



# Long Term Plan – Rabbits Reception Plan 2021-2022



	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<p><b><u>General Topics</u></b></p> <p><u>(further topics will be added in to allow for topics related to children’s interests to be covered)</u></p>	<p><b>Starting School and our new friends</b>  <b>Where the Wild Things are-</b> all about monsters, kings and boats  <b>Harvest and the farmers</b>  <b>Africa-</b> its’ animals and weather</p>	<p><b>Out of Space</b>  <b>Staying safe!</b> (Road Safety Week, Anti-Bullying)  <b>Let’s celebrate</b> –            Festivals and Celebrations (Diwali, Guy Fawkes, Hanukkah and Christmas)</p>	<p><b>All about birds</b>  <b>China and its celebration</b>s (Chinese New Year)  <b>Pancakes, pancakes, pancakes</b>  <b>Books all around- we love reading</b>  <b>Fairy Tales</b></p>	<p><b>Superheroes</b>  <b>Yummy food and healthy eating</b>  <b>Let’s celebrate Easter!</b></p>	<p><b>Feelings and Friendships</b>  <b>Diversity- Just Different</b>  <b>Animals all around</b>  <b>Animals and their habitats</b>  <b>Aargh, the pirates are coming!</b></p>	<p><b>What is growing- lots of plants around</b>  <b>Grow, plants grow!</b>  <b>Transition- we will be Otters!</b></p>
<p><b><u>High quality texts/books</u></b></p> <p><u>(e.g. related to topics and Literacy)</u></p>	<ul style="list-style-type: none"> <li>• Where the wild things are</li> <li>• Bringing the rain to Kapiti Plain</li> <li>• Non-fiction books about Africa</li> <li>• Little Red Hen</li> <li>• Non-Fiction books about Harvest</li> </ul>	<ul style="list-style-type: none"> <li>• Look Up</li> <li>• Non-Fiction books about space</li> <li>• I am Henry Finch</li> <li>• Halibut Jackson</li> <li>• Non-fiction books about festivals and celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• The magic paintbrush</li> <li>• Non-fiction books about festivals and China</li> <li>• Little Red</li> </ul>	<ul style="list-style-type: none"> <li>• Super Milly and the Super School Day</li> <li>• The tiny seed</li> <li>• Non-fiction books about plants</li> <li>• I will not ever never eat a tomato</li> </ul>	<ul style="list-style-type: none"> <li>• Willy the Wimp</li> <li>• Hairy Maclary</li> <li>• Non-fiction books about dogs</li> <li>• The night pirates</li> <li>• Non-fiction books about boats</li> </ul>	<ul style="list-style-type: none"> <li>• Ol Frog</li> <li>• Non-fiction books all about animals and their habitats</li> <li>• Non-fiction books about plants</li> </ul>
<p><b><u>Stories read during Story time sessions</u></b></p>	<ul style="list-style-type: none"> <li>• Books about starting school e.g. The witches children go to school, Splat the cat, Don’t eat the</li> </ul>	<ul style="list-style-type: none"> <li>• Books about space e.g. Whatever next, Q Pootle in Space, The way</li> </ul>	<ul style="list-style-type: none"> <li>• Books about birds: Little Owl lost, nest, Owl babies,</li> </ul>	<ul style="list-style-type: none"> <li>• Books about superheroes: Supertato, Superworm, Superhero Hotel, Eliot Midnight Superhero, Traction Man is here, Juniper Jupiter, Nat Fantastic,</li> </ul>	<ul style="list-style-type: none"> <li>• Books about Kindness and Self-Belief: Dogger, Room on the broom The Giving Tree</li> </ul>	<ul style="list-style-type: none"> <li>• Books about plants and growing: Eddies Garden,</li> </ul>

<p><u>(related to topics and children's interests)</u></p>	<p>teacher, There is a snake in my school,</p> <ul style="list-style-type: none"> <li>• Poetry Books</li> <li>• Books about Autumn and Harvest e.g. Leaf Man, Harvest (We Love Festivals)</li> <li>• Books about Africa e.g. Handa's surprise, Greedy Zebra, We all went on safari- a Counting journey through Tanzania, Anansi the spider,</li> <li>• Books about our value-responsibility: One world, Bog baby, The great kapok Tree</li> <li>• Books for Science Week: The mole who knew it was none of his business</li> </ul>	<p>back home, Aliens love underpants, How to catch a star</p> <ul style="list-style-type: none"> <li>• Books about safety e.g, Learn about road safety, Topsy and Tim- safety first, Goldilocks a Hashtag cautionary tale, Chicken Clicking, Once upon a time online</li> <li>• Books about being different e.g. Physical disabilities- Its ok to be different, When Charlie met Emma, Only one you, Don't call me special, Happy to be me, Different families- My pirate mums, My two grandads The girl with two dads,</li> <li>• Books about respect e.g. Bog Baby, Little Rabbit Foo Foo,</li> </ul>	<p>Listen to the birds, Blackbird, blackbird what do you do?, My first book of garden birds</p> <ul style="list-style-type: none"> <li>• Books about China /Chinese New Year and festivals e.g. Lanterns and firecrackers, My first Chinese New year, The Great Race, It's Chinese New Year</li> <li>Books about fairy tales: Traditional fairy tale books, Mixed up fairy tales, Fairy Tales gone wrong, etc.</li> <li>• Books about our value-friendship: e.g. Lost and Found, Ruby's</li> </ul>	<p>Calling all Superheroes, Super Daisy, My mum is a supermum, Boris saves the show, ten little superheroes</p> <ul style="list-style-type: none"> <li>• Books about food and healthy eating: Oliver's Vegetables, Oliver's Fruit Salad, Daisy Eat your peas, Try it, Eating the alphabet, Which food will you choose, Good enough to eat</li> <li>• Books about resilience: Peace at last, After the Storm, Peter and the wolf, Kevin the Cat with the Magic Hat, Up and Down, Monkey Puzzle, The Way Back Home</li> <li>• Books about Easter and festivals: The Easter story, the odd egg, Peppa's Easter Egg hunt, Spot's first Easter, The story of the Easter Bunny</li> </ul>	<p>Lost and Found, How to Catch a Star</p> <ul style="list-style-type: none"> <li>• Books about cultural diversity and BAME So much, Shine, Astro Girl, Lulu's first day, etc.</li> <li>• Books about animals: Mad about ... Minibeasts, etc, 100 birds, Monkey Puzzle, etc.</li> <li>• Books about Pirates: Ten Little Pirates, Pirates love underpants, Captain Finn and the pirate dinosaurs, The pirates next door, The night pirates</li> </ul>	<p>Flower Garden, I really wonder what plant I am growing, A seed in need, Ben plants a butterfly garden, Sam plants a sunflower, the tiny seed, Titch, Ten seeds, Jasper's beanstalk, a seed is sleepy, Jack and the beanstalk, Amazing Science: Plants</p> <ul style="list-style-type: none"> <li>• Books about Independence : Iggy Peck architect, Lost and found, The missing Piece, The Way back Home</li> </ul>
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			Worry, Sharing a Shell, Elmer's friends,			
<b><u>Wow moments (enrichment)</u></b>	<p><b>Cobham Heritage Day-</b> (Maypole dancing) cancelled due to COVID</p> <p><b>St Matthew's Day / History and Foundation of our school week</b> (Chertsey Museum visit)</p> <p><b>ICT Week</b> - (safer Internet week, computers, computer skills)</p> <p><b>National Poetry Day</b></p> <p><b>Eid-UI-Fitr</b> (Mosque, cooking)</p> <p><b>Harvest</b> (food grown in our school allotment and in children's homes/gardens, Harvest whole school collective worship, Harvest cooking)</p> <p><b>Expressive Arts and Design Week</b> (Art)</p>	<p><b>Guy Fawkes</b> (sparklers, bonfire)</p> <p><b>Remembrance Pause Day &amp; making Remembrance Day wreaths</b></p> <p><b>All Saints Remembrance Church Service</b> with laying of wreath at memorial</p> <p><b>Anti-Bullying Week &amp; Odd Socks Day</b> (visitor 'Just Different')</p> <p><b>National Road Safety Week / Road Safety 'Beep, Beep' Day</b> (visitor Police Force)</p> <p><b>Diwali</b> (Hindu temple, candles and lamps)</p> <p><b>Hanukkah</b> (Synagogue, candles)</p> <p><b>Christmas</b> (cooking; Cobham Light</p>	<p><b>Big Garden Bird Watch</b> (birds, food)</p> <p><b>Chinese New Year</b> (cooking)</p> <p><b>Pancake day</b> (cooking)</p> <p><b>Switch-Off Fortnight-</b> (saving energy)</p>	<p><b>Fairtrade Week</b> – (Fairtrade/Farmers)</p> <p><b>Art Week</b> – (artist, art skills)</p> <p><b>World Book Week</b> -(authors, reading, pyjama drama)</p> <p><b>Mother's Day</b></p> <p><b>Healthy Living Week</b> (exercise, healthy eating, mental and physical wellbeing)</p> <p><b>Easter</b> (art, cooking, church service)</p>	<p><b>Art Week</b> – (artist, art skills)</p> <p><b>Pentecost Pause Day</b></p> <p><b>ICT Week</b> - (safer Internet week, computers, computer skills)</p> <p><b>Maths Week</b> (Maths skills, problem solving, reasoning)</p> <p><b>Science Week</b> (Science skills, investigations)</p> <p><b>D&amp;T Week</b> – (D&amp;T skills)</p>	<p><b>Father's Day</b></p> <p><b>ICT Week</b> - (computers, computer skills)</p> <p><b>Golden Boot Challenge</b> (keeping fit, looking after the environment)</p> <p><b>D&amp;T Week</b> – (D&amp;T skills)</p> <p><b>Great Get together</b> (different communities and customs, food, cooking)</p> <p><b>NSPCC Pants Day</b></p> <p><b>Sports Day and Family Picnic</b> (exercise, team work)</p>

		Parade, Christmas Fair, Christmas Party, church service)				
<b><u>Our St Matthew's school values</u></b>	<b><u>Responsibility:</u></b> <b>To be responsible we must:</b> <ul style="list-style-type: none"> <li>• take care of ourselves and others.</li> <li>• take ownership.</li> <li>• do our duties or jobs.</li> <li>• take care of our things and other people's.</li> <li>• keep our promises.</li> <li>• help to take care of our homes, schools, communities and even the world.</li> </ul>		<b><u>Friendship:</u></b> <b>To be a good friend and know what friendship means:</b> <ul style="list-style-type: none"> <li>• know the difference between being a good and a bad friend</li> <li>• be a good friend by playing nicely with others, sharing, being kind and listening to what your friend has to say, making them laugh.</li> <li>• know what the word friendship means.</li> </ul>		<b><u>Wisdom and Justice:</u></b> <b>To be wise we must:</b> <ul style="list-style-type: none"> <li>• learn to make wise choices and learn what helps us to make wise choices.</li> <li>• listen to wise advice and to understand consequences.</li> <li>• listen to others and think before we speak.</li> <li>• reflect on the responsibilities of wisdom and our role in this.</li> <li>• co-operate well in class and to support each other.</li> </ul>	
<b><u>British Values</u></b>	<b>Rule of law</b> is about: <ul style="list-style-type: none"> <li>• understanding that rules matter,</li> <li>• learning to manage our own feelings and behaviour,</li> <li>• knowing who we should talk about if we don't feel safe</li> <li>• learning about right from wrong,</li> <li>• behaving within agreed and clearly defined boundaries,</li> <li>• dealing with consequences</li> </ul>	<b>Mutual respect / mutual tolerance</b> is about: <ul style="list-style-type: none"> <li>• treat others e.g. treating others as we want to be treated,</li> <li>• be part of a wider community,</li> <li>• manage our feelings and behaviour</li> <li>• form a relationship with others,</li> <li>• appreciate and respect our own culture, views, faiths, race</li> <li>• value different views, faiths, cultures and races of others and share and take part in their celebrations and traditions</li> <li>be tolerant to others and not to believe gender, cultural or racial stereotypes.</li> </ul>	<b>Individual liberty</b> is about: <ul style="list-style-type: none"> <li>• people and communities,</li> <li>• focusing on children's self-confidence and self-awareness,</li> <li>• getting the children to develop a positive sense of themselves through the development of self-knowledge, self-esteem and an increase in their confidence in their own abilities,</li> <li>• giving the children the opportunities to explore language of feelings and responsibilities,</li> <li>• getting children to reflect on their differences between each other and other people,</li> <li>• getting them to gain an understanding that we are all free to have different opinions.</li> </ul>	<b>Democracy</b> is about: <ul style="list-style-type: none"> <li>• teaching the children that everyone has to be treated equally and has equal rights.</li> </ul>	<b>Recap all British Values</b> <ul style="list-style-type: none"> <li>• teaching children that our British values underpin what it is to be a citizen in a modern and diverse Great Britain</li> <li>• valuing our community and celebrating diversity of the UK</li> <li>• teaching children that our British Values are not exclusive</li> </ul>	

