Tushingham Primary School Progression of Skills – EYFS



1 John 4:7 Let us love one another, for love is from God.

Learning together and worshipping together

Overview of broad themes in Class 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A Themes	If you're happy and you know it Ourselves, our emotions and our happy homes	Once upon a time Traditional Tales Let's celebrate! Celebrations and Festivals	Born to be Wild Africa – animals and habitats	Let's Explore! Journeys	Dinosaur Stomp Dinosaurs	We're all going on a summer holiday Seasons and Weather - Spring/Summer
Year B Themes	Marvellous Me Ourselves	If you go down to the woods today Seasons and Weather Autumn/Winter Woodland Habitats	At your Service! People who help us	Down at the bottom of the garden Lifecycles	Precious Pets Animals	Down on the Farm Animals and Plants

The following document shows a clear progression of knowledge and skills, as well as observational checkpoints, across the Nursery and Reception year.

Nursery Rhymes	Year A	Year A	Year A	Year A	Year A	Year A
and Songs	One finger one thumb	Little Jack Horner	EEny, meeny, miny, moe	Five Little men in a	One, two buckle my shoe	Row, row, row your
	Oh dear, what can the	I'm a little acorn brown	Five little monkeys	flying saucer	Jack be nimble	boat
	matter be?	Thi a little acom brown	Tive tittle monkeys	London Bridge is falling	Juck be ittilible	A sailor went to sea,
		Fuzzy wuzzy	A hunting we will go	down	10 in a bed	sea, sea
	If you're happy and you	4151	10.61	1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.		T 11
	know it	Three blind mice	10 fat sausages sizzling in a pan	London's Burning	Year B How much is that doggy	I saw a ship go sailing
	Heads, shoulder, knees and	Year B	α ραπ	Pussy cat, Pussy cat	in the window?	You are my sunshine
	toes	Rain, rain go away	a de la companya della companya della companya de la companya della companya dell			· ·
	D	Tr	Year B	The grand old Duke of	Hey diddle diddle	Ring-α-ring o' roses
	Do your ears hand low?	It's raining, it's pouring	Michael Fin <mark>n</mark> egan	York	Old Mother Hubbard	Mary, Mary Quite
	Hush little baby	Here we go round the	The wheels on the bus	Year B	Tia i i i i i i i i i i i i i i i i i i	contrary
		mulberry bush	/	Two little dickie birds	Five little ducks	
	Old Mother Hubbard	I hear thunder	Cobbler, cobbler	Round and round the	\ \	Lavender's Blue
	Year B	Theat thunder	Pat-a-cake, pat-a-cake	garden	\ \	Year B
	Polly put the kettle on					Old MacDonald had a
	T 12.11		Doctor Foster	Humpty Dumpty		farm
	I'm a little teapot		Miss Polly had a dolly	Five little speckled frogs		Baa baa black sheep
	Lucy Locket		This Tolly had a dolly	Tive tittle speckled jrogs		baa baa black steep
	-			Hot cross buns		Oats and beans and
	Hickory Dickory Dock			Turan minan anidan		barley grow
	Five current buns	1		Incy, wincy spider	/ /	Little Bo Peep
	, and dan one dans	\		One man went to mow	/ /	•
	1, 2, 3, 4, 5 once I caught			/	/	I'm a dingle dangle
	a fish alive			Wiggly Woo	/	scarecrow
	Twinkl, Twinkl Little star					Goosey, goosey gander
						Horsey, horsey don't
						you stop
		S	CHO	01		

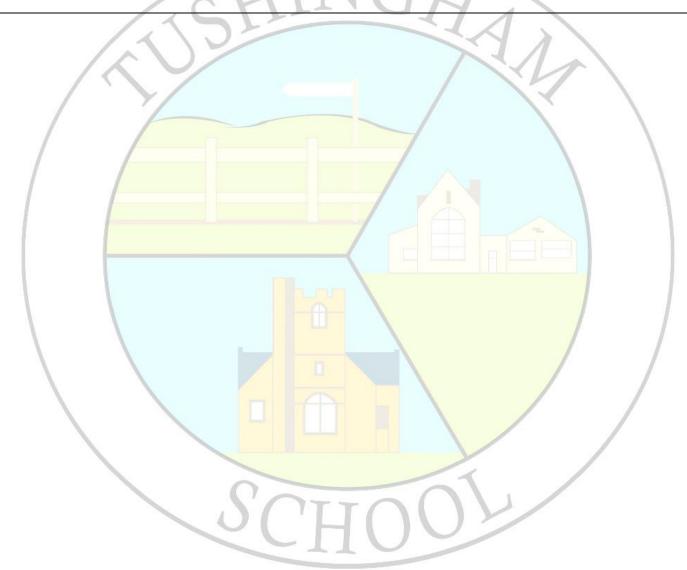
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Listening, Attention and	Listening, Attention and	Listening, Attention and	Listening, Attention and	Listening, Attention and	Listening, Attention and
		<u>Understanding</u>	<u>Understanding</u>	Understanding	Understanding	<u>Understanding</u>	<u>Understanding</u>
		Children will point out	Children will understand 'what'	Children will understand	Children will understand	Children will understand 'who'	Children will understand and
		objects/pictures in a story.	questions.	'where' questions.	'when' questions.	and begin to understand 'why'	answer 'why' questions.
					TLI	questions.	
		<u>Speaking</u>	Children will understand an	<u>Speaking</u>	Children will enjoy listening to		<u>Speaking</u>
		Children will know and retell	instruction that has two parts.	Children will be able to talk	longer stories and remember	Children will understand a	Children will be able to talk
		parts of the main events of the		about familiar books. Children	much of what happens.	question that has two parts.	about familiar books and be able
		story 'Peace at Last' Year A or	Children will enjoy listening to	will know and retell the main			to tell a long story.
		'Kipper's Toys' – Year B.	longer stories.	parts of the story 'Let's all	Speaking	<u>Speaking</u>	
				Creep Through Crocodile	Children will know and retell	Children will be able to talk	Children will know and retell
		Children will begin to join in	<u>Speaking</u>	Creek' Year A or 'The Naug <mark>h</mark> ty	the story 'The Pirates are	about familiar books, and be	the main events in the story 'The
		with rhymes and the songs –	Children will know and retell	Bus' - Year B.	Coming' - Year A or 'The	able to tell a long story.	Sea-Saw' - Year A or 'Supertato'
		Wake up, Shake up, Can you	parts of the main parts of the		Journey Home' - Year B.	Na	- Year B.
		hear me? If You're Happy and	story 'The Three Little Pigs' - Year	Children will join in with the	al III	Children will know and retell	0.11
ag		You Know it, Mystery Box and	A or 'I'm going to Eat this Ant' -	actions and words from many	Children will know the actions	the story 'Gigantosaurus' -	Children will know many
9		Heads, Shoulders, Knees and	Year B.	rhymes and the songs – Bee	and words from rhymes and	Year A or 'Silly Doggy' - Year	rhymes and the actions and
l g		Toes.	Children ill by the state of	Hive, 5 Little Speckled Frogs, 5 Current Buns in a Baker's	songs including Bee Hive, 5	B.	words from many of the Ten
٦		Children will know and use	Children will k <mark>now rhymes and</mark> will know the actions and words	Shop and 5 Little Men in a	Little Spec <mark>kled Frog</mark> s, 5 Current Buns in a Baker's	Children will join in with the	Town songs.
ਰ	_	vocabulary linked to 'If You're	from the songs – Wake up, Shake	Flying Saucer.	Shop and 5 Little Men in a	actions and words from	Children will know, recite and
l E	l ž	happy and You Know it' Year	up, If You're Happy and You Know	riging Saucer.	Flying Saucer.	rhymes and some of the Ten	act out the nursery rhyme of the
로	LS(A or 'Marvellous Me!' Year B	it, Mystery Box and Heads,	Children will know, recite and	riging Stucer.	Town songs.	week.
	Nursery	including leg, arm, head,	Shoulders, Knees and Toes.	act out the nursery rhyme of	Children will know, recite and	Town songs.	week.
Communication and Language	_	stomach, back, foot, hand,	Situations, Kitees and Toes.	the week.	act out the nursery rhyme of	Children will know, recite and	Children will know and use
Ę.		fingers, toes, eyes, ears,	Children will know and use	the week.	the week.	act out the nursery rhyme of	vocabulary linked to their theme
1 2		mouth, nose, knee, shoulder,	vocabulary linked to their theme	Children will know and use	the week.	the week.	'We're all Going on a Summer
1 2		elbow, ankle and neck and	'Once Upon a Time' Year A or 'If	vocabular <mark>y linked to thei</mark> r	Children will know and use		Holiday' - Year A or 'Down on
l S		emotional and social phrases.	you go Down to the Woods Today'	theme 'Born to Be Wild!' -	vocabulary linked to their	Children will know and use	the Farm' - Year B including
-		1	Year B including autumn, winter,	Year A or <mark>'At Your Servic</mark> e' -	theme 'Let's Explore' - Year A	vocabulary linked to their	float, sink, beach, sea, land,
		Children will join in a	weather, seasons, trees, woods,	Year B. In <mark>cluding wild, A</mark> frica,	'Down at Bottom of the	theme 'Dinosaur Stomp' - Year	holiday, sandcastle and grow,
		conversation with an adult or	animals, character, setting and	nature, fi <mark>erce, and police</mark>	Garden!' - Year B including	A or 'Precious Pets' - Year B	crops, machinery.
		friend.	celebration.	officer, dentist, firefighter,	journey, sea, pirate, eye-patch,	including meat-eater, plant-	-
				doctor, vet, teacher, parent	wild, pet, growing and	eater, wild, pets, look after,	Children will be able to express
		Children will start a	Children will use longer sentences	sh <mark>op worker</mark> and stranger	wildlife.	large and helper.	a point of view and debate
		conversation with an adult or	of four to six words.	da <mark>ng</mark> er.			whether they disagree with an
		a friend.			Children wil <mark>l begin to devel</mark> op	Children will pay attention to	adult or friend, using words as
				Chi <mark>ldren wil</mark> l use talk to	their commun <mark>ication,</mark>	more than one thing at a time.	well as actions.
				organise themselves and their	including irregu <mark>lar te</mark> nses and		
				play. "Let's play in the house."	plurals.	Children will use more	Children will continue to
						advanced talk to organise	develop vocabulary and use talk
				Children will start a		themselves and their play.	to organise themselves and their
				conversation with an adult or		"Let's play in the house. You	play.
				a friend and continue it for		be the big sister and I will be	
		Observational Charles in C	abilduan abift facus form on the Li	many turns.	tantian 2 Can abild	the mummy."	
			children shift focus from one task to a		tention? Can children use sentence	s of Jour to six words? Can childre	en join sentences using because,
		or, ana. Can chilaren use futui	re and past tense? Can children answe	er a simple will question?			

