>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. NP:ELG</b>		
<b>Weight</b>	<p>make direct comparisons and compare the weight of 2 items.</p> <p>explore what happens when two objects are placed on each side of a balance scale.</p> <p>I understand that weight refers to how heavy or light an object is.</p>	find another item of similar weight to a given one.	<p>can use a systematic approach to directly compare each item against another.</p> <p>use a balance scale to compare the weights of two objects. I understand the lower side is the heavier object and the higher side contains the lighter object.</p> <p>identify (point to) the heavy and light object when asked to.</p>		<p>make direct comparisons and compare and order the weight of 3 items from heaviest to lightest/ lightest to heaviest.</p> <p>correctly use the term, 'heavy' when referring to an object.</p>		<p>make direct comparisons and compare and order the weight of 3+ items from heaviest to lightest/ lightest to heaviest.</p> <p>I understand that if the balance scale is level, the objects being compared are equal in weight.</p> <p>correctly use the term, 'light' when referring to an object.</p>	correctly use the terms heavy/ heavier, heaviest, light, lighter and lightest as I compare, describe and order the weight of objects.	<p><b>Year 1 and Beyond</b></p> <p>compare, describe and solve practical problems for:</p> <p>lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</p> <p>mass/weight [for example, heavy/light, heavier than, lighter than]</p>
<b>Measure</b>	<p>I understand that length refers to how long or short an object is.</p> <p>I understand that height refers to how tall or short an object is.</p> <p>I understand that the length of something can be represented by a number.</p>		<p>identify (point to) the long and short object when asked to.</p> <p>identify (point to) the tall and short object when asked to.</p> <p>use non-standard units (which are <u>not</u> uniform, e.g. vary in size) to measure the length of objects.</p>		<p>correctly use the term, 'long/ longer/ longest' when referring to an object.</p> <p>correctly use the term, 'tall/ taller/ tallest' when referring to an object.</p>		<p>correctly use the term, 'short/ shorter/ shortest' when referring to an object.</p> <p>correctly use the term, 'short/ shorter/ shortest' when referring to an object.</p> <p>use non-standard units (which are uniform, e.g. Unifix) to measure the length of objects.</p>	<p>correctly use the terms, long/ longer/ longest, short/ shorter/ shortest', as I compare, describe and order the length of objects.</p> <p>correctly use the terms, tall/ taller/ tallest, short/ shorter/ shortest', as I compare, describe and order the height of objects.</p>	<p>capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</p> <p>time [for example, quicker, slower, earlier, later]</p> <p>measure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes, seconds)</p> <p>recognise and know the value of different denominations of coins and notes</p> <p>sequence events in chronological order using language [for example, before and</p>

									<p>after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p> <p>recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p>
<p>EA&amp;D: Creating with. Materials</p>	<p>Holds paintbrush with correct grip with some reminders</p> <p>Thick brushes</p> <p>mixes primary colours</p> <p>potato people- no body, missing arms or legs</p> <p>Learning how to grip a pencil and making marks through a range of shapes e.g. lines and circles.</p> <p>Children are giving meaning to marks they have made. Grip, pinch and flick, tight, loose, hand, lines, circles, shapes, copy, explain</p> <p>Mark making area, Workshop and creative areas, modelling how to use equipment safely.</p> <p>(Knowledge) Know the names of many colours and uses these in their work. Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark.</p> <p>Discussing colour names during play and discussions.</p>	<p>Thin brushes to add detail</p> <p>uses primary colours to make secondary colours</p> <p>(Skill) Observational drawings linked to the current topic (e.g. Autumn). Begin to understand how to use shapes to represent objects. Observe, copy, look, notice, shape, colour, lines, represent. Mark making area, Workshop and creative areas, modelling how to use equipment safely, Pumpkins, leaves on Creative table,</p> <p>modelling observational skills.</p> <p>(Skill) Explore a range of colours and how colours can be changed e.g. colour mixing. Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark.