

The EYFS Curriculum at Anston Greenlands Primary School

School Motto:

‘LOVE TO LEARN’

School Core Values:

At Anston Greenlands we are all...

**Creative
Resilient
Enthusiastic
Aspirational
Team Players
Expert**

INTRODUCTION / AIMS

Our EYFS Curriculum is created around topics, which incorporate not only children’s interests, but also promotes the use of our beautiful outdoor environment. Each half term we launch each topic with a ‘WOW DAY’ and then bring these to a close with a ‘FABULOUS FINISH’, which the children help to organise and create resources for. Our main aim is to make learning active, hands on and most importantly fun! Our curriculum is designed to create curiosity and a love of learning, with adult led activities to challenge and stimulate children, and continuous provision which enables children to demonstrate what they know. Enhancements are added to the provision areas to enrich the children’s ideas and move them forward in their play/learning.

To help, we map out the knowledge and skills children need to learn during their time in EYFS we looked at the children’s baseline and used this as a starting point. We then built this up over the half terms to enable children to reach their end points for each of the 17 aspects of the EYFS curriculum.

Year - 2022/2023 FS2 – Long Term Plan – Progression of Knowledge and Skills

	Autumn 1 (7wk)	Autumn 2 (7wk)	Spring 1 (6wk)	Spring 2 (6wk)	Summer 1 (6wk)	Summer 2 (7wk)	
Topics	<p>Books Study We All Belong! Intent Children will be learning all about themselves, their friends and families. They will learn about what makes each of us unique and about different family make ups.</p>	<p>It’s Show Time! Intent Children will be learning about how and why we celebrate Christmas and how other countries celebrate it too. They will also learn about other significant times people celebrate and why.</p>	<p>The Healthy Heroes TV Channel Intent Children will be learning about the importance of staying healthy physically, and ways we can do this. They will also learn that this will help them to stay healthy emotionally too.</p>	<p>Greenland’s Garden Centre Intent Children will be learning about how to plant seeds and bulbs and how to care for these. They will learn about the parts of plants, and how some plants can produce food for us to eat.</p>	<p>At the Animal Ball Intent Children will be learning to identify lots of different animals and mini-beasts in their country and countries around the world. They will learn lots of facts about these and be able to talk about their features and their habitats.</p>	<p>Book Study – Emma Jane’s Aeroplane Intent Children will be learning about different countries around the world and famous landmarks within these countries. They will learn about how some countries have aspects which are the same, similar and different to ours.</p>	

Wow Day	<i>Starting School</i>	Dress up as a Favourite Character from the TV/Film	Dress up as a Superhero	Gardening/Planting – different seeds/bulbs around school	Bring your pet to school - week or Bug Hunting/Bird Watching	All aboard – our own aeroplane – children to come in their holiday clothes, backpack with a book, teddy in. Staff serve nibbles and we watch on YouTube the aeroplane taking off.
The Topic Fabulous Finish	I am proud of me gallery! Sharing one thing they are proud of creating – about them - Art Work, photo of a creation	It's Show Time - our Nativity (Parents)	Create a Film to teach others to look after themselves/physically and mentally Called - 'The Healthy Heroes TV Channel'	Open our own Greenlands Garden Centre – (Parents)	At the Animal Ball - chn dress up and show off their animal dances. (Parents)	EYFS Learning Showcase (Family quiz/trail) – (My Learning Journey) (Parents)
Core Books from class reading spine & Possible other focus ideas for story times/ Literacy lesson focuses	Settling/Transition Books I have to Start at School Today. Mine! A New Day at School Two Monsters Aligator is Angry I'm too absolutely small for School Tidy Up – NF Starting School Where's my Peg? Worrydactyl Gracie Grumposaurus Main Focus – We All Belong! My Big Fantastic Family Living With Mum and Living With Dad All Kinds of Families The Scarecrows Wedding Pink is for Boys	Christmas Around the World The Nativity Children Around the World Celebrate Christmas Sparkle Boy And a book linked to whatever pantomime is on at the civic Dear Father Christmas Mr Men a Christmas Pantomime Father Christmas E-book sparks in the sky – twinkl Bright in the Night Non- Fiction My First School Play A Stroll Through the Seasons The Story of Hannukah Where the poppies now grow Poetry Poems Out Loud Night Songs	Oliver's Fruit Salad Oliver's Vegetables The Runaway Pea! The Enormous Turnip The Big Hungry Bear Blueberry Mouse Non-Fiction ABC Mindful Me! Me and My Amazing Body! Good Enough to Eat Poetry Poems Out Loud Upside Down Shhh...	Sunflower House Eddie's Garden and how to make things grow The Global Garden A Seed in Need Eric Carle – The Tiny Seed Mad About Mini-beast Tad Non-Fiction Mini-beasts on a Plant How a seed grows Trees Poetry Poems Out Loud Beetle Spiders	At the Animal Ball Handa's Surprise The Tiger Who came for Tea Polar Bear Polar Bear what do you hear? Rumble in the Jungle Farmer Duck Elmer Mr Gumpy's Outing Harry and the Bucketful of Dinosaurs Commotion in the Ocean Non – Fiction The Big Book of Animals A Stroll Through the Seasons Poetry Poems Out Loud The Elephant in the Classroom	Main focus – Emma Jane's Aeroplane The World came to my Place Today. The Journey Once Upon a Time Map Book On the Way Home Journey The Hundred Decker Bus My Journey Home from Grandpa's Non- Fiction A Ticket to the World My First Book of World Flags Transport Around the World Poetry Poems Out Loud Two Wheels Braving the Sea

	The Colour Monster Non-fiction My Five Senses A Stroll Through the Seasons Poetry Poems Out Loud You See Me? Grow Up!	Pick a Sound, Any Sound					
Previous Songs from pre-schools learnt New Core Songs/ Rhymes and Poems	Five Little Ducks Five Speckled frogs If your happy and you know it Hickory Dickory Dock Our Senses Hokey Kokey All of Me Born to Move – Jack Hartman Conkers Harvest Samba Big Red Combine Harvester Picture of Autumn Mr Scarecrow Each and Every Morning Say Good Morning Lots of Feelings Wake up Shake up	Twinkle, twinkle little star When Santa Got Stuck up the Chimney Rudolph the Red Nose Reindeer O Christmas Tree Nativity Songs for the Performance I'm a Little Diva Lamp Firework Number Rhyme	Heads shoulders Knees and toes Ten in the Bed Five A Day The Vegetable Song Got My Toothpaste This is the way we brush our teeth Hand Washing Song Ten Little Vegetables Ten Little Fruit Mother Earth	Grow a plant song Little Seed I'm a Little Bean Sunflower A Tiny Seed He'll be Climbing up the Beanstalk Jack's Giant The Parts of a Plant	Old McDonald had a farm The Ugly Bug Fair The Very Hungry Caterpillar If I Were a Mini-beast Walking through the Artic/Jungle/Desert Jungle Song Alice the camel	The Transportation Song Transport song – How can we get to Paris... The Airplane Fun at the Seaside Off on Holiday Blue Skies!	
Talk for Writing Focus Book	X	The Christmas Story	The Enormous Turnip	Jack and the Beanstalk	Elmer	X	
Prime Areas							
Physical Development – Gross Motor							
Working on Phys throughout the year – within continuous provision, but specifics stated below when a particular focus.							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
PE Hub Themes	Body Management	Manipulation and Co-ordination	Speed Agility Travel	Gymnastics	Dance	Co-operate and Solve Problems	

