


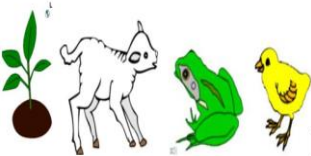




## EYFS Curriculum Overview - 2021-2022

<u>Term 1</u> Rhyme Time/Amazing Me 	<u>Term 2</u> People and Transport 	<u>Term 3</u> Our World 	<u>Term 4</u> New Life 	<u>Term 5</u> Tell me a story 	<u>Term 6</u> Beside the seaside 
Area of learning	Skills and Knowledge	Development Matters		Early Learning Goal	
<p style="text-align: center;"><b>Art (EAD)</b></p>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Add white or black paint to alter tint or shade</li> <li>• Colour matching to a specific colour and shade</li> <li>• Can hold a paintbrush using a tripod grip</li> <li>• Can independently select additional tools (stamps, rollers etc) to improve their painting</li> <li>• Create patterns or meaningful pictures when printing</li> <li>•</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Draws bodies of an appropriate size for what they're drawing</li> <li>• Draws with detail (bodies with sausage limbs and additional features)</li> <li>• Children are beginning to draw self-portraits, landscapes and buildings/cityscapes</li> </ul>	<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Develop overall body-strength, balance, coordination and agility.</li> </ul> <p><b>Expressive art and design</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.*</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul>		<p><b>Fine Motor</b></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul> <p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> </ul>	

<p style="text-align: center;"><b><u>DT</u></b> <b><u>(EAD)</u></b></p>	<p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>• Builds models which replicate those in real life. Can use a variety of resources – loose part play</li> <li>• Makes something that they give meaning to</li> <li>• Makes something with clear intentions</li> </ul> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>• Join items with glue or tape</li> <li>• Join items in a variety of ways – Sellotape, masking tape, string, ribbon</li> <li>• Knows how to improve models (scrunch, twist, fold, bend, roll)</li> <li>• Knows how to secure boxes, toilet rolls, decorate bottles</li> <li>• Smooth, rough, bendy, hard, Weave (fine motor) Improved vocab – flexible, rigid</li> </ul>	<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> </ul> <p><b>Expressive Art and Design</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul>	<p><b>Fine Motor</b></p> <ul style="list-style-type: none"> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> </ul> <p><b>Creating with materials</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> </ul>
<p style="text-align: center;"><b><u>Music</u></b> <b><u>(EAD)</u></b></p>	<ul style="list-style-type: none"> <li>• Understands emotion through music and can identify if music is 'happy', 'scary' or 'sad'</li> <li>• Selects own instruments and playsthem in time to music.</li> <li>• Can change the tempo and dynamics whilst playing</li> <li>• Knows how to use a wide variety of instruments.</li> <li>• Beginning to write own compositions using symbols, pictures or patterns</li> </ul>	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>• Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Combine different movements with ease and fluency.</li> </ul> <p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their</li> </ul>	<p><b>Expressive Arts and Design</b></p> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>

		<p>previous learning, refining ideas and developing their ability to represent them</p> <ul style="list-style-type: none"> <li>• Create collaboratively sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	
<p><b><u>Computing</u></b> <b><u>(EAD)</u></b></p>	<ul style="list-style-type: none"> <li>• Use various tools such as brush, pens, stamps, erasers and shapes with support</li> <li>• Can independnetly change games or increase levels of difficulty on games</li> <li>• Children can edit photos</li> <li>• Erases content and understands how to charge cameras</li> <li>• Children know what personal information is and kniw it should not be shared online</li> </ul>	<p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>• Show resilience and perseverance in the face of a challenge</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Know and talk about the different factors that support their overall health and wellbeing: sensible amounts of 'screen time'.</li> </ul> <p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>	<p><b>Personal, Social and Emotional Development</b></p> <p><b>Managng self</b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> </ul> <p><b>Expressive Arts and Design</b></p> <p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> </ul>

## Geography (UTW)

- Can use maps to locate objects in 'real life'
- Can briefly explain the difference between human and physical features (which items can and can't be moved)
- Children ask questions about the world and enjoy looking at maps and globes
- Children are able to name town, cities and countries with familiar links
- Can identify similarities and differences between homes in our country
- Can identify similarities and differences between homes in other countries
- Make comparisons between life for children in this country and other countries
- Recognise some environments that are different to the one in which they live
- Use pictures to compare and contrast environments round the world

### Understanding the World

- Draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Recognise some environments that are different to the one in which they live

### Understanding the World

#### People, Culture and Communities

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

#### The Natural World

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons.

