

Tushingham Primary School












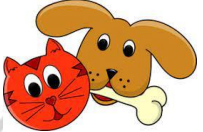

Progression of Skills – EYFS



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

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

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

SCHOOL

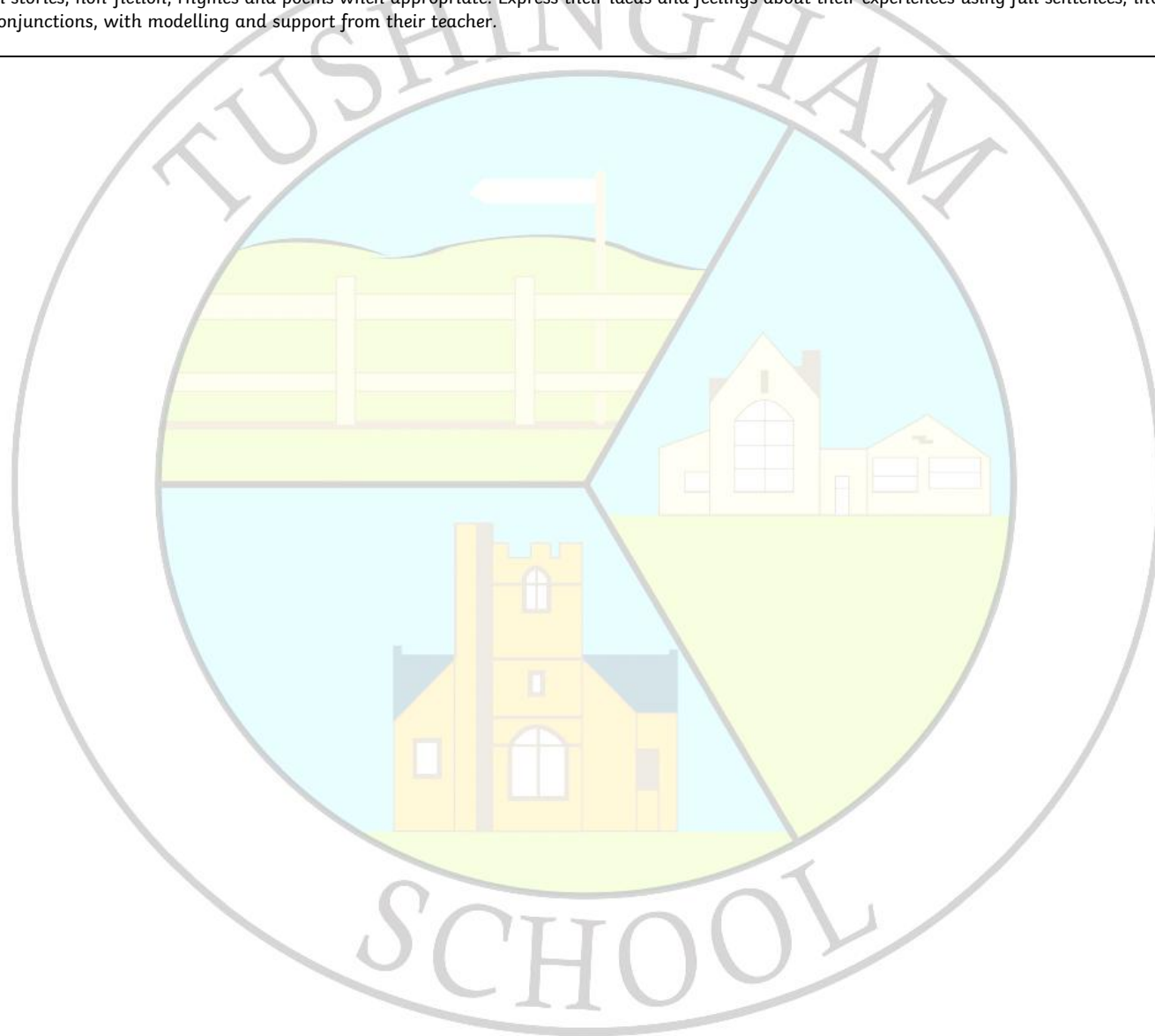
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	Nursery	<p><u>Listening, Attention and Understanding</u> Children will point out objects/pictures in a story.</p> <p><u>Speaking</u> Children will know and retell parts of the main events of the story 'Peace at Last' Year A or 'Kipper's Toys' – Year B.</p> <p>Children will begin to join in with rhymes and the songs – Wake up, Shake up, Can you hear me? If You're Happy and You Know it, Mystery Box and Heads, Shoulders, Knees and Toes.</p> <p>Children will know and use vocabulary linked to 'If You're happy and You Know it' Year A or 'Marvellous Me!' Year B including leg, arm, head, stomach, back, foot, hand, fingers, toes, eyes, ears, mouth, nose, knee, shoulder, elbow, ankle and neck and emotional and social phrases.</p> <p>Children will join in a conversation with an adult or friend.</p> <p>Children will start a conversation with an adult or a friend.</p>	<p><u>Listening, Attention and Understanding</u> Children will understand 'what' questions.</p> <p>Children will understand an instruction that has two parts.</p> <p>Children will enjoy listening to longer stories.</p> <p><u>Speaking</u> Children will know and retell parts of the main parts of the story 'The Three Little Pigs' - Year A or 'I'm going to Eat this Ant' - Year B.</p> <p>Children will know rhymes and will know the actions and words from the songs – Wake up, Shake up, If You're Happy and You Know it, Mystery Box and Heads, Shoulders, Knees and Toes.</p> <p>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.</p> <p>Children will use longer sentences of four to six words.</p>	<p><u>Listening, Attention and Understanding</u> Children will understand 'where' questions.</p> <p><u>Speaking</u> Children will be able to talk about familiar books. Children will know and retell the main parts of the story 'Let's all Creep Through Crocodile Creek' Year A or 'The Naughty Bus' - Year B.</p> <p>Children will join in with the actions and words from many rhymes and the songs – Bee Hive, 5 Little Speckled Frogs, 5 Current Buns in a Baker's Shop and 5 Little Men in a Flying Saucer.</p> <p>Children will know, recite and act out the nursery rhyme of the week.</p> <p>Children will know and use vocabulary linked to their theme 'Born to Be Wild!' - Year A or 'At Your Service' - Year B. Including wild, Africa, nature, fierce, and police officer, dentist, firefighter, doctor, vet, teacher, parent shop worker and stranger danger.</p> <p>Children will use talk to organise themselves and their play. "Let's play in the house."</p> <p>Children will start a conversation with an adult or a friend and continue it for many turns.</p>	<p><u>Listening, Attention and Understanding</u> Children will understand 'when' questions.</p> <p>Children will enjoy listening to longer stories and remember much of what happens.</p> <p><u>Speaking</u> Children will know and retell the story 'The Pirates are Coming' - Year A or 'The Journey Home' - Year B.</p> <p>Children will know the actions and words from rhymes and songs including Bee Hive, 5 Little Speckled Frogs, 5 Current Buns in a Baker's Shop and 5 Little Men in a Flying Saucer.</p> <p>Children will know, recite and act out the nursery rhyme of the week.</p> <p>Children will know and use vocabulary linked to their theme 'Let's Explore' - Year A 'Down at Bottom of the Garden!' - Year B including journey, sea, pirate, eye-patch, wild, pet, growing and wildlife.</p> <p>Children will begin to develop their communication, including irregular tenses and plurals.</p>	<p><u>Listening, Attention and Understanding</u> Children will understand 'who' and begin to understand 'why' questions.</p> <p>Children will understand a question that has two parts.</p> <p><u>Speaking</u> Children will be able to talk about familiar books, and be able to tell a long story.</p> <p>Children will know and retell the story 'Gigantosaurus' - Year A or 'Silly Doggy' - Year B.</p> <p>Children will join in with the actions and words from rhymes and some of the Ten Town songs.</p> <p>Children will know, recite and act out the nursery rhyme of the week.</p> <p>Children will know and use vocabulary linked to their theme 'Dinosaur Stomp' - Year A or 'Precious Pets' - Year B including meat-eater, plant-eater, wild, pets, look after, large and helper.</p> <p>Children will pay attention to more than one thing at a time.</p> <p>Children will use more advanced talk to organise themselves and their play. "Let's play in the house. You be the big sister and I will be the mummy."</p>	<p><u>Listening, Attention and Understanding</u> Children will understand and answer 'why' questions.</p> <p><u>Speaking</u> Children will be able to talk about familiar books and be able to tell a long story.</p> <p>Children will know and retell the main events in the story 'The Sea-Saw' - Year A or 'Supertato' - Year B.</p> <p>Children will know many rhymes and the actions and words from many of the Ten Town songs.</p> <p>Children will know, recite and act out the nursery rhyme of the week.</p> <p>Children will know and use vocabulary linked to their theme 'We're all Going on a Summer Holiday' - Year A or 'Down on the Farm' - Year B including float, sink, beach, sea, land, holiday, sandcastle and grow, crops, machinery.</p> <p>Children will be able to express a point of view and debate whether they disagree with an adult or friend, using words as well as actions.</p> <p>Children will continue to develop vocabulary and use talk to organise themselves and their play.</p>
		<p><u>Observational Checkpoint:</u> Can children shift focus from one task to another if you fully obtain their attention? Can children use sentences of four to six words? Can children join sentences using 'because', 'or', 'and'. Can children use future and past tense? Can children answer a simple 'why' question?</p>					