</p> <p>Paints available to children, modelling mixing colours, prompting children to identify dark and light</p>	<p>correctly use a fine paintbrush to paint</p> <p>adds white or black</p> <p>(Skill) Exploring how to change colours through colour mixing and how white and black can change a colour. Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark, shades.</p> <p>Exploring black and white and how it can change a colour, a range of colours available on the painting table for children to explore.</p> <p>(Knowledge) Exploring different types of materials and what their properties</p>	<p>uses good control to hold and paint carefully in lines</p> <p>mixes and matches to a specific colour or shade</p> <p>paints bodies and shapes for objects that are appropriate size</p> <p>(Skill) Convey emotions in their pictures/ drawing e.g. happiness, sadness. Draw with increasing complexity and detail e.g. adding eyes, nose, mouth to pictures. Emotion, feeling, detail, features, circles, shapes, lines, colour Mark making area, Workshop and creative areas, modelling how to use equipment safely, Modelling adding finer details, using the work of Miro.</p> <p>(Skill) Explore the colour work of the artists studied this term. Purposely choosing a colour when creating. Wash background, water colour, water, paint, light, dark, bold, faint, Joan Miro, combine, mix.</p>		<p>uses very good control to hold and paint carefully in lines</p> <p>colour matches by altering tint</p> <p>paints with detail including finer details such as fingers, ears</p> <p>(Skill) Continue with the development with observational drawing e.g. linked to Spring. Observe, copy, look, notice, shape, colour, lines, represent, flower, daffodil. Mark making area, Workshop and creative areas, modelling how to use equipment safely, Modelling observational skills and the use of colour.</p> <p>(Skill) Exploring the colour work of Andy Goldsworthy – Nature. Colours, colour names, nature, outside, style, similar, Any Goldsworthy, leaves, grass, soil,</p>	<p>(Skill) Continue with the development of observational drawing linked to the theme. Continue to develop the accuracy and detail in their drawing. Observe, copy, look, notice, shape, colour, lines, represent, flower, sunflower, Van Gogh. Mark making area, Workshop and creative areas, modelling how to use equipment safely, Modelling observational skills, the use of colour and taking care and time.</p>	<p>draws picture in pencil first &amp; uses very good control to hold and paint carefully in lines</p> <p>creates warm and cold colours</p> <p>paints from observation</p> <p>(Skill) Children discussing their work and the details used on their illustrations and showing lots of detail on these. Detail, explain, thick, thin, colour, observe, notice, like, dislike, reason.</p> <p>Mark making area, Workshop and creative areas, modelling how to use equipment safely, Modelling observational skills, the use of colour, adding finer detail and explaining your art work, questioning children about their work.</p> <p>(Skill) Planning ahead on which colours they will use and giving a purpose and reason for the colours they've used. Colours, colour names, change, lighter, darker,</p>	<p><b>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b></p> <p><b>Year 1 and Beyond</b></p> <p>to use a range of materials creatively to design and make products</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting,</li> </ul>

	<p>Children exploring the available materials within their new setting. Materials, textures, fabric, play-dough, natural, soft, hard, bendy, rough, smooth. Exploration of a range of materials and their functions, creative areas.</p> <p>Use a flat hand to mould items into a large heap</p>	<p>colours in play and discussions.</p> <p>(Skill) Children being shown how to use junk modelling materials to build and construct models. Materials, textures, junk, modelling, build, tower, structure, higher, lower, taller, shorter, stronger, sturdy, glue, sellotape.</p> <p>Junk modelling materials available in class, different functions of glue explored with class.</p> <p>Use a container to mould-flat and shallow.</p> <p>Using a scoop or spoon or other item to transfer substance</p>	<p>and uses are. Materials, textures, clothing, winter, warm, thick, soft, insulate, hot, cold, wool, cotton. Exploration of a range of materials and their functions, materials available in creative areas, winter clothing available outside to be explored with outdoors.</p>	<p>Modelling making a wash background, discussing use of colour and shape and light and dark colours.</p> <p>(Skill) Learning what a collage is and how we can collage using different materials and which ones work best and look most effective. Materials, textures, collage, Eric Carle, play dough, flour, Collage exploration, collage materials available to class.