						to being British and are shared by other countries
<b><u>Assessment Opportunities</u></b>	In-house - Baseline data on entry National Government Baseline data – done in first 6 weeks Phonics ‘Little Wandle’ assessments Ongoing assessments through adult focused activities and Observer/Facilitator EYFS team meetings Discussions with parents Wow (Milestones) books	Ongoing assessments Pupil progress meetings Parents evening info EYFS team meetings In house moderation End of term Assessments Phonics assessments Key word assessments	GLD Projections for End of Year Cluster moderation EYFS team meetings Phase meeting and internal moderations	Pupil progress meetings Parents evening info EYFS team meetings End of term Assessments Phonics assessments Key word assessments	Cluster moderation EYFS team meetings	Pupil progress meetings Reports Phonics assessments Key word assessments EYFS team meetings End of Year data
<b><u>Parental Involvement</u></b>	Welcome meeting Parents Literacy and Maths workshop Story Time-reading a story Parents Evening	Story Time-reading a story Parent Helpers Literacy and Maths Lessons-Parents Workshop Tapestry Nativity Christmas Fair Church Service	Story Time-reading a story Parent Helpers Tapestry Art exhibition Parents Evening	Story Time- reading a story Tapestry Parent Helpers Class assembly Easter activities	Story Time- reading a story Parent Helpers Tapestry Diversity Talk	Story Time-reading a story Parent Helpers Tapestry Parents Evening Sports Day End of year family Picnic

<p><b><u>Characteristics of effective teaching and learning</u></b></p>	<ul style="list-style-type: none"> <li>• <b>playing and exploring</b> – children investigate and experience things, and ‘have a go’</li> <li>• <b>active learning</b> – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</li> <li>• <b>creating and thinking critically</b> – children have and develop their own ideas, make links between ideas, and develop strategies for doing things</li> </ul>					
<p><b><u>Overarching principles</u></b></p>	<p><b>Unique Child:</b> Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> All children learn to be strong and independent through positive relationships.</p> <p><b>Enabling environments:</b> All children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. All children benefit from a strong partnership between practitioners and parents and/or carers.</p> <p><b>Learning and Development:</b> All children develop and learn at different rates.</p>					
<p><b><u>General Topics</u></b></p>	<p><b>Starting School and our new friends</b>  <b>Where the Wild Things are-</b> all about monsters, kings and boats  <b>Harvest and the farmers</b>  <b>Africa-</b> its’ animals and weather</p>	<p><b>Out of Space Staying safe!</b>  (Road Safety Week, Anti-Bullying)  <b>Let’s celebrate</b> –  Festivals and Celebrations (Diwali, Guy Fawkes, Hanukkah and Christmas)</p>	<p><b>All about birds</b>  <b>China and its celebration</b> s (Chinese New Year)  <b>Pancakes, pancakes, pancakes</b>  <b>Books all around- we love reading</b>  <b>Fairy Tales</b></p>	<p><b>Superheroes</b>  <b>Yummy food and healthy eating</b>  <b>Let’s celebrate Easter!</b></p>	<p><b>Feelings and Friendships</b>  <b>Diversity- Just Different</b>  <b>Animals all around</b>  <b>Animals and their habitats</b>  <b>Aargh, the pirates are coming!</b></p>	<p><b>What is growing- lots of plants around</b>  <b>Grow, plants grow!</b>  <b>Transition- we will be Otters!</b></p>
<p><b><u>Communication and Language – educational programmes</u></b></p>	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children’s language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b>.</p>					

<p><b><u>Knowledge and Skills- Listening and Attention</u></b></p> <p>I am learning to...</p>	<ul style="list-style-type: none"> <li>• Know how to be a good listener</li> <li>• Listen carefully during whole class carpet times and group times</li> <li>• Take part in group activities while listening and paying attention e.g. Nursery rhymes, Story Time, ball games outside.</li> <li>• Listen to simple instructions given and being able to follow them</li> <li>• Listen during whole school Collective Worship</li> </ul>	<ul style="list-style-type: none"> <li>• Use active listening skills e.g. face the speaker, body still, paying attention and being able to explain why listening is important</li> <li>• Remember what I learnt and being able to recall the key points</li> <li>• Listen and do something at the same time</li> <li>• Follow three step instructions and remembering what I have been asked to do</li> <li>• Know and use new words/vocabulary and remembering what it means</li> <li>• Say and sing new rhymes, poems and songs</li> </ul>	<ul style="list-style-type: none"> <li>• Listen in whole school Collective Worship and being able to remember and talk about what we learnt during it a couple of days later on</li> <li>• Switch my attention from one task to another</li> <li>• Follow complex instructions</li> <li>• Show attentive listening skills at all times e.g. during Phonics, and acting quickly on instructions given</li> <li>• Know that if I listen, I will be able to learn more and understand better what I have learnt</li> <li>• Pay attention to what I have read when reading non-fiction books and listen to non-fiction texts being read aloud in order to learn new facts and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• ELG - 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.</li> <li>• ELG - Make comments about what they have heard and ask questions to clarify their understanding</li> <li>• ELG - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>
<p><b><u>Knowledge and Skills- Speaking</u></b></p>	<ul style="list-style-type: none"> <li>• Sing a range of nursery rhymes and songs</li> <li>• Speak in simple sentences</li> <li>• Answer simple questions (e.g.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about my needs, news, feelings, ideas and opinions appropriately</li> <li>• Use full sentences to express complete ideas (e.g. "I like chocolate more than vanilla", rather "chocolate better")</li> </ul>	<ul style="list-style-type: none"> <li>• Articulate my ideas, thoughts and opinions in well-formed sentences and describe events in some detail</li> <li>• Have simple back and forth conversations, where I pay attention to what has been said and respond appropriately</li> <li>• Use recently-modelled language independently, across everyday contexts and across all areas of learning, e.g. "This lunch is delicious" or "I need to count back to subtract"</li> </ul>	<ul style="list-style-type: none"> <li>• ELG - Participate in small group, class and one-to-one discussions, offering their</li> </ul>

<p>I am learning to ...</p>	<p>who, where, what, when)</p> <ul style="list-style-type: none"> <li>• Ask simple questions</li> <li>• Engage in conversations with adults and my peers and contribute with sensible comments to discussions and conversations</li> <li>• Take part in whole class carpet time or group sessions e.g. stories- recall the main events. I can recite familiar rhymes/poems and join in with repeated refrains from stories</li> <li>• Speak clearly so I can be understood by others</li> <li>• Use vocabulary that focuses on my interests and familiar experiences</li> <li>• Talk about the past and the future</li> <li>• Use plurals and some tenses correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Use simple connectives in speech, e.g. and, but</li> <li>• Answer more complex questions (e.g. why, how) and respond to a range of questions in detail</li> <li>• Retell a story after having become familiar with it and using some exact repetition, as well as some of my own words</li> <li>• Speak in whole class situations</li> <li>• Contribute with relevant comments, ideas and opinions in discussions</li> <li>• Develop social phrases and communicate confidently with my peers and adults</li> <li>• Respond to a peer's request (e.g. Can I have the ball?) and reply appropriately</li> <li>• Ask questions when I don't understand the instructions I have been given or when I don't know what a word means</li> <li>• Use new vocabulary from books and stories as I discuss and/or retell the story</li> </ul>	<ul style="list-style-type: none"> <li>• Use newly learnt vocabulary in different contexts e.g. using the words enormous to describe their tower having read the Enormous Turnip.</li> <li>• Ask questions in a variety of contexts (e.g. to better understand a character/story, to clarify instructions, to solve practical problems)</li> <li>• Use a range of connectives e.g. so, but, and, because to extend my sentences and to connect ideas</li> <li>• Give more detail in conversations</li> <li>• Use talk in different ways e.g. when participating in imaginative play, when organising simple activities (e.g. You go first and I'll go next), when overcoming problems/conflicts (Can I have that after you?) and when providing little explanations (e.g. It sunk because it was too heavy)</li> <li>• Give explanations that demonstrate my understanding on a topic/story, e.g. He couldn't carry it because it was too heavy".</li> <li>• Talk about non-fiction texts/books and topics, after having become familiar with the facts and vocabulary of the particular topic and within the text/book</li> </ul>	<p>own ideas, using recently introduced vocabulary.</p> <ul style="list-style-type: none"> <li>• ELG - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• ELG - 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</li> </ul>
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<b><u>Vocabulary</u></b>	Listening, listener, focus, attention, paying attention, staying still, looking, listening, facing the person who is talking, looking at who is talking, instructions, doing what I am asked to do, follow, answer, answering, question, sentence, word, speaking, talking, discussing, past, future, clearly, conversation, discussion, social phrases e.g. How are you? Can I play with you?, vocabulary, words, non-fiction, fiction					
<b><u>General Topics</u></b>	<b>Starting School and our new friends</b> <b>Where the Wild Things are-</b> all about monsters, kings and boats <b>Harvest and the farmers</b> <b>Africa-</b> its' animals and weather	<b>Out of Space Staying safe!</b> (Road Safety Week, Anti-Bullying) <b>Let's celebrate</b> – Festivals and Celebrations (Diwali, Guy Fawkes, Hanukkah and Christmas)	<b>All about birds</b> <b>China and its celebration s</b> (Chinese New Year) <b>Pancakes, pancakes, pancakes</b> <b>Books all around- we love reading</b> <b>Fairy Tales</b>	<b>Superheroes</b> <b>Yummy food and healthy eating</b> <b>Let's celebrate Easter!</b>	<b>Feelings and Friendships</b> <b>Diversity- Just Different</b> <b>Animals all around</b> <b>Animals and their habitats</b> <b>Aargh, the pirates are coming!</b>	<b>What is growing- lots of plants around</b> <b>Grow, plants grow!</b> <b>Transition- we will be Otters!</b>
<b><u>Personal, Social and Emotional Development-</u></b> educational programmes	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
<b><u>Knowledge and Skills- Self-Regulation</u></b>  I am learning to ...	<ul style="list-style-type: none"> <li>• Come into school happily and leave my grown up without becoming upset</li> <li>• Name basic feelings e.g. cross, happy</li> <li>• Talk about different feelings and explain why I might feel like this</li> </ul>	<ul style="list-style-type: none"> <li>• Know a range of different feelings and name them e.g. scared, excited, angry, frustrated, nervous, worried and joyful</li> <li>• Recognise and name different feelings and notice when I or others feel like this</li> <li>• Know what I can do if I feel a certain way e.g. angry, upset</li> <li>• Be considerate to the feelings of my friends and other people</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and control my own feelings and emotions</li> <li>• See things from another person's point of view</li> <li>• Talk about own and others' emotions and feelings</li> <li>• Link events (in books, real life etc) with feelings and discuss them, e.g. She is angry that he snatched the toy</li> <li>• Resolve small conflicts by speaking to my friends about it e.g. "Stop that, I don't like it" or "Can I have a turn when you are finished?"</li> <li>• Follow complex instructions</li> <li>• Wait with increased patience, when necessary, e.g. When waiting for a turn on the computer.</li> <li>• Be resourceful in seeking help e.g. enlisting peers with a particular strength or finding a useful resource.</li> </ul>	<ul style="list-style-type: none"> <li>• ELG - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• ELG - Set and work towards</li> </ul>		