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

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
Personal, Social and Emotional Development	Nursery	<p>Self-Regulation Children will separate from main carer to come into nursery.</p> <p>Managing Self Children will know the class rules: - Eyes looking - Ears listening - Mouths silent - Legs crossed - Hands still</p> <p>Children will learn the rhyme, 'Choose it, use it, put it away' and will followed modelled adult lead to keep the classroom tidy.</p> <p>Children will learn about, 'The Tushingam Way'.</p> <p>Children will join in with our 'Wake up, shake up' morning song.</p> <p>Children will answer to their name in front of the other children during registration.</p> <p>Children will know to wash and dry their hands before eating and after using the toilet.</p> <p>Building Relationships Children will know how to play alongside each other.</p>	<p>Self-Regulation Children will know which adults can help them in school.</p> <p>Children will show confidence with resources in the classroom that interest them.</p> <p>Managing Self Children will know how to look after resources using the rhyme, 'choose it, use it, put it away'.</p> <p>Children will know that drinking water helps them to be healthy.</p> <p>Children will learn about, 'The Tushingam Way'.</p> <p>Building Relationships Children will know how to play partner games.</p>	<p>Self-Regulation Children will select and use activities and resources to achieve a goal which they have chosen.</p> <p>Children will collect the register from the office with a reception buddy.</p> <p>Managing Self Children will know examples of healthy food.</p> <p>Children will know to exercise to be healthy.</p> <p>Children will know to brush their teeth to be healthy.</p> <p>Children will follow 'The Tushingam Way'.</p> <p>Children will drink water regularly throughout the day, with prompts.</p> <p>Building Relationships Children will share resources and play in a group.</p>	<p>Self-Regulation Children will become confident with visitors in our classroom.</p> <p>Children will be a teacher 'helper' and carry out an appropriate task.</p> <p>Children will explore new resources around the class and try new things.</p> <p>Children will show confidence walking around our local area.</p> <p>Children will follow 'The Tushingam Way' and know why it is important to follow rules.</p> <p>Managing Self Children will know how to independently use the toilet.</p> <p>Children will know to wash and dry their hands before eating and after using the toilet.</p> <p>Children will begin to understand what is meant by the term healthy foods and they will know that fruit and vegetables are good for them.</p> <p>Building Relationships Children will take turns whilst playing and waiting patiently to have a go.</p>	<p>Self-Regulation Children will show confidence in visiting the local church.</p> <p>Children will talk about their feelings and use words such as 'happy', 'sad', 'angry' or 'worried'.</p> <p>Managing Self Children will know how to calm themselves by stopping and taking deep breaths.</p> <p>Children will drink water regularly throughout the day, without prompts.</p> <p>Building Relationships Children will choose who they would like to play with and will suggest or extend play ideas.</p> <p>Children will consider the feelings of others in stories.</p> <p>Children will begin to solve conflicts calmly, with support.</p>	<p>Self-Regulation Children will gradually understand how other might be feeling.</p> <p>Children will know how characters in stories might be feeling.</p> <p>Managing Self Children will know that exercise is good for them and they will begin to identify changes that they feel whilst exercising. For example, feeling hot, sweating, out of breath.</p> <p>Building Relationships Children will begin to consider the feelings of others in the classroom during different situations.</p> <p>Children will know how to treat others in our class using the statement 'Kind hands and kind words'.</p> <p>Following a model, children will listen to a friend and begin to understand how to agree a compromise. Children will begin to solve conflicts calmly, with support.</p>
		<p>Observational Checkpoint: Can children share and take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can children settle at activities for a while? Can children play alongside others? Can children take part in pretend play, taking on a role such as Mummy or Daddy? Can children take part in pretend play with different roles such as the Gruffalo? Can children negotiate solutions to conflicts in their play?</p>					