## Science (UTW)

- Talks about differences between materials and changes they notice
- Can name and explain what their five senses are
- Explores and talks about forces (push and pull)
- Explores non-contact forces (gravity and magnetism)
- Names and orders seasons
- Understands the effects of seasons on the natural world, discussing when and how things grow
- Can talk about different life cycles
- Understands the need to respect and care for the natural environment and all living things

### **Communication and Language**

- Learn new vocabulary.
- Ask questions to find out more and to check what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Describe events in some detail.
- Use talk to work out problems and organise thinking and activities.
- Explain how things work and why they might happen.
- Use new vocabulary in different contexts.

### **Physical Development**

- 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

### **Understanding the world**

- Explore the natural world around them.
- Describe what they see, hear and feel while they are outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

### **Communication and Language**

#### **Listening, Attention and Understanding**

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

#### **Personal, Social and Emotional Development Managing self**

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

#### **Understanding the World**

##### **The Natural world**

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

<p style="text-align: center;"><b><u>RE</u></b> <b><u>(UTW)</u></b></p>	<ul style="list-style-type: none"> <li>• Comments on images of familiar experiences (holidays, visiting the park or going to the dentist)</li> <li>• Comments on pictures of a range of celebrations (Diwali, Eid, Christmas)</li> <li>• Can name different religious venues</li> <li>• Church, Synagogue</li> <li>• Knows why religious venues are special and who goes there</li> <li>• Can articulate what festivals others celebrate and begin to explain in more detail</li> </ul>	<p><b>Personal. Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Think about the perspectives of others.</li> </ul> <p><b>Understanding the world</b></p> <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>	<p><b>Personal. Social and Emotional Development</b></p> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Show sensitivity to their own and others' needs</li> </ul> <p><b>Understanding the world</b></p> <p><b>Past and present</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>People and Communities</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>
<p style="text-align: center;"><b><u>History</u></b> <b><u>(UTW)</u></b></p>	<ul style="list-style-type: none"> <li>• Can talk about members of their immediate family</li> <li>• Can discuss similarities and differences between people in their family</li> <li>• Can identify emergency situations and knows who to call</li> <li>• Can identify similarities and differences between jobs</li> <li>• Sequence family members, explaining who they are and key differences between what they can and can't do</li> <li>• Compare and contrast characters from stories, sharing similarities and differences</li> <li>• Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences</li> </ul>	<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past</li> </ul>	<p><b>Understanding the World</b></p> <p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>

# Communication and Language

## **Listening, Attention and Understanding**

- Listens to longer stories and is beginning to explain what is read to them, answering questions
- Engages in story time, building familiarity and understanding
- Can answer a variety of questions independently
- Asks questions to find out more and to check they understand what has been said to them
- Can listen to their teachers and friends for prolonged periods of time
- Listens carefully to songs and rhymes
- Can shift focus between two things at a time
- Follows an instruction with more than two parts
- Learns new vocabulary
- Understands how to listen carefully and why listening is important
- Can recite rhymes, poems and songs in a group and then independently

## **Speaking**

- Usually speaks using the correct tense
- Speaks clearly, saying multisyllabic words and enunciating many speech sounds correctly
- Is beginning to speak using sentences of 6+ words beginning

- Understand how to listen carefully and why listening is important
- Learn new vocabulary
- Use new vocabulary through the day
- Ask questions to find out more and to check they understand what has been said to them
- Articulate their thoughts and ideas in well-formed sentences
- Connect one idea or action to another using a range of connectives
- Describe events in some details
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and how they might happen
- Develop social phrases
- Engage in story times
- Listen to and talk about stories to build familiarity and understanding
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words
- Use new vocabulary in different contexts
- Listen carefully to rhymes and songs, paying attention to how they sound
- Learn rhymes, poems and songs
- Engage in non-fiction books
- Listen to and talk about selected non-fiction to develop a deep