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Listening, Attention and	Listening, Attention and	Listening, Attention and	Listening, Attention and	Listening, Attention and Understanding	Listening, Attention and
	Understanding	<u>Understanding</u>	<u>Understanding</u>	Understanding	Children will link events in a story to	Understanding
	Children will fully engage and	Children will fully engage	Children will talk about key	Children will identify the main	their own experiences.	Children will show more
	listen carefully to a story.	in story times building	events in a story, building	characters in the story. They will		confidence in 'hot seating'
	They will know why listening	familiarity and	familiarity and	talk about their feelings and begin	Children will ask and answer 'why'	characters from a story.
	is important.	understanding. They will	understanding.	to link to their own experiences.	questions.	
		join in with repeated				<u>Speaking</u>
	Children will listen carefully	refrains.	Children will ask and	Children will ask and answer	Children will pay attention to more than	Children will ask questions to
	to rhymes, paying attention to		answer 'when' questions.	'where' questions.	one thing at a time.	find out more and to check
	how they sound.	Children will ask and				they understand what has
		answer 'who' questions.	Speaking	Speaking	Speaking	been said to them.
	Children will ask and answer	/ ' /	Children will be able to talk	Children will describe events in	Children will use talk to help work out	
	'what' questions.	Speaking	about familiar books -	so <mark>m</mark> e detail - articulating their	problems and organise	Children will connect one ide
		Children will know and	articulating their ideas and	ideas and thoughts.	thinking and activities.	or action to another using a
	Speaking	retell the story of 'The	thoughts.		\	range of connectives.
	Children will know and retell	Three Little Pigs' – Year A		Children will know and retell the	Children will begin to explain how	3
2	the story of 'Peace at Last' –	or 'I'm going to Eat this	Children will know and	story of 'The Pirates are Coming'	things work and why they might	Children will retell a story,
<u> </u>	Year A or 'Kipper's Toys' -	Ant' – Year B.	retell the story of 'Let's all	Year A or 'The Journey Home' Year	happen.	once they have developed a
5	Year B.		Creep Through Crocodile	В.	1	deep familiarity with the tex
afinnfilma	/	Children will know the	Creek' – Year A or 'The		Children will connect one idea or action	with some as exact repetition
	Children will know the words	words and actions of the	Naughty Bus' – Year B.	Children will know the words and	to another using a range of connectives.	and some in their own word
1 5	and actions of the songs –	songs – Wak <mark>e up, Shake</mark>	Describing events in some	actions to many rhymes, poems	3 3 7	'The Sea-Saw' -Year A or
Ţ	Wake up, Shake up, Can you	up, If You're Happy and	detail.	and songs including the Ten Town	Children will articulate their ideas and	'Supertato' – Year B.
	hear me? If You're Happy and	You Know it, Mystery Box		songs (1-5) and the nursery rhyme	thoughts in well-formed sentences.	•
Reception Reception	You Know it, Mystery Box and	and Heads, Shoulders,	Children will know the	of the week.		Children will know the words
ן נַּ	Heads, Shoulders, Knees and	Knees and Toes,	words and actions of the		Children will ask questions to find out	and actions of the Ten Town
	Toes, Everywhere we go (call	Everywhere we go (call	songs – 10 Green Bottles, 10	Children will know and use	more and to check they understand	songs (1-10) and the nursery
	and response), Bee Hive, 5	and response), Bee Hive, 5	in a Bed, The Ants go	vocabulary linked to their theme	what has been said to them.	rhyme of the week.
	Little Speckled Frogs, 5	Little Speckled Frogs, 5	Marching and the nursery	Let's Explore' Year A 'Down at	/ /	3
3	Current Buns in a Baker's	Current Buns in a Baker's	rhyme of the wee <mark>k.</mark>	Bottom of the Garden!' - Year B	Children will retell a story, once they	Children will know and use
	Shop and 5 Little Men in a	Shop and 5 Little Men in a		including journey, adventure, sea,	have developed a deep familiarity with	vocabulary linked to their
	Flying Saucer.	Flying Saucer.	Children will kno <mark>w and use</mark>	pirate, eye-patch, plank, wild, pet,	the text, with some as exact repetition -	theme 'We're all Going on a
			vocabulary lin <mark>ked to their</mark>	lifecycle, growing, habitat and	'Gigantosaurus' – Year A or 'Silly Doggy'	Summer Holiday' – Year A or
	Children will know and use	Children will know and	theme 'Born to Be Wild!' –	wildlife.	- Year B.	'Down on the Farm' – Year B
	vocabulary linked to 'If You're	use vocabulary linked to	Year A or ' <mark>At Your Service'</mark>			including float, sink, beach,
	happy and You Know it' –	their theme 'Once Upon a	Year B. Inc <mark>lu</mark> din <mark>g wild,</mark>	Children will continue to develop	Children will know the words and	sea, coast, land, ocean,
	Year A or 'Marvellous Me!' -	Time' -Year A or 'If you go	tame, cont <mark>inent, Africa,</mark>	their communication, including	actions of the Ten Town songs (6-10)	holiday, travel, sandcastle a
	Year B) including eyebrow,	Down to the Woods Today'	country, n <mark>ature, fierce,</mark>	irregular tenses.	and the nursery rhyme of the week.	moat and plants, stem, peta
	eyelash, knee, shoulder, elbow,	– Year B including	ferocious, and police officer,			roots, leaves, flower, crops,
	ankle and neck and emotional	autumn, winter, weather,	dentist, firefighter, doctor,	Children will use new knowledge	Children will know and use vocabulary	sowing, machinery, combine
	and social phrases.	seasons, trees, woods,	vet, teacher, parent shop	and vocabulary throughout the	linked to their theme 'Dinosaur Stomp' -	harvester, grain, corn and
	·	animals, character,	worker and stranger danger.	day.	Year A or 'Precious Pets' - Year B	wheat, and they will use nev
	Children will start a	predict, traditional and		-0(1)1	including look after, large and enormous	vocabulary in different
	conversation with an adult or	celebration.	Children will use new	Children will connect one idea or	and they will use new vocabulary in	contexts.
	a friend.		knowledge and vocabulary	action to another using a range of	different contexts.	
			throughout the day.	connectives.	••	

Observational Checkpoint - ELG:

Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Self-Regulation	Self-Regulation	Self-Regulation	Self-Regulation	Self-Regulation	Self-Regulation
		Children will separate from	Children will know which	Children will select and	Children will become confident with	Children will show confidence in visiting	Children will gradually
		main carer to come into	adults can help them in	use activities and	visitors in our classroom.	the local church.	understand how other might
		nursery.	school.	resources to achieve a goal			be feeling.
				which they have chosen.	Children will be a teacher 'helper'	Children will talk about their feelings	
		Managing Self	Children will show	C. L. LTT-	and carry out an appropriate task.	and use words such as 'happy', 'sad',	Children will know how
		Children will know the class	confidence with resources in	Children will collect the		'angry' or 'worried'.	characters in stories might be
		rules:	the classroom that interest	register from the office	Children will explore new resources	*	feeling.
		- Eyes looking	them.	with a reception buddy.	around the class and try new things.	Managing Self	
Ħ		- Ears listening	/ / ` \			Children will know how to calm	Managing Self
len		- Mouths silent	Managing Self	<u>Managing Self</u>	Children will show confidence	themselves by stopping and taking deep	Children will know that
l E		- Legs crossed	Children will know how to	Children will know	walking around our local area.	breaths.	exercise is good for them and
lop		- Hands still	look after resources using	examples of healthy food.	/		they will begin to identify
ve			the rhyme, 'choose it, use it,		Children will follow 'The	Children will drink water regularly	changes that they feel whilst
Je		Children will learn the rhyme,	put it away'.	Children will know to	Tushingham Way' and know why it	throughout the day, without prompts.	exercising. For example,
Emotional Development		'Choose it, use it, put it away'		exercise to be healthy.	is important to follow rules.		feeling hot, sweating, out of
no		and will followed modelled	Children will know that			Building Relationships	breath.
흕		adult lead to keep the	drinking water he <mark>lps them</mark>	Children will know to	Managing Self	Children will choose who they would	
10	Nursery	classroom tidy.	to be healthy.	brush their teeth to be	Children will know how to	like to play with and will suggest or	Building Relationships
En	s.			healthy.	independently use the toilet.	extend play ideas.	Children will begin to consider
	3	Children will learn about, 'The	Children will learn about,	CLILL III (T)			the feelings of others in the
αu	~	Tushingham Way'.	'The Tushingha <mark>m Way'.</mark>	Children will follow 'The	Children will know to wash and dry	Children will consider the feelings of	classroom during different
al a		Children will join in with our	Building Balationships	Tushingham Way'.	their hands before eating and after	others in stories.	situations.
Social and		'Wake up, shake up' morning	Building Relationships Children will know how to	Children will drink water	using the toilet.	Children will begin to solve conflicts	Children will know how to
So				regularly through <mark>out t</mark> he	Children will begin to understand	calmly, with support.	treat others in our class using
ıl,		song.	play partner games.	day, with prompts.	what is meant by the term healthy	carnity, with support.	the statement 'Kind hands and
Personal,		Children will answer to their	1	day, with prompts.	foods and they will know that fruit		kind words'.
os.		name in front of the other		Building Relationships	and vegetables are good for them.		killa words.
Per		children during registration.		Children will share	und vegetables are good for them.		Following a model, children
_		critiarest during registration.		resources and play in a	Building Relationships		will to listen to a friend and
		Children will know to wash		group.	Children will take turns whilst		begin to understand how to
		and dry their hands before		g. cup.	playing and waiting patiently to		agree a compromise. Children
		eating and after using the			have a go.		will begin to solve conflicts
		toilet.					calmly, with support.
		Building Relationships					
		Children will know how to					
		play alongside each other.					
			children share and take turns w	ith others, with adult guidance	ce and understanding 'yours' and 'mine'	? Can children settle at activities for a while	? Can children play alongside
						th different roles such as the Gruffalo? Can	
		conflicts in their play?	. , 3,				3
		play alongside each other. Observational Checkpoint: Can others? Can children take part in				? Can children settle at activities for a while th different roles such as the Gruffalo? Can	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Self-Regulation	Self-Regulation	Self-Regulation	Self-Regulation	Self-Regulation	Self-Regulation
	Children will know that	Children will see themselves	Children will know how to	Children will know the importance	Children will begin to moderate	Children will be able to express their
	they unique by sharing	as a valuable individual.	make the right choice and	of respecting the class rules and	their own feelings socially and	feelings in a variety of situations an
	their likes, dislikes,	They know how to be helpful	the consequences of not	they will know the effects of their	emotionally. They will have a	be able to predict when something
	hobbies and interests.	by taking on jobs such as	doing so.	behaviour on others.	strategy for staying calm in the	might make them happy, sad, angry
		serving snack, giving out		TIUI	face of frustration. For example,	nervous. In order to prepare
	Children will begin to	resources and tidying up.	Managing Self	Children will begin to express their	using the quiet corner when they	themselves, they will develop a rang
	identify some of their	3.3	Children will look after	feelings and consider the feelings of	are feeling upset/angry.	of strategies to deal with emotions.
	feelings, using books such	Managing Self	resources and our classroom	others.	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
	as 'The Colour Monster' to	Children will look after	environment by following		Managing Self	Managing Self
	support understanding.	resources and our classroom	the rhyme, 'Choose it, use it,	Managing Self	Children will know about the	Children will know how to be a safe
	oupport areas startaing.	environment by following	put it away.'	Children will begin to understand	importance of a good sleep routine	pedestrian and why this is importan
	Managing Self	the rhyme, 'Choose it, use it,	pat it away.	what a sensible amount of screen	for their health.	peacetrian and wing this is important
	Children will know how to	put it away.'	Children will know and	time is and why this is important	Jor their reaters	Children will practise stopping quick
	listen well on the quiet	put it away.	follow, 'The Tushingham	for their health.	Children will know when other	when using the bikes and will be
	carpet:	Children will know and	Way' They will know why it	Joi their fledith.	children aren't following' The	aware of children playing around
	- Eyes looking	follow, 'The Tushingham	is important to follow rules.	Children will know some ways to	Tushingham Way'.	them.
	- Eges tooking - Ears listening	Way'.	is important to joilow rates.	stay safe online.	rusitingitum way.	titelli.
	- Mouths silent	way.	Children will know how	stug suje offitte.	Children will develop their	Children will know when other
	- Legs crossed	Children will know that	healthy eating, good	Children will know and follow, 'The	problem-solving skills by talking	children aren't following' The
	- Hands still	drink water regularly is	hygiene and exercise is	Tushingham Way'. They will know	through how they have resolved a	Tushingham Way'.
	- Hurius stiti	good for their health.	important for their health.	why it is important to follow rules.	difficultly or challenge.	Tushingham way.
0	Children will learn about	good for their neath.	important for their neath.	with it is important to joilow rules.	difficulting of challeringe.	Children will set own goals and
Ĕ		Children will mellert an their	Children will understand	Children will soutidently take want	Children busy that it is ab to	
ception	the reasons why we need	Children will reflect on their		Children will confidently take part in 'Show and Tell' sessions,	Children know that it is ok to	targets and try to achieve them.
Rec	to look after resources and	own work and begin to	'Stranger Danger'.		make mistakes.	Building Balasian aking
	our classroom	reflect and self-evaluate.	Building Bulgeton ditu	recognising their personal	Children ill be a that accepts to	Building Relationships Children will think about the
	environment and follow	- ar	Building Relationships	achievem <mark>ents.</mark>	Children will know that exercise is	
	the rhyme, 'Choose it, use	Building Relationships	Children will play reg <mark>ularly</mark>	Children ill and the characters	good for them and they will to	perspectives of others.
	it, put it away.'	Children will know how to	with friends and peers,	Children will practise stopping	identify short-term and some	
		listen to others with respect.	sharing, taking turns <mark>and</mark>	quickly and will be aware of	long-term changes that occur	They will know how to resolve a
	Children will learn about,	a	cooperating.	children playing around them to	because of exercise.	problem by talking it through. They
	'The Tushingham Way'.	Children will consider the		keep themselves and others safe.		will take turns to listen to each othe
		feelings of others in the	Children will know how to		Building Relationships	
	Children will know to	classroom.	listen to a frien <mark>d and</mark>	Building Relationships	Children will know how to express	Children will be able to explain to
	wash and dry their hands		understand ho <mark>w to agree a</mark>	Children will be able to describe	their opinions and understand it is	others what they thought about a
	before eating and after		compromise.	wh <mark>at makes a g</mark> ood frien <mark>d, such as</mark>	okay to have a different opinion to	problem or an emotion and how the
	using the toilet.			list <mark>ening and sh</mark> aring.	their friends.	dealt with it.
	Building Relationships					
	Children will know how to					
	treat others in our class					
	using the statement 'Kind					
	hands and kind words'.			TTOLL	1	
	Observational Checkpoint -			111111		
1	Self-Regulation: Show an u	inderstanding of their own feeling	as and those of others, and hear	in to regulate their behaviour according	II Set and work towards simple goals	heing able to wait for what they w

Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave

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.

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

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Gross Motor	Gross Motor	Gross Motor	Gross Motor	Gross Motor	Gross Motor
		Children will know how to	Children will know how to	Children will know how to	Children will know how to climb the	Children will know how to skip, hop and	Children will know how to
		ride a three-wheeled scooter.	ride a tricycle.	throw a ball.	ladder on the slide using alternate	stand on one leg.	work together to carry large
					feet.		items such as planks of wood
		Children will develop overall	Children will know how to	Children will develop	N I T L	Children will be able to pass, roll and	and crates.
		body strength, coordination,	undress/dress themselves for	overall body strength,	Children will begin to use and	throw a ball to a partner.	
		balance and agility using the	playtimes – coat and	coordination, balance and	remember sequences and patterns of		Children will line up in a
		school's motor control	wellies.	agility using the school's	movements which are related to	Children will develop overall body	straight line, being aware of
		programme.		motor control programme.	music and rhythm.	strength, coordination, balance and	others' personal space.
눌		- Shrug shoulders (in	<u>Fine Motor</u>	- Windmills (in		agility using the school's motor control	
Development		unison)	Children will know how to	unison)	Handle large tools, such as brushes,	programme, crossing the mid-line.	Children use the trim trail
p l		- Rotate shoulders (in	zip up their coat.		rakes and wheelbarrows, showing	- Picking 'apples' off trees	with more independence.
9	ry	unison)		<u>Fine Motor</u>	an awareness of others' personal	1,	
\ \	er	_	Children use looped scissors	Children will use pegs to	space.	Fine Motor	Fine Motor
De	ırs	<u>Fine Motor</u>	to make straight cuts i <mark>n</mark>	transfer small objects from		Children will know how to use a	Children will show preference
=	ž	Children will explore large	paper.	one place to another.	Children will know how to	comfortable grip and control when	for a dominant hand.
2		mark making, such as large	L		undress/dress themselves for PE	holding a pencil.	
Physical		chalks and paintbrushes to	Children will be able to roll	Children use spring loaded	lessons.	2000	Children will know how to use
노 무		develop cross the mid-line	and flatten doug <mark>h on the</mark>	scissors to cut along lines.		Children will know how to use two-hole	two-hole scissors to cut along
-		movements.	table to make a sausage,		Fine Motor	scissors to cut a straight line with hand-	lines.
		CLILL L. L	apple and panc <mark>ake.</mark>		Children will know how to use loop	over-hand help.	
		Children use looped scissors to			scissors to make snips in paper.	0.11	Children will make models
		make snips in paper.			Children will amarine and with their	Children will be able to roll and flatten	using Duplo.
					Children will experiment with their	dough in their hands to make a sausage,	Children will attach uni-link
					own symbols and marks, as well as	apple and pancake.	in maths lessons.
		A.			numerals.	Children will experiment with their own	in mains lessons.
						symbols and marks, as well as	Children will know how to use
		1				numerals.	a knife and fork.
\vdash		Observational Chashnaint, Can	children maha 'cross the mid lin	ye' marks on vertical surfaces?	Can children move in a range of ways i	ncluding hopping, climbing and balancing?	, ,
						s/pencils? Are children independent in dressi	
		groups/teams: can children use	one-nunueu tools such as scisso	is or a maintiller: Do cilliaren i	a confortable grip when using pen	s/perious: Are criticien independent in dressi	ing internserves:

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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Gross Motor	Gross Motor	Gross Motor	Gross Motor	Gross Motor	Gross Motor
		Children will know how to run,	Children will know how	Children will know how to run,	Children will know how to kick	Children will know how to climb,	Children will know how to
		hop and jump, with more control	to pull themselves up	hop, skip and jump, with more	and pass different sized balls.	run, hop, skip and jump, aiming to	ride a balance bike.
		and grace.	rope on the junior trim	control and grace.	Children will develop their	go higher, fast and further.	
		Children will develop everall hade	trail and hang on	Children will know how to throw	Children will develop their	Children will conclude movements	Children will be able to aim at
		Children will develop overall body strength, coordination, balance	branches.	and catch different sized balls.	overall body-strength, balance, agility and coordination by	with balance and stillness.	a target (large and small (eg) goal, cones etc with more
		and agility using the school's	Children will know how	and catch different sized batts.	using large pieces of equipment,	with balance and stillness.	accuracy.
		motor control programme.	to throw different sized	Children will develop overall body	such as bikes, wheelbarrows,	Children will know how to bat and	decuracy.
		- Shrug shoulders (one at	balls.	strength, coordination, balance	prams, trim trail, guttering and	aim using different sized balls.	Fine Motor
		a time and in unison)	butts.	and agility using the school's	crates.	utili datity differenti sized butts.	Children will be able to isolate
		- Rotate shoulders (one at	Fine Motor	motor control programme.	cittes.	Children will develop overall body	finger and use their thumb
		a time and in unison)	Children will use flexible	- Shoulder girdle spirals	Children will make lift and stack	strength, coordination, balance and	and fingers to press and pinch
		- Windmills (one at a	tweezers to transfer	- Windmills (in unison)	to make dens.	agility using the school's motor	dough and stiffer materials,
		time, in unison and one	small objects from one	wittantitis (in artisoti)	to make delta.	control programme. They will	such as plasticine.
		arm following the other)	place to another.	Fine Motor	Fine Motor	complete exercises crossing the mid-	
		j	7	Children will know how to use	Children will use stiffer tweezers	line and increase bilateral	Children will keep their letters
		Children will line up in a straight	Children will know the	two-hole scissors to cut along	to transfer small objects from	integration	on the line, with clear
nt		line, being aware of others'	correct pencil grip and	lines.	one place to another.	- Picking 'apples' off trees	ascenders and descenders.
ne		personal space.	posture for writing.			- Removing pegs on clothing	
pu	9			Children will be able to isolate	Children will be able to use a	opposite sides	Children will know how to
Physical Development	Reception	<u>Fine Motor</u>	Children wi <mark>ll know how</mark>	finger and use their thumb and	single hole punch.	- Clapping games	correctly form capital letters.
l A	9	Children will be able to roll and	to correctl <mark>y form the</mark>	fingers to press and pinch dough.			
Ď	Re	flatten dough in their hands to	lower-case Phase 2		Children will know how to use a	Fine M <mark>otor</mark>	Children will develop the
al		make a sausage, apple and	letters (including sounds	Children will thread Cheerio's onto	knife and fork and will begin to	Children will know how to use two-	foundations of their own,
sic		pancake.	with two graphemes) ck,	pipe cleaners to make bird feeders.	cut their own food up.	hole scissors to cut with more	unique handwriting style,
l in			e, u, r, h, b, f, ff, l, ll, ss.			accuracy and precision.	which is fast, accurate and
Ы		Children will make models using		Children will mak <mark>e models using</mark>	Children will develop the		efficient.
		Duplo.	1	Mobilo.	foundations of a unique,	Children will make models using	
					perso <mark>nal handwriting style.</mark>	Lego.	
		Children will attach uni-link in		Children will kno <mark>w how to do up</mark>	CLUL U		
		maths lessons.		and undo buttons.	Children will know how to	Children will know how to thread	
		Children will be and be used a		Children will be south	correctly form the Phase 3	and sew.	
		Children will know how to use a		Children will know how to	graphemes (including sounds	Children will attach multilink in	
		knife and fork.		correctly form the Phase 3 graphemes (including sounds with	with two graphemes) ai, ee, igh, oa, oo (long and short), ar, or,	maths lessons.	
		Children will know how to		two graphemes) j, v, w, x, y, z, zz,		mains lessons.	
		correctly form the lower case		qu, ch sh, th ng.	ur.	Children will correctly form the	
		Phase 2 graphemes s, a, t, p, i, n,		qu, cit sit, tit ity.	Children will begin to form	Phase 3 graphemes (including	
		m, d, g, o, c, k.			capital letters correctly.	sounds with two and three	
		111, a, g, 0, c, k.			capital letters correctly.	graphemes) ow, oi, ear, air, ure, er.	
		Observational Checkpoint – ELG:				graphenies, ow, or, ear, air, are, er.	<u> </u>
			hstacles safely with conside	ration for themselves and others - De	monstrate strength, halance and coo	rdination when playingMove energetion	callu such as runnina iumnina
		dancing, hopping, skipping and clim		. actor jo. themselves area officion De		. actuation vinter plaging. Trove energette	sang, sasit as raining, jamping,

dancing, hopping, skipping and climbing.

Fine Motor: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Comprehension	Comprehension	Comprehension	Comprehension	Comprehension	Comprehension
	Children will know that print	Children will know a	Children will know print	Children will know the names of	Children will know how to turn the	Children will know how to re
	has meaning.	range of signs including	has different purposes by	different parts of a book including	pages of a book carefully.	from left to right and top to
	j j	bus stop, parking, stop.	exploring menus,	the cover, title, author.	, ,	bottom.
	Children will know the logos for	3,	magazines, newspapers,		Children will 'read' and 're-read' a	
	our school and local	Children will engage in	labels.	Children will 'read' and 're-read' a	selection of books to engage in	Children will 'read' and 're-
	supermarkets.	conversations about books	The state of the s	selection of books to engage in	conversations about the story,	a selection of books to enga
	Supermarkets.	that have been read to	Children will 'read' and	conversations about the story,	developing their understanding and	conversations about the sto
	Children will engage in	them, developing their	're-read' a selection of	developing their understanding	learning new vocabulary.	developing their understan
	conversations about books that	understanding and	books to engage in	and learning new vocabulary.	tearning new vocabatary.	and learning new vocabuld
			conversations about the	and learning new vocabulary.	Children will understand 'who' and	and learning new vocabult
	have been read to them,	learning new vocabulary.		CITIES THE TAXABLE PROPERTY.		61:11 :11 1 1
	developing their understanding	They will enjoy listening	story, developing their	Children will understand 'when'	begin to understand 'why' questions.	Children will understand o
	and learning new vocabulary.	to longer stories.	understanding and	ques <mark>ti</mark> ons.		answer 'why' questions.
			learning new vocabulary.		Word Reading	
	Children will point out	Children will unders <mark>tand</mark>		Word Reading	Children will know and recognise the	Word Reading
	objects/pictures in a story.	'what' questions.	Children will understand	Children will know familiar words	sounds s, a, t, p, i n and they will	Children will know and
			'where' questions.	with the same initial sound such	recognise them at the beginning of	recognise the sounds s, a,
	Word Reading	Word Reading		as mum and milk.	words.	n through multisensory
	Children will tune in to different	Children will spot and	Word Reading			activities.
	sounds. When they hear a word	suggest rhymes.	Children will clap	Children will know and recognise	Children will orally segment and blend	
	or sound in a book, they will say	55	syllables in a word.	the sounds s, a, t, p, i n in	cvc words. They will begin to recognise	Children will begin to reco
	it	Writing	3	isolation.	the initial, medial and end sounds.	the initial, medial and end
	<u> </u>	Children will know how to	Writing			sounds and match them to
9	Children will verbally fill in	draw vertical lines.	Children will know how to	Children will orally segment and	Writing	letters.
Nireorii	missing words in rhymes and	aran vertical times	draw circles.	blend cvc words.	Children will form the letters s, a, t, p, i,	
Ž	repeated sentences.	Children will write the	araw circles.	Steria eve words.	n through multisensory activities – For	Writing
	repeated settletices.	initial sound in their	Children will use a tripod	Writing	example, making letters with playdoh,	Children will write some le
	Writing	name.	grip when holding pens	Children will know how to draw	string, blocks, tracing, drawing on	accurately (s, a, t, p, i, n)
	Children will know how to draw	nume.	and pencils.	diagonal lines.	backs, in paint, sand and mud.	including some correct init
		Children ill besigner	and pencils.	alagonal lines.	backs, in paint, sand and mad.	3
	horizontal lines.	Children will begin to use				sounds of words.
	01:11	a comfortable grip when	Children will write their	Children will make the Unlocking	Children will use magnetic letters to	01.11.1
	Children will show a preference	holding pens and pencils.	name following t <mark>he yellow</mark>	Letters and Sounds – s, a, t, p, i, n	spell a word ending like 'at'. They will	Children will use magnetic
	for a dominant hand.		letters.	through multisensory activities –	make new words by putting other letters	letters to spell a word end
				For example, making letters with	in front to create words like 'sat' and	like 'in'. They will make ne
	Pathways to Write Outcome		Children w <mark>ill experiment</mark>	playdoh, string and blocks.	'pat'.	words by putting other let
	Use story images for Children		with their <mark>ow</mark> n <mark>symbols</mark>			front to create words like '
	join in with key events and		and marks <mark>as well as</mark>	C <mark>hildren will w</mark> rite their <mark>name.</mark>	Children write their name with	and 'pin'.
	phrases, using story images to		numerals. <mark>They will add</mark>		increasing control.	
	retell the story of 'Peach at		meaning t <mark>o the marks that</mark>	Children add meaning to the		Using writing equipment -
	Last'.		they make.	marks that they make. They begin	Using writing equipment – chunky	and pencils.
				to 'write' for a purpose. For	chalks, pens and pencils.	-
	Children begin to draw/mark			example writing a card or letter		Children will know how to
	make some of the story.			for a friend.	Children will know how to use of their	their print and letter know
			/ 7 / 1		print and letter knowledge in their early	in their early writing. (Eg)
				-	writing. For example, they might write a	might write a label, sign o
					label, sign or pretend shopping list using	pretend shopping list using
					some correct initial sounds.	correct initial sounds.
ĺ					iges one at a time? Can children identify rhu	