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social and Emotional Development	Reception	<p>Self-Regulation Children will know that they are unique by sharing their likes, dislikes, hobbies and interests.</p> <p>Children will begin to identify some of their feelings, using books such as 'The Colour Monster' to support understanding.</p> <p>Managing Self Children will know how to listen well on the quiet carpet: - Eyes looking - Ears listening - Mouths silent - Legs crossed - Hands still</p> <p>Children will learn about the reasons why we need to look after resources and our classroom environment and follow the rhyme, 'Choose it, use it, put it away.'</p> <p>Children will learn about, 'The Tushingham Way'.</p> <p>Children will know to wash and dry their hands before eating and after using the toilet.</p> <p>Building Relationships Children will know how to treat others in our class using the statement 'Kind hands and kind words'.</p>	<p>Self-Regulation Children will see themselves as a valuable individual. They know how to be helpful by taking on jobs such as serving snack, giving out resources and tidying up.</p> <p>Managing Self Children will look after resources and our classroom environment by following the rhyme, 'Choose it, use it, put it away.'</p> <p>Children will know and follow, 'The Tushingham Way'.</p> <p>Children will know that drink water regularly is good for their health.</p> <p>Children will reflect on their own work and begin to reflect and self-evaluate.</p> <p>Building Relationships Children will know how to listen to others with respect.</p> <p>Children will consider the feelings of others in the classroom.</p>	<p>Self-Regulation Children will know how to make the right choice and the consequences of not doing so.</p> <p>Managing Self Children will look after resources and our classroom environment by following the rhyme, 'Choose it, use it, put it away.'</p> <p>Children will know and follow, 'The Tushingham Way' They will know why it is important to follow rules.</p> <p>Children will know how healthy eating, good hygiene and exercise is important for their health.</p> <p>Children will understand 'Stranger Danger'.</p> <p>Building Relationships Children will play regularly with friends and peers, sharing, taking turns and cooperating.</p> <p>Children will know how to listen to a friend and understand how to agree a compromise.</p>	<p>Self-Regulation Children will know the importance of respecting the class rules and they will know the effects of their behaviour on others.</p> <p>Children will begin to express their feelings and consider the feelings of others.</p> <p>Managing Self Children will begin to understand what a sensible amount of screen time is and why this is important for their health.</p> <p>Children will know some ways to stay safe online.</p> <p>Children will know and follow, 'The Tushingham Way'. They will know why it is important to follow rules.</p> <p>Children will confidently take part in 'Show and Tell' sessions, recognising their personal achievements.</p> <p>Children will practise stopping quickly and will be aware of children playing around them to keep themselves and others safe.</p> <p>Building Relationships Children will be able to describe what makes a good friend, such as listening and sharing.</p>	<p>Self-Regulation Children will begin to moderate their own feelings socially and emotionally. They will have a strategy for staying calm in the face of frustration. For example, using the quiet corner when they are feeling upset/angry.</p> <p>Managing Self Children will know about the importance of a good sleep routine for their health.</p> <p>Children will know when other children aren't following 'The Tushingham Way'.</p> <p>Children will develop their problem-solving skills by talking through how they have resolved a difficulty or challenge.</p> <p>Children know that it is ok to make mistakes.</p> <p>Children will know that exercise is good for them and they will to identify short-term and some long-term changes that occur because of exercise.</p> <p>Building Relationships Children will know how to express their opinions and understand it is okay to have a different opinion to their friends.</p>	<p>Self-Regulation Children will be able to express their feelings in a variety of situations and be able to predict when something might make them happy, sad, angry, nervous. In order to prepare themselves, they will develop a range of strategies to deal with emotions.</p> <p>Managing Self Children will know how to be a safe pedestrian and why this is important.</p> <p>Children will practise stopping quickly when using the bikes and will be aware of children playing around them.</p> <p>Children will know when other children aren't following 'The Tushingham Way'.</p> <p>Children will set own goals and targets and try to achieve them.</p> <p>Building Relationships Children will think about the perspectives of others.</p> <p>They will know how to resolve a problem by talking it through. They will take turns to listen to each other.</p> <p>Children will be able to explain to others what they thought about a problem or an emotion and how they dealt with it.</p>
	Observational Checkpoint – ELG:		<p>Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.</p> <p>Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>				

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Development	Nursery	<p>Gross Motor Children will know how to ride a three-wheeled scooter.</p> <p>Children will develop overall body strength, coordination, balance and agility using the school's motor control programme.</p> <ul style="list-style-type: none"> - Shrug shoulders (in unison) - Rotate shoulders (in unison) <p>Fine Motor Children will explore large mark making, such as large chalks and paintbrushes to develop cross the mid-line movements.</p> <p>Children use looped scissors to make snips in paper.</p>	<p>Gross Motor Children will know how to ride a tricycle.</p> <p>Children will know how to undress/dress themselves for playtimes – coat and wellies.</p> <p>Fine Motor Children will know how to zip up their coat.</p> <p>Children use looped scissors to make straight cuts in paper.</p> <p>Children will be able to roll and flatten dough on the table to make a sausage, apple and pancake.</p>	<p>Gross Motor Children will know how to throw a ball.</p> <p>Children will develop overall body strength, coordination, balance and agility using the school's motor control programme.</p> <ul style="list-style-type: none"> - Windmills (in unison) <p>Fine Motor Children will use pegs to transfer small objects from one place to another.</p> <p>Children use spring loaded scissors to cut along lines.</p>	<p>Gross Motor Children will know how to climb the ladder on the slide using alternate feet.</p> <p>Children will begin to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Handle large tools, such as brushes, rakes and wheelbarrows, showing an awareness of others' personal space.</p> <p>Children will know how to undress/dress themselves for PE lessons.</p> <p>Fine Motor Children will know how to use loop scissors to make snips in paper.</p> <p>Children will experiment with their own symbols and marks, as well as numerals.</p>	<p>Gross Motor Children will know how to skip, hop and stand on one leg.</p> <p>Children will be able to pass, roll and throw a ball to a partner.</p> <p>Children will develop overall body strength, coordination, balance and agility using the school's motor control programme, crossing the mid-line.</p> <ul style="list-style-type: none"> - Picking 'apples' off trees <p>Fine Motor Children will know how to use a comfortable grip and control when holding a pencil.</p> <p>Children will know how to use two-hole scissors to cut a straight line with hand-over-hand help.</p> <p>Children will be able to roll and flatten dough in their hands to make a sausage, apple and pancake.</p> <p>Children will experiment with their own symbols and marks, as well as numerals.</p>	<p>Gross Motor Children will know how to work together to carry large items such as planks of wood and crates.</p> <p>Children will line up in a straight line, being aware of others' personal space.</p> <p>Children use the trim trail with more independence.</p> <p>Fine Motor Children will show preference for a dominant hand.</p> <p>Children will know how to use two-hole scissors to cut along lines.</p> <p>Children will make models using Duplo.</p> <p>Children will attach uni-link in maths lessons.</p> <p>Children will know how to use a knife and fork.</p>
	<p>Observational Checkpoint: Can children make 'cross the mid-line' marks on vertical surfaces? Can children move in a range of ways including hopping, climbing and balancing? Can children work in groups/teams? Can children use one-handed tools such as scissors or a hammer? Do children have a comfortable grip when using pens/pencils? Are children independent in dressing themselves?</p>						

