

## **Athersley North Primary School EYFS Knowledge Progression**

**Intent:** At Athersley North Primary School we want our children to be confident individuals and begin a lifelong love of learning. Our Early Years curriculum is designed to provide children with a range of rich, exciting, first-hand experiences. Our curriculum allows children to gain the basic skills, knowledge and understanding, as they start out their educational journey supporting them to progress from their individual starting points and preparing them for the next stage of their education. Through the carefully planned provision, we offer language rich opportunities to ensure children can communicate confidently, accurately and fluently. It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values cultures, communities and people. We work in close partnership with parents and carers to encourage happy, independent learners who thrive in school with high aspirations to reach their full potential. We develop a strong sense of belonging within our school and local community.

### **Implementation:**

Throughout EYFS at Athersley North Primary School we follow the Early Years Statutory Framework and Development matters as children work towards achieving a Good Level of Development by the end of the Foundation Stage. The Characteristics of Effective Learning underpin our provision, curriculum design and structure of our day. There are many opportunities for children to initiate their own play based learning independently, with peers and adults. We encourage high quality adult interactions to facilitate learning opportunities within the provision both indoors and outdoors. The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests. Our learning environments both inside and outside are adapted regularly to meet the needs of all our children. We ensure the areas are stimulating, exciting and are accessible to all children to allow them to access the curriculum independently, confidently and with the appropriate level of challenge. We weave our language opportunities throughout our provision, which can be visible through the environment but also through the high quality adult and peer interactions within the provision. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences. We ensure all our children keep up and not catch up and offer specific same day interventions. We ensure parents and carers feel supported and welcomed into our setting.

### **Impact:**

Our curriculum and its delivery ensure that children, from their own starting points make good progress. During their time with us children make rapid progress towards the national expectation for a good level of development at the end of the year. Pupils also make good progress toward their age-related expectations both academically and socially, developing a sense of themselves before transitioning into Year One. Children are confident, enthusiastic and happy learners. They enjoy coming to school and have aspirations to achieve the very best they can. Children are ready for the next stage of their development and ready for the next stage of their journey in their education. Our children rise to a challenge and take pride in their achievements and success. They show great respect for each other, our school and wider community.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals.
Literacy	Nursery Skills	<p>To be able to mark make and identify their marks. <b>(Au1)</b></p> <p>To recognise familiar logos and labels within the environment. <b>(Au1)</b></p> <p>Listening to and identifying sounds in the environments. <b>(Au1)</b></p>	<p>To find and identify familiar letters, e.g. letters in their names. <b>(Au2)</b></p> <p>To begin to retell a familiar stories. <b>(Au2)</b></p> <p>To begin to explore initial sounds in familiar words. <b>(Au2)</b></p> <p>To begin to use new vocabulary from familiar stories. <b>(Au2)</b></p>	<p>To begin to attempt writing familiar letters, e.g letters in their name. <b>(Sp1)</b></p> <p>To talk about and retell some familiar stories. <b>(Sp1)</b></p> <p>To begin to use correct letter formation for familiar letters e.g. in their name. <b>(Sp1)</b></p> <p>Adults will consistently model correct formation. <b>(Sp1)</b></p> <p>To find and identify familiar letters, e.g. letters in their names. <b>(Sp1)</b></p> <p>To talk about and retell a range of familiar stories. <b>(Sp1)</b></p> <p>To talk about what happens in a story <b>(Sp1)</b></p> <p>To be able to sing along with rhymes of varying speed <b>(Sp1)</b></p>	<p>To be able to mark make and give meaning to their marks. <b>(Sp2)</b></p> <p>To identify the pictures linked to RWI sound. <b>(Sp2)</b></p> <p>To begin to form some letters correctly, e.g. letters in their name. <b>(Sp2)</b></p> <p>To be able to sing along with rhymes of varying speed <b>(Sp2)</b></p> <p>To begin to make copies of simple pictures from texts e.g. drawing a tractor. <b>(Sp2)</b></p>	<p>To identify the pictures linked to RWI sound. <b>(Su1)</b></p> <p>Children will begin to identify some sounds during oral blending games. <b>(Su1)</b></p> <p>To begin to make predictions about a story, sometimes supported by an adult with vocabulary. <b>(Su1)</b></p>	<p>Lots of Fred games focussing on oral blending. <b>(Su2)</b></p> <p>Children are able to identify initial sounds and blend familiar CVC words. <b>(Su2)</b></p> <p>Make predictions about a story using the relevant vocabulary with independence. <b>(Su2)</b></p> <p>To mark make for a purpose and be able to talk about the marks. <b>(Su2)</b></p> <p><b>To begin to respond to a simple question about a story. (Su2)</b></p>	

				To begin to use new vocabulary from familiar stories. <b>(Au2)</b>				
	Nursery Knowledge	<p>To know that text can be used as a form of identification. <b>(Au1)</b></p> <p>To know that text has a meaning. <b>(Au1)</b></p> <p>To know that text is read from left to right and top to bottom in English. <b>(Au1)</b></p> <p>To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages <b>(Au1)</b></p> <p>To learn a range of Nursery Rhymes. <b>(Au1)</b></p>	<p>To know that letters are used to make up words. <b>(Au2)</b></p> <p>To know that each letter makes a sound – focussing on sounds in their names. <b>(Au2)</b></p> <p>To learn that stories have a sequence; beginning, middle and end. <b>(Au2)</b></p> <p>To know that text is read from left to right and top to bottom in English. <b>(Au2)</b></p> <p>To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages <b>(Au2)</b></p> <p>To begin to acknowledge initial sounds and their relevance in the environment <b>(Au2)</b></p>	<p>To know that each letter makes a sound – focussing on sounds in their names. <b>(Sp1)</b></p> <p>To join in with repetition within stories and rhymes. <b>(Sp1)</b></p> <p>To be able to talk about different parts of the story. <b>(Sp1)</b></p> <p>To be able to clap and count syllables in a word. <b>(SP1)</b></p>	<p>To be able to talk about their marks with confidence. <b>(Sp2)</b></p> <p>To talk about the sounds they have identified from the RWI program. <b>(Sp2)</b></p> <p>To join in with repetition within stories. <b>(Sp2)</b></p> <p>To be able to talk about different parts of the story. <b>(Sp2)</b></p> <p>To spot rhymes <b>(SP1)</b></p>	<p>To know that blending sounds makes words. <b>(Su1)</b></p> <p>To identify the pictures with corresponding. <b>(Su1)</b></p> <p>To join in with repetition within stories. <b>(Su1)</b></p> <p>To be able to talk about different parts of the story. <b>(Su1)</b></p> <p>To use some of their print knowledge in early writing (writing a shopping list, m for mummy) <b>(SU1)</b></p> <p>To know that books can look different e.g photos and drawings (fiction/non-fiction) <b>(Su1)</b></p>	<p>To identify CVC words orally and begin to make corrections from what they have heard <b>(Su2)</b></p> <p>To be able to segment sounds in CVC words. <b>(Su2)</b></p> <p>To know that letters make sounds. <b>(Su2)</b></p> <p>To join in with repetition within stories. <b>(Su2)</b></p> <p>To engage in extended conversations about stories. <b>(Su2)</b></p>	

	<b>Nursery – RWI</b> (links to music and reading).	Tuning into sounds (auditory discrimination). Acknowledging pictures that represent sounds in Set 1 and emphasising the initial sound when name the picture (e.g. mmmmmmmountain) – looking at both real and cartoon images that represent initial sounds.		Listening to and remembering sounds. Introducing two sounds a week from Set 1 – Speed sound lessons. Fred talk – verbally segmenting and blending.		Continue to introduce two sounds a week. Introduce writing sounds. Fred talk – physical cards available. HA – Introduce one sound per day and introduce magnetic boards		
	<b>Reception Skills</b>	Listening to and hearing initial sounds in familiar words. <b>(Au1)</b>  To read individual letters by saying the sounds for them <b>(Au1)</b>  Listens to familiar stories and able to recall some facts. <b>(Au1)</b>  To begin to hold a pencil correctly. <b>(Au1)</b>  To join in with familiar rhymes <b>(Au1)</b>	To begin listening to and hearing sounds in CVC words. <b>(Au2)</b>  To identify sounds on a sound mat and to use this when writing. <b>(Au2)</b>  Listens to familiar stories and able to recall facts. <b>(Au2)</b>  To begin to talk in short sentences to retell a narrative <b>(Au2)</b>  To begin to write captions and labels. <b>(Au2)</b>  To retell a familiar story <b>(Au2)</b>  To form most letters correctly <b>(Au2)</b>  To identify the initial sound in a word and be able	To begin to read simple phrases and sentences made up of words with known letter-sound correspondence. <b>(SP1)</b>  To think of and write a short, simple sentence. <b>(Sp1)</b>  Listening to and hearing sounds in CVC and CVCC words. <b>(Sp1)</b>  Identifying sounds on a sound mat. <b>(Sp1)</b>  To segment sounds into simple words and blend them together. <b>(Sp1)</b>  Listens to stories and is beginning to anticipate what may happen next. <b>(Sp1)</b>  To retell a familiar story <b>(Sp1)</b>	To think of and write a short, simple sentence. <b>(Sp2)</b>  Listening to and hearing sounds in CVC and CVCC words. <b>(Sp2)</b>  Identifying sounds, including phonemes and other digraphs on a sound mat. <b>(Sp2)</b>  To segment sounds into words and write them down <b>(Sp2)</b>  Listens to stories and is beginning to anticipate what may happen next. <b>(Sp2)</b>  To begin to recognise familiar authors <b>(SP2)</b>	To think of and write a short, simple sentence. <b>(Su1)</b>  Listening to and hearing sounds in CVC and CVCC words. <b>(Su1)</b>  Identifying sounds, including phonemes and other digraphs on a sound mat. <b>(Su1)</b>  Checking written work and making any changes where necessary. <b>(Su1)</b>  To check simple spellings and make corrections. <b>(Su1)</b>  Listens to stories and is beginning to anticipate what may happen next. <b>(Su1)</b>  To retell a familiar story <b>(Su1)</b>	To think of and write a short, simple sentence. <b>(Su2)</b>  Listening to and hearing sounds in CVC and CVCC words. <b>(Su2)</b>  Identifying sounds, including phonemes and other digraphs on a sound mat. <b>(Su2)</b>  Checking written work and making any changes where necessary. <b>(Su2)</b>  To retell a familiar story <b>(Su2)</b>  To use new vocabulary in story telling <b>(Su2)</b>  Read aloud a simple sentence.	<b><u>Comprehension</u></b> *Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  *Anticipate – where appropriate – key events in stories.  *Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.  <b><u>Word Reading.</u></b> *Say a sound for each letter in the alphabet and at least 10 digraphs.  *Read words consistent with their phonic knowledge by sound-blending.  *Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <b><u>Writing.</u></b> Write recognisable letters, most of which are correctly formed.  *Spell words by identifying sounds in them and