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Language Comprehension	Language Comprehension	Language Comprehension	Language Comprehension	Language Comprehension	Language Comprehension
		Children will read and re-	Children will read and re-read	Children will read and re-read a	Children will read and re-	Children will read and re-read a	Children will read and re-read
		read a selection of books to	a selection of books to develop	selection of books to develop	read a selection of books to	selection of books to develop	a selection of books to develop
		develop understanding.	understanding.	understanding.	develop understanding.	understanding.	understanding.
		Children will ask and	Children will ask and answer	Children will ask and answer	Children will ask and	Children will ask and answer 'why'	Children will ask and answer
		answer 'what' questions.	'who' questions.	'when' questions.	answer 'where' questions.	questions.	'why' questions with some
							deeper reference to the text or
		Children will select books for	Children will select books for	Children will select books for	Children will select books for	Children will select books for pleasure	personal experiences.
		pleasure and enjoyment,	pleasure and enjoyment, with	pleasure and enjoyment.	pleasure and enjoyment.	and enjoyment. They will be able to	
		with adults signposting to interests.	adults signposting to interests.	Wood Books	Wald Bardina	explain what they enjoyed about it.	Children will select books for
		interests.	Word Reading	Word Reading Children will orally segment and	Word Reading Children will read simple	Word Reading	pleasure and enjoyment. They will be able to explain what
		Word Reading	Children will orally segment	blend short words made up of	phrases and sentences made	Children will read simple phrases and	they enjoyed about the book.
		Children will orally segment	and blend short words made	known letter- sound	up of words with known	sentences made up of words with known	they enjoyed about the book.
		and blend short words made	up of known letter- sound	correspondences.	letter-sound	letter-sound correspondences.	Word Reading
		up of known letter- sound	correspondences.	correspondences.	correspondences.	tetter-sound correspondences.	Children will read simple
		correspondences.	correspondences.	Read some letter groups that each	correspondences.	Children will read the Phase 3 sounds	phrases and sentences made
			Children will read the Phase 2	represent one sound and say	Children will read some	ow, oi, ear, air, ure, er.	up of words with known
		Children will read the Phase	sounds ck, e, u, r, h, b, f, ff, l,	sounds for them.	Phase 3 letter groups that		letter-sound correspondences.
		2 sounds s, a, t, p, i, n, m, d,	ll, ss.		each represent one sound -	Children will orally segment and blend	·
_	ב	g, o, c, k.		Children will read the Phase 3	ai, ee, igh <mark>, oa, oo (long a</mark> nd	Phase 4 CVCC and CCVC words.	Children will orally segment
ਤੂੰ	tio		Children will kn <mark>ow and read</mark>	sounds j, v, w, x, y, z.	short), ar, or, ur.		and blend Phase 4 CCVCC and
Literacy	Reception	Children will hear and	the Phase 2 CEW <mark>/tricky words</mark>			Children will know and read the Phase 3	CCCVCC words.
#	S	identify initial sounds in	no, I, go.	Children will read some Phase 3	Children will blend known	CEW/tricky words are, my, her.	
_	~	words.		letter groups that each represent	sounds in words.	21.01	Children will know and read
			Children will read simple	one sound - zz, qu <mark>, ch</mark> sh, th		Children will know and read the Phase 4	the Phase 4 CEW/tricky words
		Children will know and read	phrases and sentences made up of words with known	(voiced and unvoi <mark>ced), ng</mark>	Children will know and read	CEW/tricky words said, have, like, so,	some, come, were, there, little,
		the Phase 2 CEW/tricky words the, to, into.	letter-sound correspondences.	Read simple phrases and sentences	the Phase 3 CEW/tricky words was, you, they, all.	do.	one, when out, what.
		words tite, to, titto.	tetter-sound correspondences.	made up of words with known	words was, you, trieg, att.	Children will re-read books to build up	Children will re-read books to
		Writing	Children will re-read books to	letter-sound correspondences.	Children to read words	their confidence in word reading and	build up their confidence in
		Children will spell words by	build up their confidence in	tetter souria correspondentees.	containing 'ing' endings.	their fluency.	word reading and their
		identifying the sounds and	word reading and their	Children wil <mark>l know and read the</mark>	containing ing change.	and Julianes	fluency.
		then writing the sound with	fluency.	Phase 3 CE <mark>W/tricky</mark> words me, we,	Children will re-read books	Writing	,
		letter/s.	. 1	be, he, she.	to build up their confidence	Children will correctly form the Phase 3	Writing
			Writing		in word reading and their	graphemes (including sounds with two	Children will segment to write
		Children will correctly form	Children will spell words by	Children w <mark>ill re-read books to</mark>	fluency.	and three graphemes) ow, oi, ear, air,	Phase 4 CCVCC and CCCVCC
		the lower-case Phase 2	identifying the sounds and	build up th <mark>eir confidence in word</mark>		ure, er.	words.
		graphemes - s, a, t, p, i, n,	then writing the sound with	reading a <mark>nd their fluency.</mark>	Writing		
		m, d, g, o, c, k.	letter/s.		Children will know how to	Children will know how to write the	Children will know and write
				Writing	correctly form the Phase 3	Phase 3 CEW/tricky words are, my, her.	the Phase 4 CEW/ tricky
		Children will know how to	Children will know how to	Children will spell words by	graphemes (including	auti u	words some, come, were,
		write the Phase 2	correctly form the lower-case	identifying the sounds and then	sounds with two graphemes)	Children will segment to write Phase 4	there, little, one, when out,
		CEW/tricky words the, to,	Phase 2 letters (including sounds with two graphemes)	writing the sound with letter/s.	ai, ee, igh, oa, oo (long and	CVCC and CCVC words.	what.
		into.		Children will know how to	short), ar, or, ur.	Children will know how to write the	Children will form all lower-
		Children will know how to	ck, e, u, r, h, b, f, ff, l, ll, ss.	correctly form the Phase 3	Children will begin to use	Phase 4 CEW/tricky words said, have,	case letters and capital letters
		write their name.		graphemes (including sounds with	capital letters correctly.	like, so, do.	case tetters and capital tetters
		write titeli ituille.		graphonies (including sounds with	capital letters correctly.	ικο, 30, α0.	correctly.

Pathways to Write Outcome

Year A - Oral retelling of story. Draw images and write labels to represent the story of Peace at Last.

Year B - Depict the main events of the story using between three and five images Children mark make next to each image explaining what is happening in Kipper's Toys.

Children will know how to write the Phase 2 CEW/tricky words no, I, go.

Children will know how to write initial sounds and some CVC words with known sound/letter correspondences.

Children will re-read what they have written to check that it makes sense.

Pathways to Write Outcome

Year A - Label a plan and attempt to write a simple caption for The Three Little Pigs.

Year B - Label a plan and attempt to write a simple caption for I'm Going to Eat this Ant.

two graphemes) j, v, w, x, y, z, zz, qu, ch sh, th ng.

Children will know how to write the Phase 3 CEW/tricky words me, we, be, he, she.

Children will form lower-case and capital letters correctly.

Children will know how to write CVC words and short phrases or sentences with known sound/letter correspondences.

Children will re-read what they have written to check that it makes sense.

Pathways to Write Outcome

Year A - Create a story map of the journey and write labels/captions/ sentences describing the crocodiles in Let's All Creep Through Crocodile Creek.

Year B - Create a new journey for the Naughty Bus by creating a story map and wr<mark>iting captions/</mark> sentences describi<mark>ng the journey</mark> of the bus in Naughty Bus. Children will know how to write the Phase 3 CEW/tricky words was, you, they, all.

Children will form all lowercase letters correctly and some capital letters correctly.

Children will know how to write CVC words and short phrases or sentences with known sound/letter correspondences.

Children will re-read what they have written to check that it makes sense.

Pathways to Write
Outcome Year A - Write
from the point of view of
Tom from The Pirates are
Coming, describing what he
has learned about pirate
ships.

Year B - Retell/rewrite the story of The Journey Home.

Children will form all lower-case letters and capital letters correctly.

Children will know how to write a short sentence with known sound/letter correspondences using a capital letter and a full stop.

Children will re-read what they have written to check that it makes sense.

Children will re-read what they have written to check that it makes sense.

Pathways to Write Outcome

Year A - Retell/rewrite the story – Gigantosaurus.

Year B – Create simple information text – Looking After Dogs.

Children will know how to write short sentences to sequence short narratives with known sound/letter correspondences using capital letters and full stops.

Children will re-read what they have written to check that it makes sense.

Children create a simple information text about farm animals. They retell events of their trip to the farm.

Children write labels, lists and recipes for flower/fruit potions, perfumes and smoothies.

Pathways to Write Outcome

Year A - Retell/rewrite the story - The Sea Saw

Year B — Rewrite the story of Supertato.

Observational Checkpoint - ELG:

Comprehension: Demonstrate understanding of what has been read to them by rete<mark>lling stories and</mark> 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.

Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

			Spring 1	Spring 2		
	Cardinality and Counting	Cardinality and Counting	Cardinality and Counting	Cardinality and	Cardinality and Counting	Cardinality and Counting
	Children will use accurate and	Children will accurately use one-	Children will use one-to-one	Counting	Children will recite numbers past 5 with	Children will recite numbers
	consistent verbal counting to	to-one correspondence and	correspondence and	Children will begin to	accurate and consistent verbal counting to	past 5 with accurate and
	5.	cardinality to 3. They will say one	cardinality to 5. They will say	match numerals to the	10.	consistent verbal counting to
		number for each number in order:	one number for each number	number of objects in a		10.
	Children will begin to use one-	1, 2, 3, tagging items consistently	in order: 1, 2, 3, 4, 5.	set.	Children will have a deeper understanding	
	to-one correspondence and	correctly.		_ < / /	of numbers to 5 and some numbers to 10,	Children will solve real world
	cardinality to 3. They will say		Children will show 'finger	Children will join in	knowing that the total number does not	mathematical problems with
	one number for each number	Children will know that the last	numbers' up to 5.	with the actions and	change with physical rearrangement of a	numbers up to 5 and some
	in order: 1, 2, 3.	number reached when counting a	Transcis up to s.	words from many	set of objects (conservation of numbers).	numbers within 10.
	111 01 del. 1, 2, 3.	small set of objects tells them how	Children will join in with the	rhymes and the songs –	set of objects (conservation of numbers).	Humbers Within 10.
	Children will begin to	many there are in total ('cardinal	actions and words from many	Bee Hive, 5 Little	Children will solve real world maths	Children will know many
	understand that the last	principle').	rhymes and the songs – Bee	Speckled Frogs, 5	problems with numbers up to 5.	rhymes and the actions and
	number reached when		Hive, 5 Little Speckled Frogs, 5	Current Buns in a		words from many of the Ten
	counting a small set of objects	Children will develop f <mark>ast</mark>	Current Buns in a Baker's	Baker's Shop and 5 Little	Children will join in with the actions and	Town songs.
	tells them how many there are	recognition (subitisin <mark>g) of up to 3</mark>	Shop and 5 Little Men in a	Men in a Flying Saucer.	words from number rhymes and some of	
	in total ('cardinal principle').	without having to count them	Flying Saucer.		the Ten Town songs.	Children will write some
		individually.		Comparison		numerals correctly.
	Children will develop fast		Children will experiment with	Children compare sets of	Spatial Reasoning	
	recognition (subitising) of 1	Spatial Reasoning	their own symbols and marks	objects – which has	Children will understand and use the	Children will know how to us
	and 2 without having to count	Children will understand and use	as well as numerals. They will	more, fewer – just by	language of distance (far away, near, far).	their print and letter/numera
20	them individually.	language of pos <mark>ition that can vary</mark>	add meaning to the marks	looking and then	3. 1	knowledge in their early
l la	3	by viewpoint. They will discuss	that they make.	counting to check. They	Measures	writing. For example, writing
durser	Spatial Reasoning	routes and locations (in front,	/	will use the vocabulary	Children will understand and use specific	numbers on a rocket.
Nursery	Children understand the use of	behind).	Spatial Reasoning	more, less and fewer.	attributes to compare weight/mass and	
	simple language of positions	Scrittaj.	Children will understand and	more, tess arta jewer.	capacity (heavy, light, heavier, lighter,	Composition
	that doesn't vary by viewpoint	Shape	use everyday language of	Spatial Reasoning	full, empty, part full).	Children will separate a grou
	3 3 .	Children will explore construction	direction (up, down, through,	Children will understand	Juil, empry, part Juil.	of three or four objects in
	(in, on, under, next to).				Channe	different ways.
	CLUL I U C U	with 3D shapes, combining shapes	over, under) <mark>.</mark>	and use the language of	Shape	different ways.
	Children describe a familiar	in two dimensions. They will select		movement (forwards,	Children will begin to notice some	
	route.	shapes appropriately: Flat surface	Shape	back <mark>wards, sideways,</mark>	properties of 2D and 3D shapes (cuboids,	Comparison
		for building, a triangular prism	Children wi <mark>ll explore patter</mark> n	turn).	pyramids and spheres) and find shapes	Children will make equal sets
	Shape	for a roof.	and picture making with 2D		that are the same. They will recognise 2D	
	Children will explore rotating		patter <mark>n blocks.</mark>	Measures	shapes on the faces of 3D shapes. They	Shape/Space/Measures
	or flipping objects to make	Children will know and recognise		Children will understand	will use words, such as straight, flat and	Children will discuss routes
	them match (posting boxes,	a circle, square, triangle and		and use specific	round.	and the order and location of
	puzzles, jigsaws, pairs).	rectangle and know some of their		attributes to compare		things seen, extending
		properties (number of sides, and		height, length and width	Children will explore more complex	vocabulary (in between,
	Sorting and Sequencing	corners by checking).		(taller and shorter,	construction with 3D shapes – combining	above, below, around, beside,
	Children will identify patterns	3,		rather than big and	shapes to make arches and enclosures.	across, along).
	around them such as stripes	Sorting and Sequencing		small, long and short,	citapos to maio arcitos arta citotocarco.	uo. 000, u.og,.
	on clothes.	Children will copy and continue		wide, narrow, thick and	Sorting and Sequencing	Children will explore time by
	on cionies.	simple AB sequences, varying		thin).	Children will make their own and extend	sequencing events (first, next,
	Children cort using different	colour or size (continue and copy	/ ITT	citity.	simple AB sequences of sound, actions and	after, before, morning,
	Children sort using different					
	combinations of properties	patterns).			objects. They will notice and correct an	afternoon, evening, yesterday
	(size, colour, shape or type).				error in a repeating pattern.	tomorrow).

Spring 1

Spring 2

Summer 1

Summer 2

Autumn 1

Autumn 2

Summer 2

Observational Checkpoint:

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

Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.



		Past and Pres Children will sense of their and family's h
		Children will have older an siblings. They older and you members.
		Children will from the past through storie
Įq.		Children will favourite bear their childhoo
derstanding the Worl	Nursery	People, Cultu Communities Children will members of th they will nam people who an them.
Under		Children will about families every family i
		Children will of their house drawing app.
		Children will school is calle School.
		Children will journey to sch map with land they pass.
		The Natural \ Children will

		Autumn 1
		Past and Present Children will begin to make sense of their own life story and family's history.
		Children will identify if they have older and/or younger siblings. They will talk about older and younger family members.
		Children will explore families from the past and present through stories.
p ₁ .		Children will explore their favourite bear/teddy from their childhood.
Inderstanding the World	Nursery	People, Culture and Communities Children will talk about members of their family and they will name and describe people who are familiar to them.
Unde		Children will listen to books about families and know that every family is different.
		Children will draw a picture of their house using a digital

hildren will know that our chool is called Tushingham chool.

hildren will draw their ourney to school on a linear nap with landmarks that rey pass.

he Natural World

hildren will begin to join in with rhymes and the songs -Wake up, Shake up, If You're Happy and You Know it.

Autumn 2

Children will know that we remember soldiers who have died in the war and wears poppies.

Past and Present

Children will know why people set off fireworks on Bonfire Night.

Children will study artists from the past and recreate their work using - Wassily Kandinsky -'Concentric Circles' (1923) - Year A and Jackson Pollock -'Number 17' (1956) - Year B.

Children will explore the Christmas story through images, texts and drama.

People, Culture and Communities

Children will learn about how people in different countries celebrate Christmas - Year A.

Children will begin to understand that everyone is different. They look different, and have different families and different beliefs and celebrate differently - Year A.

Children will visit our special place of worship - St Chad's Church at Christmas.

The Natural World

Children will use all of their sense in hands-on exploration of natural materials. They will explore collections of materials with similar and different properties – Autumn treasures.

Children will know some woodland animals and they will

Spring 1

Past and Present

Children will compare and contrast characters from stories, including figures from the past.

Children will explore the story of 'Noah's Ark' from the Bible. They will role play this story, learning some of the events.

Children will look at images of transport and emergency vehicles in the past and present and some simple identify similarities and differences between them - Year B.

People, Culture and Communities

Children will know that there are different countries in the world and they will talk about differences they have experienced or seen in photos - Year A.

Children will name some animals in England and some animals from a country in Africa – Year A.

Children will show interest in different occupations. They will name people who are familiar to them in the community, such as teachers, shop staff, hairdressers, the police, the fire service, nurses and doctors - Year B.

Children will listen to visitors and ask 'what' and 'where' questions about their job in the community - police, nurse and vet - Year B.

The Natural World

Children talk about what they see using a wide vocabulary.

They will explore a contrasting environment - country in Africa - Year A.

Children will know that this time of year is winter. They will observe seasonal features and changes in the weather - Year B.

Children will explore collections of materials with similar and different properties, as well as changes that they notice - melting and freezing - water/snow/ice/chocolate.

Spring 2

Past and Present

Children will recognise some things that they can do now but could not do as a baby.

Children will begin to discuss things that have happened before they were born within their familu.

Children will observe changes over a short time during the lifecucle of a butterfly, frog and plant.

People, Culture and Communities

Children will know that represents the world -Year A.

Children will draw and follow simple maps from real and imaginary settings.

Children will visit our special place of worship - St Chad's Church at Easter.

Children know the importance of looking after the animals and environment, feeding the birds and planting bee and butterfly friendly seeds - Year B.

The Natural World

Children understand that a caterpillar turns into a butterfly.

Children will name specific features of the

Summer 1 Past and Present

Children will know who Mary Anning is – Year A.

Children will read the stories of 'The Toymaker' and 'Dogger' and will identify some basic similarities and differences between the tous from the past and toys in the present - Year B.

Children listen and ask questions to a grandparent visitor as they talk about their childhood and the games/tous that they played with.

Children will learn about St. George's Day.

People, Culture and Communities

Children will continue to develop positive attitudes about the differences between people.

Children will know the role of vets in our local area – Year B.

Children will know that pets are part of our family and they will share stories about their own pets and what they do to help look after them -Year B.

The Natural World

Children will explore how things work.

Children understand some of the basic key features of the lifecycle of a chicken/duck and a frog.

Children will plant seeds and care for growing plants.

Past and Present

Children will look at images of seaside holidays from the past and present and identify basic similarities and differences -Year A.

Summer 2

Children will learn about reallife superheroes from the past – farmers, service men – Year

People, Culture and Communities

Children will compare characters and settings from stories about the seaside, including figures and settings from the past - Year A.

Children will know the role of farmers in our local area -Year B.

Children will begin to develop a story line whilst role playing the role of a farmer or shopkeeper - Year B.

The Natural World

Children talk about what theu see using a wide vocabulary.