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Development	Reception	<p>Gross Motor Children will know how to run, hop and jump, with more control and grace.</p> <p>Children will develop overall body strength, coordination, balance and agility using the school's motor control programme.</p> <ul style="list-style-type: none"> - Shrug shoulders (one at a time and in unison) - Rotate shoulders (one at a time and in unison) - Windmills (one at a time, in unison and one arm following the other) <p>Children will line up in a straight line, being aware of others' personal space.</p> <p>Fine Motor Children will be able to roll and flatten dough in their hands to make a sausage, apple and pancake.</p> <p>Children will make models using Duplo.</p> <p>Children will attach uni-link in maths lessons.</p> <p>Children will know how to use a knife and fork.</p> <p>Children will know how to correctly form the lower case Phase 2 graphemes s, a, t, p, i, n, m, d, g, o, c, k.</p>	<p>Gross Motor Children will know how to pull themselves up rope on the junior trim trail and hang on branches.</p> <p>Children will know how to throw different sized balls.</p> <p>Fine Motor Children will use flexible tweezers to transfer small objects from one place to another.</p> <p>Children will know the correct pencil grip and posture for writing.</p> <p>Children will know how to correctly form the lower-case Phase 2 letters (including sounds with two graphemes) ck, e, u, r, h, b, f, ff, l, ll, ss.</p>	<p>Gross Motor Children will know how to run, hop, skip and jump, with more control and grace.</p> <p>Children will know how to throw and catch different sized balls.</p> <p>Children will develop overall body strength, coordination, balance and agility using the school's motor control programme.</p> <ul style="list-style-type: none"> - Shoulder girdle spirals - Windmills (in unison) <p>Fine Motor Children will know how to use two-hole scissors to cut along lines.</p> <p>Children will be able to isolate finger and use their thumb and fingers to press and pinch dough.</p> <p>Children will thread Cheerio's onto pipe cleaners to make bird feeders.</p> <p>Children will make models using Mobilo.</p> <p>Children will know how to do up and undo buttons.</p> <p>Children will know how to correctly form the Phase 3 graphemes (including sounds with two graphemes) j, v, w, x, y, z, zz, qu, ch sh, th ng.</p>	<p>Gross Motor Children will know how to kick and pass different sized balls.</p> <p>Children will develop their overall body-strength, balance, agility and coordination by using large pieces of equipment, such as bikes, wheelbarrows, prams, trim trail, guttering and crates.</p> <p>Children will make lift and stack to make dens.</p> <p>Fine Motor Children will use stiffer tweezers to transfer small objects from one place to another.</p> <p>Children will be able to use a single hole punch.</p> <p>Children will know how to use a knife and fork and will begin to cut their own food up.</p> <p>Children will develop the foundations of a unique, personal handwriting style.</p> <p>Children will know how to correctly form the Phase 3 graphemes (including sounds with two graphemes) ai, ee, igh, oa, oo (long and short), ar, or, ur.</p> <p>Children will begin to form capital letters correctly.</p>	<p>Gross Motor Children will know how to climb, run, hop, skip and jump, aiming to go higher, fast and further.</p> <p>Children will conclude movements with balance and stillness.</p> <p>Children will know how to bat and aim using different sized balls.</p> <p>Children will develop overall body strength, coordination, balance and agility using the school's motor control programme. They will complete exercises crossing the mid-line and increase bilateral integration</p> <ul style="list-style-type: none"> - Picking 'apples' off trees - Removing pegs on clothing opposite sides - Clapping games <p>Fine Motor Children will know how to use two-hole scissors to cut with more accuracy and precision.</p> <p>Children will make models using Lego.</p> <p>Children will know how to thread and sew.</p> <p>Children will attach multilink in maths lessons.</p> <p>Children will correctly form the Phase 3 graphemes (including sounds with two and three graphemes) ow, oi, ear, air, ure, er.</p>	<p>Gross Motor Children will know how to ride a balance bike.</p> <p>Children will be able to aim at a target (large and small (eg) goal, cones etc with more accuracy.</p> <p>Fine Motor Children will be able to isolate finger and use their thumb and fingers to press and pinch dough and stiffer materials, such as plasticine.</p> <p>Children will keep their letters on the line, with clear ascenders and descenders.</p> <p>Children will know how to correctly form capital letters.</p> <p>Children will develop the foundations of their own, unique handwriting style, which is fast, accurate and efficient.</p>
		<p>Observational Checkpoint – ELG: Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 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.</p>					

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Nursery	<p>Comprehension Children will know that print has meaning.</p> <p>Children will know the logos for our school and local supermarkets.</p> <p>Children will engage in conversations about books that have been read to them, developing their understanding and learning new vocabulary.</p> <p>Children will point out objects/pictures in a story.</p> <p>Word Reading Children will tune in to different sounds. When they hear a word or sound in a book, they will say it.</p> <p>Children will verbally fill in missing words in rhymes and repeated sentences.</p> <p>Writing Children will know how to draw horizontal lines.</p> <p>Children will show a preference for a dominant hand.</p> <p>Pathways to Write Outcome Use story images for Children join in with key events and phrases, using story images to retell the story of 'Peach at Last'.</p> <p>Children begin to draw/mark make some of the story.</p>	<p>Comprehension Children will know a range of signs including bus stop, parking, stop.</p> <p>Children will engage in conversations about books that have been read to them, developing their understanding and learning new vocabulary. They will enjoy listening to longer stories.</p> <p>Children will understand 'what' questions.</p> <p>Word Reading Children will spot and suggest rhymes.</p> <p>Writing Children will know how to draw vertical lines.</p> <p>Children will write the initial sound in their name.</p> <p>Children will begin to use a comfortable grip when holding pens and pencils.</p>	<p>Comprehension Children will know print has different purposes by exploring menus, magazines, newspapers, labels.</p> <p>Children will 'read' and 're-read' a selection of books to engage in conversations about the story, developing their understanding and learning new vocabulary.</p> <p>Children will understand 'where' questions.</p> <p>Word Reading Children will clap syllables in a word.</p> <p>Writing Children will know how to draw circles.</p> <p>Children will use a tripod grip when holding pens and pencils.</p> <p>Children will write their name following the yellow letters.</p> <p>Children will experiment with their own symbols and marks as well as numerals. They will add meaning to the marks that they make.</p>	<p>Comprehension Children will know the names of different parts of a book including the cover, title, author.</p> <p>Children will 'read' and 're-read' a selection of books to engage in conversations about the story, developing their understanding and learning new vocabulary.</p> <p>Children will understand 'when' questions.</p> <p>Word Reading Children will know familiar words with the same initial sound such as mum and milk.</p> <p>Children will know and recognise the sounds s, a, t, p, i, n in isolation.</p> <p>Children will orally segment and blend cvc words.</p> <p>Writing Children will know how to draw diagonal lines.</p> <p>Children will make the Unlocking Letters and Sounds – s, a, t, p, i, n through multisensory activities – For example, making letters with playdoh, string and blocks.</p> <p>Children will write their name.</p> <p>Children add meaning to the marks that they make. They begin to 'write' for a purpose. For example writing a card or letter for a friend.</p>	<p>Comprehension Children will know how to turn the pages of a book carefully.</p> <p>Children will 'read' and 're-read' a selection of books to engage in conversations about the story, developing their understanding and learning new vocabulary.</p> <p>Children will understand 'who' and begin to understand 'why' questions.</p> <p>Word Reading Children will know and recognise the sounds s, a, t, p, i, n and they will recognise them at the beginning of words.</p> <p>Children will orally segment and blend cvc words. They will begin to recognise the initial, medial and end sounds.</p> <p>Writing Children will form the letters s, a, t, p, i, n through multisensory activities – For example, making letters with playdoh, string, blocks, tracing, drawing on backs, in paint, sand and mud.</p> <p>Children will use magnetic letters to spell a word ending like 'at'. They will make new words by putting other letters in front to create words like 'sat' and 'pat'.</p> <p>Children write their name with increasing control.</p> <p>Using writing equipment – chunky chinks, pens and pencils.</p> <p>Children will know how to use of their print and letter knowledge in their early writing. For example, they might write a label, sign or pretend shopping list using some correct initial sounds.</p>	<p>Comprehension Children will know how to read from left to right and top to bottom.</p> <p>Children will 'read' and 're-read' a selection of books to engage in conversations about the story, developing their understanding and learning new vocabulary.</p> <p>Children will understand and answer 'why' questions.</p> <p>Word Reading Children will know and recognise the sounds s, a, t, p, i, n through multisensory activities.</p> <p>Children will begin to recognise the initial, medial and end sounds and match them to letters.</p> <p>Writing Children will write some letters accurately (s, a, t, p, i, n) including some correct initial sounds of words.</p> <p>Children will use magnetic letters to spell a word ending like 'in'. They will make new words by putting other letters in front to create words like 'tin' and 'pin'.</p> <p>Using writing equipment –pens and pencils.</p> <p>Children will know how to use their print and letter knowledge in their early writing. (Eg) they might write a label, sign or pretend shopping list using some correct initial sounds.</p>
		<p>Observational Checkpoint: Can children identify a range of different signs? Do children know how to handle a book and turn the pages one at a time? Can children identify rhymes and clap syllables? Can children talk to an adult about a story that they have enjoyed? Can children write their name?</p>					