## **Listening and attention**

- Children listen attentively in a range of situations
- They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions
- They give their attention to what others say and respond appropriately, while engaged in another activity

## **Understanding:**

- Children follow instructions involving several ideas or actions
- They answer 'how' and 'why' questions about their experiences and in response to stories or events

## **Speaking**

- Children express themselves effectively, showing awareness of listeners' needs
- They use past, present and future forms accurately when talking about events that have happened or are to happen in the future
- They develop their own narratives and explanations by connecting ideas or events

	<p>to use conjunctions like 'and', 'but' and 'so'</p> <ul style="list-style-type: none"> <li>• Articulates their ideas and thoughts in well-formed sentences, using connectives</li> <li>• Explain how things work and why they might happen</li> <li>• Uses talk to help work out problems and organise thinking</li> <li>• Has a long conversation with an adult of friend, switching from topic to topic.</li> <li>• Describe events in some details</li> </ul>	<p>familiarity with new knowledge and vocabulary</p>	
<p><b><u>PHSE</u></b></p>	<p><b>Feelings and Emotions</b></p> <ul style="list-style-type: none"> <li>• Can talk about the feelings 'jealous', 'worried' and 'frightenend' and is aware of synonyms for previously learnt feelings and recognise when they might experience those feelings</li> <li>• Articualte how they feel using age appropriate vocabulary</li> <li>• Is able to ask for help for 'uncomfortable' feelings if they need to</li> <li>• Tells others how they have made them feel</li> <li>• Identifies and moderates their own feelings, socially and emotionally</li> <li>• Recognises the feelings of charcaters in stories</li> <li>• Begin to recognise that animals have feelings too</li> <li>• Express their feelings and considers those of others</li> <li>• Recognise when and how they need to respond to a friend, showing sensitivty when needed</li> </ul>	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>• Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen</li> <li>• Develop social phrases</li> </ul> <p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual</li> <li>• Build constructive and respectful relationships</li> <li>• Express their feelings and consdier the feelings of others</li> <li>• Show resilience and perseverance in the face of challenge</li> <li>• Identify and moderate their own feelings socially and emotionally</li> <li>• Think about the perspective of others</li> <li>• Manage their own needs</li> </ul>	<p><b>Communication and Language</b></p> <p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>• Hold conversations when engaged in back-and-forth exchanges with their teachers and peers.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Express their ideas and feelings about their experiences using full sentneces, including use of past, present and future tenses and making use of conjunctions, with modelling and supportfrom their teacher</li> </ul> <p><b>Personal, Social and Emotional Development</b></p> <p><b>Self- Regulation</b></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly</li> </ul>