	<ul style="list-style-type: none"> <li>• Know what to do if I need help</li> <li>• Recognise when one of my friends is upset and know what to do about it</li> <li>• Know what a good listener does</li> <li>• Stay focused and pay attention for short amounts of time</li> <li>• Follow simple instructions correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Switch my attention to another task when already being focused on something else</li> <li>• Stay focused and listen carefully during whole class carpet times e.g. phonics</li> <li>• Follow three step instructions</li> <li>• Wait for my turn e.g. when wanting to play with a toy or when wanting to tell an adult something</li> <li>• Keep on trying and to not give up when I find something difficult or challenging</li> <li>• Take part in activities, that I don't feel very confident about</li> </ul>		<p>simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <ul style="list-style-type: none"> <li>• ELG - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</li> </ul>
<p><b><u>Knowledge and Skills- Managing Self</u></b></p> <p>I am learning to ...</p>	<ul style="list-style-type: none"> <li>• Go to the toilet by myself</li> <li>• Put on and take off my own coat</li> <li>• Wash and dry my hands and learn when I need to wash my hands</li> <li>• Follow simple instructions e.g.</li> </ul>	<ul style="list-style-type: none"> <li>• Wash my hands without needing to be reminded</li> <li>• Put on my own coat and do the zip up</li> <li>• Know what to wear in different weathers</li> <li>• Understand that some foods are healthier for us than others</li> <li>• Talk about how my body feels after exercise and know that exercise keeps me healthy</li> </ul>	<ul style="list-style-type: none"> <li>• Know when and why I need to wash my hands and do so without needing any reminders (e.g. after using the bathroom).</li> <li>• Know why it is important to brush my teeth and which foods might not be good for my teeth</li> <li>• Talk about why it is important to get enough sleep and what might happen if we don't get enough</li> <li>• Discuss what healthy food choices I should make and why</li> <li>• Know and talk about what I should do to keep me healthy e.g. regular physical activity, sensible amounts of 'screen time', healthy eating, having a good sleep routine, tooth brushing, being a safe pedestrian</li> </ul>	<ul style="list-style-type: none"> <li>• ELG - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• ELG - Explain the reasons for</li> </ul>

	<p>sit down, let's go outside</p> <ul style="list-style-type: none"> <li>• Join in with an activity when invited by an adult</li> <li>• Take part in all activities on offer without much help from an adult when being in our inside and outside classrooms</li> <li>• Remember and follow all of the rules and routines and know why we are doing them</li> </ul>	<ul style="list-style-type: none"> <li>• Do all of our class and school rules</li> <li>• Try new activities by myself or with my peers</li> <li>• Make my own choices</li> <li>• Try to undo and do up the fastenings on my coat, shoes etc.</li> <li>• Get dressed and undressed for Outdoor Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Be proud of myself and know what I am good at</li> <li>• Be/feel confident when tackling new challenges and to keep going when things get tough, particularly when being encouraged by others not to give up</li> <li>• Complete different challenges/tasks independently</li> <li>• Be resilient and persevere when finding things difficult</li> <li>• Try different approaches when solving problems and being able to discuss what I have done</li> <li>• Talk about how I can improve my skills and show that I am proud of what I have achieved</li> <li>• Show that I am proud with what I have achieved</li> <li>• Discuss the challenges that I have encountered and talk about the strengths and weaknesses of what I did</li> <li>• Enjoy more challenging activities and being able to set goals for myself in order to make it even more difficult and challenging</li> <li>• Understand and explain the consequences of my behaviour and know how it makes others feel e.g. If I hit someone, it hurts and they are upset</li> <li>• Work on short activities independently e.g. a Phonics game.</li> <li>• Follow school and class rules and talk about why they are important as well as discuss why it is important that I follow these rules</li> <li>• Speak confidently in front of a large group e.g. answering a question in Collective Worship.</li> </ul> <p>+</p> <ul style="list-style-type: none"> <li>• Know why some foods are healthier e.g. nutrients, growth etc.</li> <li>• Describe what happens if we don't brush our teeth (e.g. cavities), don't sleep enough (e.g. poor concentration and mood) and eat unhealthy food</li> <li>• Know which good health choices I should make in regards to physical activity, food, sleep and hygiene (including oral hygiene)</li> <li>• Make good health choices and talk about how I can make these</li> </ul>	<p>rules, know right from wrong and try to behave accordingly.</p> <p>ELG - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p>
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<p><b><u>Knowledge and Skills- Building Relationships</u></b></p> <p>I am learning to ...</p>	<ul style="list-style-type: none"> <li>• Show interest in my new peers e.g. by chatting to them, asking if I can play</li> <li>• Play alongside my new and old peers</li> <li>• Make new friends and be friendly and kind to my new friends</li> <li>• Play with the other children without needing the help of an adult</li> <li>• Take turns and share, sometimes with the help of an adult</li> <li>• Talk to the adults in my class by sharing my news or when doing an activity with them</li> <li>• Pretend to be somebody else when playing</li> </ul>	<ul style="list-style-type: none"> <li>• Join in with the play of other children</li> <li>• Approach others when wanting to play with them and to make close friendships with others</li> <li>• Talk to my friends when playing a game or when doing an activity with them</li> <li>• Take turns without needing the help of an adult</li> <li>• Notice what other people might need and to let others take the lead sometimes</li> <li>• Notice when somebody else is upset and know what to I should do to cheer them up</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss what happens to my body during and after I have done exercise</li> <li>• Know what good friendships are and what a good friend is</li> <li>• Have a conversation where we both listen to each other and comment on what the other person has said</li> <li>• Know what empathy means and what we can do to be empathetic to others e.g. finding an adult for a child who is hurt.</li> <li>• Understand that other children have different ideas and opinions and be considerate towards these</li> <li>• Understand another child's point of view or reason for doing something e.g. explaining what motivated someone to behave in a particular way</li> <li>• Identify how others feel and respond appropriately</li> <li>• Take turns with others, sometimes using e.g. sand timers to help me when taking turns</li> <li>• Co-operate with others, listen and share ideas and know how I can solve disagreements with others</li> <li>• Use words to solve disagreements/ conflicts</li> <li>• Resolve minor disagreements by listening to each other and coming up with a fair solution</li> <li>• Play and organise games with rules</li> </ul>	<ul style="list-style-type: none"> <li>• ELG - Work and play cooperatively and take turns with others.</li> <li>• ELG - Form positive attachments to adults and friendships with peers. ELG - Show sensitivity to their own and to others' needs</li> </ul>		
<p><b><u>Vocabulary</u></b></p>	<p>Relationship, friendship, friends, being kind, nice, friendly, supportive, say, talk, do things together, make each other laugh, feelings, helping, take turns, wait, special, same, different, self-care, actions, doing , oral hygiene, looking after, myself, responsibility, healthy, choices, food, class rules, boundaries, safe, looking after myself, caring,</p>					
<p><b><u>General Topics</u></b></p>	<p><b>Starting School and our new friends</b> <b>Where the Wild Things are-</b> all</p>	<p><b>Out of Space Staying safe!</b> (Road Safety Week, Anti-Bullying)</p>	<p><b>All about birds</b> <b>China and its celebration</b></p>	<p><b>Superheroes</b> <b>Yummy food and healthy eating</b> <b>Let's celebrate Easter!</b></p>	<p><b>Feelings and Friendships</b> <b>Diversity- Just Different</b> <b>Animals all around</b></p>	<p><b>What is growing- lots of plants around</b> <b>Grow, plants grow!</b></p>

	about monsters, kings and boats <b>Harvest and the farmers</b> <b>Africa-</b> its' animals and weather	<b>Let's celebrate</b> – Festivals and Celebrations (Diwali, Guy Fawkes, Hanukkah and Christmas	<b>s</b> (Chinese New Year) <b>Pancakes, pancakes, pancakes</b> <b>Books all around- we love reading</b> <b>Fairy Tales</b>		<b>Animals and their habitats</b> <b>Aargh, the pirates are coming!</b>	<b>Transition- we will be Otters!</b>
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**Physical development- educational programmes**

Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child's strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence**.

### **Gross Motor Skills and Knowledge**

<u>General</u>  I am learning to ...	<ul style="list-style-type: none"> <li>• Move confidently around a space with appropriate speed and control</li> <li>• Stop safely when moving around a space</li> <li>• Move around obstacles in different ways e.g. hopping, jumping</li> <li>• Estimate where a moving obstacle may be and move appropriately before reaching it</li> <li>• Squat steadily</li> </ul>	<ul style="list-style-type: none"> <li>• Move fluently with control and grace</li> <li>• Run using the right technique</li> <li>• Develop my body strength, co-ordination, balance and agility by participating in a variety of activities during the school day and PE</li> <li>• Rise to my feet without using my hands</li> </ul>	<ul style="list-style-type: none"> <li>• Use trikes and scooters confidently.</li> <li>• Sit properly on a chair with a good posture while working on table-top activities</li> </ul>	<ul style="list-style-type: none"> <li>• Have a good posture no matter where I am sitting Develop overall body-strength, balance, co-ordination and agility.</li> </ul>	<ul style="list-style-type: none"> <li>• Have a good posture no matter where I am sitting using my core muscle strength when doing so</li> <li>• Have strength and power when e.g. jumping, throwing, etc.</li> </ul>	<u>ELG's:</u> <u>Gross Motor Skills:</u> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>• Demonstrate strength, balance and coordination when playing;</li> <li>• Move energetically</li> </ul>
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	<ul style="list-style-type: none"> <li>• Use large construction to build with</li> <li>• Line up and queue by doing our school/class rule legendary lining up e.g. at mealtimes, going from building to building.</li> <li>• Use brooms to brush and spades to dig in sand and soil</li> </ul>					, such as running, jumping, dancing, hopping, skipping and climbing
<p><u>Dance</u></p> <p>I am learning to ...</p>	<ul style="list-style-type: none"> <li>• Move confidently in lots of different ways e.g. crawling, walking, running, jumping</li> </ul>	<ul style="list-style-type: none"> <li>• Move with confidence in a range of ways e.g. slithering, shuffling, rolling, sliding, hopping</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment moving in different ways</li> <li>• Combine different movements</li> </ul>	<ul style="list-style-type: none"> <li>• Move more fluently and with control and grace</li> <li>• Combine different movements so that they are fluent and effortless</li> </ul>	<ul style="list-style-type: none"> <li>• Link my movements fluently and confidently e.g. in Dance</li> <li>• Revise and refine my movements and combine them more effectively</li> <li>• Be very precise in my movements and having good body control</li> </ul>	
<p><u>Balancing</u></p> <p>I am learning to ...</p>	<ul style="list-style-type: none"> <li>• Balance on one leg</li> <li>• Make different balances using different body parts</li> <li>• Stand on one foot</li> </ul>	<ul style="list-style-type: none"> <li>• Walk along a low, wide balance beam independently</li> <li>• Hold a controlled static balance on one leg</li> </ul>	<ul style="list-style-type: none"> <li>• Walk along a narrow balance beam</li> </ul>	<ul style="list-style-type: none"> <li>• Balance on an unstable surface with increasing control</li> <li>• Balance in a range of different ways e.g. on and off equipment</li> </ul>		
<p><u>Ball Skills</u></p> <p>I am learning to ...</p>	<ul style="list-style-type: none"> <li>• Throw a ball forward</li> <li>• Throw a ball at a target</li> <li>• Catch a large ball by moving</li> </ul>	<ul style="list-style-type: none"> <li>• Throw ball forward in the air and using appropriate techniques such as moving arms</li> </ul>	<ul style="list-style-type: none"> <li>• Bounce and catch a large ball using 2 hands</li> <li>• Hit a target from a</li> </ul>	<ul style="list-style-type: none"> <li>• Catch accurately a variety of large and small balls</li> <li>• Bounce a variety of large and small balls and catch them in one hand, particularly if they are small</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and refine my ball skills further e.g. throwing, catching, kicking, passing, batting, and aiming.</li> <li>• Develop more confidence,</li> </ul>	