			<p>to say or write it down. <b>(Au2)</b></p> <p>Make predictions about a story using the relevant vocabulary with independence. <b>(Au2)</b></p> <p>To join in with familiar rhymes <b>(Au2)</b></p> <p>To begin to read words accurately consistent with their phonic knowledge. <b>(Au2)</b></p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. <b>(Au2)</b></p>	<p>To use new vocabulary in story telling <b>(Sp1)</b></p> <p>Read aloud a simple sentence or group of words <b>(Sp1)</b></p> <p>To write captions and labels <b>(Sp1)</b></p> <p>To sequence words correctly in a sentence <b>(Sp1)</b></p> <p>To write a simple noun phrase e.g. big dog <b>(sp1)</b></p> <p>To connect sentences using the conjunction 'and' in developing narratives. <b>(Sp1)</b></p> <p>To form ascenders and descenders correctly. <b>(Sp1)</b></p> <p>To begin to read words accurately consistent with their phonic knowledge. <b>(Sp1)</b></p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact</p>	<p>To retell a familiar story <b>(Sp1)</b></p> <p>To use new vocabulary in story telling <b>(Sp2)</b></p> <p>Read aloud a simple sentence or group of words <b>(Sp2)</b></p> <p>To sequence sentences from a story correctly <b>(Sp2)</b></p> <p>To write a simple noun phrase e.g. big dog <b>(sp2)</b></p> <p>To connect sentences using the conjunction 'and' in developing narratives. <b>(Sp2)</b></p> <p>To use a finger space to join words in a sentence. <b>(Sp2)</b></p> <p>To begin to read words accurately consistent with their phonic knowledge. <b>(Sp1)</b></p>	<p>To use new vocabulary in story telling <b>(Su1)</b></p> <p>Read aloud a simple sentence. <b>(Su1)</b></p> <p>To begin to use capital letters and full stops in a simple sentence. <b>(Su1)</b></p> <p>To connect sentences using the conjunction 'and' in writing. <b>(Su1)</b></p> <p>To use a finger space to join words in a sentence. <b>(Su1)</b></p> <p>To begin to understand how fiction and non-fiction books look different e.g. real photographs, contents page. <b>(Su1)</b></p>	<p><b>(Su2)</b></p> <p>To check simple spellings and make corrections. <b>(Su2)</b></p> <p>To connect sentences using the conjunction 'and' in writing. <b>(Su2)</b></p> <p>To use a finger space to join words in a sentence. <b>(Su2)</b></p> <p>To begin to find information in a non-fiction text. <b>(Su2)</b></p>	<p>representing the sounds with a letter or letters.</p> <p>*Write simple phrases and sentences that can be read by others.</p>
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				<p>repetition and some in their own words. <b>(Au2)</b></p> <p>To develop story telling language <b>(Au2)</b></p>	<p>To begin to self-correct when reading words <b>(sp1)</b></p> <p>Select non-fiction books to gather information around a theme that interests them. <b>(Sp1)</b></p> <p>To develop story telling language <b>(Sp1)</b></p>			
	Reception Knowledge	<p>Knowing that words can be written. <b>(Au1)</b></p> <p>Knowing the sounds that the taught letters make. <b>(Au1)</b></p> <p>Knowing what the taught letters looks like. <b>(Au1)</b></p> <p>Knowing how to write the taught letters. <b>(Au1)</b></p> <p>Knows how to sequence familiar stories. <b>(Au1)</b></p> <p>To know the start and end points for letter formation. <b>(Au1)</b></p>	<p>Knowing that words can be written. <b>(Au2)</b></p> <p>Knowing the sounds that the taught letters make. <b>(Au2)</b></p> <p>Knowing what the taught letters looks like. <b>(Au2)</b></p> <p>Knowing how to write the taught letters. <b>(Au2)</b></p> <p>Recognising taught HFW in text. <b>(Au2)</b></p> <p>Knows how to sequence familiar stories. <b>(Au2)</b></p>	<p>Knowing that words can be written. <b>(Sp1)</b></p> <p>Knowing the sounds that the taught letters make. <b>(Sp1)</b></p> <p>Knowing what the taught letters looks like. <b>(Sp1)</b></p> <p>Knowing how to write the taught letters. <b>(Sp1)</b></p> <p>Recognising taught HFW in text. <b>(Sp1)</b></p> <p>Knows how to spell some familiar words. <b>(Sp1)</b></p> <p>Know how to use finger spaces <b>(Sp1)</b></p>	<p>Knowing the sounds that the taught phonemes make. <b>(Sp2)</b></p> <p>Knowing what the taught phonemes look like. <b>(Sp2)</b></p> <p>Knowing how to write the taught letters. <b>(Sp2)</b></p> <p>Recognising taught HFW in text. <b>(Sp2)</b></p> <p>To know that a sentence starts with a capital letter and ends with a full stop. <b>(Sp2)</b></p> <p>Knows how to spell some</p>	<p>Knowing the sounds that the taught phonemes make. <b>(Su1)</b></p> <p>Knowing what the taught phonemes look like. <b>(Su1)</b></p> <p>Knowing how to write the taught letters. <b>(Su1)</b></p> <p>Recognising taught HFW in text. <b>(Su1)</b></p> <p>To know that a sentence starts with a capital letter and ends with a full stop. <b>(Su1)</b></p> <p>Knowing that sentences can be extended by using a connective</p>	<p>Knowing the sounds that the taught phonemes make. <b>(Su2)</b></p> <p>Knowing what the taught phonemes look like. <b>(Su2)</b></p> <p>Knowing how to write the taught letters. <b>(Su2)</b></p> <p>Recognising taught HFW in text. <b>(Su2)</b></p> <p>To know that a sentence starts with a capital letter and ends with a full stop. <b>(Su2)</b></p>	

			<p>To know how to sit correctly at a table and hold a pencil correctly to write <b>(Au2)</b></p>	<p>To know how to talk about the beginning, middle and end of a story <b>(Sp1)</b></p> <p>To know some describing words for familiar characters. <b>(Sp1)</b></p> <p>To know that some letters stand tall and some hang below the line – ascenders and descenders <b>(Sp1)</b></p>	<p>familiar words. <b>(Sp2)</b></p> <p>To know how to talk about the beginning, middle and end of a story <b>(Sp2)</b></p> <p>To write a simple noun phrase e.g. big dog <b>(sp2)</b></p> <p>To know how to use a describing word in a simple sentence to describe a character. <b>(Sp2)</b></p> <p>To know that words can be separated with a finger space to read them easily. <b>(Sp2)</b></p> <p>To segment sounds into words and write them down <b>(Sp2)</b></p> <p>Begin to retrieve information using pictures and some word reading from information texts. <b>(Sp2)</b></p>	<p>. <b>(Su1)</b></p> <p>Uses learnt words and phrases to discuss familiar stories or during role play. <b>(Su1)</b></p> <p>Knows how to spell some familiar words. <b>(Su1)</b></p> <p>To know that words can be separated with a finger space to read them easily. <b>(Sp2)</b></p>	<p>Knowing that sentences can be extended by using a connective. <b>(Su2)</b></p> <p>Uses learnt words and phrases to discuss familiar stories or during role play. <b>(Su2)</b></p>	
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	Stories by the same author	Oliver Jeffers Jill Murphy Julia Donaldson Eric Carle					
Maths	Nursery Shape of the week, Number of the week and core number rhymes	Circle Square Triangle  1,2,3 Numicon, fingers 5 frame, dice Number rhymes –fish alive, currant buns, 5 flying men, 5 little monkeys	Circle Square Triangle Rectangle 1,2,3,4,5  Number rhymes –fish alive, currant buns, 5 flying men, 5 little monkeys. Ten green bottles	Circle Square Triangle Rectangle Hexagon 1,2,3,4,5  Number rhymes –fish alive, currant buns, 5 flying men, 5 little monkeys, ten green bottles			
	Nursery Areas of learning covered.	<u><b>Autumn 1</b></u> Sorting (Same not same) Matching Colours Same and different Recite numbers to 5 Begin to use today/yesterday and tomorrow To talk about and explore 2D shapes using relevant mathematical vocabulary such as flat, sides, round, straight, corners <u><b>Autumn2</b></u> Counting 1 and recognising recognising. Move 1 object, Select 1, show me 1, give teddy 1 Counting recognising 2 repeat as 1 Counting to 3 SSM Compare using big little small Odd one out related to size Positional language Talk about simple patters ABAB	<u><b>Spring 1</b></u> Review 1,2,3 How many in a set 1,2,3 Give me 1,2,3 Subitise 1,2,3 number patterns Number 4 and 5 counting reciting Explore pattern and continue a pattern, explore patterns with actions Making arrangements of objects <u><b>Spring 2 .</b></u>  How many in a set up to 5 Give me 1-5 Subitise up to 5 Realise that not only objects can be counted More fewer/less Number rhymes how many left up to 5 Capacity empty full pour tip	<u><b>Summer 1</b></u> Use same and different when comparing two objects e.g dice, dominoes etc Begin to use full sentences when comparing sets Number patterns Select shapes, talk about shape, use shape in tasks Select numerals 1-5 Numicon Tall short – size Weight and capacity <u><b>Summer 2</b></u> Remembering an order of when things happen Ordering numbers to 5 Counting irregular arrangements up to 5 Count backwards from 5 Bigger and smaller to compare numbers Heavy light Separate a group of 5 objects in different ways and recognise the total is still the same			
	Maths Concepts	<b>Cardinal:</b> The number that identifies how many there are in a set. <b>Numeral:</b> The written symbol for a number 1,2,3 <b>Subitise:</b> Instantly recognise a small quantity without having to count how many there are <b>More and fewer; more than and fewer than:</b> Used when talking about an amount of objects <b>More and less; more than and less than:</b> Used when talking about a number					