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

	<p>Pathways to Write Outcome Year A - Oral retelling of story. Draw images and write labels to represent the story of Peace at Last.</p> <p>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.</p>	<p>Children will know how to write the Phase 2 CEW/tricky words no, I, go.</p> <p>Children will know how to write initial sounds and some CVC words with known sound/letter correspondences.</p> <p>Children will re-read what they have written to check that it makes sense.</p> <p>Pathways to Write Outcome Year A - Label a plan and attempt to write a simple caption for The Three Little Pigs.</p> <p>Year B - Label a plan and attempt to write a simple caption for I'm Going to Eat this Ant.</p>	<p>two graphemes) j, v, w, x, y, z, zz, qu, ch sh, th ng.</p> <p>Children will know how to write the Phase 3 CEW/tricky words me, we, be, he, she.</p> <p>Children will form lower-case and capital letters correctly.</p> <p>Children will know how to write CVC words and short phrases or sentences with known sound/letter correspondences.</p> <p>Children will re-read what they have written to check that it makes sense.</p> <p>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.</p> <p>Year B - Create a new journey for the Naughty Bus by creating a story map and writing captions/sentences describing the journey of the bus in Naughty Bus.</p>	<p>Children will know how to write the Phase 3 CEW/tricky words was, you, they, all.</p> <p>Children will form all lower-case letters correctly and some capital letters correctly.</p> <p>Children will know how to write CVC words and short phrases or sentences with known sound/letter correspondences.</p> <p>Children will re-read what they have written to check that it makes sense.</p> <p>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.</p> <p>Year B - Retell/rewrite the story of The Journey Home.</p>	<p>Children will form all lower-case letters and capital letters correctly.</p> <p>Children will know how to write a short sentence with known sound/letter correspondences using a capital letter and a full stop.</p> <p>Children will re-read what they have written to check that it makes sense.</p> <p>Children will re-read what they have written to check that it makes sense.</p> <p>Pathways to Write Outcome Year A - Retell/rewrite the story – Gigantosaurus.</p> <p>Year B – Create simple information text – Looking After Dogs.</p>	<p>Children will know how to write short sentences to sequence short narratives with known sound/letter correspondences using capital letters and full stops.</p> <p>Children will re-read what they have written to check that it makes sense.</p> <p>Children create a simple information text about farm animals. They retell events of their trip to the farm.</p> <p>Children write labels, lists and recipes for flower/fruit potions, perfumes and smoothies.</p> <p>Pathways to Write Outcome Year A - Retell/rewrite the story – The Sea Saw</p> <p>Year B – Rewrite the story of Supertato.</p>
<p>Observational Checkpoint – ELG: Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 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.</p>						

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

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Reception	<p>Number Cardinality & Counting Children will accurately count sets of objects to 5, using 1:1 correspondence, saying the numbers in the correct order and matching one number name to each item.</p> <p>Children will order the numbers from 1-5 correctly using number cards.</p> <p>Children will know the words and actions of the Ten Town songs (1-5).</p> <p>Children will know that the last number they say is the total number in the group (cardinal counting principle)</p> <p>Children count out a smaller number from a larger group.</p> <p>Children will link the numerals 1-5 to their cardinal value.</p> <p>Children will know the words and actions of the counting songs (forwards and backwards within 5) – Bee Hive, 5 Little Speckled Frogs, 5 Current Buns in a Baker's Shop and 5 Little Men in a Flying Saucer.</p> <p>Composition Children will begin to notice numbers within numbers. They will subitise numbers to 3.</p> <p>Numerical Patterns Comparison Children will compare sets with 1-5 objects in using the vocabulary of more/fewer/most/fewest.</p> <p>Children will match and sort.</p>	<p>Number Cardinality & Counting Children will accurately count sets of objects to 10, using 1:1 correspondence, saying the numbers in the correct order and matching one number name to each item.</p> <p>Children will order the numbers from 1-10 correctly using number cards.</p> <p>Children will know the words and actions of the Ten Town songs (6-10).</p> <p>Children will link the numerals 1-10 to their cardinal value.</p> <p>Composition Children will subitise numbers to 5.</p> <p>Numerical Patterns Pattern Children will complete, copy, make own and spot/correct errors in simple AB and ABC patterns, identifying the unit of repeat.</p> <p>Shape/Space/Measures Children will know the names and some properties (number of sides and corners) of 2D shapes – circle, triangle, square and rectangle.</p>	<p>Number Cardinality & Counting Children will accurately count sets of objects to 10, using 1:1 correspondence, saying the numbers in the correct order and matching one number name to each item.</p> <p>Children will know the words and actions of the counting songs (forwards and backwards within 10) 10 Green Bottles, 10 in a Bed and The Ants go Marching.</p> <p>Children will order the numbers from 10-1 correctly using number cards.</p> <p>Children will identify 0.</p> <p>Numerical Patterns Comparison Children will compare numbers using the vocabulary of more/less/most/least</p> <p>Children will find one more using sets of objects on tens frames and on a number track.</p> <p>Children will use staircase patterns linked to finding one more/one less using a mental numberline</p> <p>Children will make pairs.</p> <p>Shape/Space/Measures Children will explore vocabulary (in front, behind, in between, on, in, under, first second, third).</p>	<p>Number Cardinality & Counting Children will count beyond 10, noticing the pattern in the ones.</p> <p>Children will accurately count sets of objects to 15, using 1:1 correspondence, saying the numbers in the correct order and matching one number name to each item. They will count back down from 15-1.</p> <p>Children will order the numbers from 1-15 correctly using number cards.</p> <p>Composition Children will know number bonds 1-5.</p> <p>Children will partition and recombine sets of objects 6-9. Including using numicon, part whole models and tens frame. They will begin to use inverse operations.</p> <p>Children begin to use a systematic approach to partitioning sets of objects.</p> <p>Numerical Patterns Children will combine two groups.</p> <p>Children will compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Shape/Space/Measures Children will use precise vocabulary to describe the length, height and width of objects including long, short, tall, wide, narrow, thick and thin. They will compare the length, height and widths of objects. For example, taller, shorter, wider etc. and will use non-standard measures.</p>	<p>Number Cardinality & Counting Children will count beyond 10, noticing the pattern in the ones.</p> <p>Children will accurately count sets of objects to 20, using 1:1 correspondence, saying the numbers in the correct order and matching one number name to each item.</p> <p>Composition Children will use a systematic approach to splitting and recombining 9 and 10 including on tens frame and part whole model.</p> <p>Children will mentally recall some number bonds for 10.</p> <p>Children will have an introduction to + and = symbols as a first teach.</p> <p>Numerical Patterns Children will recognise and explore odd & even amounts up to 10.</p> <p>Shape/Space/Measures Children will represent spatial relationships as maps. They will use spatial vocabulary (forwards, backwards, up, down, across).</p> <p>Children will explore mass and capacity. They will use precise vocabulary and compare using non-standard measures.</p> <p>Children will know the names and properties of 3D shapes - cube, cuboid, cylinder, sphere and cone.</p>	<p>Number Cardinality & Counting Children will count beyond 20, noticing the pattern in the tens.</p> <p>Children will double within 10.</p> <p>Children will use a systematic approach to partitioning sets of objects.</p> <p>Numerical Patterns Children will equally share into two groups.</p> <p>Children will share fairly (comparison). They will use part whole model to partition numbers where both parts are the same (composition) and look at halving as inverse of doubles.</p> <p>Shape/Space/Measures Children will explore time. They will sequence events and know the days of the week. They will know their birthday month.</p> <p>Pattern Children will make more complex patterns – ABB, ABBC Children will generalise pattern and transfer to another format e.g. link pattern of shapes to movements.</p> <p>Children will explore relationships between shapes and symmetry/reflection. They link this to doubling.</p>

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.