<p>Knowledge</p>	<p>Know how to use the trim trail safely.</p> <p>Know that we can move in different ways.</p>	<p>Know that we can move in variety of different ways.</p>	<p>Know that balls can be used in many different ways - such as throwing, catching, kicking, passing, batting and aiming.</p> <p>Know about direction, speed and how these can be combined.</p>	<p>Know the rules to help us stay safe when using large and small apparatus.</p> <p>Know why it is important to handle different small and large apparatus safely.</p>	<p>Know that we can move using in a variety of different ways which are related to music and rhythm.</p> <p>Know that movements can be put together to create patterns and sequences.</p>	<p>.</p>	<p>Gross Motor Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
<p>Skills</p>	<p>Can move safely in a space and stop.</p> <p>Can begin to develop control when using equipment.</p> <p>Can follow a path.</p>	<p>Can balance.</p> <p>Can run and stop.</p> <p>Can change Direction.</p> <p>Can jump.</p> <p>Can hop.</p> <p>Can explore different ways to travel using equipment.</p>	<p>Can roll and track a ball.</p> <p>Can develop accuracy when throwing to a target.</p> <p>Can dribble using hands.</p> <p>Can throw and catch a large ball with a partner.</p> <p>Can dribble a ball using feet.</p> <p>Can kick a ball to a target.</p>	<p>Can create short sequences using shapes, balances and travelling actions.</p> <p>Can balance and safely use apparatus.</p> <p>Can jump and land safely from a height.</p> <p>Can develop rocking and rolling.</p> <p>Can explore traveling around, over and through apparatus.</p> <p>Can create short sequences linking actions together and using apparatus.</p>	<p>Can use counting to help to stay in time with the music when copying and creating actions.</p> <p>Can move safely with confidence and imagination, communicating ideas through movement.</p> <p>Can explore movement using a prop with control and co-ordination.</p> <p>Can move with control and co-ordination, expressing ideas through movement.</p> <p>Can move with control and co-ordination, copying, linking and repeating actions.</p> <p>Can remember and repeat actions, exploring pathways and shapes.</p>	<p>Can develop accuracy when throwing and practise keeping score.</p> <p>Can follow instructions and move safely when playing tagging games.</p> <p>Can learn to play against an opponent.</p> <p>Can play by the rules and develop coordination.</p> <p>Can explore striking a ball and keeping score.</p> <p>Can work co-operatively as a team.</p>	
<p>Physical Development – Fine Motor</p>							
<p>Knowledge</p>	<p>Know which hand to write with.</p>	<p>Know that our letters are formed using phrases – and say these as we use our</p>	<p>Know that different tools can be used for different reasons.</p>	<p>Know how to handle a range of equipment and tools effectively and with accuracy.</p>			<p>Fine Motor Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases. Use a</p>

	<p>Know how to hold a pencil/pen with a comfortable grip.</p> <p>Know what equipment is used for – such as scissors for cutting.</p> <p>Know how to manage some of own needs – such as how we put coats on, and shoes.</p>	<p>writing tools to form our letters correctly.</p>		<p>Know how zips work</p>			<p>range of small tools including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>
Skills	<p>Can use a dominant hand to mark make using different shapes.</p> <p>Can begin to use a tripod grip when using mark making tools.</p> <p>Can use tweezers to transfer objects.</p> <p>Can thread large Beads.</p> <p>Can use large pegs.</p> <p>Can begin to copy letters.</p> <p>Can hold scissors correctly and make snips in paper.</p> <p>Can hold a fork</p>	<p>Can begin to use anticlockwise movement and retrace vertical lines.</p> <p>Can hold scissors correctly and cut along a straight and zigzagged lines.</p> <p>Can use a tripod grip when using mark making tools.</p> <p>Can accurately draw lines, circles and shapes to draw pictures.</p> <p>Can write taught letters using correct formation.</p> <p>Can begin to hold a knife correctly and use to cut</p>	<p>Can use a tripod grip when using mark making tools.</p> <p>Can hold scissors correctly and cut along a curved line.</p> <p>Can thread small beads.</p> <p>Can use small pegs.</p> <p>Can write more taught letters using correct formation.</p> <p>Can use a hammer and a spanner. (mecanno)</p>	<p>Can hold scissors correctly and cut out large shapes.</p> <p>Can write letters using the correct letter formation.</p> <p>Can control the size of letters.</p> <p>Can use a hammer, spanner and a screwdriver. (mecanno)</p>	<p>Can hold scissors correctly and cut out small shapes.</p> <p>Can write the letters taught on a line.</p> <p>Can paint with more control and accuracy, using thinner paintbrushed to add finer details.</p> <p>Can use crayons/felt pens with more accuracy and control – (staying in lines when colouring in)</p>	<p>Can hold scissors correctly and cut various materials with more accuracy and control.</p> <p>Can create drawings with more details.</p> <p>Can form most of the letters of the alphabet with good control of size and on a line.</p> <p>Can independently use a knife, fork and spoon to eat a range of meals</p> <p>Can use crayons/felt pens with accuracy and control – (staying in lines when colouring in)</p>	

	and spoon correctly	food with support. Can use tap and pin.					
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Personal, Social and Emotional Development – Self Regulation

Working on PSE throughout the year – within continuous provision, but specifics stated below when a particular focus.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Knowledge	<p>Know the rules and boundaries of the setting and why these are important.</p> <p>Know about different feelings, 'happy', 'sad', 'angry' or 'worried'.</p> <p>Know that all people are not the same – for example – different interests, likes, dislikes etc.</p>						<p>Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>
Skills	<p>Can recognise different emotions.</p> <p>Can understand how people show emotions.</p> <p>Can focus during short whole class activities.</p> <p>Can follow one-step instructions.</p>	<p>Can talk about how they are feeling.</p> <p>Can begin to consider the feelings of others.</p> <p>Can adapt behaviour to a range of situations.</p>	<p>Can focus during longer whole class lessons.</p> <p>Can follow two-step instructions.</p>	<p>Can identify and moderate their own feelings socially and emotionally.</p> <p>Can consider the feelings and needs of others.</p>	<p>Can control their emotions using a range of techniques.</p> <p>Can set a target and reflect on progress throughout.</p>	<p>Can maintain focus during extended whole class teaching.</p> <p>Can follow instructions of three-steps or more.</p>	

Personal, Social and Emotional Development – Managing Self

Knowledge	<p>Know how to manage own care needs – such as washing, drying hands, and using the toilet.</p>		<p>Know what resilience and perseverance mean, and how we can use this in day to day life.</p>				<p>Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the</p>
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			<p>Know that we need to eat healthy foods to support our overall health and wellbeing.</p> <p>Know what oral hygiene is and why this is important.</p>				<p>reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
Skills	<p>Can use the toilet Independently.</p> <p>Can wash hands Independently.</p> <p>Can put coat and socks on independently.</p> <p>Can put dressing up clothes on with support.</p> <p>Can explore different areas within the Year R environment.</p>	<p>Can follow class rules and understand the need to have rules.</p> <p>Can put dressing up clothes on with some Independence.</p> <p>Can participate more confidently in new activities.</p>	<p>Can begin to show resilience and perseverance in the face of challenge- for example practising doing up a zipper and buttons.</p> <p>Cooking & Nutrition Can identify and name healthy foods.</p>	<p>Can independently dress and undress for role play activities/ feet printing activities (socks on)</p>	<p>Can manage own basic needs independently.</p> <p>Cooking & Nutrition Can talk about healthy eating.</p> <p>Can sort healthy and unhealthy foods into groups.</p> <p>Can use a range of tools competently, safely and confidently when baking/ preparing food – such as, knives, forks and spoons.</p>	<p>Cooking & Nutrition Can understand the importance of healthy food choices.</p> <p>Can show resilience and perseverance in the face of challenge.</p> <p>Can show a ‘can do’ attitude.</p> <p>Can put coats on and do up zippers.</p> <p>Can fasten buttons and buckles with minimal support.</p>	
Personal, Social and Emotional Development – Building Relationships							
Knowledge	Know that they can approach adults in school when needed.	Know that others have good ideas and skills which can be shared.					<p>Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers .Show sensitivity to their own and to others’ needs.</p>
Skills	<p>Can seek support of adults when needed.</p> <p>Gains confidence to speak to peers and adults.</p>	<p>Can play with children who are playing with the same activity.</p> <p>Can begin to develop friendships.</p> <p>Can have positive relationships with all Year R staff</p>	<p>Can begin to work as a group with support.</p> <p>Can use taught strategies to support turn taking.</p>	<p>Can listen to the ideas of other children and agree on a solution and compromise.</p>	<p>Can work as a group.</p> <p>Can begin to develop relationships with other adults around the school.</p>	<p>Have confidence to communicate with adults around the school.</p> <p>Can establish strong friendships.</p>	
SEAL Themes Circle Time	New Beginnings	Getting on and Falling Out Bullying	Going for Goals!	Good to Be Me	Relationships	Changes	