	<ul style="list-style-type: none"> <li>• Thinks about the perspectives of others</li> <li>• Children are able to explain what they are good at and what they need to practice</li> <li>• Children understand how they can improve</li> <li>• They see themselves as valuable individuals</li> </ul> <p><b>Behaviour</b></p> <ul style="list-style-type: none"> <li>• Children persevere to reach their intended goals</li> <li>• Take turns in familiar games and group activities with support</li> <li>• Shows perseverance and resilience in the face of challenge</li> <li>• Watches the person who is speaking and knows when it is their turn to speak</li> <li>• Shows confidence when playing in a small group or new social situation</li> <li>• Shows confidence during whole class sessions</li> <li>• Asks others if they need help</li> <li>• Thinks about the perspectives of others</li> <li>• Selects and uses activities and resources without help and knows which resources are needed to carry out their intended activity</li> <li>• Children know that they must put something away before getting something else out</li> <li>• Children are aware of rules and why we need to follow them</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Plays in a group sharing and extending ideas</li> <li>• Is able to explain the importance of sharing</li> </ul>	<p><b>Physical development</b></p> <ul style="list-style-type: none"> <li>• Know and talk about the different factors that support their overall health and well being – regular physical exercise, healthy eating, toothbrushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian</li> <li>• Further develop the skills they need to manage their school day: lining up and queuing, mealtimes, personal hygiene</li> </ul> <p>•</p> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community</li> <li>• Name and describe people who are familiar to them</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways</li> </ul>	<ul style="list-style-type: none"> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>• Give focused attention to what the teachers says, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas and actions</li> </ul> <p><b>Managing self</b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>Building relationships</b></p> <ul style="list-style-type: none"> <li>• Work and play co-operatively and take turns with others</li> <li>• Form positive attachments to adults and friendships with peers</li> <li>• Shows sensitivity to their own and others' needs</li> </ul> <p><b>Physical Development</b> <b>Gross Motor skills</b></p>
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	<ul style="list-style-type: none"> <li>• Build constructive and respectful relationships</li> <li>• Thinks about the perspectives of others</li> <li>• Children are able to determine when a situation requires adult intervention</li> <li>• Has an awareness of stranger danger</li> </ul> <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Children know what belongs to them and stores items sensibly</li> <li>• Children remember to bring their book bags in</li> <li>• Children clean up and show a responsibility to keep their environment tidy</li> <li>• Manage their own needs</li> </ul>		<ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely with considerations for themselves and others</li> </ul> <p><b>Understanding the World</b> <b>Past and Present</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society</li> </ul>
<p><b><u>PE</u></b> <b><u>(PD)</u></b></p>	<p><b>Gross Motor</b></p> <ul style="list-style-type: none"> <li>• Can throw rugby balls, javelins and frisbees</li> <li>• Can throw a ball at a given target</li> <li>• Can throw items from longer distances</li> <li>• Can run with a ball</li> <li>• Can dribble in and out of targets</li> <li>• Rides a balance bike, scooter or bike with or without stabilisers</li> <li>• Can demonstrate different types of balances and use various body parts to balance</li> <li>• Walks along a balance beam</li> <li>• Can balance a ball on a bat</li> <li>• Climbs apparatus, going up forwards, over and coming down backwards</li> <li>• Remembers sequences and patterns to music without words</li> </ul>	<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: -rolling - running -crawling - hopping -walking - skipping - jumping - climbing</li> </ul> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <ul style="list-style-type: none"> <li>• Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and</li> </ul>	<p><b>Personal, Social and Emotional Development</b></p> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others</li> </ul>

	<ul style="list-style-type: none"> <li>• Uses large and small muscle movements to produce diagonal lines, x and triangles</li> <li>• Children sit with their feet flat on the floor whilst seated at a table</li> <li>• Children are encouraged to sit up straight on the carpet</li> <li>• Children are able to use a knife and fork</li> <li>• Use a range of equipment that requires the co-ordination of both hands with precision</li> <li>• Can walk, run, crawl, climb, hop, jump and skip with increasing control</li> </ul> <p><b>Fine Motor</b></p> <ul style="list-style-type: none"> <li>• Can use scissors, small tweezers, smaller nuts and and geo boards.</li> <li>• Can use other small one-handed tool such as screwdrivers and hammers</li> <li>• Develops control further and is able to replicate patterns, letters and numbers with ease</li> <li>• Child recognises their preference for a dominant hand</li> <li>• Develops the foundations of a handwriting style which is fast, efficient and accurate</li> </ul> <p><b>Healthy choices</b></p> <ul style="list-style-type: none"> <li>• Is able to explain the effects of exercise, sleep and reducing screen time</li> </ul>	<p>swimming.</p> <ul style="list-style-type: none"> <li>• Use their core muscle strength to achieve a good posture when sitting on the floor</li> <li>• Combine different movements with ease and fluency.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group</li> <li>• Develop overall body strength, balance, coordination and agility.</li> <li>• Know and talk about the different factors that support overall health and wellbeing: regular physical activity</li> </ul> <p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their</li> </ul>	
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	<ul style="list-style-type: none"> <li>Knows and talks about contributors to health and wellbeing</li> </ul> <p><b>Independence</b></p> <ul style="list-style-type: none"> <li>Use a knife and fork with precision</li> <li>Puts on gloves and coats independently</li> <li>Tidies up, takes jumper off if hot and puts it on if cold</li> <li>Further develop the skills needed to manage the school day successfully</li> </ul>	<p>feelings and responses.</p> <ul style="list-style-type: none"> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	
<u>Maths</u>	<p><b>Number Counting</b></p> <ul style="list-style-type: none"> <li>Count beyond 10, then 15, then 20</li> <li>Count backwards from 10, then 15 then 20</li> <li>Can recite a minimum Of 5 number songs Use number language in everyday context</li> <li>Can recite 10+ number songs</li> <li>Count objects to 10+ then 20+</li> <li>Count actions/sounds to 10+ then 20+</li> <li>Subitise to 5 then to 10</li> </ul> <p><b>Number recogniton</b></p> <ul style="list-style-type: none"> <li>Link numerals and amounts to 10+</li> <li>Then to 20+</li> <li>Orders numbers to 10</li> <li>Orders numbers to 20</li> </ul> <p><b>Number Sense</b></p> <ul style="list-style-type: none"> <li>Partition sets of objects using a part-part whole model exploring numbers to 5 and then 10</li> <li>Knows that when a tens frame is full there are ten objects and when one row is complete there are 5</li> <li>Understands that teen numebrs RE 10+_</li> </ul>	<p><b>Mathematical Vocabulary</b></p> <p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>Learn new vocabulary</li> <li>Use new vocabulary throughout the day</li> </ul> <p><b>Number and Place Value Mathematics</b></p> <ul style="list-style-type: none"> <li>Count objects, actions and sounds</li> <li>Count beyond 10</li> </ul> <p><b>Identifying, Representing and Estimating Numbers Mathematics</b></p> <ul style="list-style-type: none"> <li>Subitise</li> <li>Link the numer symbol (numeral) with its cardinal number value</li> </ul> <p><b>Reading and Writing numbers Mathematics</b></p>	<p><b>Mathematical Vocabulary</b></p> <p><b>Communication and Language Speaking</b></p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> </ul> <p><b>Number and Place Value Mathematics Numerical patterns</b></p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system</li> </ul> <p><b>Identifying, Representing and Estimating Numbers Mathematics Number</b></p> <ul style="list-style-type: none"> <li>Subitise up to 5</li> </ul> <p><b>Compare and Order Numbers Mathematics Numerical patterns</b></p>