Children will grow vegetables and care for growing plants.

Children will begin to understand the need to respect and care for the environment and all living things.

Children understand some of the basic parts and key features of the lifecucle of a plant.

Children will learn about a seaside or coastal environment Mystery Box and Heads, Shoulders, Knees and Toes.

Children will know and use vocabulary linked to 'If You're happy and You Know it' Year A or 'Marvellous Me!' Year B.

Children will know the main parts of the human body – head, neck, arm, hand, finger stomach, back, leg, foot and toe. In addition to the facial features.

Children will draw a selfportrait by drawing a face with a circle and some details and features.

Children will know what colour hair they have and find other children in the class with the same colour hair as them.

create habitats for them – Year A.

Children will know that this time of year is autumn. They will observe seasonal features and changes in the weather – Year B.

Children will explore the natural world around them. Children will explore and talk about different forces that they feel, starting with wind.

Children will know and use vocabulary linked to their theme 'Once Upon a Time' Year A or 'If you go Down to the Woods Today' Year B including autumn, winter, weather, seasons, trees, woods, animals, character, setting and celebration.

Children will look for animal footprints in the snow. They will begin to understand the need to care for the birds in winter.

Children will know that some environments are different from the one in which they live.

Investigation – Which type of bird visits our school the most? Children will take part in the RSPB Big Schools Watch, collecting data and presenting it.

Children will draw and create pictures of the natural world using their own way of recording. world, both natural and made by people - Year A.

Children will know that this time of year is spring. They will observe seasonal features and changes in the weather – Year B.

Children will observe changes and growth of caterpillars and tadpoles.

Investigation – Observe a plant growing over time. They will know that plants come from seeds.

Children will explore collections of materials with similar and different properties – Materials for a purpose. Investigation – Which is the best materials to protect and egg? Children will explore the protective properties of materials in the 'Egg Drop Challenge'.

and will name some animals that live underwater - Year A.

Children will explore floating and sinking. Investigation – Make a boat that floats – Year Δ

Children will experiment with magnets.

Children will know that this time of year is summer. They will observe seasonal features and changes in the weather – Year B.

Children will grow vegetables and care for growing plants – Year B.

Children will know about Healthy Eating Week and will know, name and try some foods that keep us healthy.

Investigation – Observe a plant growing over time.

Observational Checkpoint: Can children use their senses to explore? Can children make sense of their own life-story and family history? Can children understand the key features of the life cycle of a plant and an animal? Do children show an interest in different occupations? Can children talk about differences between materials and changes they notice? Can children talk about different occupations? Can children talk about differences between materials and changes they notice?

Children will discuss family traditions. Children will explore different families from the past and present through stories. Children will recognise some changes over time with the lifecycle of a human. Children will explore their Children will explore their Children will comment on images of familiar situations from the past. Children will comment on images of familiar situations from the past. Children will comment on images of familiar situations from the past. Children will study artists from the past. Children will explore the story of 'Noah's Ark' from the Bible. They will role play this story, learning the main events as well as practising their counting skills. Children will recognise some changes over time with the lifecycle of a human. Children will explore the characters from stories, including figures from the past. Children will comment on images of familiar situations from the past. Children will look at some of our old school photograph albums and make observations, identifying changes over time. Children will observe changes over time. Children will observe changes over a short time during the lifecycle of a butterfly, frog and plant. Children will comment on images of familiar situations from the past. Children will explore the story of 'Noah's Ark' from the Bible. They will role play this story, learning the main events as well as practising their counting skills. Children will observe changes over time. Children will observe changes over a short time during the lifecycle of a butterfly, frog and plant. Children will compare and contrast changes over time. Children will compare and contrast changes over time. Children will compare and contrast changes over time. Children will observe changes over time. Children will observe changes over time. Children will observe changes over a short time during the lif	l explore and change. I look at aside an the past and identify ities and Year A. I learn fe
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community. Children will know that Children will draw Communities Communities	
people have different benefit and the countries real in the countr	
and celebrate special times in information from a simple Children will know the role of	rear b.
Children will name and describe different ways - Year A. Children will know that we do not have map. vets in our local area - Year B. Children w	role plau
	farmer and
	sing money
	l know how
about different families and Church at Christmas. Children will name and describe the role recognising buildings, open they will know how to look they help t	
know that every family is people who are familiar to them in the space, roads and other simple after a pet – Year B. community	Year B.
different. The Natural World community, such as teachers, shop staff, features – Year A.	
Children create habitats for hairdressers, the police, the fire service, Children will understand that The Nature	
	l know that
their house using a digital know that they need food, maps for imaginary settings. beliefs and celebrate special some anim	
drawing app. They will describe shelter, water and warmth to their house and know their house survive — Year A. Children will learn about contrasting their house and know their house survive — Year A. Children will learn about contrasting their house and know their house and know their house survive — Year A. Children will learn about contrasting how to programme a Beebot.	- rear A.
number. Children will understand that Children w	learn
Children will know that this Children will visit our special some places are special to about cont	
Children will know that our time of year is autumn. They They will recognise that some environments place of worship – St Chad's members of their community. environments	stina
and changes in the weather – The Natural World region – co	s within
Year B. A.	s within nd national
	s within nd national

Children will learn about their own town - Whitchurch.

Children will know that Whitchurch is in England.

Children will draw their journey to school on a linear map. They will add any significant features that they pass. They begin to place features in chronological order.

The Natural World

Children will know and use vocabulary linked to 'If You're happy and You Know it' - Year A or 'Marvellous Me!' - Year B including eyebrow, eyelash, knee, shoulder, elbow, ankle and neck.

Children will correctly label an outline of the human body.

Children will draw themselves with a head and a body, with arms and legs coming off the body.

Children will know what colour hair and eyes they have.

They will understand the effect of changing seasons on the natural world around them.

Children will know and use vocabulary linked to their theme 'Once Upon a Time' - Year A or 'If you go Down to the Woods Today' - Year B including autumn, weather, seasons, trees, woods, pine cone, conker, pumpkin, evergreen, and animals.

Children will explore the natural world around them.
They will know how to use an Ipad to take photographs.

Children will know the 5 senses and use them to make observations. They will be able to describe what they see, hear and feel whilst outside.

Children will be able to name and describe some familiar plants and animals during outdoor play and exploration. Children will listen to visitors and ask questions about their job in the community – police, nurse and vet – Year B.

The Natural World

Children will know that some environments are different from the one in which they live. They will explore a contrasting environment through NF texts, images and video clips – Country in Africa – Year A.

Children will know that this time of year is winter. They will observe seasonal features and changes in the weather – Year B. They will understand the effect of changing seasons on the natural world around them.

Children will look for animal footprints in the snow and know why it is important to feed birds in the winter.

Investigation – Which type of bird visits our school the most? Children will take part in the RSPB Big Schools Watch, collecting data and presenting it.

Children will draw pictures of the natural world, after close observation.

Children will melt and solidify different substances such as water, chocolate and butter.

Children know the importance of looking after the animals and environment, feeding the birds and planting bee and butterfly friendly seeds – Year B.

The Natural World

Children will name specific features of the world, both natural and made by people – journeys - Year A.

Children will know that this time of year is spring. They will observe seasonal features and changes in the weather – Year B.

Children will observe changes and growth of caterpillars and tadpoles.

Children will know and describe the stages of the life cycle of a human and a butterfly.

Children will draw pictures of the natural world, after close observation.

Investigation – Observe changes over time – caterpillars to butterflies.

Children will know and describe the life cycle of a chicken/duck and a frog and sunflower.

Children will know how to care for a plant.

Children will observe how a tree has changed over the 4 seasons.

Children will describe and comment on things they have seen whilst outside.

Children will draw pictures of the natural world, after close observation.

Investigation – Observe a plant growing over time.

Children will identify objects made of wood, plastic and metal.

Children will explore collections of materials with similar and different properties – Materials for a purpose.

Investigation – Which is the best materials to protect and egg? Children will explore the protective properties of materials in the 'Egg Drop Challenge'. Children will explore floating and sinking – Year A.

Children will identify objects made of wood, plastic and metal and test them in water.

Children will investigate which materials a magnet picks up.

Investigation – Make a boat that floats.

Children will know that this time of year is summer. They will observe seasonal features and changes in the weather – Year B.

Children will grow vegetables and care for growing plants – Year B.

Children will know about Healthy Eating Week and will plan a healthy smoothie to make using fruits and vegetables.

Investigation – Observe a plant growing over time.