Communication and Language - Listening, Attention and Understanding

Working on C & L throughout the year – within continuous provision, but specifics stated below when a particular focus.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Knowledge	Know why listening is important.	Know what a question is – linked to how and why questions. Know what an instruction is.	Know a variety of question openers we can use. Know how to make predictions. Know different features of texts.	Know how a story is structured.		Know a range of facts.	<u>Listening, Attention and Understanding</u> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back-and-forth exchanges with their teacher and peers
Skills	Can listen for a short period of time. Can follow directions. Can respond to a one step instruction.	Can engage in story times, joining in with repeated phrases and actions. Can begin to understand how and why questions. Can respond to instructions with more than one step.	Can ask simple questions to find out more. Can begin to understand humour. Can understand a range of complex sentence structures	Can listen for longer periods of time. Can retell a story. Can follow a story without pictures or props.	Can understand questions such as who, what, where, when, why and how.	Can have conversations with adults and peers with back and forth exchanges.	

Communication and Language - Speaking

Knowledge	Know familiar songs and rhymes. Know about social phrases.	Know what some vocab means when learning new songs and rhymes.	Know a variety of conjunctions (connectives).	Know what some vocab means when learning new songs/stories/poems and rhymes.			<u>Speaking</u> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Skills	Can talk in front of a small group. Can talk to class teacher and LSAs To learn new vocabulary. Can join in with familiar songs and rhymes.	Can answer questions in front of whole class. Can use new vocabulary throughout the day.	Can talk to some other adults they see on a daily basis. Can talk in sentences using conjunctions e.g. and, because.	Can share their work to the class- standing up at the front. Can use new vocabulary in different contexts to engage in non-fiction books, poems, songs and rhymes.	Can link statements and stick to a main theme Can use talk to organise, sequence and clarify thinking, ideas, feelings and events.	Can talk to different adults around the school. Can talk about why things happen To talk in sentences using a range of tenses.	

	Can begin to use social phrases.						
	Can use familiar vocab in our play.						
Specific Areas							
Expressive Arts and Design –Creating with Materials							
Working on this throughout the year – within continuous provision, but specifics stated below when a particular focus.							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Knowledge	Know that tools are used for different purposes and these need to be used safely.	Know which primary colours make which secondary colours (associated technical vocabulary not expected at this stage).	Know that there are different joining techniques we can use when creating models – such as split pins, staplers, hole punchers.	Know that adding white or black makes a colour lighter or darker	Know that once a model has been created we can evaluate it to try and improve and develop it.		Creating with Materials Safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.
Vocabulary Colour names (for the primary and secondary colours) Tool names (brush / easel etc.) Darker / lighter	Know that there are some simple different joining techniques we can use when creating models – sellotape, glue, masking tape.	Know the names of different tools and techniques that can be used to create art. Know the names of different buildings/places in their community.	Know that pictures can be created by making observations or by using imagination. Know that you can plan what you want to make by drawing/creating a design first to follow.		Know that models could be made stronger, stiffer and made more stable, and what materials we could use to do this.		
Skills	Pencil Can add simple details to drawings (bodies with sausage limbs and additional features). Can begin to draw simple self-portraits. Paint Can hold a paintbrush using a tripod grip. Other	Pencil Can draw bodies of an appropriate size in relation to the subject. Paint Can explore colour mixing, e.g. mixing primary colours to make secondary colours. Can use thinner brushes to add simple details. Clay	Pencil Can begin to draw landscapes and buildings/cityscapes. Other Can explore printing by pressing, rolling, stamping and rubbing including on fabric. Designing Can continue to use their senses to explore and describe the features of objects & buildings in the home, school, gardens and	Paint Can explore the addition of white or black paint to alter tint or tone. – (Link to Kadinsky Flowers) Clay Can create simple clay models inspired by real life. Can continue to use tools to flatten, cut and add simple details to models with more accuracy. Other	Pencil Can continue to draw landscapes and buildings/cityscapes with more detail. Paint Can continue to use thinner brushes to add simple details with more accuracy and control – (Link to Mondarin Animals) Other Can use a variety of resources (e.g. junk, construction sets etc.) to	Clay Can create more detailed clay models inspired by real life. Can continue to use tools to flatten, cut and add simple details to models with more accuracy and control. Other Can contribute to whole class collages and create simple collages independently.	

	<p>Create simple artwork using chalk.</p> <p><u>Designing - 3-D Structures and Models</u> Can use their senses to explore and describe the features of objects & buildings in the home, school, gardens and playgrounds, the local community and the wider environment.</p> <p><u>Making- 3-D Structures and Models</u> Can build models which replicate those in real life, using a variety of resources – For example – when using construction sets.</p> <p>Can make something and give meaning to it.</p> <p>Can select appropriate tools needed.</p> <p>Can use a range of tools competently, safely and confidently – such as scissors, pencils, and paintbrushes.</p>	<p>Can manipulate clay (roll, cut, squash, pinch, twist etc.)</p> <p>Can create simple clay models inspired by real life.</p> <p>Can use tools to flatten, cut and add simple details to models.</p> <p><u>Designing - Creating products to sell</u> Can make something with a clear intention – (generate own ideas)</p>	<p>playgrounds, the local community and the wider environment.</p> <p>Can begin to create simple designs to follow and label these.</p> <p>Can begin to show accuracy when drawing simple designs and pictures of things they plan to make.</p> <p><u>Making - 3-D Structures and Models</u> Can join items in a variety of ways – such as staplers, split pins, Sellotape, masking tape, string, ribbon, different sorts of glue.</p> <p>Can make something and give meaning to it.</p>	<p>Can independently select additional tools (stamps, rollers etc.) to enhance painting.</p> <p>Can contribute to whole class collages and create simple collages independently, sharing ideas, resources and skills.</p>	<p>build simple models inspired by real life.</p> <p><u>Evaluating- Inventions to solve problems</u> Can identify ways to overcome problems and improve their models (scrunch, twist, fold, bend, roll)</p> <p>Can talk about what they would do next time (new strategies)</p> <p>Can talk about their models to others – talking about their process and highlighting their successes.</p>	<p>Can continue to create simple designs to follow and label these.</p> <p>Can build models which replicate those in real life, using a variety of resources – For example – when using construction sets.</p> <p><u>Evaluating- Inventions to solve problems</u> Can continue to identify ways to overcome problems and improve their models (scrunch, twist, fold, bend, roll)</p> <p>Can continue to talk about what they would do next time (new strategies) Can continue to talk about their models to others – talking about their process and highlighting their successes..</p>	
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	Can join using simple joining techniques- Sellotape, masking tape, string, ribbon, and different sorts of glue.						
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Expressive Arts and Design – Being Imaginative and Expressive