	<ul style="list-style-type: none"> <li>• Can recall number bonds to 5 and then some to 10</li> <li>• Can recall all number bonds to 10</li> </ul> <p><b>Numbergraphics</b></p> <ul style="list-style-type: none"> <li>• Can write numbers 1 – 10</li> <li>• Can write numbers 1 – 20</li> </ul> <p><b>Calculating</b></p> <ul style="list-style-type: none"> <li>• Compare numbers using ‘more than’, ‘less than’, ‘fewer’ ‘equal to’</li> <li>• Children understand the difference between quantity and size</li> <li>• Children find one more than and one less than</li> <li>• Understand addition as combining two sets</li> <li>• Understand subtraction as removing objects</li> <li>• Recognise that + means add and – means subtract</li> <li>• Add two single digit numbers totalling to 10</li> <li>• Add two single digit numbers totalling more than 10</li> <li>• Subtract a single digit number from a number up to 10</li> <li>• Subtract a single digit number from a number greater than 10</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• Understand that halving is sharing into two equal parts</li> <li>• Understand that doubling is adding the same number to itself</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>• Explains how many corners and sides 2D shapes have</li> <li>• Compose and decompose “d shapes so that children can recognise a shape can have other shapes within it.</li> </ul>	<ul style="list-style-type: none"> <li>• Link the number symbol (numeral) with its cardinal number value</li> </ul> <p><b>Compare and Order Numbers Mathematics</b></p> <ul style="list-style-type: none"> <li>• Compare numbers</li> </ul> <p><b>Understanding Place Value Mathematics</b></p> <ul style="list-style-type: none"> <li>• Understand the ‘one more/one less than’ relationship between consecutive numbers</li> <li>• Explore the composition of numbers to 10</li> </ul> <p><b>Addition and Subtraction Mental Calculations Mathematics</b></p> <ul style="list-style-type: none"> <li>• Automatically recall number bonds from numbers 0 – 10</li> </ul> <p><b>Solve Problems mathematics</b></p> <ul style="list-style-type: none"> <li>• Subitise</li> <li>• Link the number symbol (numeral) with its cardinal number value</li> </ul> <p><b>Measurement Mathematics</b></p> <ul style="list-style-type: none"> <li>• Compare length, weight and capacity</li> </ul> <p><b>Properties of Shape Recognise 2D and 3D shapes and their properties</b></p> <ul style="list-style-type: none"> <li>• Select, rotate and manipulate shapes in order to develop spatial reasoning skills</li> </ul>	<ul style="list-style-type: none"> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</li> </ul> <p><b>Understanding Place Value Mathematics Number</b></p> <ul style="list-style-type: none"> <li>• Have a deep understanding of numbers to 10, including the composition of each number</li> </ul> <p><b>Addition and Subtraction Mental Calculations Mathematics Number</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>Solve Problems Mathematics Numerical patterns</b></p> <ul style="list-style-type: none"> <li>• Explore and represent patterns with numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly</li> </ul>
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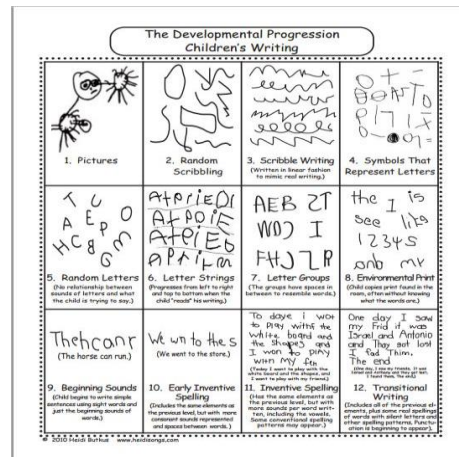
	<ul style="list-style-type: none"> <li>• Can identify a pentagon, octagon and hexagon</li> <li>• Children recognise that the faces on a 3D shapes often comprise of 2D shapes</li> <li>• Can recognise and name sphere, cube, cuboid, cone and cylinder</li> <li>• Recognises 3D shapes in the environment</li> <li>• Recognise that a cube and cuboid have similar properties. Use language such as faces, vertices, edges</li> </ul> <p><b>Space</b></p> <ul style="list-style-type: none"> <li>• Continue, copy and recreate repeated patterns (ABB)</li> <li>• Continue, copy and recreate repeated patterns (ABBC)</li> <li>• Recognise and complete complex repeated patterns (ABBCA)</li> <li>• Use the vocabulary 'in-between', 'over', 'above', 'beneath' 'beside'</li> <li>• Can use numbers to describe position in a line</li> <li>• Describes a familiar route using directional language 'forwards', 'backwards', 'right' and 'left'</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• Can order three items by length/height using non-standard measures</li> <li>• Use 'biggest', 'smallest', 'shortest', and 'tallest'</li> <li>• Can order three items by weight using non-standard measure. Uses heaviest and lightest.