</p> <p>Increase size of container</p>		<p>mud. Using a colour chart and paint chart outside to identify colours.</p> <p>(Skill) Children being taught how to weave, looking at man-made weaving materials as well as natural weaving materials e.g. leaves with holes and dandelions. Materials, textures, weaving, instructions, in and out, natural, manmade, pattern. Weaving demonstrated to the class, weaving materials available in provision,</p>		<p>mix, primary colour, secondary colours, light, dark, purpose.</p> <p>(Skill) Children continuing to learn to weave and exploring weaving. Materials, textures, natural, leaves, thread, , weaving, in and out. Modelling and instructions on how to weave with links to how to sew.</p>	<p>shaping, joining and finishing</p> <ul style="list-style-type: none"> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul>
	<p>self- correct mistakes</p>	<p>return to a piece of artwork and improve it</p>	<p>describe the basic tools and resources needed to make a creation</p>		<p>share the process with some detail</p>		<p>be confident to share either verbally or pictorially how something was made.</p>		<p><b>Share their creations, explaining the process they have used.</b></p> <p><b>Year 1 and Beyond</b></p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>build structures, exploring how they can</p>

								be made stronger, stiffer and more stable
	<p>join items using masking and Sellotape</p> <p>add my own resources and constructions</p> <p>develop more complex stories</p>	<p>join items using masking and Sellotape cutting lengths as needed</p> <p>Join different materials and explore different textures.</p> <p>combine different resources to make cities, parks, buildings with different rooms</p>	<p>joins in a variety of ways, Sellotape, hole punches, string, glue, masking tape, ribbon</p>	<p>join items which are cut, torn and glued,</p>	<p>uses techniques such as flanges, slots, braces, tabs, ties with support</p>	<p>joins using glue guns and screws</p>	<p>joins using hammer and nails</p>	<p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p><b>Make use of props and materials when role playing characters in narratives and stories.</b></p> <p><b>Year 1 and Beyond</b></p>
EA&D: Being imaginative and expressive	<p>add my own resources and constructions</p> <p>develop more complex stories</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Children exploring the roleplaying area/s within the setting and joining in with familiar pretend play. Children exploring and using the resources to create props or bring in and use materials to support play. Children building and developing storylines in both the small world area and role-playing in the setting. Join in, pretend, roleplay, home corner, mums, dads, baby, small world, people, vehicles, cars, recreate, represent, shops, schools. Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area,</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Children using the stories they know and have heard in school to roleplay them</p> <p>Children extending their roleplay with more imaginary storylines. Children continuing to use the props available in school and ones they have made themselves.</p> <p>Join in, pretend, roleplay, retell, stories, acting out, puppets, toys, small world, masks, home corner, conversations, taking on a role, pretending. Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area,</p> <p>stories read as a class, small world area available to children.</p>	<p>small world resources used to retell familiar storylines</p>	<p>Use imagination to develop complex storylines</p>	<p>develop storylines and characters into my pretend play</p> <p>Children continuing to extend and develop the storylines they are role playing in school. Children will independently sing, dance, roleplay, create artwork and may show a passion for one or more ways to express their imagination.</p> <p>Join in, pretend, roleplay, retell, stories, converse, conversation, represent, real life, imagination, celebrations, daily life, shopping, school. Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children, singing songs, rhymes and doing</p>	<p>take part in a group role play to retell and known story in correct sequence</p>	<p><b>Invent, adapt and recount narratives and stories with peers and their teacher.</b></p> <p><b>Year 1 and Beyond</b></p> <p>participate in discussions, presentations, performances, role play, improvisations and debates</p>

<p>stories read as a class, small world area available to children.</p>					<p>guided roleplaying activities together as guided groups or a whole class.</p>			