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Knowledge Vocabulary: Tune High / Higher Low / Lower Loud / Louder Quiet / Quieter Names of instruments used	Know what call and response is.	Know how to make higher or lower sounds using instruments, e.g. that different sizes of Boom Whackers correlate to higher and lower notes.	Know that keys on a piano (e.g. Chromelab Piano app) get higher as you move to the right.	Know that music and mood are strongly related.	Know that we can move using in a variety of different ways which are related to music and rhythm. (Phys- link PE)		<u>Being Imaginative and Expressive</u> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well know nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music
Skills	Vocal Performance Can use call and response / echo games to develop pitch matching.	Vocal Performance Can sing a simple / formulaic song for an audience. Instrumental Performance Can create sounds using monotone tuned instruments (e.g. Boom Whackers and handbells) Can follow simple colour patterns to play simple melodies in a group, using monotone tuned instruments (e.g. follow a YouTube Boom Whacker play-along tutorial)	Instrumental Performance Can explore the sounds created by untuned percussion instruments (e.g. tambourines / scrapers), tuned percussion instruments (e.g. Boom Whackers) and tuned instruments (e.g. Chromelab Piano app) Can continue to create sounds using monotone tuned instruments (e.g. Boom Whackers and handbells) Can continue to follow simple colour patterns to	Evaluation and Appreciation of Music Can express an opinion about a piece of music	Vocal Performance Can sing more simple / formulaic songs for an audience. Instrumental Performance Can continue to explore the sounds created by untuned percussion instruments (e.g. tambourines / scrapers), tuned percussion instruments (e.g. Boom Whackers) and tuned instruments (e.g. Chromelab Piano app) Can continue to create sounds using monotone tuned instruments (e.g.	Composition Can use music production software (e.g. Chrome Music Lab) to create sounds. Evaluation and Appreciation of Music Can continue to express an opinion about a piece of music.	

			play simple melodies in a group, using monotone tuned instruments (e.g. follow a YouTube Boom Whacker play-along tutorial)		Boom Whackers and handbells) Can follow more complex colour patterns to play simple melodies in a group, using monotone tuned instruments (e.g. follow a YouTube Boom Whacker play-along tutorial) Dance Can move in time to music Can carry out simple actions in time to simple songs/music.	
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Understanding the World - History

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Knowledge Vocab: Week, month, season, repeat, time, morning, afternoon, evening, order, routines, Sequence, order, events, before, after, next, end, past, present, history Human, growth, same, different, similar,	<u>That times passes in sequential order;</u> Know the times of the day go in order and repeat everyday e.g. morning is before lunch time. <u>That the passage of time changes us all;</u> Know before and after as a concept. Know ordering language such as First, next, after that, in the end.	<u>That times passes in sequential order;</u> Know there are days of the week that repeat and go in order; Know there are seasons that repeat and go in order; <u>That there are key words/vocabulary associated with the passage of time;</u> Know before and after as a concept. Know ordering language such as First, next, after that, in the end.	<u>That the passage of time changes the world around us;</u> Know some things are the same/different; Know live things does not stay the same over time.	<u>That there are significant people from the past.</u> Know how to compare and contrast characters from stories, including figures from the past. <u>That there are key words/vocabulary associated with the passage of time;</u> Know the past tense of verbs;	<u>That there are significant people from the past.</u> Know that people use stories and the internet to find out and remember what significant figures did in the past.		<u>Past & Present</u> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

<p>compare, celebrate</p> <p>Decay, nature, life cycle, stages, growth, compare, man-made, structures, shards, offspring,</p> <p>Appropriate, suitable,</p> <p>Events, celebrations, yearly, annually community,</p>	<p><u>That the passage of time changes the world around us;</u> Know the stages of human growth from a baby to an elderly person;</p> <p><u>That events/celebrations take place at specific points of the year.</u> Know some of the special days repeat annually at the same time for everybody (Christmas in Winter) <u>and some happen annually for them (birthdays)</u></p> <p><i>(Cultural Capital)</i></p>	<p><u>We need to change what we do/wear in response to the passage of time;</u> Know that weather changes according to the seasons;</p> <p>Know that we need to dress accordingly to keep ourselves safe and comfortable.</p> <p><u>That events/celebrations take place at specific points of the year.</u> Know that people in our community celebrate special days;</p> <p>Know some of the special days repeat annually at the same time for everybody (Christmas in Winter) and some happen annually for them (birthdays)</p> <p><i>(Cultural Capital)</i></p>					
<p>Skills</p>	<p><u>Chronological Understanding</u> Can sequence a life cycle/stages of growth of a plant/animal. (HUMAN)</p> <p>Starts to show an awareness of time in the day e.g. stating it is lunchtime next;</p>	<p><u>Chronological Understanding</u> Can sequence stories and events</p> <p>Can collect the evidence for changing seasons e.g. flowers or shards of ice; (WINTER)</p> <p>Can comment on how what we wear changes with the seasons.</p>	<p><u>Chronological Understanding</u> Can sequence a life cycle/stages of growth of a plant/animal. (ANIMAL)</p>	<p><u>Chronological Understanding</u> Can compare and say what is the same, similar and different, about something. For example – everyday objects, photos, characters and significant figures from the past.</p> <p>Can sequence a life cycle/stages of growth</p>	<p><u>Chronological Understanding</u> Can notice changes e.g. a new haircut, new skill in themselves/friends/parents;</p> <p>Can use past tense with increasing accuracy;</p> <p><u>Historical Enquiry</u></p>	<p><u>Chronological Understanding</u> Can notice and celebrate new things they can do – e.g. I can now write letters but when I first started Reception, I couldn't.</p> <p>Can compare and say what is the same, similar and different, about something. For example – everyday</p>	

	<p>Can collect the evidence for changing seasons e.g. flowers or shards of ice; (AUTUMN)</p> <p>Can compare and say what is the same, similar and different, about something. For example – everyday objects, photos, characters and significant figures from the past – (HOME OBJECTS)</p> <p>Historical Enquiry How are historical sources used to find out about the past?</p> <p>Can narrate their daily routines/ weekly activities.</p>	<p>Historical Enquiry How are historical sources used to find out about the past?</p> <p>Can develop self-care routines including wearing/choosing appropriate clothes</p> <p>Can explain why we wear hats in winter and sun-cream in the summer</p> <p>Can say what might happen on special days e.g. we dress a tree at Christmas</p> <p>Can join in celebrations and sometimes remember what happened last year on that same day.</p> <p>Can compare and say what is the same, similar and different, about something. For example – everyday objects, photos, characters and significant figures from the past – (LIGHTS)</p>		<p>of a plant/animal. (PLANT)</p> <p>Can compare the evidence of key man-made structures over time (e.g. pictures of their classroom/school, main street in town)</p> <p>Can collect the evidence for changing seasons e.g. flowers or shards of ice; (SPRING)</p> <p>Can notice and comment on what happens in each season;</p> <p>Historical Enquiry How are historical sources used to find out about the past?</p> <p>Can listen to stories/non-fiction books about the past, and talk about what they have heard.</p>	<p>How are historical sources used to find out about the past?</p> <p>Can listen to stories/non-fiction books about the past, and talk about what they have heard.</p>	<p>objects, photos, characters and significant figures from the past. (TRANSPORT & SUMMER/BEACH WEAR/COMMUNICATION)</p>	
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Understanding the World - Geography

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<p>Knowledge</p> <p>Vocab: direction, left, right, forwards, backwards, follow, verbal,</p>	<p>Know that every house has its own address.</p> <p>Know that more than one house is in a village or town.</p>	<p>Know that weather changes according to the seasons and where we are in the world.</p> <p>Know that we need to dress accordingly to keep ourselves safe.</p>		<p>Know that directions can be followed and lead to different places.</p> <p>Know that directions can be verbal, pictorial or written.</p>	<p>Know the country that they live in.</p> <p>Know that not all countries in the world are the same.</p>		<p>People Culture, and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction, texts and maps. Know some similarities and differences between different religious</p>