	Nursery Key Representations	Fingers, Real life objects, Number blocks, Numicon, Five frames, cubes, numeral cards, drawings/jottings, Numicon						
	Nursery Skills	<p>To use the language of same and not same when comparing objects <b>(Au1)</b></p> <p>To match colours and know the colour names <b>(Au1)</b></p> <p>To talk about what happened today, yesterday and tomorrow <b>(Au1)</b></p> <p>To show an understanding of reciting numbers up to 5 <b>(Au1)</b></p>	<p>To show an understanding of 1:1 counting up to 3 <b>(Au2)</b></p> <p>Knowing that the last number you count represents to total number of objects <b>(Au2)</b></p> <p>To match number of objects and numeral <b>(Au1)</b></p> <p>To talk about objects in relation to their size e.g. big, little, small) <b>(Au2)</b></p> <p>To begin to show an awareness of positional language such as under, on top of, behind, over. <b>(Au2)</b></p> <p>To recognise and make a simple pattern ABAB using actions, colours <b>(Au2)</b></p>	<p>To begin to form numbers 1,2,3 and to experiment with mathematical mark making <b>(Sp1)</b></p> <p>To count out a group of objects up to 5 <b>(Sp1)</b></p> <p>To match number of objects to numeral up to 5 <b>(Sp1)</b></p> <p>To continue a pattern using actions, colours, size, shape <b>(Sp1)</b></p>	<p>To show an understanding of 1:1 counting up to 5 <b>(Sp2)</b></p> <p>To match number of objects to numeral up to 5 <b>(Sp2)</b></p> <p>To begin to form numbers 1,2,3,4,5 and to experiment with mathematical mark making <b>(Sp2)</b></p> <p>To talk about and compare containers empty, full, half full. <b>(Sp2)</b></p> <p>To identify, compare and describe groups of objects <b>(Sp2)</b></p> <p>To talk about patterns using a range of objects and resources <b>(Sp2)</b></p> <p>To recite numbers up to 10 <b>(Sp2)</b></p>	<p>To develop a fast recognition of numbers to at least 5 <b>(Su1)</b></p> <p>To select shapes appropriately in play, combining them to make models and enclosures <b>(Su1)</b></p> <p>To begin to make sensible comparisons between objects relating to sie, length, weight and capacity <b>(Su1)</b></p> <p>Problem solve with numbers up to 5 <b>(Su1)</b></p> <p>To compare numbers <b>(Su1)</b></p>	<p>To develop a fast recognition of numbers to at least 5 <b>(Su2)</b></p> <p>To describe a sequence of events <b>(Su2)</b></p> <p>To recall simple facts about a journey <b>(Su2)</b></p> <p>To confidently count, write and match objects to at least 5 <b>(Su2)</b></p> <p>To confidently recite numbers to 10 <b>(Su2)</b></p> <p>To count, order and recognise numbers to at least 5 <b>(Su2)</b></p>	

	Nursery Knowledge	<p>Sing a range of number songs and rhymes <b>(Au1)</b></p> <p>To say number names in order to 5 <b>(Au1)</b></p> <p>To know that time can be measured in using days <b>(Au1)</b></p> <p>To show an awareness of shapes in the environment <b>(Au1)</b></p>	<p>To know that objects can be represented by a number (1-3 possibly beyond) <b>(Au1)</b></p> <p>Sing a range of number songs <b>(Au2)</b></p> <p>Through play, begin to use positional language <b>(Au2)</b></p> <p>To look for patterns within the environment <b>(Au2)</b></p> <p>To know which is the odd one out by looking at size <b>(Au2)</b></p>	<p>To subitise to 3 <b>(Sp1)</b></p> <p>To create and repeat simple patterns <b>(Sp1)</b></p> <p>To know each object should only be counted once <b>(Sp1)</b></p>	<p>To subitise to 5 <b>(Sp2)</b></p> <p>To sing a range of number songs <b>(Sp2)</b></p> <p>To know that objects can be represented by a number (at least 1-5) <b>(Sp2)</b></p> <p>To use the language more, less to compare amounts <b>(Sp2)</b></p>	<p>To use vocabulary related to length, weight and capacity <b>(Su1)</b></p> <p>To know that numbers can be ordered <b>(Su1)</b></p> <p>To know that some shapes are more appropriate than others when building <b>(Su1)</b></p> <p>To name and describe 2D and 3D shapes <b>(Su1)</b></p>	<p>Remember the order in which things happen. <b>(Su2)</b></p> <p>To remember different aspects of a journey e.g I walked over a bridge to get to school <b>(Su2)</b></p> <p>To be able to say number names forwards and backwards <b>(Su1)</b></p>	
	Nursery Key Vocab	<p>Notice, Match, Same, set Colour Yesterday, Today Tomorrow, shape</p>	<p>Notice, Same, set Behind, On top of Under, Over Big/large, Little/Small Pattern, Match Count, number, count, recognise</p>	<p>Notice, Pattern Count, Continue Next, subitise, number, numeral, represent, how many, count,</p>	<p>Notice, Pattern Count, Continue Next, number, numeral, represent, how many, count, match empty, full, container</p>	<p>Shape, edge, round, flat, sides, face, corner(Staff to model) Shorter, taller, heavy, light, smaller, larger, empty, full,</p>	<p>Number, forwards, backwards,bigger, smaller, over, under, o top of of, behind, First, then, next</p>	
	Reception number of the week, shape of the week, PV Chart, Core number rhymes	<p>PV Chart daily – How many days have we been in school? Bundle every 10. Celebrate 100 days in school. 1,2,3,4,5 Circle, square, triangle, rectangle Cube, pyramid, cuboid</p> <p>5 fat sausages, 5 currant buns, Fish alive, 5 little speckled frogs, <b>One big hippo, Alice the camel</b></p>	<p>PV Chart daily – How many days have we been in school? Bundle every 10. Celebrate 100 days in school. Numbers to 10 Circle, square, triangle, rectangle Cube, pyramid, cuboid, cylinder</p> <p>5 fat sausages, 5 currant buns, Fish alive, 5 little speckled frogs, Ten green bottles, 10 in a bed</p>	<p>PV Chart daily – How many days have we been in school? Bundle every 10. Celebrate 100 days in school. Numbers to 20 Circle, square, triangle, rectangle, hexagon Cube, pyramid, cuboid, cylinder</p> <p>5 fat sausages, 5 currant buns, Fish alive, 5 little speckled frogs, Ten green bottles, Farmer Pete song, doubling machine</p>				

	Reception Areas of learning covered.	<u>Autumn 1</u> Baseline assessment Numbers to 5 Sorting Comparing groups Measure  <u>Autumn2</u> Numbers within 5 More and less than Time Positional language Shape		<u>Spring 1</u> Numbers to 5 Numbers to 10  <u>Spring 2</u> Addition to 10 Geometry Length Height Time Capacity		<u>Summer 1</u> Geometry Addition and subtraction Number and place value  <u>Summer 2</u> Multiplication and division Measurement – length and capacity Making and using maps		
	Reception Maths concepts	<b>Cardinal:</b> The number that identifies how many there are in a set. <b>Numeral:</b> The written symbol for a number 1,2,3 <b>Subitise:</b> Instantly recognise a small quantity without having to count how many there are <b>More and fewer; more than and fewer than:</b> Used when talking about an amount of objects <b>More and less; more than and less than:</b> Used when talking about a number						
	Reception Representations	Fingers, Real life objects, Number blocks, Numicon, Five frames, ten frames, cubes, numeral cards, drawings/jottings, Numicon, diennes, dominoes, double sided counters, bead strings, part whole model, number line						
	Reception Skills	<u>Autumn 1</u> Explore the composition of numbers within 10 <b>(Au1)</b>  To represent 1,2,3 in different ways <b>(Au1)</b>  To compare quantities <b>(Au1)</b>  To sort objects into different groups based on colour, shape, and size <b>(Au1)</b>  To begin to compare capacity, size and weight. <b>(Au1)</b>	<u>Autumn 2</u> Comparing quantities of non-identical objects <b>(Au2)</b>  To use positional language to describe shapes <b>(Au2)</b>  To find one more and one less than within numbers to 5 <b>(Au2)</b>  To represent numbers up to 5 <b>(Au2)</b>  To talk about the order of events in a day <b>(Au2)</b>  To describe similarities and differences	<u>Spring 1</u>  To begin to explore number bonds to 5 <b>(Sp1)</b>  To subitise within 5 <b>(Sp1)</b>  To represent 6 up to 10 in different ways <b>(Sp1)</b>  To order numbers to 10 <b>(Sp1)</b>  To compare groups up to 10 <b>(Sp1)</b>  To find one more and one less than numbers within 10 <b>(Sp1)</b>	<u>Spring 2</u> To Combine two groups to find the whole <b>(Sp2)</b>  To subitise within 10 <b>(Sp2)</b>  To begin to explore number bonds to 10 <b>(Sp2)</b>  To use a part whole model with numbers to 10 <b>(Sp2)</b>  To use non-standard units to measure length and	<u>Summer 1</u> To make a simple pattern <b>(Su1)</b>  To explore more complex patterns <b>(Su1)</b>  To be able to count, order and recognise numbers to 20 <b>(Su1)</b>  To solve addition and subtraction problems using a number line. <b>(Su1)</b>	<u>Summer 2</u> To recognise number patterns such as odd and even numbers <b>(Su2)</b>  To solve problems involving doubling and halving <b>(Su2)</b>  To solve problems involving length and capacity <b>(Su2)</b>  To make, use and follow a simple map <b>(Su2)</b>	<u>Number</u> *Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5.  *Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <b>Numerical Patterns.</b> *Verbally count beyond 20, recognising the pattern of the counting system.  *Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

		Copy and create patterns with a simple rule e.g. abab <b>(Au1)</b>	between shapes with 4 sides <b>(Au2)</b>		height, weight and capacity <b>(Sp2)</b>  To begin measuring units of time <b>(Sp2)</b>  To read simple addition and subtraction statements <b>(Sp2)</b>			*Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
	Reception Knowledge	<p>To select objects to represent 1,2,3 <b>(Au1)</b></p> <p>To know how to form numbers 1,2,3 <b>(Au1)</b></p> <p>To know that objects can be the same or different <b>(Au1)</b></p> <p>To know that the last number counted represents the number in a set <b>(Au1)</b></p> <p>To use the vocabulary little, small, big, large, shorter, taller,</p>	<p>To know the names of 2D shapes <b>(Au2)</b></p> <p>To use language over, under, round, through, on top of, next to <b>(Au2)</b></p> <p>To know how to count 1:1 up to 5 objects <b>(Au2)</b></p> <p>To know that the last number counted is the number in a set <b>(Au2)</b></p> <p>To know how to use a 5 frame to represent numbers to 10 <b>(Au2)</b></p>	<p>To know how to use a number line or manipulatives to find number bonds to 5 <b>(Sp1)</b></p> <p>To use manipulatives to compose 5 in different ways <b>(Sp1)</b></p> <p>To recall and identify numbers to 10 speedily <b>(Sp1)</b></p> <p>To remember the order of numbers to 10. <b>(Sp1)</b></p> <p>To know that less means a group gets smaller and more means a group gets bigger</p>	<p>To remember number bonds to 5 and recall with increasing speed <b>(Sp2)</b></p> <p>To select materials to compose numbers to 10 in different ways <b>(Sp2)</b></p> <p>To know that addition involves combining two or more groups of objects <b>(Sp2)</b></p> <p>To know that subtraction involves removing an object from a group <b>(Sp2)</b></p>	<p>To know that addition and subtraction problems can be solved by counting forwards or backwards on a number line <b>(Su1)</b></p> <p>To know that more means to number is getting bigger and less means it is getting smaller <b>(Su1)</b></p> <p>To select tangrams to create different shape orientations <b>(Su1)</b></p> <p>To know how to match shapes using pattern blocks <b>(Su1)</b></p>	<p>To know that equal pairs make an even set. <b>(Su2)</b></p> <p>To identify the odd one out. <b>(Su2)</b></p> <p>To know how to write numbers to 10 and beyond <b>(Su2)</b></p> <p>To know and recall doubles and halves of numbers within at least 10 <b>(Su2)</b></p> <p>To know some standard measures for length and capacity (using a ruler and ml)</p>	