	<p>towards it if I need to</p> <ul style="list-style-type: none"> <li>• Kick a large ball</li> <li>• Have control over an object when e.g. pushing, patting, throwing, catching or kicking</li> </ul>	<p>up and back using upper trunk rotation, with arms and legs moving in opposition</p> <ul style="list-style-type: none"> <li>• Catch a large ball between my extended arms</li> <li>• Walk towards and kick it towards a target</li> </ul>	<p>distance with a tennis ball using an underhand toss</p> <ul style="list-style-type: none"> <li>• Catch a tennis ball from a distance using only hands</li> <li>• Run towards a ball and kick it</li> </ul>	<ul style="list-style-type: none"> <li>• Throw a tennis ball underhand using techniques such trunk rotation and opposing arm/leg movements</li> <li>• Hit a target from a distance using an overhand toss</li> <li>• Throw accurately a variety of large and small balls</li> <li>• Coordinate my body to meet and kick a ball that is rolled to me from a distance</li> </ul>	<p>competence, precision and accuracy when taking part in ball games</p>
<p><u>Jumping</u></p> <p>I am learning to ...</p>	<ul style="list-style-type: none"> <li>• Jump forward, take off and land on my feet</li> <li>• Jump off an object safely and land appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Jump forward, take off and land on my feet with control</li> <li>• Hop on one foot</li> </ul>	<ul style="list-style-type: none"> <li>• Jump and turn in the air</li> <li>• Hop on either foot 3 to 5 times</li> </ul>	<ul style="list-style-type: none"> <li>• Hop up to 10 times on alternate feet</li> </ul>	<ul style="list-style-type: none"> <li>• Skip rhythmically</li> </ul>
<p><u>Climbing</u></p> <p>I am learning to ...</p>	<ul style="list-style-type: none"> <li>• Climb stairs with two feet to one step</li> <li>• Climb up apparatus using two feet</li> </ul>	<ul style="list-style-type: none"> <li>• Climb stairs with alternate feet</li> <li>• Move in different ways on a climbing frame such as swinging</li> </ul>	<ul style="list-style-type: none"> <li>• Use climbing equipment with a little adult support only at the challenging parts</li> <li>• Move confidently across an obstacle course</li> <li>• Travel confidently and</li> </ul>	<ul style="list-style-type: none"> <li>• Use climbing equipment confidently and learn to pull myself up on equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Use confidently and safely a range of large and small apparatus indoors and outdoors by myself or with others</li> </ul>

			skilfully around, under and over balancing and climbing equipment			
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**Fine Motor Knowledge and Skills**

<p><u>General Fine Motor Skills</u></p> <p>I am learning to ...</p>	<ul style="list-style-type: none"> <li>• Do and undo Velcro fastenings</li> </ul>	<ul style="list-style-type: none"> <li>• Do up and undo large buttons</li> <li>• Undo zips</li> </ul>	<ul style="list-style-type: none"> <li>• Do up zips</li> <li>• Do up and undo small buttons</li> </ul>	<ul style="list-style-type: none"> <li>• Use zips confidently</li> <li>• Do up and undo a range of different shaped buttons</li> <li>• Do up and undo a range of fastenings</li> </ul>		<p><u>ELG's:</u> <u>Fine Motor Skills:</u></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases;</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>
<p><u>Pencil and Brush Control</u></p> <p>I am learning to ...</p>	<ul style="list-style-type: none"> <li>• Use a dominant hand</li> <li>• Use mark-making tools such as paintbrushes, pens and chalk</li> <li>• I can hold a pencil in fingers rather than a whole hand grasp</li> <li>• Make marks in different directions</li> <li>• Make repeated marks on paper</li> <li>• Make marks from left to right</li> <li>• Use a tripod grip</li> </ul>	<ul style="list-style-type: none"> <li>• Sit with a good posture and using my cores muscles when doing so</li> <li>• Hold and use a pencil confidently and correctly – tripod grip</li> <li>• Form all the letters in my name correctly</li> <li>• Form all phase 2 and 3 graphemes / letters correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Develop neat and well-formed letters</li> </ul>	<ul style="list-style-type: none"> <li>• Write letters using the correct formation and the correct movements (shoulder pivot etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Use lots of writing tools competently and safely</li> </ul>	
<p><u>Drawing Skills</u></p>	<ul style="list-style-type: none"> <li>• Draw horizontal/vertical lines and other simple marks such as circles</li> </ul>	<ul style="list-style-type: none"> <li>• Draw and write with control</li> <li>• Draw more details</li> </ul>	<ul style="list-style-type: none"> <li>• Draw bodies and other pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Draw objects and other pictures in proportion to each other (e.g. an elephant is bigger than a dog)</li> </ul>	<ul style="list-style-type: none"> <li>• Draw self-portraits, landscapes and buildings/ cityscapes, including key features</li> </ul>	

<p>I am learning to ...</p>	<ul style="list-style-type: none"> <li>• Draw shapes and make multiple movements such as x</li> <li>• Draw simple pictures where others can recognise what I have drawn</li> <li>• Write my name in a way that I can recognise (maybe the first few letters only, in capitals or not correctly formed)</li> <li>• Copy some letters from my name</li> </ul>	<p>(eyelashes or windows on a house, bodies with sausage limbs and additional features)</p>	<p>accurately e.g. size</p>	<ul style="list-style-type: none"> <li>• Make sure my drawings show more details</li> <li>• Take my time and spend enough time on one activity</li> </ul>	<ul style="list-style-type: none"> <li>• Look closely at lines, shapes, size and patterns when doing observational drawing</li> <li>• Write neatly, fast and efficiently – joining up letters</li> <li>• Write on the line and make sure my letters have ascenders/descenders.</li> <li>• Control the size of my letters/numbers</li> </ul>	
<p><u>Malleable Skills</u></p> <p>I am learning to ...</p>	<ul style="list-style-type: none"> <li>• Roll malleable materials by using my whole hand</li> <li>• Squeezing and pressing malleable materials by using my whole hands</li> <li>• Press dough using my hands</li> <li>• Making balls using my palm</li> <li>• Use scissors to cut malleable materials</li> <li>• Pinch, twist, push, pat and stretch different</li> </ul>	<ul style="list-style-type: none"> <li>• Roll malleable materials using rolling pins</li> <li>• Roll malleable materials using my fingers and palms of both hands</li> <li>• Make marks in the malleable materials by using my fingers and knuckles</li> <li>• Use tools to squeeze the malleable materials</li> <li>• Mould and shape</li> </ul>	<ul style="list-style-type: none"> <li>• Squeeze malleable materials with control</li> <li>• Manipulate my fingers to rotate and knead malleable materials</li> <li>• Use some dough tools such as wooden knives</li> <li>• Manipulate malleable materials with</li> </ul>	<ul style="list-style-type: none"> <li>• Mould and shape clay and playdough with fingers and tools confidently and with control</li> </ul>		

	malleable materials e.g. clay, playdough	malleable materials with fingers and hands e.g. balls • Use cutters to create 2D shapes	control and confidence			
<u>Scissor Skills</u> I am learning to ...	<ul style="list-style-type: none"> <li>• Hold scissors correctly in one hand</li> <li>• Use my helping hand to hold and guide the paper by using my non-dominant hand</li> <li>• Snip paper by moving forward</li> <li>• Cut as close to the straight line</li> </ul>	<ul style="list-style-type: none"> <li>• Cut along the line</li> <li>• Use scissors correctly and cut on the line (curved and straight)</li> <li>• Cut out simple shapes (circles, square)</li> </ul>	<ul style="list-style-type: none"> <li>• Cut complex shapes such as figures</li> </ul>	<ul style="list-style-type: none"> <li>• Use scissors with correct hand-positioning and with control.</li> </ul>		
<u>Cutlery Skills</u> I am learning to ...	<ul style="list-style-type: none"> <li>• Eat with a spoon and a fork correctly and independently</li> </ul>	<ul style="list-style-type: none"> <li>• Hold a knife correctly and in one hand</li> <li>• Use a knife to cut soft food e.g. bananas, playdough</li> </ul>	<ul style="list-style-type: none"> <li>• Use a knife to cut hard food e.g. meat, potatoes</li> </ul>	<ul style="list-style-type: none"> <li>• Spread using a knife</li> <li>• Use a fork to hold my food still while cutting it with a knife</li> <li>• Cut different foods and hold a knife correctly while using my other hand to steady the food</li> </ul>	<ul style="list-style-type: none"> <li>• I can use a knife and fork together confidently to cut food.</li> <li>• Use a knife and fork independently</li> </ul>	
<u>Vocabulary</u>	<p><b>Cutting skills:</b> Hold, move, move apart, in, out, open, shut, close, bend, cut, snip, squeeze, stretch, fold, knead, push, pull, fingers, thumb, together, apart, stretch up, down, snip, cut, forwards, backwards, across, side to side, straight ahead, upwards, downwards, sideways, hold still, rest your hand, hands together/apart, next to the line, on the line, closer, close to, circle, curve, around, round, wobbly, wavy, curved, move, twist, turn, pivot, small snips, at the same time, stop, start, point, corner, pointed, cross, follow the line, background</p> <p><b>Ball skills:</b> kick, throw, catch, small, large, aim, underarm, overarm, target, goal, pushing, patting, push, pat</p> <p><b>General:</b> climb, mount, stairs, steps, equipment, rise, stand, hop, jump, travel, around, over, under, balancing equipment, climbing equipment, shuffle, roll, slither, crawl, walk, run, squat, slide, climb, land, balance, space, race, chase, speed, direction</p>					
<u>General Topics</u>	<b>Starting School and our new friends</b> <b>Where the Wild Things are-</b> all	<b>Out of Space Staying safe!</b> (Road Safety Week, Anti-Bullying)	<b>All about birds</b> <b>China and its celebration</b>	<b>Superheroes</b> <b>Yummy food and healthy eating</b> <b>Let's celebrate Easter!</b>	<b>Feelings and Friendships</b> <b>Diversity- Just Different</b> <b>Animals all around</b>	<b>What is growing- lots of plants around</b>

	about monsters, kings and boats <b>Harvest and the farmers</b> Africa- its' animals and weather	<b>Let's celebrate</b> – Festivals and Celebrations (Diwali, Guy Fawkes, Hanukkah and Christmas)	<b>s</b> (Chinese New Year) <b>Pancakes, pancakes, pancakes</b> <b>Books all around- we love reading</b> <b>Fairy Tales</b>		<b>Animals and their habitats</b> <b>Aargh, the pirates are coming!</b>	<b>Grow, plants grow!</b> <b>Transition- we will be Otters!</b>
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**Literacy– educational programmes**

It is crucial for children to develop a **life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding**) and the **speedy recognition of familiar printed words**. Writing involves **transcription** (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