<p>pictorial, written, point, positional</p> <p>address, environment, natural, world, village, town, city, street, road, maps, local, features, visible</p> <p>country, United Kingdom, compare, same, similar, different,</p> <p>weather, world, temperature</p> <p>map, signs, symbols, places, directions, land, sea,</p>	<p>Know what a map looks like.</p> <p>Know that a map is about a place.</p> <p>Know that signs and symbols can tell us about a place.</p> <p>Know that the signs and symbols usually represent an object that does not move (although in story maps this is interpreted differently e.g the hay stack in Rosies walk ...)</p>			<p>Know simple vocabulary to label visible features of the area around them.</p>			<p>and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.</p>
<p>Skills</p>	<p><u>Geographical skills</u> Draw and create their own maps using real objects, and/or pictures and symbols. (simple)</p>	<p><u>Geographical skills</u> Comment on how what we wear changes with where we are.</p> <p>Choose the correct clothes for certain activities such as play in the woods</p>		<p><u>Geographical skills</u> Follow simple directions (Up, down, left/right, forwards/backwards).</p> <p>Follow directions with a small toy.</p> <p>Direct a friend from point A to B using positional language.</p> <p>Draw and create their own maps using real</p>	<p><u>Geographical skills</u> Comment and ask questions about aspects of their familiar environment such as the place where they live or the natural world.</p> <p><u>Fieldwork Skills</u> Talk about where they live.</p> <p>Talk about the area they are in, describing what they can see.</p>	<p><u>Geographical skills</u> Express their opinions on natural and built environments.</p> <p>Talk about the different countries of the UK.</p> <p>Be able to comment on the country they live in.</p> <p>Be able to compare and say what is the</p>	

				objects, and/or pictures and symbols. (simple)		same/different about a country's physical or human geography. Fieldwork Skills Explore the local area and identify both the built and the natural environment.	
Understanding the World - Science							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Knowledge Vocab: Seasons, summer, winter, autumn, spring, growth, change, temperature, heat, cold, weather, grow, differences, environment. hibernation, migration Climate, habitat, environment, conditions, world, Earth, growth, harmful, damage, planet. Earth, environment, care, recycle, reuse, reduce – 3r's, community, seeds, soil,	<u>Materials - There are important processes and changes that happen</u> Know that temperature can change materials in both reversible and irreversible ways such as melting ice, chocolate or baking bread. – (Buns) <u>Earth and Space - That there are changes in the natural world through the seasons</u> Know that there are four seasons across the year;	(Equality of opportunity, inclusion, diversity and Cultural Capital – focusing on the inventor – Thomas Edison – Lightbulb Inventor <u>Materials - There are important processes and changes that happen</u> Know that temperature can change materials in both reversible and irreversible ways such as melting ice, chocolate or baking bread. – (Baking biscuits) Know that there are changes that happen in the natural world (ICE) Know that the seasons affect the temperature; Start to use the vocabulary associated with the seasons.	<u>How science is used to help us.</u> Know that science has helped us to live healthier lives for example understanding our bodies – link to oral hygiene Understand the importance of oral hygiene and how to look after their bodies and own personal hygiene. <u>Living Things and their Habitats - Know that animals change as they grow and have life cycles.</u> Know that the natural environment and world around them supports them to live and grow; Know how to respect and care for the natural environment and all living things; <u>Plants - That the world is made up of different animals and plants.</u>	<u>That there are key words/vocabulary associated with science.</u> <u>Plants - That the world is made up of different animals and plants.</u> Know that some things are living and others are non- living; Know how to plant seeds and look after living plants to help them grow. – (FLOWER) <u>Earth and Space - That there are changes in the natural world through the seasons</u> Know that <u>plants</u> and animals react to seasons in the way they grow and their natural life cycles;	<u>Know that animals change as they grow and have life cycles.</u> Know how to care for their immediate environment and the wider world; <u>Living Things and their Habitats - Know that animals change as they grow and have life cycles.</u> Know that there are different natural environments around the world that have specific characteristics such as deserts, forests, islands. <u>Earth and Space - That there are changes in the natural world through the seasons</u> Know that plants and <u>animals</u> react to seasons in the way they grow and their natural life cycles; Know the length of day and night changes	(Equality of opportunity, inclusion, diversity and Cultural Capital – focusing on the inventors Wright Brothers – who made and flew the first aeroplane.	<u>The Natural World</u> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them including the season and changing states of matter.

<p>roots, water, stem, sunlight, calming</p> <p>Magnifying glass, enlarge, magnify magnets, detail, incubator, pooter, magnet, attract, repel, materials</p> <p>Seeds, bulbs, roots, stem, grow, change, sunlight, life-cycle, frogspawn, tadpole, froglet, frog, egg, caterpillar, cocoon, chrysalis grow, change, butterfly, seed, seedling, stem, plant, flower, leaf, sunlight, food</p> <p>Freeze, frozen, change, different, warm, heat, melt, cook, liquid, colour, solid, same, different,</p>		<p>Comment on the weather and temperature making simple observations linked to seasonal understanding.</p>	<p>Know that some things are living and others are non- living;</p> <p>Know how to plant seeds and look after living plants to help them grow. – (FRUIT/VEG)</p> <p><u>Working Scientifically - Use a range of Scientific equipment to help them develop their lines of enquiry.</u></p> <p>Know that some specialist equipment can help us to understand the natural world and enhance our experiences.</p>		<p>depending on the season;</p> <p>Know the vocabulary of the four seasons.</p>		
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<p>Safely, equipment, materials</p> <p>Senses, oral, hygiene, healthy, diet, balanced, personal hygiene,</p>							
<p>Skills</p>	<p><u>Materials - There are important processes and changes that happen</u> Use their senses and hands on exploration of natural materials and their environment to explore and talk about what they see, hear, smell and touch – (AUTUMN)</p> <p>Comment on what they see in their local environment such as flowers in bud or leaves falling from trees and make connections, linking it to their seasonal understanding.</p> <p>Collect and examine evidence of changing seasons talking about what they see. (AUTUMN)</p>	<p><u>Working Scientifically - Use a range of Scientific equipment to help them develop their lines of enquiry.</u> Can handle equipment carefully, safely and appropriately.</p> <p>Can name a range of equipment that they use such as a pooter (insect catcher), magnifying glass, incubator, <u>magnets</u>.</p> <p><u>Materials - There are important processes and changes that happen</u> Use their senses and hands on exploration of natural materials and their environment to explore and talk about what they see, hear, smell and touch – (WINTER)</p> <p>Comment on what they see in their local environment such as flowers in bud or leaves falling from</p>	<p><u>Working Scientifically - Use a range of Scientific equipment to help them develop their lines of enquiry.</u> Can handle equipment carefully, safely and appropriately.</p> <p>Can name a range of equipment that they use such as a pooter (insect catcher), <u>magnifying glass</u>, incubator, magnets.</p> <p><u>Materials - There are important processes and changes that happen</u> Ask questions and investigate why things happen in the classroom and wider environment through adult led and child initiated activities for example creating a volcano experiment that leads to a discussion of the process alongside real life pictures and videos – often linked to the children’s own</p>	<p><u>Plants - That the world is made up of different animals and plants.</u> Can communicate what they have learned through drawing or some other way of recording.</p> <p>Can ask and answer questions about what they have observed.</p> <p>May ask and answer science based questions on first hand experiences and books.</p> <p>Can sort e.g. living things, into two simple groups, using given criteria – (PLANTS)</p> <p><u>Working Scientifically - Use a range of Scientific equipment to help them develop their lines of enquiry.</u> Can handle equipment carefully, safely and appropriately. Can name a range of equipment that they <u>use such as a pooter</u></p>	<p><u>Plants - That the world is made up of different animals and plants.</u> Can sort e.g. living things, into two simple groups, using given criteria – (ANIMALS)</p> <p><u>Living Things and their Habitats - Know that animals change as they grow and have life cycles.</u> Communicate orally, in simple descriptions and explanations for example;</p> <p>Can comment on how two animals, are similar or different from each other; notice and describe how they change as they grow. Talk about a farm, which animals live there / plants grow there and the job of the farmer.</p> <p>Talk about their knowledge for example that some animal’s habitats need certain conditions such as polar</p>	<p><u>Materials - There are important processes and changes that happen</u> Ask questions and investigate why things happen in the classroom and wider environment through adult led and child initiated activities for example creating a volcano experiment that leads to a discussion of the process alongside real life pictures and videos – often linked to the children’s own interests. – (MATERIALS- MAGNETS/ FLOATING & SINKING)</p> <p>Use their senses and hands on exploration of natural materials and their environment to explore and talk about what they see, hear, smell and touch – (SUMMER)</p>	