		<p>longer, full, empty to compare objects. <b>(Au1)</b></p> <p>To select objects to create a simple pattern (household objects, colours, fruit, natural objects) <b>(Au1)</b></p>	<p>To know how to count forwards and backwards within 5 <b>(Au2)</b></p> <p>To know numbers can get bigger or smaller <b>(Au2)</b></p> <p>To remember key events in a day using language day, night, morning, afternoon, before, today, tomorrow, after <b>(Au2)</b></p> <p>To spot and build own shapes with 4 sides in the environment looking for different sizes and orientations. <b>(Au2)</b></p>	<b>(Sp1)</b>			<p><b>(Su2)</b></p> <p>To remember directions <b>(Su2)</b></p> <p>To use positional language <b>(Su2)</b></p> <p>To know how to use space on a page <b>(Su2)</b></p>	
	Reception Key Vocab	Count, represent, number, set, same, different, little, small, big, because, large, longer, shorter, empty, full	Over, under, round, through, on top of, under, round, set, count all, represent, bigger, smaller, day, night, morning, afternoon, evening, today, tomorrow, after, forwards, backwards	Number bond, order, smaller, bigger, recall, speedily, set, numicon, number line, counters, forwards, backwards, subitise	Number bonds, groups, set, object, remove, take away, smaller, recall, speedily, addition, subtraction	Number line, forwards, backwards, add, subtract, shape, tangram, different, same, pattern, match, describe	Equal, set, odd, even, ruler, cm, ml, jug, container, length, longer, shorter, map, under, over, around, through, on top of, next to, space	
	Nursery Skills	To take care of toileting needs independently. <b>(Au1)</b>	To take care of toileting needs independently. <b>(Au2)</b>	To take care of toileting needs independently. <b>(Sp1)</b>	To take care of toileting needs independently. <b>(Sp2)</b>	To hold the pencil confidently, using the tripod grip and forming letters and	To be secure in holding the pencil, using the tripod grip and	

Physical Development		<p>To begin to show a preference for a dominant hand. <b>(Au1)</b></p> <p>To climb apparatus safely. <b>(Au1)</b></p> <p>To begin to show awareness of moving equipment safely with peers. <b>(Au1)</b></p>	<p>To independently put on their coats, with some support for the zipper and buttons. <b>(Au2)</b></p> <p>To copy dance moves and to move to different kinds of rhythms. <b>(Au2)</b></p> <p>To use mark making resources with increasing independence. <b>(Au2)</b></p> <p>To look at books independently whilst turning pages one at a time. <b>(Au2)</b></p>	<p>To learn about different fine motor activities, e.g. threading, cutting, using tools, holding a pencil, mark making, Dough Disco etc. <b>(Sp1)</b></p> <p>To mark make in sensory trays and also copy different patterns. <b>(Sp1)</b></p> <p>To mark make using a comfortable grip when using pencils and pens. <b>(Sp1)</b></p> <p>To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills. <b>(Sp1)</b></p> <p>To hold jugs and containers confidently and pour from one container into another. <b>(Sp1)</b></p> <p>To show awareness of healthy food choices and impact on our body. <b>(Sp1)</b></p>	<p>To hold the pencil correctly using a tripod grip. <b>(Sp2)</b></p> <p>To begin to form numbers and familiar letters, e.g. letters in their name. <b>(Sp2)</b></p> <p>To look at books independently whilst turning pages one at a time. <b>(Sp2)</b></p> <p>Using balancing apparatus. <b>(Sp2)</b></p> <p>To mark make using a comfortable grip when using pencils and pens. <b>(Sp2)</b></p> <p>To choose the correct tool to carry out a task e.g. a big spade to dig a big hole <b>(Sp2)</b></p>	<p>numbers mostly correctly. <b>(Su1)</b></p> <p>To be able to use scissors confidently and make straight, zig zag and circular snips using one hand. <b>(Su1)</b></p> <p>To run skilfully and be able to negotiate space. <b>(Su1)</b></p> <p>To mark make using a comfortable grip when using pencils and pens. <b>(Su1)</b></p> <p>To confidently use a knife and fork <b>(Su1)</b></p>	<p>forming letters and numbers mostly independently. <b>(Su2)</b></p> <p>To independently write their name. <b>(Su2)</b></p> <p>To confidently use scissors and other tools safely. <b>(Su2)</b></p> <p>To mark make using a comfortable grip when using pencils and pens. <b>(Su2)</b></p>	
	Nursery Knowledge	To know about personal hygiene and the importance of	To know about personal hygiene and the importance of	To know about personal hygiene and the importance	To know about personal hygiene and the importance of	To know the correct ways of forming letters. <b>(Su1)</b>	To know how to hold the pencil correctly and also recognise	

		<p>being clean and tidy. <b>(Au1)</b></p> <p>To know that washing hands is important after using the toilet and before we eat. <b>(Au1)</b></p> <p>To know that books in English should be read from left to right and one page at a time. <b>(Au1)</b></p> <p>To use alternate feet when climbing apparatus. <b>(Au1)</b></p> <p>To show independence with eating and drinking, e.g. being able to feed self and ask for help with opening containers. <b>(Au1)</b></p>	<p>being clean and tidy. <b>(Au2)</b></p> <p>To show confidence in dressing up and self-care activities. <b>(Au2)</b></p> <p>To know how to move on different beats and rhythms e.g. slowly for slow music and fast on quicker beats. <b>(Au2)</b></p> <p>To know how to use mark making resources effectively, e.g. how to use scissors to snip or how to use a paint brush to paint. <b>(Au2)</b></p>	<p>of being clean and tidy. <b>(Sp1)</b></p> <p>To know what the different tools in the Nursery are and how to use them safely, e.g. scissors, mallets, pegs, hammers and pencils. <b>(Sp1)</b></p> <p>To know that they need to use tools with a dominant hand. <b>(Sp1)</b></p> <p>To be able to fill containers with different materials, e.g. sand, water etc and to show confidence in carrying them from one point to another without dropping. <b>(Sp1)</b></p> <p>To know how to use the outdoor climbing frame as well as the bikes/scooters to move in different ways and safely. <b>(Sp1)</b></p> <p>To know what making right food choices looks like. <b>(Sp1)</b></p> <p>To show independence in self help skills such as toileting and dressing.</p>	<p>being clean and tidy. <b>(Sp2))</b></p> <p>To know that the pencil needs to be held comfortably and with one hand to form letters and numbers. <b>(Sp2)</b></p> <p>To know how to use one handed tools effectively. <b>(Sp2)</b></p> <p>To be able to follow a simple sequence of movements to music and rhythm. <b>(Sp2)</b></p>	<p>To know that snips should be made on the line and the pattern should be followed. <b>(Su1)</b></p> <p>To know how to feed paper/materials through hand when cutting around objects. <b>(Su1)</b></p> <p>To be aware of obstacles whilst running, riding a scooter/bike etc and display some spatial awareness. <b>(Su1)</b></p>	<p>and self-correct when they form letters incorrectly. <b>(Su2)</b></p> <p>To successfully take part in group games with support from an adult. <b>(Su2)</b></p> <p>To move confidently and safely in a range of ways, avoiding obstacles; running/ hopping/ skipping etc. <b>(Su2)</b></p>	
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				(Sp1)				
	Reception Skills	<p>To use a dominant hand. (Au1)</p> <p>To begin to form recognisable letters which are formed mostly correctly. (Au1)</p> <p>To use climbing equipment safely and competently. (Au1)</p> <p>To begin to negotiate space effectively. (Au1)</p> <p>To use a knife and fork to cut food independently (Au1)</p> <p>To sit with good posture at the table (Au1)</p> <p>To understand how and why we brush our teeth (Au1)</p>	<p>To begin to use anticlockwise movement and retrace vertical lines. (Au2)</p> <p>To use climbing equipment safely and competently. (Au2)</p> <p>To negotiate space effectively. (Au2)</p> <p>To sit with good posture at the table (Au2)</p> <p>To take part in sporting activities outside of school e.g. gymnastics, swimming etc) (Au2)</p>	<p>To show good practice with regard to exercise, eating, sleeping and hygiene. (Sp1)</p> <p>To be able to balance and coordinate safely. (Sp1)</p> <p>To negotiate space effectively. (Sp1)</p>	<p>To handle tools, objects, construction and malleable materials safely and with increasing control. (Sp2)</p> <p>To throw and catch a ball successfully (sp2)</p>	<p>To use a pencil effectively to form recognisable letters, most of which are formed correctly. (Su1)</p> <p>*Negotiate space and obstacles safely, with consideration for themselves and others. (Su1)</p>	<p>To show good control and co-ordination in large and small movements. (Su2)</p> <p>To form letters correctly and neatly (Su2)</p>	<p><b>Gross Motor Skills.</b></p> <p>*Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>*Demonstrate strength, balance and coordination when playing.</p> <p>*Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>Fine Motor Skills.</b></p> <p>*Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>*Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>*Begin to show accuracy and care when drawing.</p>
	Reception Knowledge	To know which hand to write with.	To know how to make anticlockwise	To know how good practice with regard to exercise, eating	To know why it is important to handle different	To know how to form letters correctly.	To know how to handle a range of equipment	