### Phonics – Little Wandle Letters and Sounds Revised

	<b>Phase 2</b>	<b>Phase 2</b>	<b>Phase 3</b>	<b>Phase 3</b>	<b>Phase 4</b>	<b>Phase 4</b>
<p><b><u>Graphemes and tricky words</u></b></p> <p>I am learning to ...</p>	<ul style="list-style-type: none"> <li>•s, a, t, p</li> <li>•i, n, m, d</li> <li>•g, o, c, k – is</li> <li>•ck, e, u, r – l</li> <li>•h, b, f, l – the</li> </ul>	<ul style="list-style-type: none"> <li>•ff, ll, ss, j – put, pull, full, as</li> <li>•v, w, x, y – and, has, his, her</li> <li>•z, zz, qu, words with s /s/ added at the end (hats, sits) ch- go, no, to, into</li> <li>•sh, th, ng, nk – she, push, he, of</li> <li>•words with s /s/ added at the end (hats, sits) words ending s /z/ (his) and with s /z/ added at the end (bags) – we, me, be</li> </ul>	<ul style="list-style-type: none"> <li>•ai, ee, igh, oa</li> <li>•oo, oo, ar, or- was, you, they</li> <li>•ur, ow, oi, ear- my, by, all</li> <li>•air, er, words with double letters: dd, mm, tt, bb, rr, gg, pp, ff – are, sure, pure</li> <li>•longer words</li> </ul>	<ul style="list-style-type: none"> <li>•Review Phase 3: ai, ee, igh, oa, oo, ar, or, ur, oo, ow, oi, ear – review all tricky words taught so far and secure spelling</li> <li>•Review Phase 3: er, air, words with double letters, longer words</li> <li>•Words with two or more digraphs</li> <li>•Longer words, words ending in -ing, compound words</li> <li>•Longer words, words with s in the middle /z/ s, words ending -s, words with -es at end /z/</li> </ul>	<ul style="list-style-type: none"> <li>•Short vowels CVCC- said, so, have, like</li> <li>•Short vowels CVCC CCVC- some, come, love, do</li> <li>•Short vowels CCVCC CCCVC CCCVCC, longer words -, were, here, little, says</li> <li>•Longer words, compound words – there, when, what, one</li> <li>•Root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -est – out, today</li> </ul>	<ul style="list-style-type: none"> <li>•Long vowel sounds CVCC CCVC – review all tricky words taught so far, secure spelling</li> <li>•Long vowel sounds CCVC CCCVC CCV CCVCC</li> <li>•Phase 4 words ending -s /s/, Phase 4 words ending -s /z/, Phase 4 words ending -es, longer words</li> </ul>

							<ul style="list-style-type: none"> <li>• Root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/</li> <li>• Phase 4 words ending in: -s /s/, -s /z/, -es, longer words</li> </ul>
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**Word Reading- Knowledge and Skills**

<p><u>General</u></p> <p>I am learning to ...</p>	<ul style="list-style-type: none"> <li>• Recognise my name</li> <li>• Spot rhymes in familiar stories and poems</li> <li>• Keep a simple rhythm and match rhyming words</li> <li>• Suggest words that rhyme.</li> <li>• Complete a rhyming string</li> <li>• Hold books the correct way round and turn the pages correctly</li> <li>• Hear the different letter sounds in words, particularly initial letter sounds</li> </ul>						<ul style="list-style-type: none"> <li>• ELG - Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>• ELG - Read words consistent with their phonic knowledge by sound-blending;</li> <li>• ELG - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common</li> </ul>
<p><u>Grapheme-phoneme recognition</u></p> <p>I am learning to ...</p>	<ul style="list-style-type: none"> <li>• Know that letters/ text conveys meaning</li> <li>• Recognise the different letter sounds/ phonemes</li> </ul>	<ul style="list-style-type: none"> <li>• Match Phase 2 graphemes and phonemes</li> <li>• Say the phoneme (letter sound) for all Phase 2 GPCS.</li> </ul>	<ul style="list-style-type: none"> <li>• Link phonemes / letter sounds to letters and 8 or more digraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Say phoneme (letter sound) for each phase 2 and 3 grapheme</li> </ul>	<ul style="list-style-type: none"> <li>• Links phonemes / letter sounds to 10 or more digraphs and trigraphs</li> </ul>		

	<ul style="list-style-type: none"> <li>• Identify words that have the same initial letter sound/phoneme (alliteration)</li> <li>• Say the initial letter sound/phoneme in a word</li> </ul>	<ul style="list-style-type: none"> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Suggest something that starts with a given initial sound</li> <li>• Count and clap syllables in a word</li> <li>• Use fingers to identify how many phonemes / letters sounds are in a word</li> <li>• Orally blend simple CVC Words</li> <li>• Read individual letters by saying the phonemes for them</li> <li>• Recognize names of my peers, siblings, mummy and daddy, etc.</li> <li>• Link phoneme /letter sounds</li> </ul>				<p>exception words.</p>
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<p><u>Blending and Segmenting/ Know high tricky words by sight</u></p> <p>I am learning to ...</p>	<ul style="list-style-type: none"> <li>• Spot rhymes in familiar stories and rhymes</li> <li>• Complete a rhyming string</li> <li>• Identify words that have the same initial letter sound / phoneme (alliteration)</li> <li>• Know that letters/ texts convey meaning</li> <li>• Know that you read text from left to right and top to bottom</li> </ul>	<ul style="list-style-type: none"> <li>• Count and clap syllables in a word</li> <li>• Orally blend sounds I can hear in words</li> <li>• Use fingers to identify how many sounds are in a word</li> <li>• Link sounds to letters</li> <li>• Read individual letters by saying the sounds for them</li> <li>• Recognise names of my peers, siblings, mummy, daddy, etc.</li> <li>• Blend two letter and CVC words</li> <li>• Read different high frequency words– see little wandle</li> <li>• Read words and labels that I can blend and sound out in books</li> <li>• Read Phase 2 captions/ sentences (Little Wandle)</li> <li>• Re-read books with enthusiasm to build up my confidence and</li> </ul>	<ul style="list-style-type: none"> <li>• Link sounds to letters and up to 8 or more digraphs</li> <li>• Identify digraphs within words</li> <li>• Read words containing, digraphs and single sounds</li> <li>• Read all Phase 2 and 3 tricky words.</li> <li>• Use pictures clues to help read words and sentences</li> <li>• Read captions containing sounds that I know</li> <li>• Read sentences containing tricky words that I know</li> </ul>	<ul style="list-style-type: none"> <li>• Read captions containing sounds that I know</li> <li>• Read sentences containing tricky words that I know</li> <li>• Read sentences containing digraphs that I know</li> </ul>	<ul style="list-style-type: none"> <li>• Read sentences that contain digraphs and trigraphs</li> <li>• Read tricky words- see little wandle</li> <li>• Read sentences with tricky words that I know</li> </ul>	
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fluency and understanding

**Comprehension- Knowledge and Skills**

<p><u>Story Telling and recall</u></p> <p>I am learning to ...</p>	<ul style="list-style-type: none"> <li>• Enjoy listening to stories and paying attention to what I have heard</li> <li>• Join in with repeated refrains and key phrases when listening to familiar stories, poems and rhymes</li> <li>• Talk in detail about the main characters and setting</li> <li>• Order 4 pictures or props from the story</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and talk about the setting, characters and what is happening in the story</li> <li>• Sequence captions from a story</li> <li>• Respond to who, where, what and when questions linked to text and illustrations</li> <li>• Retell the story e.g. talking about the beginning, middle and end and using using some of the words / vocabulary from the story or text</li> </ul>	<ul style="list-style-type: none"> <li>• Talk to others about my favourite stories, poems and rhymes</li> <li>• Make up my own stories</li> <li>• Retell a story through role play and small world, using some new vocabulary and exact words from the text</li> <li>• Identify non-fiction texts and knowing the difference between non-fiction and fiction</li> </ul>	<ul style="list-style-type: none"> <li>• Make up my own stories using vocabulary that I have learnt in the past from different stories, rhymes and poems</li> <li>• Explain the difference between fiction and non-fiction</li> <li>• Give details about what aspects we find in a non-fiction book e.g. contents page, glossary</li> </ul>	<ul style="list-style-type: none"> <li>• Identify non-fiction texts and remember facts from it</li> </ul>	<ul style="list-style-type: none"> <li>• ELG - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• ELG - Anticipate – where appropriate – key events in stories.</li> <li>• ELG - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and</li> </ul>
<p><u>Prediction</u></p>	<ul style="list-style-type: none"> <li>• Comment and join in with</li> </ul>	<ul style="list-style-type: none"> <li>• Predict what might happen</li> </ul>	<ul style="list-style-type: none"> <li>• Answer questions</li> </ul>			

<p>I am learning to ...</p>	<p>conversations about the text</p>	<p>next in the story based on what I know about the story so far</p> <ul style="list-style-type: none"> <li>• Comment and join in with conversations about the text, predict what might happen next and link it to my own experiences</li> </ul>	<p>about why or how things have happened</p> <ul style="list-style-type: none"> <li>• Predict what is happening in the book/text</li> </ul>			<p>during role-play.</p>
<p><u>Vocabulary</u></p> <p>I am learning to ...</p>	<ul style="list-style-type: none"> <li>• Join in with repeated refrains and key phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the meaning of new vocabulary/ words</li> </ul>	<ul style="list-style-type: none"> <li>• Use words and phrases from stories, poems and rhymes when talking about it with others</li> <li>• Talk about what new words/ vocabulary mean</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about what new words /vocabulary mean and use it correctly in stories, when playing in role play or small world areas, during discussions around rhymes and poems, as well as in every day contexts</li> </ul>		
<b>Writing</b>						
<p><u>Fine Motor Control</u></p> <p>I am learning to ...</p>	<ul style="list-style-type: none"> <li>• Know that words and texts mean something</li> <li>• Know that we write from left to right and top to bottom</li> <li>• Make simple marks such as lines, circles and</li> </ul>	<ul style="list-style-type: none"> <li>• Know that letters make sounds and which letter makes which sound</li> <li>• Form letters correctly, so that you can recognise the</li> </ul>	<ul style="list-style-type: none"> <li>• Form lower-case letters correctly, starting and finishing in the right place, going the right way</li> </ul>	<ul style="list-style-type: none"> <li>• Form some capital letters correctly</li> </ul>		<ul style="list-style-type: none"> <li>• ELG - Write recognisable letters, most of which are correctly formed;</li> <li>• ELG - Spell words by identifying</li> </ul>

	<p>with repeated movements such as x</p> <ul style="list-style-type: none"> <li>• Make repeated marks on paper</li> <li>• Make marks in different directions and from left to right</li> <li>• Hold a pencil using a tripod grip</li> <li>• Say what I have written e.g. marks and letters</li> </ul>	<p>letters I have written</p> <ul style="list-style-type: none"> <li>• Hold and use a pencil confidently and correctly</li> </ul>	<p>round and the correct way round</p>			<p>sounds in them and representing the sounds with a letter or letters;</p> <ul style="list-style-type: none"> <li>• ELG - Write simple phrases and sentences that can be read by others.</li> </ul>
<p><u>Grapheme-phoneme correspondence/</u> <u>Segmenting/</u> <u>Sound discrimination/</u> <u>Applying key words/</u> <u>Sentence construction</u></p> <p>I am learning to ...</p>	<ul style="list-style-type: none"> <li>• Know that words and text mean something</li> <li>• Know that we read words, sentences and texts from left to right</li> <li>• Say what I have written</li> <li>• Use letters when writing</li> <li>• Write letters correctly in my name</li> <li>• Orally segment some simple CVC words</li> </ul>	<ul style="list-style-type: none"> <li>• Know that letters make different sounds</li> <li>• Write my name correctly using the little wandle formation</li> <li>• Form all phase 2 letters correctly using our Little Wandle Phonics programme.</li> <li>• Know which Phase 2 graphemes and phonemes match</li> <li>• Write some sounds correctly when writing words, particularly initial sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Write initial and final sounds correctly in words</li> <li>• Segment and write two letter and CVC words</li> <li>• Write tricky words (Phase 2 Little Wandle) correctly in writing</li> </ul>	<ul style="list-style-type: none"> <li>• Write digraphs correctly in words</li> <li>• Write sounds correctly in my writing so that I and others can read my work</li> <li>• Write simple captions and sentences</li> <li>• Use full stops</li> <li>• Use finger spaces between words</li> <li>• Write Phase 2 and Phase 3 tricky words correctly</li> <li>• Write some upper case letters, e.g. for own name, Mum and Dad.</li> </ul>	<ul style="list-style-type: none"> <li>• Use capital letters correctly</li> <li>• Read my work back independently</li> <li>• Write words correctly that I can segment and sound out</li> <li>• Write tricky words correctly in my writing</li> <li>• I can write all phase 2 and 3 tricky words matched to our Little Wandle Phonics programme correctly.</li> </ul>	