</li> <li>• Can order three items by capacity using non-standard measures. Uses 'full', 'empty', 'half empty'</li> <li>• Children can talk about significant times of the day</li> <li>• Children can identify if it takes a shorter or longer time to do something</li> </ul>	<p><b>Compare and Classify shapes</b></p> <ul style="list-style-type: none"> <li>• Compose and decompose shapes so that children can recognise a shape can have other shapes within it just as numbers can.</li> </ul> <p><b>Position and Direction</b>  <b>Position, Direction and Movement</b>  <b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Draw information from a simple map</li> </ul> <p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>• Continue, copy and create repeating patterns</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Children can use language before, after, yesterday, today, tomorrow</li> <li>• Says the days of the week in order</li> <li>• Can tell you which day comes before/after a given day</li> <li>• Talks about the different ways we pay for things</li> <li>• Recognises that there are different coins</li> <li>• Can pay for items using 1p coins</li> </ul>		
<p style="text-align: center;"><b><u>English</u></b></p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Is able to explain what the job of an author and illustrator are</li> <li>• Enjoys listening to/reading a wide range of books, fiction and non-fiction, and can explain the difference</li> <li>• Can find the blurb and explain what its purpose is</li> <li>• Re-reads books to build up their confidence in word reading, fluency, understanding and enjoyment</li> <li>• Enjoys reading for pleasure and is building up confidence, fluency and understanding when reading</li> <li>• Recognises words which have the same phoneme e.g. g-oa-t, b-oa-t, t-oa-d</li> <li>• Reads some letter groups that each represent one sound</li> <li>• Blends sounds into phase 2 words then phase 2 sentences</li> <li>• Blends sounds to read phase 3/4 words then sentences</li> <li>• Reads phase 3 then phase 4 common exception words</li> <li>• Reads words with 1 syllable then words with more than one syllable</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Suggests words which rhyme</li> <li>• Can answer closed questions involving literal retrieval</li> </ul>	<p><b>Reading</b></p> <p><b>Phonics and Decoding</b></p> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them</li> <li>• Blend sounds into words, so that they can read short words made up of letter-sound correspondences</li> <li>• Read some letter groups that each represent one sound and say sounds for them</li> <li>• Read simple phrases and sentences made of words with known letter-sound correspondences and where necessary a few exception words</li> </ul> <p><b>Common Exception Words</b></p> <ul style="list-style-type: none"> <li>• Read a few common exception words matched to the school's phonic programme</li> </ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>• Blend sounds into words so that they can read short words made up of letter-sound correspondences</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary a few exception words</li> <li>• Re-read books to build up their confidence in word reading, their fluency and understanding and enjoyment</li> </ul> <p><b>Comprehension</b></p> <p><b>Understanding and correcting inaccuracies</b></p>	<p><b>Phonics and Decoding</b></p> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>• Read words consistent with their phonic knowledge by sound-blending</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</li> </ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Comprehension</b></p> <p><b>Understanding and correcting inaccuracies</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>• Anticipate key events in stories</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</li> </ul> <p><b>Comparing, Contrasting and Commenting</b></p> <p><b>Communication and Language</b></p>