		<p><b>(Au1)</b></p> <p>To know how to use the trim trail safely. <b>(Au1)</b></p> <p>To know how to use scissors effectively. <b>(Au1)</b></p> <p>To know how to use a knife and fork <b>(Au1)</b></p> <p>To know about dental hygiene <b>(Au1)</b></p>	<p>movement and retrace vertical lines. <b>(Au2)</b></p> <p>To know how to use the trim trail safely. <b>(Au2)</b></p> <p>To know how to use scissors effectively. <b>(Au2)</b></p> <p>To know about different sporting clubs running after school <b>(Au2)</b></p>	<p>sleeping and hygiene can contribute to good health. <b>(Sp1)</b></p> <p>To know how to use scissors effectively. <b>(Sp1)</b></p>	<p>apparatus safely. <b>(Sp2)</b></p> <p>To know how to use scissors effectively. <b>(Sp2)</b></p>	<p><b>(Su1)</b></p> <p>To know how to use scissors effectively. <b>(Su1)</b></p>	<p>and tools effectively. <b>(Su2)</b></p> <p>To know how to use scissors effectively. <b>(Su2)</b></p> <p>To know how to hold a pencil comfortably <b>(Su2)</b></p>	
Communication and Language.	Nursery Skills	<p>To sing rhymes and look at picture books. <b>(Au1)</b></p> <p>To talk about the different characters and what they are doing. <b>(Au1)</b></p> <p>To talk about themselves and their families. <b>(Au1)</b></p>	<p>To listen to traditional stories and retain key vocabulary. <b>(Au2)</b></p> <p>To talk about celebrations at home. <b>(Au2)</b></p> <p>To listen to stories on celebrations such as birthdays, Diwali, Christmas, Hanukah etc and</p>	<p>To sing a large repertoire of songs and rhymes <b>(Sp1)</b></p> <p>To begin to use a wide range of vocabulary in the correct context (Talk through topic) <b>(Sp1)</b></p> <p>To talk in short sentences that others can understand.</p>	<p>To be able to talk about the setting, characters and the structure of the story. <b>(Sp2)</b></p> <p>To begin to use a connective e.g. Once upon a time 'and then' <b>(Sp2)</b></p> <p>To listen to, and follow simple</p>	<p>To be able to identify the different types of vehicles they see on the road. <b>(Su1)</b></p> <p>To learn and talk about modes of transportation. <b>(Su1)</b></p> <p>To be able to answer simple questions with a relevant answer.</p>	<p>To listen to different Nursery rhymes and be able to join in, singing words confidently and clearly. <b>(Su2)</b></p> <p>To be able to answer simple questions with a relevant answer. <b>(Su2)</b></p>	

		<p>Develop communication that can be understood by others. <b>(Au1)</b></p> <p>To begin to use some topic words when talking around a theme. <b>(Au1)</b></p>	<p>to talk about them and why they are celebrated. 'Why do we celebrate our birthday?' <b>(Au2)</b></p> <p>To listen to, and follow simple instructions e.g. Get your coat and wait at the door.' <b>(Au2)</b></p> <p>To begin to use correct names for objects and tools. <b>(Au2)</b></p> <p>To begin to use some topic words when talking around a theme. <b>(Au2)</b></p>	<p><b>(Sp1)</b></p> <p>To listen to, and follow simple instructions and respond to questions appropriately. <b>(Sp1)</b></p> <p>To begin to use correct names for objects and tools. <b>(Sp1)</b></p> <p>Start a conversation and take turns <b>(Sp1)</b></p>	<p>instructions and respond to questions appropriately. <b>(Sp2)</b></p> <p>To talk in short sentences that others can understand. <b>(Sp2)</b></p> <p>When retelling stories begin to be aware of the pause at the end of sentence. <b>(Sp2)</b></p> <p>Develop longer sentences of 4-6 words. <b>(Sp2)</b></p>	<p><b>(Su1)</b></p> <p>To be able to talk about the setting, characters and the structure of the story. <b>(Su1)</b></p> <p>To be able to use connectives e.g. Once upon a time and then. <b>(Su1)</b></p> <p>To use language to organise themselves e.g. 'Let's go on a bus. You sit there...' (Su1)</p> <p>Develop longer sentences of 4-6 words. <b>(Su1)</b></p> <p>Begin to use multi-syllabic words such as hippopotamus <b>(Su1)</b></p>	To be able to talk about the setting, characters and the structure of the story with confidence. <b>(Su2)</b>	
	Nursery Knowledge	<p>To know that stories have different character which could be real and pretend. <b>(Au1)</b></p> <p>To know to sing words clearly so that they are audible. <b>(Au1)</b></p> <p>To know that it is OK to talk to others about</p>	<p>To know that stories have a beginning, middle and an end. <b>(Au2)</b></p> <p>To be able to understand simple instructions. <b>(Au2)</b></p> <p>To begin to know how to answer a question <b>(Au2)</b></p>	<p>To be able to differentiate and categorise objects based on their properties. <b>(Sp1)</b></p> <p>To remember new words I am learning when talking to others. <b>(Sp1)</b></p> <p>To be able to understand simple instructions, questions and commands.</p>	<p>To know that stories have a beginning, middle and an end. <b>(Sp2)</b></p> <p>To be able to answer questions related to the story. <b>(Sp2)</b></p> <p>To be able to understand simple instructions,</p>	<p>To know that stories have a beginning, middle and an end. <b>(Su1)</b></p> <p>To be able to answer questions related to the story. <b>(Su1)</b></p> <p>To be able to use vocabulary learnt to have a conversation with others. <b>(Su1)</b></p>	<p>To be able to independently sequence familiar rhymes and to be able to say what happens next in a story. <b>(Su2)</b></p> <p>To use the words they know appropriately to organise themselves and their play. <b>(Su2)</b></p>	

		wants and needs. <b>(Au1)</b>		<b>(Sp1)</b>	questions and commands. <b>(Sp1)</b>			
	<b>Reception Skills</b>	<p>To talk in short sentences that others can understand. <b>(Au1)</b></p> <p>To talk about themselves and others. <b>(Au1)</b></p> <p>To sing songs and rhymes <b>(Au1)</b></p> <p>To speak about a range of texts. <b>(Au1)</b></p> <p>To talk about how they have changed <b>(Au1)</b></p> <p>To say how they are feeling <b>(Au1)</b></p> <p>To begin to use the correct names for objects and tools <b>(Au1)</b></p> <p>To begin to describe the position of something. <b>(Au1)</b></p> <p>To be able to talk about the</p>	<p>To talk in short sentences that others can understand. <b>(Au1)</b></p> <p>To compare different festivals. <b>(Au2)</b></p> <p>To make comments about their observations. <b>(Au2)</b></p> <p>To talk about stories and begin to retell some familiar ones. <b>(Au2)</b></p> <p>To describe features of traditional stories. <b>(Au2)</b></p> <p>To answer how and why questions <b>(Au2)</b></p> <p>To use some tier 2 words linked to the theme <b>(Au2)</b></p> <p>To use 'and' when speaking in a sentence. <b>(Au2)</b></p> <p>To begin to describe the position of something.</p>	<p>To talk about the role of healthy food and exercise in staying healthy. <b>(Sp1)</b></p> <p>To understand that word can be extended using 'and' in a sentence <b>(Sp1)</b></p> <p>To be able to order a range of life cycles. <b>(Sp1)</b></p> <p>To begin to ask questions using how and why. <b>(Sp1)</b></p> <p>To use some tier 2 words linked to the theme in sentences. <b>(Sp1)</b></p> <p>To use 'and' when speaking in a sentence. <b>(Sp1)</b></p> <p>To use prepositional language with increasing confidence to describe something's location. <b>(Sp1)</b></p>	<p>To describe familiar texts with detail and using full sentences. Engage in non-fiction <b>(Sp2)</b></p> <p>To label and sort living things. <b>(Sp2)</b></p> <p>To describe habitats. <b>(Sp2)</b></p> <p>To begin to ask questions about familiar aspects of their environment and their learning. <b>(Sp2)</b></p> <p>To begin to ask questions using how and why. <b>(Sp2)</b></p> <p>Participate in class discussions using new vocabulary. <b>(Sp2)</b></p>	<p>To begin to research using a search engine. <b>(Su1)</b></p> <p>To say why something happens or how things work <b>(Su1)</b></p> <p>To ask questions using how and why. <b>(Su1)</b></p> <p>Participate in class discussions using new vocabulary. <b>(Su1)</b></p>	<p>To be able to give facts about a specified subject. <b>(Su2)</b></p> <p>To ask questions using how and why. <b>(Su2)</b></p> <p>Use tier two words accurately in play. <b>(Su2)</b></p>	<p><b><u>Listening and Understanding.</u></b></p> <p>*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 interaction.</p> <p>*Make comments about what they have heard and ask questions to clarify their understanding. *Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b><u>Speaking.</u></b></p> <p>*Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>*Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>*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.</p>

		<p>setting, characters and the structure of the story with confidence.</p> <p><b>(Au1)</b></p>	<b>(Au1)</b>					
	Reception Knowledge	<p>To know about others. <b>(Au1)</b></p> <p>To know familiar songs. <b>(Au1)</b></p> <p>To describe different story and non-fiction texts. <b>(Au1)</b></p> <p>To be able to talk about how different people help us. <b>(Au1)</b></p> <p>To know a range of emotions <b>(Au1)</b></p> <p>To know a range of names for tools and objects within the environment <b>(Au1)</b></p> <p>To know a bank of prepositional language (over, under, round, through, on top of.) <b>(Au1)</b></p>	<p>To know about different festivals. <b>(Au2)</b></p> <p>To begin to talk about why things happen using new vocabulary learnt. <b>(Au2)</b></p> <p>To listen to a range of stories and join in <b>(Au2)</b></p> <p>To know different traditional stories. <b>(Au2)</b></p> <p>To know a bank of prepositional language (over, under, round, through, on top of.) <b>(Au1)</b></p>	<p>To know a range of healthy food and exercise. <b>(Sp1)</b></p> <p>Express their ideas and feelings about their experiences. <b>(Sp1)</b></p> <p>To begin to know a range of connectives <b>(Sp1)</b></p>	<p>To know different features of texts (fiction and non-fiction) <b>(Sp2)</b></p> <p>To name and sort a range of living things. <b>(Sp2)</b></p> <p>To engage in meaningful conversations with others. <b>(Sp2)</b></p> <p>To be able to talk about different habitats. <b>(Sp2)</b></p>	<p>To engage in meaningful conversations with others. <b>(Su1)</b></p> <p>To talk confidently about why things happen using new vocabulary learnt. <b>(Su1)</b></p>	<p>To know different life cycles. <b>(Su2)</b></p> <p>To know a range of facts. <b>(Su2)</b></p> <p>To engage in meaningful conversations with others. <b>(Su2)</b></p>	