<u>Vocabulary:</u>	Pencil grip, writing, marks, mark making, formation, letters, letter formation, pen, pencil, lines, grapheme, phoneme, digraph, trigraph, CVC words, letter sounds, story, non-fiction, fiction, etc.					
<u>General Topics</u>	<b>Starting School and our new friends</b> <b>Where the Wild Things are-</b> all about monsters, kings and boats <b>Harvest and the farmers</b> <b>Africa-</b> its' animals and weather	<b>Out of Space Staying safe!</b> (Road Safety Week, Anti-Bullying) <b>Let's celebrate</b> – Festivals and Celebrations (Diwali, Guy Fawkes, Hanukkah and Christmas)	<b>All about birds</b> <b>China and its celebration s</b> (Chinese New Year) <b>Pancakes, pancakes, pancakes</b> <b>Books all around- we love reading</b> <b>Fairy Tales</b>	<b>Superheroes</b> <b>Yummy food and healthy eating</b> <b>Let's celebrate Easter!</b>	<b>Feelings and Friendships</b> <b>Diversity- Just Different</b> <b>Animals all around</b> <b>Animals and their habitats</b> <b>Aargh, the pirates are coming!</b>	<b>What is growing- lots of plants around</b> <b>Grow, plants grow!</b> <b>Transition- we will be Otters!</b>
<u>Maths– educational programmes</u>	Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b> , develop a deep understanding of the <b>numbers to 10</b> , the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b> , including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b> , look for <b>patterns and relationships</b> , spot <b>connections</b> , <b>'have a go'</b> , <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.					
<u>Knowledge and Skills- Numbers</u>  I am learning to ...	<ul style="list-style-type: none"> <li>Count to 10 and say number words in sequence</li> <li>Count objects, actions and sounds and tag each object with one number word in sequence</li> <li>Know that the last number counted</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the different ways that amounts of 5 can be made</li> <li>Discuss the composition of numbers to 5, showing some automatic recall of number facts</li> <li>Explore the composition of numbers to 10</li> <li>Recognise numbers up to 10 and put them in order</li> <li>Recognise parts within numbers e.g. Look at 4</li> </ul>	<ul style="list-style-type: none"> <li>Get an understanding of numbers beyond 5 and subitise to 6</li> <li>Confidently subitise rather than count small groups of objects</li> <li>Confidently talk about the different ways that numbers can be partitioned into e.g. up to 5 and then apply this knowledge to numbers to 10</li> <li>Know which pairs make a given number- number bonds</li> <li>Automatically recall number bonds for numbers 0-5 and some to 10</li> <li>Link subtraction facts to composition of numbers to 5</li> <li>Recall some double facts to 10</li> </ul>	<ul style="list-style-type: none"> <li>Get an understanding of numbers beyond 5 and subitise to 6</li> <li>Confidently subitise rather than count small groups of objects</li> <li>Confidently talk about the different ways that numbers can be partitioned into e.g. up to 5 and then apply this knowledge to numbers to 10</li> <li>Know which pairs make a given number- number bonds</li> <li>Automatically recall number bonds for numbers 0-5 and some to 10</li> <li>Link subtraction facts to composition of numbers to 5</li> <li>Recall some double facts to 10</li> </ul>	<ul style="list-style-type: none"> <li>ELG - Have a deep understanding of number to 10, including the composition of each number.</li> <li>ELG - Subitise (recognise quantities without</li> </ul>	<ul style="list-style-type: none"> <li>ELG - Have a deep understanding of number to 10, including the composition of each number.</li> <li>ELG - Subitise (recognise quantities without</li> </ul>

	<p>gives the total so far -</p> <ul style="list-style-type: none"> <li>• Represent 1 - 5 on fingers, on a tens frame and with objects</li> <li>• Subitise to 3- recognise small quantities without needing to count them all</li> <li>• Recognise numbers up to 5 and order them correctly</li> <li>• Match number symbols with a number of things- understand that the cardinal number value matches the amount</li> <li>• Understand numbers to 5 and know that the amount stays the same however objects are arranged- conservation – knowing that the number does not change if things are rearranged as long as none have been added or taken away</li> </ul>	<p>buttons and say “I can see a group of 2 and another group of 2”- part-whole- identifying smaller numbers within a number (conceptual subitising- seeing groups and combining a total)</p> <ul style="list-style-type: none"> <li>• Partition a number of things into two groups and recognise that those groups can be recomigned to make the same total</li> <li>• Say the whole number and the parts that make altogether – inverse operation</li> <li>• Partition a whole number in a range of ways and identify the pairs of numbers that make the total</li> <li>• Subitise to 5 using familiar concepts or images (e.g. a tens frame, with Numicon and using fingers)</li> </ul>	<p>+</p> <ul style="list-style-type: none"> <li>• “Conceptually subitise” to 10 or beyond</li> <li>• Know number bonds to 10 or beyond</li> <li>• Link subtraction and addition in meaningful ways e.g. when using the part-whole model</li> <li>• Make strong links between areas of their learning and how I can use it in different contexts, e.g. doubling/halving.</li> </ul>	<p>counting) up to 5.</p> <ul style="list-style-type: none"> <li>• ELG - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul>
<p><b><u>Knowledge and Skills-</u></b></p>	<ul style="list-style-type: none"> <li>• Join in with number songs</li> </ul>	<ul style="list-style-type: none"> <li>• Count forwards to 20 confidently</li> </ul>	<ul style="list-style-type: none"> <li>• Count forwards from 0 to 20 and backwards from 20</li> </ul>	<ul style="list-style-type: none"> <li>• ELG - Verbally</li> </ul>

<p><b><u>Numerical Patterns</u></b></p> <p>I am learning to ...</p>	<p>and represent numbers using fingers where appropriate</p> <ul style="list-style-type: none"> <li>Count numbers to 10</li> <li>Understand that we use one number for each item when counting (one to one correspondence)</li> <li>Count objects, actions and sounds</li> <li>Compare different amounts of objects / collections</li> <li>Use and understand the term "more" in practical contexts</li> <li>Compare amounts using the language of 'more'</li> </ul>	<ul style="list-style-type: none"> <li>Count back from 10</li> <li>Understand the cardinal principle when counting objects</li> <li>Show accuracy when counting a group of up to 5/10 objects</li> <li>Identify groups with the same number of things – equal number of things and checking by matching objects on a one-to-one basis</li> <li>Understand the term equal/same when comparing two groups of objects</li> <li>Explore sharing into equal groups in practical contexts commenting on what I notice</li> <li>Use and understand the terms more and fewer/less in practical contexts</li> </ul>	<ul style="list-style-type: none"> <li>Count on from a given number to 20 and back from a given number 0 - 10</li> <li>Recognise the pattern of the counting system to help count beyond 10</li> <li>Count accurately a group of objects, showing 1 to 1 correspondence and confident application of the cardinal principle</li> <li>Comparing numbers and explaining which one is more</li> <li>Understand the 'one more than/one less than' relationship between sequential, consecutive numbers</li> <li>Recognise that if I add one more that I will get to the next number and that if I take one away, I will get back to the previous number</li> <li>Say the number at least one more/less than a given number 1 - 10</li> </ul> <p>+</p> <ul style="list-style-type: none"> <li>Make estimations based on my "number knowledge/sense", e.g. that number must be greater than 20 because I can see two full tens and a part finished ten</li> <li>Apply my number knowledge to solve problems, e.g. It takes 3 eggs to make a cake so I must need 6 for two cakes.</li> </ul>	<p>count beyond 20, recognising the pattern of the counting system.</p> <ul style="list-style-type: none"> <li>ELG - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>ELG - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul>
<p><b><u>Knowledge and Skills- Shape,</u></b></p>	<ul style="list-style-type: none"> <li>Develop spatial awareness and experience things from different</li> </ul>	<ul style="list-style-type: none"> <li>Understand time related vocabulary e.g. yesterday/today/tomorrow</li> <li>Recite the days of the week</li> </ul>	<ul style="list-style-type: none"> <li>Continue a pattern which ends mid-unit</li> <li>Make my own ABB, ABBC patterns Understand time related vocabulary such as before/after</li> </ul>	<p>NO ELG FOR THIS AREA.</p>

<p><b><u>Space and Measures</u></b></p> <p>I am learning to ...</p>	<p>viewpoints- turn around things, rotate and flip shapes and imagine how items fit together e.g. construction, patterns, pictures, shape sorters, jigsaw</p> <ul style="list-style-type: none"> <li>• Develop spatial vocabulary e.g. position -in, on, under, Direction- up, down, across Viewpoint- in front of, behind, forwards, backwards, left and right</li> <li>• Develop shape awareness through construction</li> <li>• Understand and represent spatial relationships e.g. small world, model building- describing things by considering objects from different perspectives</li> <li>• Identifying similarities between shapes</li> <li>• Be aware of the properties of</li> </ul>	<ul style="list-style-type: none"> <li>• Name and use common 2D shapes and 3D shapes</li> <li>• Identify straight and curved sides on 2D shapes, and flat and curved faces on 3D shapes</li> <li>• Use shapes to make pictures/models</li> <li>• Use and understand the terms short/tall, large/small and can sequence up to 4 items according to these criteria</li> <li>• Understand and can use positional language e.g. in, on, under, beside, in front, behind, etc.</li> <li>• Create my own AB pattern</li> <li>• Spot an error in an AB pattern</li> <li>• Identifying the unit of repeat in a repeated pattern</li> <li>• Identify the unit of repeat in a repeated pattern and talk about what it is</li> <li>• Continue an ABC pattern</li> <li>• Compare attributes and estimate and predict by comparing e.g. which container would be best to store something in</li> <li>• Compare two items by height, weight, capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Spotting an error in an ABB pattern</li> <li>• Record the patterns that I am making and symbolise it in a range of ways</li> <li>• Describe my pattern, talk about what comes next and discuss the rule of my pattern e.g. which parts have been duplicated</li> <li>• Make a pattern which repeats around a circle</li> <li>• Make a pattern around a border with a fixed number of spaces</li> <li>• Understand and use correct mathematical language to describe 2D and 3D shapes (e.g. vertices, sides, edges, faces, flat/curved)</li> <li>• Select, rotate and manipulate shapes to match a picture, fit an outline or create patterns</li> <li>• Recognise a shape can have other shapes within it, just as numbers can</li> <li>• Develop a range of mathematical language to describe and compare size, shape, length, weight and position and use this language to make simple observations, e.g. this is heavier than that</li> <li>• Recognise the relationship between the size of an item and the number of units e.g. takes longer to fill up a bucket using teaspoons than bottles</li> <li>• Use units to measure and compare things and count physical units by using identical bricks, centimetre cubes or metre sticks</li> </ul> <p>+</p> <ul style="list-style-type: none"> <li>• Create patterns of increasing complexity, e.g. ABCCABCC or spot errors in a given pattern</li> <li>• Discuss the properties of common and irregular 2D and 3D shapes</li> <li>• Make predictions and link my knowledge of number to my work on measures, e.g. The red car weighed 4 cubes and the green one is heavier so it might weigh 6 cubes</li> </ul>	
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	<p>shapes and choose the correct shape for what I need it for</p> <ul style="list-style-type: none"> <li>• Recognise specific attributes of things e.g. length, capacity, weight</li> <li>• Describe the size or shape of real-life objects using simple mathematical vocabulary, e.g. big/small, round/straight</li> <li>• Compare amounts of continuous quantities e.g. length, weight, capacity- longer/shorter, heavier/ lighter, etc and use specific terms when doing so</li> <li>• Name common 2D shapes</li> <li>• Sort and match group of objects according to one criteria</li> <li>• Understand time related vocabulary e.g. first, next</li> </ul>			
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	<ul style="list-style-type: none"> <li>Identifying the unit of repeat in a repeated pattern</li> <li>Recognise a repeated pattern and continue an AB pattern</li> <li>Copy an AB pattern</li> </ul>					
<u>Vocabulary:</u>	<p>NUMBER- number, and place value Number zero number one, two, three ... to twenty and beyond teens numbers, eleven, twelve ... twenty nine how many ...? count, count (up) to, count on (from, to), count back (from, to) count in ones, twos, fives, tens is the same as more, less odd, even few pattern pair Place value ones tens digit the same number as, as many as more, larger, bigger, greater fewer, smaller, less fewest, smallest, least most, biggest, largest, greatest one more, ten more one less, ten less compare order size first, second, third... twentieth last, last but one before, after next between, Estimating guess how many ...? estimate nearly close to about the same as just over, just under too many, too few enough, not enough Addition and subtraction add, more, and make, sum, total altogether double one more, two more ... ten more how many more to make ...? how many more is ... than ...? how much more is ...? take away how many are left/left over? how many have gone? one less, two less, ten less ... how many fewer is ... than ...? how much less is ...? difference between Multiplication and division sharing doubling halving number patterns Fractions parts of a whole half quarter, MEASUREMENT measure size compare guess, estimate enough, not enough too much, too little too many, too few nearly, close to, about the same as just over, just under Length metre length, height, width, depth long, short, tall high, low wide, narrow thick, thin longer, shorter, taller, higher ... and so on longest, shortest, tallest, highest ... and so on far, near, close Weight weigh, weighs, balances heavy, light heavier than, lighter than heaviest, lightest scales Capacity and volume full empty half full holds container Time- time, days of the week, Monday, Tuesday ... day, week birthday, holiday morning, afternoon, evening, night bedtime, dinner time, playtime today, yesterday, tomorrow before, after next, last now, soon, early, late quick, quicker, quickest, quickly slow, slower, slowest, slowly old, older, oldest new, newer, newest takes longer, takes less time hour, o'clock clock, watch, hands Money – money, coin penny, pence, pound price, cost buy, sell spend, spent pay GEOMETRY- Properties of shape , shape, pattern flat curved, straight round hollow, solid sort make, build, draw size, bigger, larger, smaller symmetrical pattern, repeating pattern match 2-D shape corner, side rectangle (including square) circle triangle 3-D shape face, edge, vertex, vertices cube pyramid sphere cone Position and direction position over, under above, below top, bottom, side on, in outside, inside around in front, behind front, back beside, next to opposite apart between middle, edge corner direction left, right up, down forwards, backwards, sideways across next to, close, near, far along through to, from, towards, away from movement slide roll turn stretch, bend whole turn, half turn STATISTICS count, sort group, set list GENERAL pattern puzzle what could we try next? how did you work it out? recognise describe draw compare sort</p>					
<u>General Topics</u>	<b>Starting School and our new friends</b> <b>Where the Wild Things are-</b> all about monsters, kings and boats	<b>Out of Space Staying safe!</b> (Road Safety Week, Anti-Bullying) <b>Let's celebrate</b> –	<b>All about birds</b> <b>China and its celebration s</b> (Chinese New Year)	<b>Superheroes</b> <b>Yummy food and healthy eating</b> <b>Let's celebrate Easter!</b>	<b>Feelings and Friendships</b> <b>Diversity- Just Different</b> <b>Animals all around</b> <b>Animals and their habitats</b>	<b>What is growing- lots of plants around</b> <b>Grow, plants grow!</b>