<p>Sing some of the words from familiar songs</p> <p>Singing simple well know songs and rhymes, introducing new daily rhymes. Describing the sounds hear.</p> <p>Pitch, music, singing, songs, nursery rhymes, actions, listen, loud /quiet / fast / slow, dance, shouting, song words, clap, stamp, move</p> <p>Introduction to new songs, rhymes. Phase 1</p> <p>phonics lessons focusing on tuning in.</p>	<p>Sing more of the words from familiar songs</p> <p>Nativity Performance – joining in with the words to sings and using actions. Listening to music. Instruments, play, music, sounds, singing, songs, actions, listen, loud /quiet / fast / slow, dance, shouting</p> <p>Daily singing of learnt songs, rhymes or poems, listening to music together as a class, rehearsing to then perform the school Nativity production.</p>	<p>Exploring musical instruments including body percussions. Playing instruments in time and in a simple composition.</p> <p>Pitch, tempo, sequence, composition, instruments, play, music, sounds, singing, songs, actions, listen, loud /quiet / fast / slow, dance, shouting, percussion, pattern, African instruments, drum, tambourine, bells, maracas, glockenspiel and xylophone, shake, tap, bang, pulse, beat, orchestra, horn, bells.</p> <p>Being shown a range of instruments and having these in provision, music lessons on body percussion and creating repeating patterns and compositions using</p>	<p>Sing a whole nursery rhyme and familiar song</p> <p>Experimenting with changing my voice with different tempo, pitch and dynamics. Describing instrument sounds.</p> <p>Loud, quiet, fast, slow, instruments, play, music, sounds, singing, songs, listen, loud /quiet / fast / slow, dance, shouting, voices, whispering, voices, talking voices, change, high, low.</p> <p>Music lessons based on adapting and changing voices using a range of methods, picture cues in provision, instruments in provision, exploring instruments to describe</p> <p>their sound in comparison to others</p>		<p>Sing in a group and keep in time</p> <p>Singing a range of familiar nursery rhymes and songs – singing sometimes in tune.</p> <p>Talk about how music makes me feel. Pitch, instruments, play, music, sounds, singing, songs, nursery rhymes, listen, loud /quiet / fast / slow, dance, shouting, listen, like, dislike, sad, happy, exciting, angry, scary, Rimsky Korsakov, Flight of the Bumblebee Daily singing of a range of songs and learnt rhymes, discussions around music and emotions – exploring a</p> <p>wide range of appropriate songs.</p>		<p>Sing in tune</p> <p>Performing songs, rhymes, poems and stories and moving in time with the music. Composing and adapting my own music using my voice and with instruments. Pitch, instruments, play, music, sounds, singing, songs, nursery rhymes, actions, listen, loud /quiet / fast / slow, dance, shouting, listen, bang, tap, scratch.</p> <p>Both singing and performing learnt songs, rhymes or poems, listening to music together as a class, Instruments in class to allow children to make</p> <p>their own music (including singing).</p>	<p><b>Sing a range of well-known nursery rhymes and songs.</b></p> <p><b>Year 1 and Beyond</b></p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>
<p>experiment with changing my voice to different tempos, pitches and dynamics</p> <p>Sing some of the words from familiar songs</p> <p>Copy the beat from a simple percussion instrument</p> <p>To enjoy listening to music</p>	<p>Sing in a small group</p> <p>describe sounds in simple terms such as: loud, quiet, fast or slow.</p> <p>respond when listening to music</p>	<p>Join in with songs with changes to pitch, tempo or dynamics</p> <p>Play a percussion instrument in time</p> <p>Experiment playing percussion instruments and changing dynamics, pitch and tempo</p> <p>Talk about how music makes them feel</p>	<p>Sing a whole nursery rhyme and familiar song</p> <p>Respond to changes in music</p>	<p>Talk about emotions in music: this music makes me happy, this music sounds sad/scary</p>	<p>Sing in a group and keep in time</p> <p>Show control in playing percussion instruments</p> <p>Name some instruments that are playing in music</p>	<p>Express opinion on a piece of music</p>	<p>Sing in tune</p> <p>Compose and adapt their own composition</p> <p>Discuss what a piece of music reminds me of</p>	<p><b>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</b></p> <p><b>Year 1 and Beyond</b></p> <p>play tuned and untuned instruments musically</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p>

									experiment with, create, select and combine sounds using the inter-related dimensions of music.