<b>Personal, Social and Emotional Development.</b>	<b>Nursery Skills</b>	<p>To learn about daily routines and classroom rules. <b>(Au1)</b></p> <p>To separate from main carer and learn to adapt to the Nursery environment. <b>(Au1)</b></p> <p>To select and use activities and resources, with some support if needed. <b>(Au1)</b></p> <p>To wash hands after using the toilet. <b>(Au1)</b></p> <p>To flush the toilet <b>(Au1)</b></p>	<p>To learn about daily routines and classroom rules. <b>(Au2)</b></p> <p>To be aware of behavioural expectations in the Nursery. <b>(Au2)</b></p> <p>To select and use activities and resources, with some support if needed. <b>(Au2)</b></p> <p>To show an awareness of the importance of oral health. <b>(Au2)</b></p>	<p>To learn about daily routines and classroom rules. <b>(Sp1)</b></p> <p>To learn how to share resources and play in a group. <b>(Sp1)</b></p> <p>To learn to look after resources within the class. <b>(Sp1)</b></p> <p>To listen to, and follow rules set. <b>(Sp1)</b></p> <p>To take turns whilst playing and waiting patiently to have a go. <b>(Sp1)</b></p>	<p>To learn about daily routines and classroom rules. <b>(Sp2)</b></p> <p>To show independence in accessing and exploring the environment. <b>(Sp2)</b></p> <p>To independently put on coats and use the toilet. <b>(Sp2)</b></p> <p>To listen to, and follow rules set. <b>(Sp2)</b></p> <p>To learn to look after resources within the class. <b>(Sp2)</b></p> <p>To talk about why we brush our teeth twice a day. <b>(SP2)</b></p>	<p>To be able to initiate play with peers and keep play going by giving ideas. <b>(Su1)</b></p> <p>To become more outgoing with unfamiliar people. <b>(Su1)</b></p> <p>To show more confidence in new social situations. <b>(Su1)</b></p> <p>To begin to find solutions to conflicts. <b>(Su1)</b></p> <p>To show an awareness of how others may be feeling. <b>(Su1)</b></p>	<p>To gain enough confidence to talk to adults and peers. <b>(Su2)</b></p> <p>To begin to be assertive towards others where necessary. <b>(Su2)</b></p>	
	<b>Nursery Knowledge</b>	<p>To know that they can approach adults in Nursery when needed. <b>(Au1)</b></p> <p>To know how to stay clean and tidy <b>(Au1)</b></p>	<p>To know how to adapt behaviour to suit classroom routines. <b>(Au2)</b></p> <p>To show confidence in asking adults for support. <b>(Au2)</b></p> <p>To know that oral hygiene is important and also know that</p>	<p>To know how to manage their emotions in different situations. <b>(Sp1)</b></p> <p>To know that there are boundaries set. <b>(Sp1)</b></p> <p>To know about different feelings and be able to talk about them during circle time, 'happy',</p>	<p>To be aware of the different areas in the Nursery and how to explore them safely. <b>(Sp2)</b></p> <p>To approach an adult if they need support. <b>(Sp2)</b></p> <p>To know how to brush teeth. <b>(Sp2)</b></p>	<p>To know that to play nicely it's important to share and take turns. <b>(Su1)</b></p> <p>To know that if I am upset, I can use phrases such as "stop it, I don't like it" to convey my discomfort. <b>(Su1)</b></p> <p>To know that it is OK to engage with</p>	<p>To know how to talk politely and develop an understanding of what is appropriate. <b>(Su2)</b></p> <p>To know that it is OK to challenge others, but they must remember to always be kind. <b>(Sum2)</b></p>	

			eating fruits and vegetables is healthy for teeth and our bodies. <b>(Au2)</b>	<p>'sad', 'angry' or 'worried'. <b>(Sp1)</b></p> <p>To know that we must respect our resources and out them back when we have finished with them. <b>(Sp1)</b></p> <p>To know that when playing in a group they need to share and also know that they will get a turn. <b>(Sp1)</b></p>		<p>others, even if in a different environment. <b>Su1)</b></p> <p>To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc. <b>(Su1)</b></p>	To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc. <b>(Su2)</b>	
	Nursery Jigsaw and school Values	Being me in my world Relationships	Being me in my world Responsibility	Being Healthy Change in me	Celebrating difference Risk taking	Dreams and Goals Resilience	Dreams and Goals Reasoning	
	Reception Skills	<p>To learn about daily routines and classroom rules. <b>(Au1)</b></p> <p>To select and use activities and resources, with some support if needed. <b>(Au1)</b></p> <p>To describe a friend. <b>(Au1)</b></p> <p>To know and demonstrate friendly behaviour. <b>(Au1)</b></p> <p>To understand how to be a good friend. <b>(Au1)</b></p>	<p>To learn about a range of different festivals. <b>(Au2)</b></p> <p>To learn about important dates in their lives. <b>(Au2)</b></p> <p>To build constructive and respectful relationships <b>(Au2)</b></p>	<p>To learn right from wrong. <b>(Sp1)</b></p> <p>To understand how to make the right choices and the consequences of not making the right ones. <b>(Sp1)</b></p> <p>To identify and moderate their own feelings both emotionally and socially <b>(Sp1)</b></p>	<p>To understand that people need help. <b>(Sp2)</b></p> <p>To identify ways of being helpful to others and how this will make them feel. <b>(Sp2)</b></p> <p>To describe a range of different habitats around the world and how we can look after them <b>(Sp2)</b></p> <p>To be resilient when faced with a challenge <b>(Sp2)</b></p>	<p>To consider the feelings of others <b>(Su1)</b></p> <p>To independently manage their own needs <b>(Su1)</b></p> <p>To be resilient when faced with a challenge <b>(Su1)</b></p>	<p>To learn about the different family structures. <b>(Su2)</b></p> <p>To describe a range of different habitats around the world and how we can look after them <b>(Su2)</b></p>	<p><b>Self-Regulation.</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>*Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>*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.</p> <p><b>Managing Self.</b></p> <p>Be confident to try new activities and</p>



		<p>To learn to join in with whole group activities. <b>(Au1)</b></p> <p>To choose an activity independently. <b>(Au1)</b></p> <p>To wash hands after using the toilet. <b>(Au1)</b></p> <p>To flush the toilet <b>(Au1)</b></p>			<p>To talk about why we brush our teeth twice a day. <b>(SP2)</b></p>			<p>show independence, resilience and perseverance in the face of challenges.</p> <p>*Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>*Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p><b><u>Building Relationships.</u></b></p> <p>Work and play cooperatively and take turns with others.</p>
	Reception Knowledge	<p>To know how to adapt behaviour to suit classroom routines. <b>(Au1)</b></p> <p>To describe and show friendly behaviour. <b>(Au1)</b></p> <p>To begin taking turns with their friends. <b>(Au1)</b></p> <p>To know how to stay clean and tidy <b>(Au1)</b></p>	<p>To know how to adapt behaviour to suit classroom routines. <b>(Au2)</b></p> <p>To be able to talk about different festivals. <b>(Au2)</b></p> <p>To understand why different people celebrate different things. <b>(Au2)</b></p>	<p>To be able to talk about why a character has made a poor choice and what the consequences are. <b>(Sp1)</b></p> <p>To be able to talk about how the character could have made a better choice. <b>(Sp1)</b></p> <p>To understand how they are feeling and different emotions <b>(Sp1)</b></p>	<p>To talk about the effect my behaviour has on others. <b>(Sp2)</b></p> <p>To know the importance of looking after our surroundings <b>(Sp2)</b></p> <p>To know how to solve a problem <b>(Sp2)</b></p> <p>To know how to brush teeth. <b>(Sp2)</b></p>	<p>To talk about the world that we live in and how there are similarities and differences when looking at different aspects. <b>(Su1)</b></p> <p>To know that people are different <b>(Su1)</b></p> <p>To know how to solve a problem <b>(Su1))</b></p>	<p>To be able to talk about the relationships they have at home with their family and friends. <b>(Su2)</b></p> <p>To know the importance of looking after our surroundings <b>(Su2)</b></p>	<p>*Form positive attachments to adults and friendships with peers.</p> <p>*Show sensitivity to their own and to others' needs.</p>
School Values and Vision		<p>Relationships</p> <p>The squirrels who squabbled Rachel Bright</p> <p>The Go Away Bird Julia Donaldson</p>	<p>Responsibility</p> <p>What is everybody did that? Ellen Javernick</p> <p>The Little Red Hen</p>	<p>Risk taking</p> <p>The Koala who could Rachel Bright</p> <p>Jabari Jumps Gaia Cornwall</p>	<p>Resilience</p> <p>Tilda Tried again Tom percival</p>	<p>Reasoning</p> <p>The problem with problems Rachel Rooney</p>	Recap 5r's	

Reception Jigsaw		Being me in my world Relationships	Being me in my world Responsibility	Being Healthy Change in me	Celebrating difference Risk taking	Dreams and Goals Resilience	Dreams and Goals Reasoning	
		12345 once I caught a fish alive 5 little ducks	Ring a ring o roses Wind the bobbin up	5 little little monkeys Twinkl Twinkl Baa baa black sheep	Incy wincy spider Old Macdonald	Wheels on the bus  Hickory Dickory Dock	Row row row your boat	
Understanding the World.	Nursery Skills	<p>To be able to talk about their body parts and what the function is of each part. <b>(Au1)</b></p> <p>To draw silhouettes and orally label body parts. <b>(Au1)</b></p> <p>To be able to identify similarities and differences between themselves and peers. <b>(Au1)</b></p> <p>To make self-portraits. <b>(Au1)</b></p> <p>To explore the different jobs that people in our families do. How do these people help us? (paramedics/nurses/ doctors/fire fights/postman/ shop assistant etc). <b>(Su1)</b></p>	<p>To know that everyone has a birthday and they are usually celebrated in a similar manner around the world. <b>(Au2)</b></p> <p>To know that some celebrations are specific to some cultures, for example, Diwali is usually celebrated by Hindu's and Sikhs, Hanukah is celebrated by Jewish people and Christmas is celebrated by Christians. <b>(Au2)</b></p>	<p>To listen to traditional stories such as Goldilocks and Three Little Pigs and talk about the habitats. <b>(Sp1)</b></p> <p>Talk about the life cycle of a plant and animals. <b>(Sp1)</b></p> <p>Make comparisons between habitats of farm animals and wild animals. <b>(Sp1)</b></p> <p>To listen to rhymes such as Humpty Dumpty and Baa Baa Black Sheep and talk about where eggs/wool come from and talk about what we use these for. <b>(Sp1)</b></p> <p>To begin to sort animals that come out in the daytime and night time <b>(Sp1)</b></p> <p>To talk about a celebration</p>	<p>To listen to traditional stories such as Jack and the Beanstalk and talk about plants. Plant their own seeds and check how tall the plants grow. <b>(Sp2)</b></p> <p>To learn about Easter. <b>(Sp2)</b></p> <p>To use senses to explore the world around them <b>(Sp2)</b></p> <p>To begin to spot the changing seasons <b>(Sp2)</b></p> <p>Make own habitats using a range of resources. <b>(Sp2)</b></p>	<p>To learn about different modes of transportation and who operates them, how they travel to school, local area and natural environment. <b>(Su1)</b></p> <p>To use senses to explore the world around them. <b>(Su1)</b></p> <p>To talk about the moon <b>(Su1)</b></p> <p>To talk about where we live and look at somewhere not the same (e.g. desert, polar etc) <b>(Su1)</b></p>	<p>Talk about where food comes from and bake a range of things. <b>(Su2)</b></p> <p>To use the computer to complete a simple task. <b>(Su2)</b></p> <p>To talk about what you might do on holiday and where you might go <b>(Su2)</b></p> <p>Operate simple equipment e.g. turn on CD player or use a remote control. <b>(Su2)</b></p> <p>To begin to make or follow simple maps <b>(Su2)</b></p>	