	<b>Harvest and the farmers</b> Africa- its' animals and weather	Festivals and Celebrations (Diwali, Guy Fawkes, Hanukkah and Christmas	<b>Pancakes, pancakes, pancakes</b> <b>Books all around- we love reading</b> <b>Fairy Tales</b>		<b>Aargh, the pirates are coming!</b>	<b>Transition- we will be Otters!</b>
<b><u>Understanding the world- educational programmes</u></b>	Understanding the world involves guiding children to <b>make sense of their physical world and their community</b> . The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
<b><u>Knowledge and Skills- Past and Present</u></b>  I am learning to  ...	<ul style="list-style-type: none"> <li>• Talk in detail about my family and who is part of my family</li> <li>• Show some sense of my own history, e.g. "I was born first and then the twins" or "before I was born, Mummy lived in Spain but now we live in London"</li> <li>• Talk about things I do with my family</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about people around me in detail, describe their roles, interests or news about them</li> <li>• Discuss past and upcoming events within my own family, e.g. "When I was a baby, I had a Christening" or "At my third birthday, I had a dinosaur cake"</li> <li>• Understand that the past is the time "before now"</li> <li>• Understand the difference between past and present</li> <li>• Build up my knowledge of key historical events through topics, stories and community events, e.g. Bonfire Night, Remembrance Day</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past</li> <li>• Discuss images of the past and compare them e.g. "They are travelling on a horse and cart because there were no cars like we have then"</li> <li>• Suggest reasons why people's lives were different in the past and make links, e.g. "We don't have photographs of Jesus because cameras didn't exist then"</li> <li>• Listen to, respond and ask questions about characters from the past using fiction &amp; non-fiction books</li> <li>• Compare and contrast characters from stories, including figures from the past</li> <li>• Talk about significant historical events and how things were different in the past</li> <li>• Have a personal interest in a particular character/period/area of the past that I am knowledgeable about</li> <li>• Make links between how events in the past have influenced our present, e.g. Ada Lovelace</li> <li>• Use a range of different e.g. props, equipment, photos, books, websites, visits and visitors to research and find out information</li> <li>• Interpret a range of sources of information e.g. maps, globes, photos</li> </ul>	<ul style="list-style-type: none"> <li>• ELG - Talk about the lives of the people around them and their roles in society.</li> <li>• ELG - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• ELG - Understand the past through settings, characters and events</li> </ul>		

				encountered in books read in class and storytelling.
<p><b><u>Knowledge and Skills- People, Culture and Communities</u></b></p> <p>I am learning to ...</p>	<ul style="list-style-type: none"> <li>• Notice similarities and differences between people and celebrate these differences</li> <li>• Know that other children and people might come from a different country to myself and understand that this is a different place</li> <li>• Show an interest in different job roles/occupations e.g. role-playing police or doctors</li> </ul>	<ul style="list-style-type: none"> <li>• Know the church is special to us as a Church School and to Christians</li> <li>• Know that Collective Worship is part of the life of our school community</li> <li>• Say what makes me special</li> <li>• Say what is different about me and what is the same as other people</li> <li>• Discuss different job roles of other people and my periences with these people, e.g. priest, nurses/doctors</li> <li>• Talk about my experiences of local features within my community, e.g. Downside playground and common, Waitrose, Sainsbury</li> <li>• Listen carefully to stories about different places and recognise that different places have different features, e.g. recognising the difference between life in this country and other countries</li> <li>• Know about some celebrations and talk about how they might be celebrated, e.g. Christmas, Advent, Diwali</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that people have different beliefs/customs/traditions and celebrate special times in different ways and that it is important to respect these</li> <li>• Understand that some places are special to other people in my community</li> <li>• Talk about some features of a Christian Church and know that our school is linked to the church in Ockham and the chapel in Downside</li> <li>• Know what other people celebrate in my community e.g. Christmas, Chinese New Year, Carnival</li> <li>• Talk about which festivals and celebrations I have taken part in or know about and when doing so showing a good understanding</li> <li>• Talk about different countries I might have been on holiday to or having read about, as well as being able to compare them to each other e.g. “There are no lions in England but there are in Africa” or “In Spain, the weather is warmer than here”</li> <li>• Recognise some similarities and differences between the life in our own local environment/ in this country and life in other countries</li> <li>• Make detailed comparisons between different countries and linking them to my interests, e.g. wild animals, ocean creatures, volcanoes</li> <li>• Use a range of different e.g. props, equipment, photos, books, websites, visits and visitors to research and find out information</li> <li>• Interpret a range of sources of information e.g. maps, globes, photos</li> </ul>	<ul style="list-style-type: none"> <li>• ELG - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• ELG - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>• ELG - Explain some similarities and differences between life in this country and life in</li> </ul>

				other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.
<p><b><u>Knowledge and Skills- The Natural World</u></b></p> <p>I am learning to ...</p>	<ul style="list-style-type: none"> <li>• Make observations and talk about what I have noticed</li> <li>• Know that we need to care for living things, e.g. watering plants, handling insects gently</li> <li>• Use my senses to explore natural materials and describe what I observe e.g. “a heavy log” “wet leaves”</li> <li>• Recognise change and can describe what is happening</li> <li>• Ask questions</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the world around me</li> <li>• Make simple drawings of natural objects, e.g. leaf</li> <li>• Describe some features of plants and animals and say when things are the same and different</li> <li>• Notice, observe and talk about seasonal changes</li> <li>• Understand the effect of the changing seasons on the natural world , on the weather and on our habits</li> <li>• Make comments on the weather</li> <li>• Talk about differences between materials and changes I notice in simple terms, e.g. when cooking, melting ice etc-&gt; “The ice has melted; look it’s a puddle now”)</li> <li>• Talk about forces I feel e.g. water pushing a boat up to float, elastic bands stretching, magnets</li> <li>• Use detailed vocabulary when talking about the natural world, e.g. soil, roots, stem, temperature, melt</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure that my drawings show closer observation of details that I have observed, e.g. an attempt to represent the veins on a leaf</li> <li>• Look at maps of our school/area and discuss the features I notice</li> <li>• Draw my own maps</li> <li>• Draw information from a simple map</li> <li>• Describe a journey within the local environment</li> <li>• Understand and use appropriate vocabulary related to animals, e.g. camouflage, predator, nocturnal, diurnal</li> <li>• Know what a plant needs to grow</li> <li>• Understand the key features of the life cycle of a plant and animal</li> <li>• Have a good general knowledge about living things and the natural world</li> <li>• Describe features of different plants and animals and recognise when they are the same and different</li> <li>• Compare and recognise different environments to my own, e.g. notice differences between the countryside in comparison to cities, etc</li> <li>• Know how we can harm the world e.g. pollution) and know how we can look after it (e.g. recycling)</li> <li>• Explain what I have noticed in more detail and using the correct vocabulary when doing so e.g. “Maybe it melted because the weather is warmer” or “It is light so I think that helps it float”</li> <li>• Be interested in different topics about the natural world (e.g. the ocean, dinosaurs, space) and have great knowledge and vocabulary about it</li> </ul>	<ul style="list-style-type: none"> <li>• ELG - Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• ELG - 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.</li> <li>• ELG - Understand some important</li> </ul>

				<ul style="list-style-type: none"> <li>• Use a range of different e.g. props, equipment, photos, books, websites, visits and visitors to research and find out information</li> <li>• Interpret a range of sources of information e.g. maps, globes, photos</li> <li>• Use modelled and topical vocabulary in discussion</li> <li>• Use specific vocabulary to describe natural phenomena/objects, e.g. absorbed, evaporated, condensation</li> </ul>	processes and changes in the natural world around them, including the seasons and changing states of matter.	
<b><u>Vocabulary</u></b>	<p>Classroom, playground, hall, office, family, baby, toddler, child, teenager, adult, elderly person, route, journey, map, Downside, Cobham, Surrey, England, United Kingdom, Common outside of school, chapel, Ockham church, Waitrose, Sainsbury's, playpark, names of senses, names of body parts, weather, names of different weather conditions, seasons, names of seasons, investigate, observe, magnifying glass, symbols, key, climate, poles, continents, countries, environments, desert, rainforest, city, town, savannah, artic, farmland, woodland, marine, trees, grass, ,sand, mountains, ocean, sea, igloo, iceberg, snowflake, glacier, snow, ice, freezing, melting, water, cold, arctic, name of animals living in the polar regions, explore, binoculars, compass, navigation, light, dark, sun, planet, rays, night and day, reflection, electricity fire, nocturnal, names of nocturnal animals, festivals, celebrations, names of festivals and celebrations e.g. Diwali, Christmas, king, queen, past, present, future, a long time ago, similarities, differences, rule, reign, country, crown, throne, pollution, damage, rubbish, care, nature, oil slicks, cars and gases, deforestation, recycling, litter, plastic bags, reusing, paper, saving electricity, turning off, trains, aeroplanes, ships, cars, buses, bikes, motorbikes, barges, hot air balloon, hovercraft, wheels, rotor blades, helicopter, canal, railway tracks, roads, airport, dock, port, steam, electric, coal, drivers, signals, deliveries, goods stations, level crossings, underground/ tube, safety, tunnel, engine, passenger, carriages, cars, wheels, steering wheel, windows, windscreen, exhaust pipe, horse and cart, wind up motors, flight, wings, nose and tail, propeller, cockpit, landing wheels, rudder, engine, Stop, Look and Listen, zebra crossing, pelican crossing, red, amber, green, push buttons, traffic lights, holding hands, butterflies, caterpillars, cocoons, hatch, wings, antennae, chicks, chicken, eggs, shell, peck, beak, life cycles, growth and change, incubator, name of animals and their young, seed, soil, water, sunlight, root, stem, flower, bulb, shoots, name of fruits and vegetables, map, globe, atlas, flags,</p>					
<b><u>General Topics</u></b>	<b>Starting School and our new friends</b> <b>Where the Wild Things are-</b> all about monsters, kings and boats <b>Harvest and the farmers</b> <b>Africa-</b> its' animals and weather	<b>Out of Space Staying safe!</b> (Road Safety Week, Anti-Bullying) <b>Let's celebrate</b> – Festivals and Celebrations (Diwali, Guy Fawkes, Hanukkah and Christmas)	<b>All about birds</b> <b>China and its celebration</b> s (Chinese New Year) <b>Pancakes, pancakes, pancakes</b> <b>Books all around- we love reading</b>	<b>Superheroes</b> <b>Yummy food and healthy eating</b> <b>Let's celebrate Easter!</b>	<b>Feelings and Friendships</b> <b>Diversity- Just Different</b> <b>Animals all around</b> <b>Animals and their habitats</b> <b>Aargh, the pirates are coming!</b>	<b>What is growing- lots of plants around</b> <b>Grow, plants grow!</b> <b>Transition- we will be Otters!</b>