UtW: Past and Present	<p>Talk about what they see, using a wide vocabulary.</p> <p>Children talk about members of their family and the relationship to them e.g. Mum, Dad.</p> <p>Family, relationships, Mum, Dad, sister, brother, grandma, grandad, friends.</p> <p>Children joining in with discussions and stories about family. Children focusing on work based on 'all about me' and their family and friends.</p>	<p>Begin to make sense of their own life-story and family's history.</p> <p>Children use the language of time when talking about past and present events in their own lives and in the lives of others including people they have learnt about through books.</p> <p>Last week, yesterday, a long time ago, last year, before I was born.</p> <p>Discussions around past and present – events such as celebrations, remembrance day (war).</p>	<p>Talk about members of their immediate family and community</p> <p>Show interest in different occupations.</p>	<p>Name and describe people who are familiar to them.</p> <p>describe memories that have happened in their own life</p> <p>Children visually represent their own day on a simple timeline.</p> <p>Timeline, day, week, first, last, them, next, days of the week – names.</p> <p>Children learning about the days of the week in and out of Maths lessons. Children having a visual timetable. Children completing practical activities visually representation their week.</p>	<p>understand that there are similarities and differences between people of different ages</p> <p>Children talk about and understand changes in their own lifetime and what happens when they get older.</p> <p>Changes, baby, toddler, child, teenager, adult, elderly, ages.</p> <p>Learning about life cycles of animals, learning about how we grow and change as people.</p>	<p>Comment on images of familiar situations, figures, objects in including the past including likes and dislikes</p> <p>Children talk about roles people have in society (both in the present and past). Children understand he need for these roles.</p> <p>Key worker, job, help, helpful, community, police, fire service, doctor, dentist.</p> <p>Adults providing experiences, activities and inputs in the people in society in the present and in the past. Children comparing the past and present.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Children recount an event that has happened.</p> <p>Event, special, what happened, then, next.</p> <p>Discussions around events we have had at school such as school trips, visits etc.</p>	<p>Compare and contrast characters or figures from the past.</p> <p>Children can order experiences that have happened to them and in stories they have read.</p> <p>First, then, next, after that, finally, story.</p> <p>Adults prompting children to order experiences and stories verbally or in a written method.</p>	<p><b>Talk about the lives of the people around them and their roles in society.</b></p> <p><b>Year 1 and Beyond</b></p> <p>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>
	<p>Talk about what they see, using a wide vocabulary</p> <p>Children know that you can find out information from different sources</p> <p>Information, books, videos, search, internet,</p> <p>Adults modelling how to find information using a range of sources. Adults giving children access to books to find information.</p>	<p>sequence family members according to their age and describe who they are e.g baby toddler, child, teenager, adult, elderly</p>	<p>sequence family members according to age</p> <p>explain who they are and the key differences in what they can and can not do</p>	<p>understand that there are similarities and differences between people of different ages</p>	<p>sequence memories that happen in my life</p>	<p>sequence memories in the lives of family members</p>	<p>Compare and contrast characters or figures from the past.</p> <p>Children are confident in comparing and contrasting the past and present and can describe and ask questions about old and new. They notice similarities and differences independently and talk about these.</p> <p>Images, pictures, past, present, change,</p>	<p><b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</b></p> <p><b>Year 1 and Beyond</b></p> <p>changes within living memory. Where appropriate, these should be used to reveal</p>	

								different, people, places, time, compare, comparison, same.  Children provided with images to compare with past and present. Discussions around past and present.	aspects of change in national life
	Talk about what they see, using a wide vocabulary		Children find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali.  History, past, celebrations, festivals.  Adults providing opportunities to explore a range of festivals and celebrations.	Comment on images of familiar situations, figures, objects in including the past  Children describe images of familiar situations in the past when looking and contrast images or stories. Children are taught about growth and change. Images, pictures, past, present, same, different, grow, change.  Children exploring images from the past through stories. Adults providing activities and inputs based on changing and growing. Reading stories such as 'Peepo'.	Comment on images of familiar situations, figures, objects in including the past including likes and dislikes	Comment on images of familiar situations in the past.	Compare and contrast characters or figures from the past.	<b>Understand the past through settings, characters and events encountered in books read in class and storytelling.</b>  <b>Year 1 and Beyond</b>  events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]  the lives of significant individuals in the past	