	<p>Comment on characters, settings and events in stories that are linked to seasonal characteristics and changes.</p>	<p>trees and make connections, linking it to their seasonal understanding.</p> <p>Collect and examine evidence of changing seasons talking about what they see. (WINTER)</p> <p>Comment on characters, settings and events in stories that are linked to seasonal characteristics and changes.</p>	<p>interests. – (GROWING/DECAY)</p>	<p>(insect catcher), magnifying glass, incubator, magnets.</p> <p><u>Materials - There are important processes and changes that happen</u></p> <p>Use their senses and hands on exploration of natural materials and their environment to explore and talk about what they see, hear, smell and touch – (SPRING)</p> <p>Comment on what they see in their local environment such as flowers in bud or leaves falling from trees and make connections, linking it to their seasonal understanding.</p> <p>Collect and examine evidence of changing seasons talking about what they see. (SPRING)</p> <p>Comment on characters, settings and events in stories that are linked to seasonal characteristics and changes.</p>	<p>bears prefer to live in cold climates. Demonstrate this through their small world play and storytelling.</p> <p>Take part in activities such as recycling in school, rewinding projects, and traffic calming posters and develop an eco-conscious approach to classroom practices and resource.</p>	<p>Comment on what they see in their local environment such as flowers in bud or leaves falling from trees and make connections, linking it to their seasonal understanding.</p> <p>Collect and examine evidence of changing seasons talking about what they see. (SUMMER)</p> <p>Comment on characters, settings and events in stories that are linked to seasonal characteristics and changes.</p>	
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Understanding the World – Religious Education

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Knowledge	Know about the different members	Knows why religious venues are special to	Knows why religious venues are special to	Knows why religious venues are special to	Knows why religious venues are special to		<u>People Culture and Communities</u>

<p>Vocab: Diwali, Hanukkah, Celebrations, religion, religious, venue, worship, beliefs, community, members, experiences</p>	<p>of their community. For example – families(make up), occupations.</p>	<p>members of their community, Know that people have different beliefs and celebrate special times in different ways.</p>	<p>members of their community, Know that people have different beliefs and celebrate special times in different ways.</p>	<p>members of their community, Know that people have different beliefs and celebrate special times in different ways.</p>	<p>members of their community, Know that people have different beliefs and celebrate special times in different ways.</p>		<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction, texts and maps. <i>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.</i> <i>Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.</i></p>
<p>Skills</p>	<p>Comments on images of familiar experiences For example - <u>holidays, birthdays.</u> Can name different religious venues – Church, Mosque and Synagogue as a minimum. <u>(TEMPLE)</u> Comment on pictures of a wide range of celebrations – For example - <u>Diwali, Hanukkah, Christmas, Easter, Chinese New Year</u></p>	<p>Can name different religious venues – <u>Church, Mosque and Synagogue</u> as a minimum. Comment on pictures of a wide range of celebrations – For example - <u>Diwali, Hanukkah, Christmas, Easter, Chinese New Year</u> Can articulate what others celebrate and begin to explain some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p>	<p>Can name different religious venues – <u>Church, Mosque and Synagogue</u> as a minimum. Comment on pictures of a wide range of celebrations – For example - <u>Diwali, Hanukkah, Christmas, Easter, Chinese New Year</u> Can articulate what others celebrate and begin to explain some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p>	<p>Can name different religious venues – <u>Church, Mosque and Synagogue</u> as a minimum. Comment on pictures of a wide range of celebrations – For example - <u>Diwali, Hanukkah, Christmas, Easter, Chinese New Year</u> Can articulate what others celebrate and begin to explain some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p>	<p>Can name different religious venues – <u>Church, Mosque and Synagogue</u> as a minimum. Comment on pictures of a wide range of celebrations – For example - <u>Diwali, Hanukkah, Christmas, Easter, Chinese New Year (Islamic New Year)</u> Can articulate what others celebrate and begin to explain some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p>	<p>Comments on images of familiar experiences For example - <u>holidays, birthdays.</u></p>	
Technology/Computing							
<p>Knowledge</p>		<p><u>Use of ICT and Basic Skills</u> Know the names and functions of some of the parts of a</p>	<p><u>Researching, Presenting and Communicating</u> Know that computers can be used to draw pictures, type words and</p>		<p><u>Online safety</u> Know that we can use the internet to find information.</p>		<p>There are no early learning goals that directly relate to computing objectives, though it is still expected that children will be introduced to appropriate technology and use it within</p>

		computer – e.g. keyboard, mouse	sentences and watch and create videos.		Know that we should always ask a trusted adult before using the internet. Know that we should always ask a trusted adult for help if we are worried or confused about something we see online.		their provision.
Skills	Use of ICT and basic skills Completes a simple program on electronic devices Uses ICT hardware to interact with age-appropriate computer software	Use of ICT and basic skills Completes a simple program on electronic devices Uses ICT hardware to interact with age-appropriate computer software	Researching, Presenting and Communicating Can type their name using the keyboard, to match a picture they have drawn. 2Simple Use of ICT and Basic Skills Uses iPads to Play games (phonics and numbers)	Programming Programme a BeeBot to carry out simple actions. Researching, Presenting and Communicating Can type their name or <u>simple sentence</u> , using the keyboard, to match a picture they have drawn. 2Simple	Use of ICT and basic skills Develops digital literacy skills by being able to access, understand and interact with a range of technologies Can use the internet with adult supervision to find and retrieve information of interest to them	Researching, Presenting and Communicating Can create content such as a video recording, stories, and/or draw a picture on screen 2Simple	

Mathematics – see separate Medium Term Maths Plan

White Rose Maths Phases – We follow the phases, but use a combination of WRM, Twinkl and BBC Number Blocks

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Scheme/ Unit	Just Like Me!	It's Me 1, 2, 3! Light and Dark	Alive in 5! Growing 6,7,8 Start - Building 9 & 10	Continue Building 9 & 10	To 20 and Beyond First Then Now	Find my Pattern On the Move	
Book Focuses	Someone Bigger Titch Pattern Bugs	Rosie's Walk Goldilocks and the Three Bears Shapes are Everywhere The Hungry Caterpillar Nine Ducks, Nine! Ten Seeds Ten in the Bed	How to Weigh an Elephant Five Creatures Eight Silly Monkeys Noah's Ark	Ten Little Pirates Ten Black Dots One to Ten and Back Again Ten Sleepy Sheep	Monster Math Grandpa's Quilt Tad One is a Snail, Ten is a Crab Which is Round? Which is Bigger? One Moose, Twenty Mice	Rosie's Walk The Bad Tempered Ladybird Kippers Toy Box Me on the Map The Secret Path	
Maths Concepts Covered	Match and Sort Compare Amounts Compare Size, Mass & Capacity Exploring Pattern	Representing 1,2 & 3 Comparing 1,2 & 3 Composition of 1,2 & 3 Representing Numbers 1-5	Introducing Zero Comparing Numbers to 5 Composition of 4 & 5 Compare Mass Compare Capacity	Counting to 9 & 10 Comparing Numbers to 10 Bonds to 10 3D Shapes	Counting Patterns Beyond 10 Building Numbers Beyond 10	Doubling, Sharing and Grouping Even & Odd Deepening Understanding	

Number
Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including doubling facts.