**Expressive Arts and Design-**  
educational programmes

The development of children’s artistic and cultural awareness supports **their imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

**Knowledge and Skills- Creating with Materials**

I am learning to

...

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| <ul style="list-style-type: none"> <li>• Use a variety of drawing materials</li> <li>• Enjoy making marks</li> <li>• Create pictures using a range of lines and shapes</li> <li>• Recognise different colours and use colours for a purpose, e.g. using the correct eye/hair colour when drawing a self-portrait them correctly</li> <li>• Know which tools I use for what e.g. glue is for sticking and scissors are for cutting</li> <li>• Cut continuously with scissors to make snips</li> <li>• Use different sized paintbrushes to form lines and circles</li> </ul> | <ul style="list-style-type: none"> <li>• Mix different colours using paint and know how to do it</li> <li>• Make independent choices about the resources that I need</li> <li>• Use a variety of media independently (pencils, crayons, paint, chalk, different construction toys)</li> <li>• Use different textures in creations and combine media</li> <li>• Use a range of shapes and colours to represent observational drawings</li> <li>• Cut along curved lines with scissors and uses moulding tools with malleable materials</li> <li>• Have an idea in my mind and then create this idea accordingly</li> <li>• Talk about my creation and say what I like or how I could improve what I have created</li> <li>• Adapt my construction to achieve a desired outcome e.g. add an extra layer to a model to represent “upstairs” when my pretend-play requires it</li> <li>• Take part in collaborative, creative activities, sometimes initiated by an adult. e.g. giant</li> </ul> | <ul style="list-style-type: none"> <li>• Mix colours to produce different shades</li> <li>• Combine materials to create different textures</li> <li>• Produce more detailed representations (drawings, paintings, models) and discuss the features I have included</li> <li>• Explore, use and refine a variety of artistic effects to express my ideas and feelings</li> <li>• Plan a design before starting it</li> <li>• Use a range of tools and equipment and select the most appropriate tool or joining material for what I want to do</li> <li>• Return to, build upon and extend my creative learning by refining my ideas and use a different technique and/or material in order to achieve the desired effect e.g. rebuilding a tower made the day before but making it more stable</li> <li>• Use different techniques for joining materials, such as how to use adhesive tape and different sorts of glue</li> <li>• Choose materials to achieve a goal, e.g. selecting a plastic yoghurt pot to turn into a boat due to its waterproof nature</li> <li>• Explain how I have created something to my peers including why I chose a particular technique/material and how it is fit for purpose, e.g. “I used sellotape because the glue was too runny to hold something heavy”</li> <li>• Create something collaboratively and share ideas, resources and skills</li> </ul> <p>+</p> <ul style="list-style-type: none"> <li>• Make considered/purposeful decisions on how media and materials can be used, combined and matched to a purpose</li> <li>• Draw inspiration from the work of others as starting points or to improve my own work, e.g. recreating a painting of a famous artist.</li> </ul> | <ul style="list-style-type: none"> <li>• ELG - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• ELG - Share their creations, explaining the process they have used.</li> <li>• ELG - Make use of props and materials when role playing characters in narratives and stories.</li> </ul> |
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	<ul style="list-style-type: none"> <li>• Use a range of different techniques and variety of materials, e.g. paint, collage</li> <li>• Use objects as representations in pretend play, e.g. a cuboid block as a telephone</li> <li>• Use blocks/constructi on toys/ junk modelling resources to create models / build “small worlds” e.g. a pen on a farm</li> </ul>	artwork, building a pirate ship with blocks	<ul style="list-style-type: none"> <li>• Show mastery and confidence in techniques, e.g. colour-mixing</li> </ul>	
<p><b><u>Knowledge and Skills- Being Imaginative and Expressive</u></b></p> <p>I am learning to ...</p>	<ul style="list-style-type: none"> <li>• Know and join in with singing a variety of nursery rhymes or songs and poems/rhymes</li> <li>• Experiment with a range of different instruments</li> <li>• Respond to music with movement</li> <li>• Take part in simple, pretend play often based on familiar experiences, e.g. making dinner</li> </ul>	<ul style="list-style-type: none"> <li>• Play a different role in my play</li> <li>• Develop and retell parts of familiar stories through use of puppets, toys, masks or small-world</li> <li>• Perform familiar songs/rhymes in small groups and join in with new songs learnt</li> <li>• Keep a beat using a musical instrument or body percussion</li> <li>• Explore and engage in music making and dance, performing solo or in groups</li> <li>• Listen attentively, move to and talk about music, as well as expressing my feelings and responses</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in collaborative creative opportunities (role play, performance, artwork)</li> <li>• Create more complex narratives in my pretend play, building on the contributions of my peers</li> <li>• Collect resources to develop our own role play storylines with the help of my peers</li> <li>• Sing in a group or on my own, increasingly matching the pitch and following the melody</li> <li>• Create my own beats with musical instruments/body percussion and become confident in games such as syllable-clapping</li> <li>• Discuss changes or patterns I hear when listening to music, e.g. “It starts slowly but gets faster and faster”</li> <li>• Explore how I can change a song/rhyme (e,g, the words, tempo, volume) to create a desired effect</li> <li>• Play a range of different instruments and use these instruments to compose my own music</li> <li>• Watch and talk about dance and performance art, expressing my feelings and responses</li> </ul>	<ul style="list-style-type: none"> <li>• ELG - Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• ELG - Sing a range of well-known nursery rhymes and songs.</li> <li>• ELG - Perform songs, rhymes,</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop storylines through small-world or role-play</li> <li>• Know about different feelings and how to act out these different emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest a movement to match a piece of music e.g. running during fast music or stamping to a slow drum beat</li> <li>• Rehearse for and perform in the nativity play.</li> </ul>	<ul style="list-style-type: none"> <li>+ Show a particular interest/mastery in an area or genre of music/performance e.g. plays a musical instrument, reads simple music, performs ballet to match a piece of music</li> <li>• Perform with confidence and awareness of the audience e.g. using expression</li> <li>• Talk about the ideas/processes that led me to produce the artwork/performance</li> <li>• Reflect on my work, reviewing it and recognising strengths and areas of improvement.</li> </ul>	poems and stories with others, and (when appropriate) try to move in time with music.		
<b><u>Vocabulary</u></b>	Build, design, sort, plan, think of ideas, join, measure, talk, connect, follow instructions, give instructions, slot, imagine, pretend to be someone, dress up, feelings, names of different feelings, sing, choose props, props, dance, music, play, share, shake scrape, listen, clap, tap, bang, perform, rhythm, beat, grip, pencil, writing and drawing tools, read, write, cut, segment words, trace, mark make, pinch, stick, press, label, paint, work together, mark, stick, thread, design, notice features, choose, tidy up, shapes, dab, colours, shade, mixing					
<b><u>General Topics</u></b>	<b>Starting School and our new friends</b> <b>Where the Wild Things are-</b> all about monsters, kings and boats <b>Harvest and the farmers</b> <b>Africa-</b> its' animals and weather	<b>Out of Space Staying safe!</b> (Road Safety Week, Anti-Bullying) <b>Let's celebrate</b> – Festivals and Celebrations (Diwali, Guy Fawkes, Hanukkah and Christmas)	<b>All about birds</b> <b>China and its celebration s</b> (Chinese New Year) <b>Pancakes, pancakes, pancakes</b> <b>Books all around- we love reading</b> <b>Fairy Tales</b>	<b>Superheroes</b> <b>Yummy food and healthy eating</b> <b>Let's celebrate Easter!</b>	<b>Feelings and Friendships</b> <b>Diversity- Just Different</b> <b>Animals all around</b> <b>Animals and their habitats</b> <b>Aargh, the pirates are coming!</b>	<b>What is growing- lots of plants around</b> <b>Grow, plants grow!</b> <b>Transition- we will be Otters!</b>
<b><u>Computing</u></b>  I am learning to ...	<ul style="list-style-type: none"> <li>• Identify everyday technology and link it with technology at home</li> <li>• Recognise technology that is used at home and in school.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that ICT may be used to communicate information electronically</li> <li>• Know that digital devices can present information in a variety of ways</li> <li>• Navigate their way around an iPad and operate several apps confidently</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of devices to record information in a range of formats (text, image, sound)</li> <li>• Identify how technology is used to share information (Google Maps)</li> <li>• Interact with multimedia software: children to send a video to parents on Tapestry/ Seesaw</li> <li>• Input commands using the space bar, backspace, enter, letters and numbers on a keyboard on any device (including on a tablet)</li> </ul>	No ELG for this area		

	<p>Understand what a computer is and the different uses of computers i.e. learning, communicating, finding information, playing games etc.</p> <ul style="list-style-type: none"> <li>• Make marks on a digital device and say what I have created</li> <li>• Control a programmable toy e.g. Beebot</li> <li>• Learn about internet safety - Know how to keep safe when using the internet or electronic devices and know what to do when using them as well as when coming across something that I am unfamiliar with or don't like</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the basic functions of an iPad (home button, lock button and volume buttons)</li> <li>• Give commands/instructions e.g. forward, backwards, go, stop, when using simple software/hardware</li> <li>• Make choices about the buttons/icons to press, touch or click on when using simple software/hardware</li> <li>• Manage a device by correctly closing websites or apps and safely turning on and off</li> <li>• Screenshot using the home and lock buttons</li> <li>• Learn about internet safety- Know how to keep safe when using the internet or electronic devices and know what to do when using them as well as when coming across something that I am unfamiliar with or don't like</li> <li>• Know not to give out any information about themselves</li> </ul>	<ul style="list-style-type: none"> <li>• Input commands using a mouse to control a cursor and use the left click to select options OR use finger control to interact with a tablet (double tap, swipe)</li> <li>• Experience simple apps and software and use these to present ideas</li> <li>• Learn about internet safety- Know how to keep safe when using the internet or electronic devices and know what to do when using them as well as when coming across something that I am unfamiliar with or don't like</li> <li>• Know not to give out any information about themselves</li> <li>• Know that not all information found on the internet is true</li> </ul>	
<p><b><u>Vocabulary</u></b></p>	<p>Computer, mouse, screen, keyboard, arrow, cursor, backspace key, delete key, clicking finger, Log in, Log out, tools, username, password, my work, save, topics, sort, criteria, grouping, sorting, pictogram, data, collate, program, direction, undo, backwards, instruction, right turn, forward, left turn, coding</p>			