Observational Checkpoint - ELG:

Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
	Being Imaginative	Being Imaginative	Being Imaginative	Being Imaginative	Being Imaginative	Being Imaginative			
	Children will begin to join in	Children will remember and sing	Children will join in with the	Children will know the actions	Children will join in with the	Children will know many			
	with rhymes and the songs –	entire songs and rhymes and	actions and words from many	and words from rhymes and	actions and words from rhymes	rhymes and the actions and			
	Wake up, Shake up, If You're	will know the actions and words	rhymes and the songs – Bee	songs including Bee Hive, 5	and some of the Ten Town	words from many of the Ten			
	Happy and You Know it,	– Wake up, Shake up, If You're	Hive, 5 Little Speckled Frogs, 5	Little Speckled Frogs, 5 Current	songs.	Town songs.			
	Mystery Box and Heads,	Happy and You Know it,	Current Buns in a Baker's Shop	Buns in a Baker's Shop and 5					
	Shoulders, Knees and Toes.	Mystery Box and Heads, Shoulders, Knees and Toes.	and 5 Little Men in a Flying Saucer.	Little Men in a Flying Saucer.	Children will sing the melodic shape (moving melody, such as	Children will play a range of instruments to express their			
	Children will role play	/.7 \		Children will sing the pitch of a	up and down, down and up) of	feelings and ideas.			
	different family members from	Children will join in and know	Children will take part in simple	tone sung by another person	familiar songs.	,			
	home in the home corner.	some of the songs from our	pretend play, using an object to	('pitch match').		Children will create their own			
		chosen nativity play.	represent something else even		Children will make imaginative	songs or improvise a song			
	Children will perform their	manual programmes	though they are not similar. For	Children will experiment with	and complex 'small worlds' with	around one they know.			
	own expressive dance moves	Children will listen with	example, postal worker with a	different ways of playing	blocks and construction kits.				
	and simple steps and	increased attention to sounds.	parcel, police officer, nurse with	instruments.	such as city with different	Children will play instruments			
	techniques whilst listening to	7	a plaster etc.		buildings and a park.	with increasing control to			
,	simple sounds and music -	Children will perform their own		Children will listen to and	т	express their feelings and ideas			
•	Year B.	expressive dance moves and	Children will respond to what	watch a live performance –	Children will role play looking	compress that Jeanings and table			
		simple steps and techniques	they have heard, expressing	Class 3 Easter Play.	after a pet in the home corner.	Children will begin to develop			
	Creating with materials	whilst listening to simple sounds	their thoughts and feelings.	Just of Europe I large	ajter a per ar are reme corner.	more complex stories using			
20	Children will create closed	and music - Year B.		Creating with materials	Creating with materials	small world equipment, like			
l la	shapes with continuous lines		Creating with materials	Children will use a split pin to	Children will explore colour and	animal sets, dolls and dolls			
Nursery	and begin to use these shapes	Creating with materials	Children will use drawing to	join materials and create	experiment with different shades	houses etc.			
3	to represent objects.	Children will explore different	represent ideas like movement or	moving parts.	of colour using watercolour				
_	ar represent anjuran	materials freely, to develop their	loud noises.	3,	paints.	Creating with materials			
	Children will draw a self-	ideas about how to use them		Children will show different		Children will begin to			
	portrait by drawing a face	and what to make.	Children will explore silhouette	emotions in drawings and	Children will do observational	experiment with making make			
Nursery	with a circle and some details		art with Afric <mark>an landscapes a</mark> nd	paintings, like happiness,	drawings.	different shades of the same			
	and features.	Children will explore colour and	animals - Year A.	sadness and fear etc.	u. u.vgo.	colour.			
	ana jeasan ser	experiment with colour-mixing.	ununuus .ou	Sauress and Joan Ster	Children will know how to				
	Children will know begin to	oxportantonic treat code at misking.	Children will <mark>develop their o</mark> wn	Children will join different	create simple clay imprints with	Children will know how to sew			
	mould clay and add natural	Children will study artists from	ideas and decide which	materials with glue and explore	'bones' to create fossils – Year A.	to join materials (with pre-made			
	materials to create clay faces	the past and recreate their work	materials to use to express them.	different textures.		holes) for fabric fish - Year A			
	on trees.	using – Wassily Kandinsky –	They wil <mark>l know how to make</mark>	atjjerent tentaren	Children will know how to make				
		'Concentric Circles' (1923) – Year	connec <mark>t two materials together</mark>	Children will make 2D collages	a mono print with flowers and	Children will make fruit and			
	Children will begin to show	A and Jackson Pollock –	to make an emergency vehicle of	in the style of the author and	leaves – Year B.	vegetable 3D collage portraits			
	emotions using colour - The	'Number 17' (1956) — Year B.	their choice - Year B.	illustrator Eric Carle –		the style of Giuseppe Arcimbol			
	Colour Monster.			Butterflies.	Children will know how to use	- Year B.			
	Cotoa: Tonoser.			- Jo.	watercolour paints to paint				
	Children will do large scale				plants and flowers in the style				
	drawings/paintings.				of the artist Georgia O'Keefe –				
					Year B.				
	Children will use pencils to				Tour D.				
	free draw.				F)				
		children take nart in pretend plau?	L Can children create using different e	naterials? Can children develop their	r own creative ideas hu drawing and	L L painting? Can children perform			
1	Observational Checkpoint: Can children take part in pretend play? Can children create using different materials? Can children develop their own creative ideas by drawing and painting? Can children perform range of songs? Can children play instruments to express their own ideas?								

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Being Imaginative	Being Imaginative	Being Imaginative	Being Imaginative	Being Imaginative	Being Imaginative
		Children will listen	Children will know the words and	Children will listen	Children will know the	Children will know the words and	Children will know the
		attentively, move to and talk	actions of the songs – Bee Hive, 5	attentively, move to and talk	words and actions to	actions to many rhymes, poems and	nursery rhymes/songs:
		about music, expressing their	Little Speckled Frogs, 5 Current Buns	about music, expressing their	many rhymes, poems	songs including 'Here we go Round	- A sailor went to sea, sea, sea
		feelings and responses.	in a Baker's Shop and 5 Little Men in	feelings and responses using	and songs including the	the Mulberry Bush', 'Mary, Mary	- There's a hole in the bottom
			a Flying Saucer.	more complex sentences and	Ten Town songs (1-5).	Quite Contrary', 'Humpty Dumpty'	of the sea
		Children will know the words		vocabulary.		and the Ten Town songs (6-10).	
		and actions of the songs –	Children will know songs from our		Children will experiment	<i>></i>	Children will know perform
		Wake up, Shake up, If You're	chosen nativity play. They will	Children will sing in a groups	with different ways of	Children will know how to match a	their own dances using steps
		Happy and You Know it,	know the songs:	or on their own, increasingly	playing instruments.	pitch.	and techniques that they have
		Mystery Box and Heads,	- Away in a Manger	matching the pitch and			learned.
		Shoulders, Knees and Toes and	- Little Donkey	following the melody.	Children watch a live	Children role play looking after a	
l		Everywhere we go (call and			performance – Class 3	pet in the home corner.	Children know how to use the
		response).	Children will notice features in the	Children will know the words	Easter Play and they		shop to role play storylines.
			natural world. They <mark>will define</mark>	and actions of the songs – 10	express their feelings	Children will explore and engage in	
_		Children will role play	colours, shapes, texture and smells	Green Bottles, 10 in a Bed and	and thoughts about it.	music making and dance,	Children will listen to a visitor
g		scenarios from home in the	in their own wor <mark>ds - Year B.</mark>	The Ants go Marching.		performing solo or in groups.	play a range of instruments
Design		home corner.			Creating with Materials	\ \	and identify similarities and
ŏ		/	Children watch a live performance -	Children will know how to	Children will create	Creating with Materials	differences.
pı	_	Children will know perform	a pantomime and they will express	tap/clap along to a rhythm.	collaboratively, sharing	Children will explore, use and refine	
8	Reception	their own dances using steps	their thought <mark>s and feelings about</mark> it.		ideas, resources and	a variety of artistic effects to express	Creating with Materials
ţ	pt	and techniques that they have		Children will develop more	skill <mark>s.</mark>	their ideas and feelings.	Children will return to and
Α	ce	learned - Year B.	Children will know perform their	complex storylines in their			build on their previous
9	Re		own dances using steps and	play. They will imaginatively	Children will use a split	Children will know how to mix	learning, refining ideas and
Expressive Arts and		Creating with Materials	techniques that they have learned –	role play being an emergency	pin and a treasury tag	primary colours to make secondary	developing the ability to
es S		Children will know how to	Year B.	service worker or a person	to join materials and	colours using watercolour paints to	represent them.
ğ		draw a person – head, body,		that hel <mark>ps us in the</mark>	create moving parts.	match the colours they want to	
ũ		arms, legs and facial features.	Creating with Materials	commu <mark>nity. For examp</mark> le,	Children III	represent.	Children will know how to
		Children III have been to	Children will know how to mix	postal worker, police officer,	Children will use string	Children III have been to see to	make different shades of the
		Children will know how to	primary colours to make secondary	nurse et <mark>c.</mark>	and pipe cleaners to	Children will know how to create	same colour.
		mould and sculpt clay to	colours using poster paints in order	Creating with Materials	attach sticks together to make crosses for their	clay imprints with 'bones' to create	Children will be see been to
		create clay faces on trees.	to match the colours they want to	Children will explore		fossils – Year A.	Children will know how to
		Children will know when to	represent.	silhouette art with African	East <mark>er garden.</mark>	Children will know how to create a	sew to join materials for fabric fish – Year A
		use glue or tape for their	Children will know how to create a	landscapes and animals - Year	Children will know how	pinch pot clay animal – Year A.	Jish - Yeur A
		chosen purpose to join	pinch pot clay animal – Year A.	A.	to use different	pinch pot ciay animai – Year A.	Children will make fruit and
		materials.	pinch pot clay animal – Year A.	A.	techniques to make 2D	Children will know how to make a	vegetable 3D collage portraits
		materials.	Children will study artists from the	Children will know how to	collages in the style of		in the style of Giuseppe
					the author and	mono print with flowers and leaves	Arcimboldo – Year B.
			past and recreate their work using – Wassily Kandinsky – 'Concentric	make L-brace, slot, flange and tab joins to connect two	illustrator Eric Carle –	– Year B.	אוכנוונטטנעט – זיפער ס.
			Circles' (1923) – Year A and Jackson	materials together to make an	Butterflies.	Children will know how to use	Children will visit an art
			Pollock – 'Number 17' (1956) – Year	emergency vehicle of their	Dutterfites.	watercolour paints to paint plants	gallery or museum.
			B.	choice with special features -		and flowers in the style of the artist	gatiery of museum.
			Б.	Year B.		Georgia O'Keefe – Year B.	
		Observational Charles 516		Teul D.		Georgia O Reeje - Tear B.	
		Observational Checkpoint - ELG Creating with Materials: Safely		tools and techniques, experimenting	na with colour design textur	re, form and function. Share their creation	ons explaining the process they
			d materials when role planing character		ig with colour, design, textu	o, joint and junction. Onate their creatil	one, explaining the process they

Being Imaginative: Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and song. Perform songs, rhymes, poems and stories with

have used. Make use of props and materials when role playing characters in narratives and stories.

others, and (when appropriate) try to move in time with music