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World	Nursery	<p>Past and Present Children will begin to make sense of their own life story and family's history.</p> <p>Children will identify if they have older and/or younger siblings. They will talk about older and younger family members.</p> <p>Children will explore families from the past and present through stories.</p> <p>Children will explore their favourite bear/teddy from their childhood.</p>	<p>Past and Present Children will know that we remember soldiers who have died in the war and wears poppies.</p> <p>Children will know why people set off fireworks on Bonfire Night.</p> <p>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.</p> <p>Children will explore the Christmas story through images, texts and drama.</p>	<p>Past and Present Children will compare and contrast characters from stories, including figures from the past.</p> <p>Children will explore the story of 'Noah's Ark' from the Bible. They will role play this story, learning some of the events.</p> <p>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.</p>	<p>Past and Present Children will recognise some things that they can do now but could not do as a baby.</p> <p>Children will begin to discuss things that have happened before they were born within their family.</p> <p>Children will observe changes over a short time during the lifecycle of a butterfly, frog and plant.</p>	<p>Past and Present Children will know who Mary Anning is – Year A.</p> <p>Children will read the stories of 'The Toymaker' and 'Dogger' and will identify some basic similarities and differences between the toys from the past and toys in the present – Year B.</p> <p>Children listen and ask questions to a grandparent visitor as they talk about their childhood and the games/toys that they played with.</p> <p>Children will learn about St. George's Day.</p>	<p>Past and Present Children will look at images of seaside holidays from the past and present and identify basic similarities and differences – Year A.</p> <p>Children will learn about real-life superheroes from the past – farmers, service men – Year B.</p>
		<p>People, Culture and Communities Children will talk about members of their family and they will name and describe people who are familiar to them.</p> <p>Children will listen to books about families and know that every family is different.</p> <p>Children will draw a picture of their house using a digital drawing app.</p> <p>Children will know that our school is called Tushingham School.</p> <p>Children will draw their journey to school on a linear map with landmarks that they pass.</p>	<p>People, Culture and Communities Children will learn about how people in different countries celebrate Christmas - Year A.</p> <p>Children will begin to understand that everyone is different. They look different, and have different families and different beliefs and celebrate differently - Year A.</p> <p>Children will visit our special place of worship – St Chad's Church at Christmas.</p>	<p>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.</p> <p>Children will name some animals in England and some animals from a country in Africa – Year A.</p> <p>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.</p> <p>Children will listen to visitors and ask 'what' and 'where' questions about their job in the community – police, nurse and vet – Year B.</p>	<p>People, Culture and Communities Children will know that represents the world – Year A.</p> <p>Children will draw and follow simple maps from real and imaginary settings.</p> <p>Children will visit our special place of worship – St Chad's Church at Easter.</p> <p>Children know the importance of looking after the animals and environment, feeding the birds and planting bee and butterfly friendly seeds – Year B.</p>	<p>People, Culture and Communities Children will continue to develop positive attitudes about the differences between people.</p> <p>Children will know the role of vets in our local area – Year B.</p> <p>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.</p>	<p>People, Culture and Communities Children will compare characters and settings from stories about the seaside, including figures and settings from the past - Year A.</p> <p>Children will know the role of farmers in our local area – Year B.</p> <p>Children will begin to develop a story line whilst role playing the role of a farmer or shopkeeper - Year B.</p>
		<p>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.</p> <p>Children will know some woodland animals and they will</p>	<p>The Natural World Children talk about what they see using a wide vocabulary.</p> <p>They will explore a contrasting environment – country in Africa – Year A.</p> <p>Children will know that this time of year is winter. They will observe seasonal features and changes in the weather – Year B.</p> <p>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.</p>	<p>The Natural World Children understand that a caterpillar turns into a butterfly.</p> <p>Children will name specific features of the</p>	<p>The Natural World Children will explore how things work.</p> <p>Children understand some of the basic key features of the lifecycle of a chicken/duck and a frog.</p> <p>Children will plant seeds and care for growing plants.</p>	<p>The Natural World Children talk about what they see using a wide vocabulary.</p> <p>Children will grow vegetables and care for growing plants.</p> <p>Children will begin to understand the need to respect and care for the environment and all living things.</p> <p>Children understand some of the basic parts and key features of the lifecycle of a plant.</p> <p>Children will learn about a seaside or coastal environment</p>	

	<p>Mystery Box and Heads, Shoulders, Knees and Toes.</p> <p>Children will know and use vocabulary linked to 'If You're happy and You Know it' Year A or 'Marvellous Me!' Year B.</p> <p>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.</p> <p>Children will draw a self-portrait by drawing a face with a circle and some details and features.</p> <p>Children will know what colour hair they have and find other children in the class with the same colour hair as them.</p>	<p>create habitats for them – Year A.</p> <p>Children will know that this time of year is autumn. They will observe seasonal features and changes in the weather – Year B.</p> <p>Children will explore the natural world around them. Children will explore and talk about different forces that they feel, starting with wind.</p> <p>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.</p>	<p>Children will look for animal footprints in the snow. They will begin to understand the need to care for the birds in winter.</p> <p>Children will know that some environments are different from the one in which they live.</p> <p>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.</p> <p>Children will draw and create pictures of the natural world using their own way of recording.</p>	<p>world, both natural and made by people - Year A.</p> <p>Children will know that this time of year is spring. They will observe seasonal features and changes in the weather – Year B.</p> <p>Children will observe changes and growth of caterpillars and tadpoles.</p>	<p>Investigation – Observe a plant growing over time. They will know that plants come from seeds.</p> <p>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'.</p>	<p>and will name some animals that live underwater - Year A.</p> <p>Children will explore floating and sinking. Investigation – Make a boat that floats – Year A.</p> <p>Children will experiment with magnets.</p> <p>Children will know that this time of year is summer. They will observe seasonal features and changes in the weather – Year B.</p> <p>Children will grow vegetables and care for growing plants – Year B.</p> <p>Children will know about Healthy Eating Week and will know, name and try some foods that keep us healthy.</p> <p>Investigation – Observe a plant growing over time.</p>
<p>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 countries in the world?</p>						