UrW: People, culture, and communities	Talk about what they see, using a wide vocabulary	talk about and name the place where they live  To know what a village and a town is  To know that directions can be followed	begin to recall house address or school address including road name and/or number  To know some simple directions	identify the country the live in  Use BeeBots/peer to make a path from A to B	Create my own maps using real objects and/or pictures symbols	Find see and land on a map  Draw information from a simple map	Talk about a range of real maps, globes, maps of the village, classroom, school etc	Find the UK on a simple map  Recognise some environments that are different to the one in which they live.	<b>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</b>  <b>Year 1 and Beyond</b>  identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

<p>Talk about what they see, using a wide vocabulary</p>	<p>Discuss and understand in increasing depth and detail various important dates throughout the year</p>	<p>Discuss and understand in increasing depth and detail various important dates throughout the year</p>	<p>Discuss and understand in increasing depth and detail various important dates throughout the year identify the country the live in</p>	<p>Discuss and understand in increasing depth and detail various important dates throughout the year to know that not all countries in the world are the same</p>	<p>Discuss and understand in increasing depth and detail various important dates throughout the year begin to talk about differences between basic environments in different countries</p>	<p>Understand that some places are special to members of their community begin to talk about similarities and differences between countries including environments, language, flags and food</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways</p>	<p><b>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.</b> <b>Year 1 and Beyond</b></p>
<p>Talk about what they see, using a wide vocabulary Children can draw a simple map and listen to stories with maps. Children recognise some common signs.  Maps, mapping, environment, features, classroom map, local area map, signs, logos.  Exploring maps as a class, reading stories with maps, creating a classroom map, exploring logos and signs as a class.</p>		<p>Continue developing positive attitudes about the differences between people.  Children use positional language.  Maps, mapping, environment, bee-bot, left, right, under, beside, on top.  Modelling how to use a bee-bot and positional language.</p>	<p>identify the country the live in  Children can use positional language and extend this to using a BeeBots or instructing a friend to move. Children recognise some environments are different to the one in which they live.  Maps, mapping, environment, bee-bot, left, right, under, beside, on top, up, down, same, different, landscape.  Modelling how to use a bee-bot and positional language. Adults setting up a small world track for children to use the Bee-bots with. Looking at maps of the local area and maps of Antarctica.</p>	<p>to know that not all countries in the world are the same  Children can confidently programme a BeeBot. Children can talk about technology and how it can help us direct ourselves – Google Maps.  Maps, mapping, environment, bee-bot, left, right, under, beside, on top, google maps.  Modelling how to use a bee-bot and positional language. Children having the Bee-bot grid maps to use. Children being shown what Google maps is and its uses.</p>	<p>begin to talk about differences between basic environments in different countries  Children can draw information from a simple map and identify landmarks of our local area walk.  Maps, mapping, environment, features, landmarks, local area.  Children going on a walk together around the local area. To identify landmarks and create a map.</p>	<p>begin to talk about similarities and differences between countries including environments, language, flags and food</p>	<p>Recognise some environments that are different to the one in which they live.  Children can create own maps using grid paper and symbols (x marks the spot treasure maps)  Maps, mapping, environment, features, landmarks, local area, x marks the spot, treasure.  Children using the available materials to create their own maps as modelled by the adults in school.</p>	<p><b>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.</b> <b>Year 1 and Beyond</b> <b>Locational knowledge</b>  name and locate the world's seven continents and five oceans  name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <b>Place knowledge</b>  understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <b>Human and physical geography</b>  Identify seasonal and daily weather patterns</p>



									in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
U1W: The Natural World	Talk about what they see, using a wide vocabulary	<p>Plant seeds and care for growing plants.</p> <p>Explore the natural world around them.</p> <p>use basic vocabulary to describe parts of a plant</p> <p>Children make observations or find information about different locations and places. They recognise, know, and describe features of a studied location.</p> <p>Understand some changes in the natural world around them, including the seasons.</p> <p>Technology, search, internet, Antarctica, desert, changes, water, ice, seasons.</p> <p>Adults modelling using technology. Children having access to the technology to find information.</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>use basic vocabulary to describe what a plant needs to survive</p> <p>Children can name parts of a plant and what it needs to grow as part of the current topic. Children can grow their own plants and look after them.</p> <p>Children observe the plants and trees around them and how they change. Children are developing a good understanding of a lifecycle as part of the topic.</p> <p>Tulip, daffodil, bluebells, crocuses, snowdrops, dandelions, buttercups, daisy Plant, stem, leaf, roots, bulb, shoot, seed, growth flower, trunk, branches. life cycle, egg, caterpillar, chrysalis, cocoon, butterfly, water, food, air</p> <p>Exploring plants and the parts of the plants, looking at lifecycles of plants, identifying plants.