Numerical Patterns
Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts,

		One more and Less Circles & Triangles Positional Language Shapes with 4 sides Time	6,7,8 Combining 2 Amounts/Groups Length & Height Time Making Pairs	Spatial Awareness Patterns	Spatial Reasoning - Match, Rotate, Manipulate Compose and Decompose Adding More Taking Away Triangles	Patterns and Relationships Spatial Reasoning - Visualise and Build Mapping	recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Knowledge	<p>Know that collections of objects can be matched and sorted into groups based on attributes such as colour, size or shape.</p> <p>Know that when making comparisons a set can have more items, fewer items or same amount as another set.</p> <p>Know that objects can be compared and ordered according to size, mass and capacity.</p> <p>Know that we give number name for each item (counting accurately) –to 3.</p> <p>Know about everyday patterns around us.</p> <p>Know how simple repeating patterns can be created, ways to describe</p>	<p>Know positional language.</p> <p>Know language related to events that happen.</p> <p>Know that amounts can be represented in different ways. – (1-5)</p> <p>Know that shapes can be combined to make new ones.</p> <p>Know that when we count, each number is one more than the number before, and as we count back each number is one less.</p> <p>Know that all numbers are made up of smaller numbers.</p> <p>Know that circles have one curved side and triangles have 3 straight sides.</p> <p>Know that squares and rectangles have sides and 4 corners.</p>	<p>Know the number zero, and this can be used to represent when there is ‘nothing there’ or ‘all gone’.</p> <p>Continue to know that when comparing numbers, one quantity can be more than, same as or fewer than another quantity.</p> <p>Continue to know that all numbers are made up of smaller numbers.</p> <p>Continue to know that objects can be compared and ordered according to size, mass and capacity.</p> <p>Know that a pair is 2.</p> <p>Know that groups can be combined to find the total amount.</p> <p>Know language linked to length and height.</p> <p>Know that important events in their day/ or a familiar story can be placed in an order and sequenced.</p>	<p>Continue to know that we give number name for each item (counting accurately) – to 10.</p> <p>Know that subtracting is taking away, and that the group gets smaller.</p> <p>Know that amounts can be represented in different ways. – (6 -10 – subitising)</p> <p>Know the vocabulary linked to 3D shapes, and how they are similar and different.</p> <p>Know how complex patterns can be created, ways to describe them and continue them.</p> <p>Know that number can be paired up to make 5 and 10.</p>	<p>Continue to know that amounts can be represented in different ways. – (numbers to 20)</p> <p>Know that a group can be changed by adding more and taking away objects.</p> <p>Know that shapes can be combined and separated to make new shapes.</p> <p>Know that shapes, can be matched, rotated, and manipulated to create pictures, complete puzzles.</p>	<p>Know that doubling means ‘twice as many’.</p> <p>Know that sharing means we get the same amount each – equal groups.</p> <p>Know that some quantities can be grouped into pairs and some will have one left over.</p> <p>Know that some amounts will share equally, and some won’t.</p> <p>Know that places and models can be replicated.</p> <p>Know language linked to position and direction.</p> <p>Know how to solve maths problems, drawing on previous knowledge.</p> <p>Continue to know relationships between number and shapes.</p> <p>Continue to know how complex patterns and</p>	

	<p>them and continue them.</p> <p>Know the number they finally say is the quantity of the set.</p>					<p>symmetrical constructions can be created. Then how know how to describe them and continue them.</p>
Skills	<p>Can count 1-1 accurately to 3.</p> <p>Can compare quantities using language such as more than, fewer than and same as.</p> <p>Can identify how many objects are in a set by counting them.</p> <p>Can compare everyday objects – using size, length, and weight and capacity language.</p> <p>Can subitise amounts to 3</p> <p>Can represent up to 3 using fingers/objects.</p> <p>Can create simple repeating patterns, talk about these and spot errors.</p> <p>Can match and sort items into groups, and talk about how they have sorted these.</p>	<p>Can recite numbers beyond 5.</p> <p>Can match number to quantity for up to 5 objects.</p> <p>Can find one more and one less for groups of objects to 5.</p> <p>Can represent 5 in different ways.</p> <p>Can solve maths problems with numbers to 5.</p> <p>Can use marks and symbols, as well numerals to record.</p> <p>Can name 2D shapes, and talk about their properties.</p> <p>Can use positional language.</p> <p>Can talk about routes, locations, using words like, in front of, behind,</p> <p>Can talk about a sequence of events real or fictional - using correct time language</p>	<p>Can order/sequence a familiar story, or event.</p> <p>Can compare quantities using language such as more than, fewer than and same as.</p> <p>Can add two groups together to work out the total amount of items/make the amount said.</p> <p>Can compare objects using the correct mathematical language - weight, length and capacity and place these in order.</p> <p>Can represent 4, 5 6,7 & 8 in different ways.</p>	<p>Can create complex repeating patterns, and describe them to others</p> <p>Can automatically recall number bonds to 5 and then 10.</p> <p>Can count 1-1 accurately to 10 – sounds, objects and actions.</p> <p>Can subitise amounts to 10.</p> <p>Can match number to quantity for up to 10 objects.</p> <p>Can represent amounts to 10 in different ways (subitise amounts to 10.)</p> <p>Can find one more and one less for groups of objects to 10, and numbers.</p> <p>Can name some 3D shapes, and talk about their properties.</p>	<p>Can recite numbers beyond 10.</p> <p>Can represent amounts to 20 in different ways.</p> <p>Can add and subtract amounts/ Numbers</p> <p>Can compose and decompose shapes.</p> <p>Can match, rotate and manipulate shapes to match pictures, create pictures and complete puzzles.</p>	<p>Can double, halve and share amounts.</p> <p>Can use positional and directional language.</p> <p>Can create their own complex patterns and symmetrical constructions, talk about these and spot errors.</p> <p>Can continue others complex patterns, and copy symmetrical constructions.</p> <p>Can identify odds and even numbers/amounts.</p> <p>Can solve mathematical problems using previous knowledge.</p> <p>Can identify the relationship between numbers and shapes.</p> <p>Can replicate simple constructions, models, real places and places in stories and then use positional language to describe where objects</p>

	Can talk about and identify patterns around us.	– such as morning, night, first, next. Can combine shapes to create other shapes.				are in relation to other items.	
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Literacy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Knowledge	<p>Comprehension: Know that print carries meaning and in English, is read from left to right and top to bottom. Know the difference between text and illustrations.</p> <p>Emergent writing: Know that thoughts can be wrote down.</p> <p>Know that writing communicates meaning.</p> <p>Composition:</p>	<p>Emergent writing: Know there is a sound/symbol (grapheme) relationship.</p> <p>Word Reading: Know that there are regular words and common exception words (tricky words), and how these are different.</p> <p>Composition: Know what a sentence is.</p>	<p>Comprehension: Know the structure of a non-fiction and how this book is different to a fiction book.</p> <p>Know what an author and illustrator is.</p> <p>Know what a prediction is.</p> <p>Know some of the different audiences for writing.</p> <p>Handwriting: Know what a capital letter is and a lowercase letter is.</p>	<p>Handwriting: Know what ascender and descender means and which letters are ascenders and descenders.</p> <p>Composition: Know what a conjunction is.</p>	<p>Comprehension: Know the structure of a non-fiction books and how we use these.</p> <p>Know the difference between different types of texts (fiction, nonfiction, poetry)</p> <p>Know that stories may have different story openers - such as 'Once upon a time, One dark night.'</p> <p>Emergent writing: Know the different audiences for writing.</p>	<p>Comprehension: Know the structure of a non-fiction books and how we use these.</p> <p>Know the difference between different types of texts (fiction, nonfiction, poetry)</p> <p>Know that stories may have different story openers - such as 'Once upon a time, One dark night.'</p> <p>Know that fiction books have themes – such as perseverance, good v evil.</p>	<p>Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others</p> <p>Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>