- Can answer open questions involving literal retrieval
- Answers questions relating to vocabulary, prediction and sequence

### Writing

- Spells words by identifying sounds and writing the letters
- Writes captions by identifying sounds and writing the letters for each word
- Writes short sentences
- Then with a capital letter and full stop
- Re-reads what they have written to check that it makes sense
- Children can write all of their first name
- Children can write their first name and surname
- Writes some letters accurately
- Gradually decreases letter size, writing on the line
- Forms lower case and capital letters correctly



### Communication and Language

- Listen to and talk about stories to build familiarity and understanding
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition in their own words
- Listen carefully to rhymes and songs, paying attention to how they sound
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

### Comparing, Contrasting and Commenting Understanding the world

- Compare and contrast characters from stories, including figures from the past

### Words in context and authorial choice Communication and language

- Learn new vocabulary
- Use new vocabulary throughout the day
- Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words
- Use new vocabulary in different contexts
- Listen to and talk about selected non-fiction to develop a familiarity with new knowledge and vocabulary

### Poetry and Performance

#### Communication and Language

- Engage in non-fiction books
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

### Non-Fiction

#### Communication and Language

- Engage in non-fiction books

### Listening, Attention and Understanding

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

### Speaking

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate

### Words in context and authorial choice Communication and language

#### Speaking

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, poems

### Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play.

### Inference and Prediction

#### Communication and Language

#### Speaking

- Offer explanations or why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate

### Comprehension

- Anticipate key events in stories

### Poetry and Performance

#### Communication and Language

#### Comprehension



		<ul style="list-style-type: none"> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> </ul> <p><b>Phonics and Spelling Rules</b></p> <ul style="list-style-type: none"> <li>• Spell words by identifying the sounds and then writing the sound with the letter/s</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop</li> </ul> <p><b>Letter formation</b></p> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Develop their small motor skills so they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient</li> <li>• Form lower and capital letters correctly</li> </ul> <p><b>Composition</b></p> <p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>• Learn new vocabulary</li> <li>• Articulate their ideas and thoughts in well formed sentences describe events in some detail</li> <li>• Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen</li> <li>• Listen to and talk about stories to build familiarity and understanding</li> <li>• Retell the story,</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> </ul> <p><b>Expressive Arts and Design</b></p> <p><b>Creating with materials</b></p> <ul style="list-style-type: none"> <li>• Make use of props and materials when role playing characters in narratives and stories</li> </ul> <p><b>Being imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>• Invent and adapt and recount narratives and stories with their peers and their teacher</li> </ul> <p>Perform songs, rhymes, poems and stories with others and try to move in time to the music</p> <p><b>Non-Fiction</b></p> <p><b>Communication and Language</b></p> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</li> </ul> <p><b>Letter formation</b></p> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing-using a tripod grip in almost all cases</li> <li>• Write recognisable letters, most of which are correctly formed</li> </ul>
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