</p>	<p>Understand the key features of the life cycle of a plant and an animal.</p>	<p>Explore the natural world around them.</p> <p>Discussions around human lifecycles and how we grow and change – children understanding how they have grown and how they will continue to grow. Looking at how they look and people older than them look – what is the same and what is different. Naming body parts and how to keep ourselves healthy.</p> <p>Hygiene, healthy, nonhealthy, grow, change, germs, 5 senses, teeth brushing, dentist, face, hair, leg, human, knee, arm, elbow, back, head, toes, ear, hands, eye, fingers, mouth, nose, parent, baby, child, adult, grandparent</p> <p>Continue with the work on seasons and weather from the Autumn term.</p> <p>Discussions and inputs around growth and changes in the human body. Learning about healthy eating and how the body works.</p>	<p>Describe what they see, hear and feel whilst outside</p> <p>use basic vocabulary to describe lifecycles- frogs</p>	<p>Understand the effect of changing seasons on the natural world around them</p>	<p>Make close and detail observations and drawings of the world around them including animals and plants</p> <p>Children can describe an animal using some scientific vocabulary.</p> <p>Children have an understanding of some animal habitats and can describe them and who lives in them.</p> <p>Polar animals (Penguin, Artic fox, Orca, Elephant seal, Polar Bear, Snowy Owl), frozen, camouflaged, survival.</p> <p>Exploring animals and labelling them.</p> <p>Exploring what animals need to survive and how that changes depending on the environment they are in.</p> <p>Children are confident at naming a range of animals and where they live (habitat) and can sort some animals into the country they live in. Children care for and look after animals and encourage others to do so. Children can compare animals and observe their changes (Lifecycles)</p> <p>Pond, garden, woodland, seaside, habitat, wild, wildlife,</p>	<p><b>Explore the natural world around them, making observations and drawing pictures of animals and plants.</b></p> <p><b>Year 1 and Beyond</b></p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>♣ identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>♣ identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>

							<p>native, woodland, birds, (owl, duck), insects/bugs/minibeasts (lacewing, ladybird, woodlouse, bee, wasp, spider, tarantula, earthworm, snail, millipede, butterfly, caterpillar, microhabitats,</p> <p>Identifying, observing and exploring British animals – in person, through books, videos etc.</p>	
Talk about what they see, using a wide vocabulary		Continue developing positive attitudes about the differences between people.	identify the country the live in	to know that not all countries in the world are the same	begin to talk about differences between basic environments in different countries	begin to talk about similarities and differences between countries including environments, language, flags and food, animals	Recognise some environments that are different to the one in which they live.	<p><b>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.</b></p> <p><b>Year 1 and Beyond</b></p>
<p>Talk about what they see, using a wide vocabulary</p> <p>name the seasons</p> <p>Children learn about the seasons and know it is Autumn. Children talk about the seasons and have some understanding about the changes that happen in the world. Autumn, day, dark, light, Winter, night, season, Moon, Sun, lighter, darker, shadow</p> <p>Exploring seasons through stories, videos, books. Making a record of the seasons or weather such as a weather chart, seasons booklet etc.</p>	<p>Explore how things work.</p> <p>name some common materials sand, wood, glass, brick, clay, fabric etc</p> <p>understand who, where, when</p> <p>Children identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and paper. Children are beginning to understand what 're-cycle' means and why we should do it.</p> <p>Material, wood, plastic, glass, metal, paper, recyclable, hard, soft, rough, smooth, shiny</p>	<p>Talk about the differences between materials and changes they notice.</p> <p>talk about properties and features of materials, colour, texture, size</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Talk about and name the seasons</p>	<p>Talk about contact forces- push and pull</p> <p>compare and contrast similarities and differences between materials</p> <p>order the four seasons</p> <p>Discuss ice melting to water</p>	<p>Describe what they see, hear and feel whilst outside</p> <p>describe the differences between the four seasons including trees and clothes</p>	<p>notice links between cause and effect</p>	<p>Understand the effect of changing seasons on the natural world around them</p>	<p>describe and make comparisons between speed, direction, shape or magnetism.</p> <p>distinguish between an object and the material from which it is made</p> <p>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>describe the simple physical properties of a variety of everyday materials</p> <p>compare and group together a variety of</p>	<p><b>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</b></p> <p><b>Year 1 and Beyond</b></p>

		<p>Exploring the materials as a class – naming them. Exploring the properties of these materials through continuous provision and whole class inputs. Reading and investigating what recycling means and how we can recycle.</p>							<p>everyday materials on the basis of their simple physical properties.</p> <p>observe changes across the four seasons</p> <p>observe and describe weather associated with the seasons and how day length varies.</p>
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