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World	Reception	<p>Past and Present Children will identify who is older and who is younger in their family.</p> <p>Children will recognise some features of younger and older people.</p> <p>Children will discuss family traditions.</p> <p>Children will explore different families from the past and present through stories.</p> <p>Children will recognise some changes over time with the lifecycle of a human.</p> <p>Children will explore their favourite bear/teddy from their childhood and compare to older bears/teddies.</p> <p>People, Culture and Communities Children will talk about members of their family and their community.</p> <p>Children will name and describe people who are familiar to them.</p> <p>Children will listen to books about different families and know that every family is different.</p> <p>Children will draw a picture of their house using a digital drawing app. They will describe their house and know their house number.</p> <p>Children will know that our school is in Tushingham.</p>	<p>Past and Present Children will know that Remembrance Day is to remember soldiers who have died in the war.</p> <p>Children will know why people set off fireworks on Bonfire Night.</p> <p>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.</p> <p>Children will explore the Christmas story through images, texts and drama.</p> <p>People, Culture and Communities Children will know how people in different countries celebrate Christmas - Year A.</p> <p>Children will know that people have different beliefs and celebrate special times in different ways - Year A.</p> <p>Children will visit our special place of worship – St Chad’s Church at Christmas.</p> <p>The Natural World Children create habitats for woodland animals. They know that they need food, shelter, water and warmth to survive – Year A.</p> <p>Children will know that this time of year is autumn. They will observe seasonal features and changes in the weather – Year B.</p>	<p>Past and Present Children will learn that the past is anything before the current day. They will use the words past or then.</p> <p>Children will know that the present is happening now. They will use the words present or now.</p> <p>Children will comment on images of familiar situations from the past.</p> <p>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.</p> <p>Children will compare and contrast characters from stories, including figures from the past.</p> <p>Children will look at images of transport and emergency vehicles in the past and present and identify similarities and differences between them – Year B.</p> <p>People, Culture and Communities Children will know some similarities and differences between life in this country and life in other countries – Year A.</p> <p>Children will know that we do not have certain animals in England and will compare with a country in Africa – Year A.</p> <p>Children will name and describe the role 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.</p> <p>Children will learn about contrasting environments within their local and national region – city – London - Year B</p> <p>They will recognise that some environments are different to the one in which they live.</p>	<p>Past and Present Children will know how they have changed from being a baby to being 4 or 5.</p> <p>Children will begin to discuss things that have happened before they were born.</p> <p>Children will look at some of our old school photograph albums and make observations, identifying changes over time.</p> <p>Children will observe changes over a short time during the lifecycle of a butterfly, frog and plant.</p> <p>People, Culture and Communities Children will know that the green on a globe is land and the blue is sea. Children will know that a globe shows different countries around the world – Year A.</p> <p>Children will draw information from a simple map.</p> <p>Children will look at aerial views of the school setting, recognising buildings, open space, roads and other simple features – Year A.</p> <p>Children will draw pirate maps for imaginary settings. They will Children will know how to programme a Beebot.</p> <p>Children will visit our special place of worship – St Chad’s Church at Easter.</p>	<p>Past and Present Children will begin to develop a deeper sense of chronology.</p> <p>Children will begin to explore continuity and change.</p> <p>Children will know who Mary Anning is and why she is important – Year A.</p> <p>Children will read the stories of ‘The Toymaker’ and ‘Dogger’ and will identify similarities and differences between the toys from the past and toys in the present – Year B.</p> <p>Children listen and ask questions to a grandparent visitor as they talk about their childhood and the games/toys that they played with.</p> <p>Children will know about St. George’s Day.</p> <p>People, Culture and Communities Children will know the role of vets in our local area – Year B.</p> <p>Children will know that pets are part of our family and they will know how to look after a pet – Year B.</p> <p>Children will understand that some people have different beliefs and celebrate special times in different ways.</p> <p>Children will understand that some places are special to members of their community.</p> <p>The Natural World</p>	<p>Past and Present Children will explore continuity and change.</p> <p>Children will look at images of seaside holidays from the past and present and identify basic similarities and differences – Year A.</p> <p>Children will learn about real-life superheroes from the past – farmers and service men in WW1 and WW2 – Year B.</p> <p>People, Culture and Communities Children will compare and contrast characters and setting from stories about seaside, including figures and settings from the past - Year A.</p> <p>Children will know the role of farmers in our local area – Year B.</p> <p>Children will role play the role of a farmer and shopkeeper using money and they will know how they help the community - Year B.</p> <p>The Natural World Children will know that some animals can live underwater – Year A.</p> <p>Children will learn about contrasting environments within their local and national region – coastal - Year A.</p>

	<p>Children will learn about their own town - Whitchurch.</p> <p>Children will know that Whitchurch is in England.</p> <p>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.</p> <p>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.</p> <p>Children will correctly label an outline of the human body.</p> <p>Children will draw themselves with a head and a body, with arms and legs coming off the body.</p> <p>Children will know what colour hair and eyes they have.</p>	<p>They will understand the effect of changing seasons on the natural world around them.</p> <p>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.</p> <p>Children will explore the natural world around them. They will know how to use an Ipad to take photographs.</p> <p>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.</p> <p>Children will be able to name and describe some familiar plants and animals during outdoor play and exploration.</p>	<p>Children will listen to visitors and ask questions about their job in the community – police, nurse and vet – Year B.</p> <p>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.</p> <p>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.</p> <p>Children will look for animal footprints in the snow and know why it is important to feed birds in the winter.</p> <p>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.</p> <p>Children will draw pictures of the natural world, after close observation.</p> <p>Children will melt and solidify different substances such as water, chocolate and butter.</p>	<p>Children know the importance of looking after the animals and environment, feeding the birds and planting bee and butterfly friendly seeds – Year B.</p> <p>The Natural World Children will name specific features of the world, both natural and made by people – journeys - Year A.</p> <p>Children will know that this time of year is spring. They will observe seasonal features and changes in the weather – Year B.</p> <p>Children will observe changes and growth of caterpillars and tadpoles.</p> <p>Children will know and describe the stages of the life cycle of a human and a butterfly.</p> <p>Children will draw pictures of the natural world, after close observation.</p> <p>Investigation – Observe changes over time – caterpillars to butterflies.</p>	<p>Children will know and describe the life cycle of a chicken/duck and a frog and sunflower.</p> <p>Children will know how to care for a plant.</p> <p>Children will observe how a tree has changed over the 4 seasons.</p> <p>Children will describe and comment on things they have seen whilst outside.</p> <p>Children will draw pictures of the natural world, after close observation.</p> <p>Investigation – Observe a plant growing over time.</p> <p>Children will identify objects made of wood, plastic and metal.</p> <p>Children will explore collections of materials with similar and different properties – Materials for a purpose.</p> <p>Investigation – Which is the best materials to protect and egg? Children will explore the protective properties of materials in the 'Egg Drop Challenge'.</p>	<p>Children will explore floating and sinking – Year A.</p> <p>Children will identify objects made of wood, plastic and metal and test them in water.</p> <p>Children will investigate which materials a magnet picks up.</p> <p>Investigation – Make a boat that floats.</p> <p>Children will know that this time of year is summer. They will observe seasonal features and changes in the weather – Year B.</p> <p>Children will grow vegetables and care for growing plants – Year B.</p> <p>Children will know about Healthy Eating Week and will plan a healthy smoothie to make using fruits and vegetables.</p> <p>Investigation – Observe a plant growing over time.</p>
<p>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.</p>						