				(Sp1)				
	Nursery Knowledge	<p>To know about family structures and be able to talk about who is part of their family. (Au1)</p> <p>To know that adults do a variety of jobs and that they are not all the same. (Au1)</p> <p>To show an awareness of the emergency services and how they can help us. (Au1)</p>	To learn about the different stories related to Autumn festivals and Christmas (Au2)	<p>To know the difference between farm animals and wild animals. (Sp1)</p> <p>To be able to categorise animals by their characteristics. (Sp1)</p> <p>Wild animals live in forests/jungles/ safari and sometimes zoo's or aquariums. (Sp1)</p> <p>To begin understand the importance of looking after our environment and all living things and where we can collect natural resources from. (Sp1)</p> <p>To know that difference creatures live in different places based on their characteristics, e.g. farm animals can live around people, however wild animals can be dangerous so we have to be careful. (Sp1)</p> <p>To know that different animals and birds produce</p>	<p>To know that every living being has a life cycle and they change in shape and size as they grow. (Sp2)</p> <p>To know that living beings follow a similar growth pattern and make comparisons. (Sp2)</p> <p>To know about who celebrates Easter and what is its significance. (Sp2)</p> <p>To begin understand the importance of looking after our environment and all living things and where we can collect natural resources from. (Sp2)</p> <p>To know about the signs of changing seasons (Sp2)</p> <p>To know what is in the night sky (Sp2)</p>	<p>To know similarities and differences between modes of transportation. (Su1)</p> <p>To know simple facts about the moon (Su1)</p> <p>To know that people live in different places (Su1)</p>	<p>To begin understand the importance of looking after our environment and all living things` and where we can collect natural resources from. (Su2)</p> <p>To know where we can go on holiday (Su2)</p> <p>To make patterns on the computer. (Su1)</p> <p>To know what a map is (Su1)</p>	

				<p>food that we consume and there are different people who make food that we can buy in the supermarket. <b>(Sp1)</b></p> <p>To talk about importance of people who help us (farmer, milkman, shopkeeper) <b>(Sp1)</b></p> <p>To know that people can celebrate in different ways (chinese new year.) <b>(SP1)</b></p>				
	Key People in history	Grandparents? Great Grandparents	Baby Jesus	Milkman Farmers	<b>Astronauts</b>		Punch and Judy	
	Nursery Religious Education.	<p><b>Celebrations</b> <b>How do people celebrate?</b></p> <p><i>Hinduism - Diwali</i></p> <p>To know about family structures and be able to talk about who is part of their family.</p> <p><b>(Au1)</b></p>	<p>To talk about a special event in their life.</p> <p><b>(Au2)</b></p>	<p><b>Story time</b> <b>What can we learn from stories?</b></p> <p>Christianity Noah's Ark</p> <p>To begin understand the importance of looking after our environment and all living things and where we can collect natural resources from.</p> <p><b>(Sp1)</b></p>	<p><b>Easter</b> <b>What is Easter?</b> <b>Why do Christians celebrate Easter?</b></p> <p>Christianity</p> <p>To know about who celebrates Easter and what is its significance.</p> <p><b>(Sp2)</b></p>	<p><b>Special Places</b> <b>Do you have a special place?</b> <b>What makes a place special?</b> <b>Where is it and why is it special for you?</b></p> <p><i>Islam</i></p> <p><i>Christianity</i></p> <p>To know that people live in different places</p>	<p><b>Special People</b> <b>What makes people special?</b> <b>What clothes do special people wear?</b> <b>How am I special?</b></p> <p><i>Islam</i></p> <p><i>Christianity</i></p> <p>To talk about differences in people e.g. clothes</p>	

				To talk about how humans can help animals <b>(Sp1)</b>	To talk about a special event in their life. <b>(Sp2)</b>  To talk about Easter <b>(Sp2)</b>	<b>(Su1)</b>  To know that people live in different places <b>(Su1)</b>	(emergency services, people who work locally, religious dress etc)  <b>(Su2)</b>	
	Reception Skills	<p>To talk about how they have changed since they were a baby. <b>(Au1)</b></p> <p>To talk about the changes they observe in their environment – Seasons link. <b>(Au1)</b></p> <p>To be able to talk about the different jobs that adults do and how they can help us (paramedics/nurses/ doctors/fire fights/postman/ shop assistant etc). <b>(Au1)</b></p>	<p>To talk about how Hindus celebrate Diwali. <b>(Au2)</b></p> <p>To talk about and name some nocturnal animals (linked to autumn and changing seasons) <b>(Au2)</b></p> <p>To retell the Christmas Story <b>(Au2)</b></p> <p>To talk about a special event in their life. <b>(Au2)</b></p> <p>To decide which material is best to build a strong house <b>(Au2)</b></p>	<p>To identify and sort minibeasts <b>(Sp1)</b></p> <p>To talk about where food comes from <b>(Sp1)</b></p> <p>To classify nocturnal and diurnal animals <b>(Sp1)</b></p> <p>Wild animals live in forests/jungles/ safari and sometimes zoo's or aquariums. <b>(Sp1)</b></p> <p>Talk about the life cycle of a plant and animals. <b>(Sp1)</b></p> <p>To talk about how humans can help animals <b>(Sp1)</b></p> <p>To compare the Chinese new year to our new year. <b>(Sp1)</b></p>	<p>To identify and sort healthy/unhealthy foods. <b>(Sp2)</b></p> <p>To identify and group a range of fruits and vegetables. <b>(Sp2)</b></p> <p>To talk about a special event in their life. <b>(Sp2)</b></p> <p>To talk about Easter <b>(Sp2)</b></p> <p>To identify the seasons <b>(Sp2)</b></p> <p>To be able to look after the environment <b>(Sp2)</b></p> <p>To sort materials for recycling <b>(Sp2)</b></p>	<p>To talk about the features of our local area <b>(Su1)</b></p> <p>To talk about the moon and people who have visited it <b>(Su1)</b></p> <p>To describe how vehicles have changed over time <b>(Su1)</b></p> <p>To talk about how the vehicles parents and grandparents have used have changed over time <b>(Su1)</b></p>	<p>Exploring a range of habitats, looking at why the animal lives like that. <b>(Su2)</b></p> <p>Making treasure maps to direct friends to a 'goal'. Exploring maps of the world. <b>(Su2)</b></p> <p>Talking about the life cycle of plants and animals and what they need to survive <b>(Su2)</b></p> <p>To talk about which animals and plants can survive in hot and cold climates <b>(Su2)</b></p> <p>To compare habitats by the sea to other ones we know well <b>(Su2)</b></p>	<p><b><u>Past and Present.</u></b> Talk about the lives of the people around them and their roles in society.</p> <p>*Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>*Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b><u>People, Culture and Communities.</u></b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>*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.</p>

								<p>*Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b><u>The Natural World.</u></b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>*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.</p> <p>*Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
	Reception Knowledge	<p>To know the names of different body parts. <b>(Au1)</b></p> <p>To know that there are many countries around the world. <b>(Au1)</b></p> <p>To know that people in other countries may speak different languages. <b>(Au1)</b></p> <p>To know that adults do a variety of jobs. <b>(Au1)</b></p> <p>To know that the emergency services exist and what they do. <b>(Au1)</b></p>	<p>To know that people around the world have different religions. <b>(Au2)</b></p> <p>To know that Mendi and Rangoli patterns are created to celebrate Diwali. <b>(Au2)</b></p> <p>To know that some animals are nocturnal. <b>(Au2)</b></p> <p>To know the Christmas story <b>(Au2)</b></p> <p>To name different types of houses. <b>(Au2)</b></p> <p>To understand that materials can be used for different things.</p>	<p>To know the names of minibeads <b>(Sp1)</b></p> <p>To begin understand the importance of looking after our environment and all living things and where we can collect natural resources from. <b>(Sp1)</b></p> <p>To know the difference between farm animals and wild animals. <b>(Sp1)</b></p> <p>To know about David Attenborough <b>(Sp1)</b></p> <p>To know about the new year in the UK and the new year in China <b>(Sp1)</b></p>	<p>To know that humans and other animals can grow <b>(Sp2)</b></p> <p>To know that some foods are unhealthy. healthy and unhealthy foods. <b>(Sp2)</b></p> <p>To know the names of common fruits and vegetables. <b>(Sp2)</b></p> <p>To understand and use positional language. <b>(Sp2)</b></p> <p>To know that Christians celebrate Easter. <b>(Sp2)</b></p> <p>To know what happens when a season changes <b>(Sp2)</b></p> <p>To know what to do to protect the environment <b>(Sp2)</b></p>	<p>To select appropriate materials according to their properties. <b>(Su1)</b></p> <p>To name and identify a range of different materials and to know how they are used in familiar environments. <b>(Su1)</b></p> <p>To know about the local area <b>(Su1)</b></p> <p>To know about the moon and Neil Armstrong <b>(Su1)</b></p> <p>To know facts about vehicles past and present <b>(Su1)</b></p>	<p>To read maps and know the features of them <b>(Su2)</b></p> <p>To know about hot and cold countries (mapwork) <b>(Su2)</b></p> <p>To know the features of a map <b>(Su2)</b></p>	