	<p>Know that thoughts and stories can be written down.</p> <p>Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom</p>				<p>Know what imperative verbs are.</p>	<p>Know what time connectives are and how these are used in stories.</p> <p>Emergent writing: Know what adjectives are and how to use these to describe objects, characters, places.</p>	<p>Comprehension Demonstrate understanding of what has been read to them by retelling stories, and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>
Skills	<p>Comprehension: Listen to and enjoy sharing a range of books.</p> <p>Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover.</p> <p>Join in with rhymes, songs and poems.</p> <p>Join in with repeated refrains and key phrases.</p> <p>Word Reading: Hear general sound discrimination and be able to orally blend and segment.</p> <p>Emergent writing: Be able to listen and speak in a range of contexts.</p>	<p>Comprehension: Engage in conversation and can answer questions when reading wordless fiction and nonfiction books.</p> <p>Be able to answer 'who', 'where' 'what' and 'when' questions linked to text and illustrations.</p> <p>Talk about events, themes, feelings, main characters, where a story is set and recognise links to own life experiences.</p> <p>Use/create maps and props, adapt model(s) to retell other experiences in sequence.</p> <p>Word Reading: Read individual letters by saying the sounds for them.</p>	<p>Comprehension: Be able to use picture clues to help read a simple text.</p> <p>Predict and anticipate key events based on illustrations, story content and title.</p> <p>Play is influenced by experience of books (small world, role play) and appropriate vocabulary.</p> <p>Word Reading: Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read a few common exception words</p>	<p>Comprehension: Retell stories in the correct sequence, draw on language patterns of stories.</p> <p>Say how they feel about stories and poems, what parts of the story they liked or disliked, can identify favourite characters, events, or settings and why.</p> <p>Play influenced by experience of books Innovate a well-known story with support.</p> <p>Create maps to show a process- getting the steps in the right order (instructions)</p>	<p>Comprehension: Correctly sequence a story or event using pictures and/or captions.</p> <p>Respond to questions about how and why something is happening.</p> <p>Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.</p> <p>Independently access the features of a non-fiction book.</p> <p>Word Reading: Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known</p>	<p>Comprehension: Retell stories in the correct sequence, draw on language patterns of stories, using time connectives – e.g. first, then, after, next, finally and use past tense.</p> <p>Begin to discuss features of their own writing e.g., what kind of story have they written.</p> <p>Word Reading: Read some tricky words from Phase 4 e.g. said, like, have, so.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Emergent writing: Continue to show awareness of the different audiences for writing.</p>	

	<p>Give meaning to marks they make.</p> <p>Write their name copying it from a name card or try to write it from memory.</p> <p>Composition: Use talk to link ideas, clarify thinking and feelings.</p> <p>Sing nursery rhymes.</p> <p>Spelling: Orally segment sounds in simple words.</p> <p>Write their name copying it from a name card or write some letters from their name.</p> <p>Handwriting: Form some letters from their name correctly.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Emergent writing: Be able to copy adult writing behaviour e.g., writing on a whiteboard, writing messages.</p> <p>Makes marks and drawings using increasing control.</p> <p>Use some recognisable letters and own symbols.</p> <p>Write letters and strings, sometimes in clusters like words.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it.</p> <p>Use nouns and verbs correctly.</p>	<p>matched to the school's phonic programme.</p> <p>Emergent writing: Build words using letter sounds in writing.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it with support.</p> <p>Orally describe an object/character/place</p> <p>Orally retell how to make and do something in a few simple steps.</p> <p>Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes.</p> <p>Handwriting: Write from left to right and top to bottom. Forming recognisable letters.</p> <p>Begin to form some capital letters.</p> <p>Recognise that after a word there is a space.</p>	<p>Word Reading: Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Emergent writing: Build words using letter sounds in writing.</p> <p>Write labels and captions – creating facts.</p> <p>Write a simple sentence and use the simple conjunction – 'and'.</p> <p>Composition: Use talk to organise describe events and experiences.</p> <p>Spelling: Spell to write VC, CVC and CVCC words independently using</p>	<p>letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Emergent writing: Write a simple sentence with a full stop – for example – when writing simple instructions, or facts.</p> <p>Show awareness of the different audiences for writing.</p> <p>Discuss and write a list what is needed to make and do something.</p> <p>Write the simple steps for instructions using simple sentence structures.</p> <p>Write a simple sentence containing imperative verbs at the start. (spoken and then written)</p> <p>Continue to build on knowledge of letter sounds to build words in writing.</p> <p>Use writing in play.</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop – (instructions/simple narratives)</p> <p>Write simple sentences using adjectives to describe objects, characters, person, places.</p> <p>Write simple sentences recounting stories heard.</p> <p>Composition: Orally describe an object/character/place using adjectives.</p> <p>Use more of a variety of simple conjunctions <i>and, so, but</i> to join and add information.</p> <p>Make up our own poems</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences.</p> <p>Make phonetically plausible attempts when writing more</p>	
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		<p>Take part in rhyming games</p> <p>Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name</p> <p>Handwriting: Form letters from their name correctly.</p>		<p>Phase 2 and phase 3 graphemes.</p> <p>Spell some irregular common (tricky) words e.g., the, to, no, go independently.</p> <p>Handwriting: Sit correctly at a table, holding a pencil comfortably and effectively to form recognisable letters.</p> <p>Be able to form clear ascenders and descenders</p> <p>Write some familiar capital letters correctly – e.g for name, friends, family.</p>	<p>Use familiar words in their writing.</p> <p>Composition: Discuss a range of different poetry styles chosen for language - rhyming verses, prickly, funny.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences.</p> <p>Be able to make phonetically plausible attempts when writing more complex unknown words.</p> <p>Handwriting: Form most lower-case and capital letters correctly, starting and finishing in the right place, going the right way round and correctly orientated.</p> <p>Begin to include spaces between words.</p>	<p>complex unknown words e.g., using Phase 4 CCVCC</p> <p>Spell irregular common (tricky) words e.g., he, she, we, be, me independently.</p> <p>Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form capital letters correctly.</p> <p>Include finger spaces between words.</p>	
Phonics – Little Wandle	Phase 1/2	Phase 2	Phase 3	Phase 3	Phase 4	Phase 4	
Greenlands - 50 things to	* To be 'Terrific Tiger' (50)	* To perform in a play on the school stage. (50)	* To dress up as a book character (linked to world book day) (50)	* Spotting - Evergreen plants- Holly and Ivy	* Mini dens for woodland creatures.	* To be able to build a sandcastle. (50)	

<p>do before leaving school (Outdoor Learning /welly walks)</p>	<p>* Introduction to the School grounds</p> <p>* To play in the rain. (50)</p> <p>* To create a wild collage/art work – of themselves (50)</p> <p>* Senses walk</p> <p>* Toast marshmallows on the campfire (50)</p>	<p>*To watch a play. (50)</p> <p>*Outdoor maths – counting leaves and seeds / leaf patterns.</p> <p>* Autumn scavenger hunts.</p>	<p>* Observing/Noting changes in the weather in winter.</p> <p>* Winter scavenger Hunts.</p> <p>* Superhero outdoor circuit</p>	<p>* To be able to plant it, grow it and eat it – beans other seeds/bulbs (50)</p> <p>* Spring scavenger hunts</p> <p>* Bark rubbing.</p>	<p>* To be able to hold a scary beast. (50)</p> <p>* Being kind to the Environment/Animals – Litter Picking in the park</p> <p>* To ride on a bus, train or tram. (50)</p>		
<p>Visits/Trips & Workshops Big Trip (cost)</p>	<p>Topic – Book Study ‘We All belong’ Walk to the local Park to look for signs of autumn and look at some of our homes.</p>	<p>Topic – It’s Showtime! A Visit to the Pantomime</p>	<p>Topic Healthy Heroes - Walk to the local library and Tesco – researching healthy food. Keep fit in the park – park mile.</p>	<p>Topic – Greenlands Garden Centre Visit a Garden Centre or walk in our local environment to spot different flowers/plants/ walk to an allotment.</p>	<p>Topic – The Animal Ball Trip to Doncaster Wildlife Park</p>	<p>Topic - Book Study – Emma Jane’s Aeroplane A walk to the park for a family picnic. and walk to Anston Stones – pooh sticks.</p>	
<p>Visitors</p>	<p>Staff to read their favourite story book.</p> <p>Parent bring a baby in.</p>	<p>Dentist/Hygienist Tracey – Church lady – Christmas Story</p>	<p>Tracey – Church lady – Easter Story</p>	<p>Parents/Carers to help plant seeds/bulbs</p>	<p>Parents/Carers to bring in a pet.</p>	<p>Year 1 teacher to visit for story times, and transition.</p>	