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts and Design	Nursery	<p>Being Imaginative Children will begin to join in with rhymes and the songs – Wake up, Shake up, If You're Happy and You Know it, Mystery Box and Heads, Shoulders, Knees and Toes.</p> <p>Children will role play different family members from home in the home corner.</p> <p>Children will perform their own expressive dance moves and simple steps and techniques whilst listening to simple sounds and music - Year B.</p>	<p>Being Imaginative Children will remember and sing entire songs and rhymes and will know the actions and words – Wake up, Shake up, If You're Happy and You Know it, Mystery Box and Heads, Shoulders, Knees and Toes.</p> <p>Children will join in and know some of the songs from our chosen nativity play.</p> <p>Children will listen with increased attention to sounds.</p> <p>Children will perform their own expressive dance moves and simple steps and techniques whilst listening to simple sounds and music - Year B.</p>	<p>Being Imaginative Children will join in with the actions and words from many rhymes and the songs – Bee Hive, 5 Little Speckled Frogs, 5 Current Buns in a Baker's Shop and 5 Little Men in a Flying Saucer.</p> <p>Children will take part in simple pretend play, using an object to represent something else even though they are not similar. For example, postal worker with a parcel, police officer, nurse with a plaster etc.</p> <p>Children will respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Being Imaginative Children will know the actions and words from rhymes and songs including Bee Hive, 5 Little Speckled Frogs, 5 Current Buns in a Baker's Shop and 5 Little Men in a Flying Saucer.</p> <p>Children will sing the pitch of a tone sung by another person ('pitch match').</p> <p>Children will experiment with different ways of playing instruments.</p> <p>Children will listen to and watch a live performance – Class 3 Easter Play.</p>	<p>Being Imaginative Children will join in with the actions and words from rhymes and some of the Ten Town songs.</p> <p>Children will sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Children will make imaginative and complex 'small worlds' with blocks and construction kits, such as city with different buildings and a park.</p> <p>Children will role play looking after a pet in the home corner.</p>	<p>Being Imaginative Children will know many rhymes and the actions and words from many of the Ten Town songs.</p> <p>Children will play a range of instruments to express their feelings and ideas.</p> <p>Children will create their own songs or improvise a song around one they know.</p> <p>Children will play instruments with increasing control to express their feelings and ideas.</p> <p>Children will begin to develop more complex stories using small world equipment, like animal sets, dolls and dolls houses etc.</p>
		<p>Creating with materials Children will create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Children will draw a self-portrait by drawing a face with a circle and some details and features.</p> <p>Children will know begin to mould clay and add natural materials to create clay faces on trees.</p> <p>Children will begin to show emotions using colour - The Colour Monster.</p> <p>Children will do large scale drawings/paintings.</p> <p>Children will use pencils to free draw.</p>	<p>Creating with materials Children will explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Children will explore colour and experiment with colour-mixing.</p> <p>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.</p>	<p>Creating with materials Children will use drawing to represent ideas like movement or loud noises.</p> <p>Children will explore silhouette art with African landscapes and animals - Year A.</p> <p>Children will develop their own ideas and decide which materials to use to express them. They will know how to make connect two materials together to make an emergency vehicle of their choice - Year B.</p>	<p>Creating with materials Children will use a split pin to join materials and create moving parts.</p> <p>Children will show different emotions in drawings and paintings, like happiness, sadness and fear etc.</p> <p>Children will join different materials with glue and explore different textures.</p> <p>Children will make 2D collages in the style of the author and illustrator Eric Carle – Butterflies.</p>	<p>Creating with materials Children will explore colour and experiment with different shades of colour using watercolour paints.</p> <p>Children will do observational drawings.</p> <p>Children will know how to create simple clay imprints with 'bones' to create fossils – Year A.</p> <p>Children will know how to make a mono print with flowers and leaves – Year B.</p> <p>Children will know how to use watercolour paints to paint plants and flowers in the style of the artist Georgia O'Keefe – Year B.</p>	<p>Creating with materials Children will begin to experiment with making make different shades of the same colour.</p> <p>Children will know how to sew to join materials (with pre-made holes) for fabric fish – Year A</p> <p>Children will make fruit and vegetable 3D collage portraits in the style of Giuseppe Arcimboldo – Year B.</p>
		<p>Observational Checklist: 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 a range of songs? Can children play instruments to express their own ideas?</p>					

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts and Design	Reception	<p>Being Imaginative Children will listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Children will know the words and actions of the songs – Wake up, Shake up, If You're Happy and You Know it, Mystery Box and Heads, Shoulders, Knees and Toes and Everywhere we go (call and response).</p> <p>Children will role play scenarios from home in the home corner.</p> <p>Children will know perform their own dances using steps and techniques that they have learned - Year B.</p> <p>Creating with Materials Children will know how to draw a person – head, body, arms, legs and facial features.</p> <p>Children will know how to mould and sculpt clay to create clay faces on trees.</p> <p>Children will know when to use glue or tape for their chosen purpose to join materials.</p>	<p>Being Imaginative Children will know the words and actions of the songs – Bee Hive, 5 Little Speckled Frogs, 5 Current Buns in a Baker's Shop and 5 Little Men in a Flying Saucer.</p> <p>Children will know songs from our chosen nativity play. They will know the songs: - Away in a Manger - Little Donkey</p> <p>Children will notice features in the natural world. They will define colours, shapes, texture and smells in their own words - Year B.</p> <p>Children watch a live performance - a pantomime and they will express their thoughts and feelings about it.</p> <p>Children will know perform their own dances using steps and techniques that they have learned – Year B.</p> <p>Creating with Materials Children will know how to mix primary colours to make secondary colours using poster paints in order to match the colours they want to represent.</p> <p>Children will know how to create a pinch pot clay animal – Year A.</p> <p>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.</p>	<p>Being Imaginative Children will listen attentively, move to and talk about music, expressing their feelings and responses using more complex sentences and vocabulary.</p> <p>Children will sing in a groups or on their own, increasingly matching the pitch and following the melody.</p> <p>Children will know the words and actions of the songs – 10 Green Bottles, 10 in a Bed and The Ants go Marching.</p> <p>Children will know how to tap/clap along to a rhythm.</p> <p>Children will develop more complex storylines in their play. They will imaginatively role play being an emergency service worker or a person that helps us in the community. For example, postal worker, police officer, nurse etc.</p> <p>Creating with Materials Children will explore silhouette art with African landscapes and animals - Year A.</p> <p>Children will know how to make L-brace, slot, flange and tab joints to connect two materials together to make an emergency vehicle of their choice with special features - Year B.</p>	<p>Being Imaginative Children will know the words and actions to many rhymes, poems and songs including the Ten Town songs (1-5).</p> <p>Children will experiment with different ways of playing instruments.</p> <p>Children watch a live performance – Class 3 Easter Play and they express their feelings and thoughts about it.</p> <p>Creating with Materials Children will create collaboratively, sharing ideas, resources and skills.</p> <p>Children will use a split pin and a treasury tag to join materials and create moving parts.</p> <p>Children will use string and pipe cleaners to attach sticks together to make crosses for their Easter garden.</p> <p>Children will know how to use different techniques to make 2D collages in the style of the author and illustrator Eric Carle – Butterflies.</p>	<p>Being Imaginative Children will know the words and actions to many rhymes, poems and songs including 'Here we go Round the Mulberry Bush', 'Mary, Mary Quite Contrary', 'Humpty Dumpty' and the Ten Town songs (6-10).</p> <p>Children will know how to match a pitch.</p> <p>Children role play looking after a pet in the home corner.</p> <p>Children will explore and engage in music making and dance, performing solo or in groups.</p> <p>Creating with Materials Children will explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Children will know how to mix primary colours to make secondary colours using watercolour paints to match the colours they want to represent.</p> <p>Children will know how to create clay imprints with 'bones' to create fossils – Year A.</p> <p>Children will know how to create a pinch pot clay animal – Year A.</p> <p>Children will know how to make a mono print with flowers and leaves – Year B.</p> <p>Children will know how to use watercolour paints to paint plants and flowers in the style of the artist Georgia O'Keefe – Year B.</p>	<p>Being Imaginative Children will know the nursery rhymes/songs: - A sailor went to sea, sea, sea - There's a hole in the bottom of the sea</p> <p>Children will know perform their own dances using steps and techniques that they have learned.</p> <p>Children know how to use the shop to role play storylines.</p> <p>Children will listen to a visitor play a range of instruments and identify similarities and differences.</p> <p>Creating with Materials Children will return to and build on their previous learning, refining ideas and developing the ability to represent them.</p> <p>Children will know how to make different shades of the same colour.</p> <p>Children will know how to sew to join materials for fabric fish – Year A</p> <p>Children will make fruit and vegetable 3D collage portraits in the style of Giuseppe Arcimboldo – Year B.</p> <p>Children will visit an art gallery or museum.</p>
		<p>Observational Checkpoint – ELG: Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. Being Imaginative: 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 others, and (when appropriate) try to move in time with music</p>					