	Key people in history	Florence Nightingale	Postman Eric Carle	David Attenborough	Neil Armstrong		Mary Anning	
	Reception Religious Education.	<b>Celebrations</b> <b>How do people celebrate?</b>  <i>Hinduism - Diwal</i> To know about family structures and be able to talk about who is part of their family. <b>(Au1)</b>	To talk about a special event in their life.  <b>(Au2)</b>	<b>Story time</b>  <b>What can we learn from stories?</b>  <b>Story time</b>  <b>What can we learn from stories?</b>  Christianity Noah's Ark  <b>Hindu story</b>  To begin understand the importance of looking after our environment and all living things and where we can collect natural resources from. <b>(Sp1)</b>  To talk about how humans can help animals <b>(Sp1)</b>	<b>Easter</b>  <b>What is Easter?</b>  <b>Why do Christians celebrate Easter?</b>  Christianity  To know about who celebrates Easter and what is its significance. <b>(Sp2)</b>  To talk about a special event in their life. <b>(Sp2)</b>  To talk about Easter <b>(Sp2)</b>	<b>Special Places</b>  <b>Do you have a special place? What makes a place special? Where is it and why is it special for you?</b>  <i>Islam</i> <i>Christianity</i>  To know that people live in different places <b>(Su1)</b> To know that people live in different places <b>(Su1)</b>	<b>Special People</b>  <b>What makes people special?</b>  <b>What clothes do special people wear?</b>  <b>How am I special?</b>  <i>Islam</i> <i>Christianity</i>  To talk about differences in people e.g. clothes (emergency services, people who work locally, religious dress etc) <b>(Su2)</b>	
Expressive Arts and Design.	Nursery Skills	Listening to and join in with Nursery rhymes and use musical instruments to tap out a rhythm. <b>(Au1)</b>  To learn about art and music of	Sing familiar Nursery Rhymes. <b>(Au2)</b>  To use different colours and materials to make Rangoli Patterns. <b>(Au2)</b>	To begin to use scissors effectively. <b>(Sp1)</b>  To begin to act out different scenarios using props to enhance imaginative play. <b>(Sp1)</b>	To learn about different textures and talk about them. <b>(Sp2)</b>  Feely bag activities with different objects for children to	To use puppets and props to act out different traditional stories. <b>(Su1)</b>  To make masks for role play. <b>(Su1)</b>	Sing familiar Nursery Rhymes alongside playing instruments and follow the rhythm. <b>(Su2)</b>	



		<p>Africa for Black History Month. <b>(Au1)</b></p> <p>Uses various construction materials. <b>(Au1)</b></p>	<p>To make salt dough Diva's. <b>(Au2)</b></p> <p>To make Christmas cards and decorations for friends and family using a range of media. <b>(Au2)</b></p> <p>To make Hanukah cards. <b>(Au2)</b></p> <p>To make patterns with paint and different objects, exploring what happens when you mix colours. <b>(Au2).</b></p> <p>Joins construction pieces together to build and balance. <b>(Au2)</b></p> <p>To begin to create closed shapes and continuous lines to represent objects <b>(Au2)</b></p>	<p>Sing familiar songs or make up own songs. <b>(Sp1)</b></p> <p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. <b>(Sp1)</b></p> <p>To play instruments with increasing control. <b>(Sp1)</b></p> <p>To begin to create closed shapes and continuous lines to represent objects <b>(Sp1)</b></p> <p>To notice details in artists work (colour, movement, line) <b>(Sp1)</b></p>	<p>feel and describe. <b>(Sp2)</b></p> <p>To engage in role play by making stick puppets of different story characters. <b>(Sp2)</b></p> <p>Sing familiar Nursery Rhymes. <b>(Sp2)</b></p> <p>Realises tools can be used for a purpose. <b>(Sp2)</b></p> <p>To create closed shapes with continuous lines which represent objects that can be spoken about or identified. <b>(Sp2)</b></p> <p>To sing the melodic shape (melodies moving up and down, down and up) of familiar songs <b>(Sp2)</b></p>	<p>Sing familiar songs in the correct tone and changing melody if appropriate. <b>(Su1)</b></p> <p>Uses available resources to create props to support role-play. <b>(Su1)</b></p> <p>To use available props to develop stories and make imaginative play more purposeful. <b>(Su1)</b></p> <p>To show different emotions in pictures clearly. <b>(Su1)</b></p> <p>To draw with increasing control, representing features and detail clearly. <b>(Su1)</b></p> <p>To join materials together <b>(Su1)</b></p> <p>To talk about their drawings <b>(Su1)</b></p>	<p>To listen to music and create movements to the different beats. <b>(Su2)</b></p> <p>To construct with bricks and blocks to make an enclosure. <b>(Su2)</b></p> <p>Explore different materials freely, using them with a purpose. <b>(Su2)</b></p> <p>To create their own songs or improvise one they already know <b>(Su2)</b></p>	
	Nursery Knowledge	To know that different musical instruments make different sounds and to differentiate between the	To know how different colours and materials can be used to create things. <b>(Au2)</b>	To know how colours can be mixed to make a new colour. <b>(Sp1)</b>	To know about the different materials and what can be created with them. <b>(Sp2)</b>	To know how to use props appropriately for particular stories. <b>(Su1)</b>	To know that body movements can be changed depending on the rhythm to achieve a	

		<p>sounds, sharing thoughts and feelings about what they have heard. <b>(Au1)</b></p> <p>To know that certain art types belong to different cultures. E.g. Africa. <b>(Au1)</b></p> <p>For children to be able to construct with a purpose and safely. <b>(Au1)</b></p>	<p>To learn about art and crafts from different cultures e.g. Rangoli patterns and divas are from India and Christmas is celebrated by Christians all around the world. <b>(Au2)</b></p>	<p>To use their imagination to create different works of art. <b>(Sp1)</b></p> <p>For children to be able to construct with a purpose and safely. <b>(Sp1)</b></p> <p>To play instruments to express feelings and ideas. <b>(Sp1)</b></p> <p>To know about the work of an artist <b>(Sp1)</b></p>	<p>To use their knowledge of stories in acting them out with friends. <b>(Sp2)</b></p> <p>Sing songs clearly using correct words that have been learned. <b>(Sp2)</b></p> <p>To know how to create recognisable representations of objects. <b>(Sp2)</b></p> <p>Play instruments with increasing control to represent their feelings <b>(Sp2)</b></p>	<p>To know that they can change their voices whilst singing or acting out stories to create a dramatic effect. <b>(Su1)</b></p> <p>For children to be able to construct with a purpose and safely. <b>(Su1)</b></p> <p>To know how to use available props to develop stories and make imaginative play more purposeful. <b>(Su1)</b></p> <p>To know how to use different tools to join materials together <b>(Su1)</b></p>	<p>desired effect. <b>(Su2)</b></p> <p>To know that different construction toys can be used to make new things that can be used in pretend play. <b>(Su2)</b></p> <p>To show confidence in choice of media when creating a model or picture. <b>(Su2)</b></p> <p>To know how tunes carry different melodies, tempo and rhythm <b>(Su2)</b></p>	
	Reception Skills	<p>To remember the words to a range of songs. <b>(Au1)</b></p> <p>To give meaning to the marks that are made. <b>(Au1)</b></p> <p>To use role play to show how 'People who Help Us'. <b>(Au1)</b></p> <p>To be able to mix colours to create a desired effect</p>	<p>To design a Rangoli pattern. <b>(Au2)</b></p> <p>Uses simple tools and techniques competently and appropriately. <b>(Au2)</b></p> <p>To develop storylines in play <b>(Au2)</b></p> <p>To know which materials to select for a purpose <b>(Au2)</b></p>	<p>To explore and recreate Aboriginal Art. To draw a range of plants and fruits. <b>(Sp1)</b></p> <p>To use resources to create own props. <b>(Sp1)</b></p> <p>Constructs with a purpose in mind, using a variety of resources. <b>(Sp1)</b></p> <p>To listen attentively, move and talk</p>	<p>To use a range of resources to create own props to aid role play. <b>(Sp2)</b></p> <p>To plan, carry out and evaluate and change where necessary. <b>(Sp2)</b></p> <p>Manipulates materials to achieve a planned effect. <b>(Sp2)</b></p>	<p>To use what they have learnt about media and materials in an original way and be able to explain their choices. <b>(Su1)</b></p> <p>Selects appropriate resources and adapts work where necessary. <b>(Su1)</b></p>	<p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <b>(Su2)</b></p>	<p><b><u>Creating with Materials.</u></b></p> <p>*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>*Share their creations, explaining the process they have used.</p> <p>*Make use of props and materials when role playing characters in narratives and stories.</p>

		(Au1)		<p>about music, expressing feelings and responses <b>(Sp1)</b></p> <p>To sing in a group matching pitch and melody <b>(Sp1)</b></p> <p>To talk about the work of an artist (Colour, lines, movement) <b>(Sp1)</b></p>	<p>To know that instruments make different sounds. To understand how to keep the beat and rhythm <b>(Sp2)</b></p> <p>To appraise dance and performance art <b>(Sp2)</b></p> <p>To develop storylines in play <b>(Sp2)</b></p>			<p><b><u>Being Imaginative and Expressive</u></b></p> <p>*Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>*Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
	Reception Knowledge	<p>To learn a range of songs from around the world. <b>(Au1)</b></p> <p>To know that people from different countries may have different traditions. <b>(Au1)</b></p> <p>For children to be able to safely construct with a purpose and evaluate their designs. <b>(Au1)</b></p> <p>To know how to use primary colours to make tertiary ones <b>(Au1)</b></p>	<p>To learn the names of different tools and techniques that can be used to create Art. <b>(Au2)</b></p> <p>To experiment with creating different things and to be able to talk about their uses. <b>(Au2)</b></p>	<p>To understand that pictures can be created by making observations or by using imagination. <b>(Sp1)</b></p> <p>To use paints, pastels and other resources to create observational drawings. <b>(Sp1)</b></p> <p>For children to be able to safely construct with a purpose and evaluate their designs. <b>(Sp1)</b></p> <p>To know about different artist <b>(Sp1)</b></p>	<p>To use a range of props to support and enhance role play. <b>(Sp2)</b></p> <p>To identify and select resources and tools to achieve a particular outcome. <b>(Sp2)</b></p> <p>To use instruments with control and keep the beat <b>(Sp2)</b></p>	<p>To know the different uses and purposes of a range of media and materials. <b>(Su1)</b></p> <p>For children to be able to safely construct with a purpose and evaluate their designs. <b>(Su1)</b></p> <p>To make up own songs and melodies <b>(Su1)</b></p>	<p>To describe ways of safely using and exploring a variety of materials. <b>(Su2)</b></p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using. <b>(Su2)</b></p>	
	Reception Artists		Van Goughs Bridges – link to 3	Matisse – book Snail Trail	Eric Carle artwork/illustrations	George Seurat – Pointillism	David Hockney – landscapes	

		Fringing Pleating Cones	Billy goats gruff, 3 pigs  Curling Tab rolling		Van Gough Sunflowers		Andy Goldsworthy – natural art	
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