
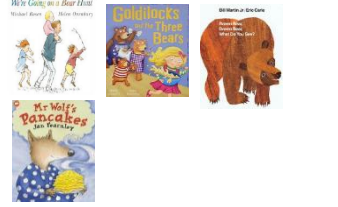











Autumn Term		Spring Term		Summer Term	
Autumn 1 A - I am Special/Autumn and Harvest B – Ourselves – All About Me/ Autumn and Harvest	Autumn 2 A - Food Glorious Food/Winter and Christmas B – Fizz, Bang, Whizz/Winter, Christmas and Toys	Spring 1 A - All About Bears B – Castles and Cottages/Dinosaurs	Spring 2 A - Spring on the farm B – Plants and Mini-beasts/Spring	Summer 1 A - On the Move B – Circus and Superheroes(People Who Help Us)	Summer 2 A - On Safari B – Under the Sea and Pirate Adventures
					
					
Big Questions					
A - What if the leaves never fell? B – Should you eat that?	A – Do we waste too much food? B – Can you catch a star?	A – Is it cold enough for polar bears? B – Is your house friendly to the planet?	A – Is it good to have farms? B – Do we need insects?	A – Do we use cars too much? B – Can I save the world?	A – Is it too hot in summer? B – Should we leave more than footprints at the beach?
School Values					
RESPECT A - The good Samaritan Luke 10: 25-37 B – 5 th Commandment Honour Your Father and Mother	FRIENDSHIP A – Matthew 10:30 Jesus as a Friend B – David and Jonathon Samuel 1: 18-19	LOVE Love thy neighbour as thyself Matthew 22:34-40	FORGIVENESS Prodigal Son Luke 15:11-22	PERSERVERENCE A - The Shepherd looking for the Lost Sheep Luke 15: 3-7 B – The Parable of the Persistent Widow Luke 18:1-8	TRUST A - The Rainbow as a sign of God's promise Genesis 10:12-15 B – Noah's Ark Genesis 7

Religious Education

<p>Why is the word 'God' so important to Christians?</p> <ul style="list-style-type: none"> • Creation story • Harvest • God is special • The Lord's prayer 	<p>How can we care for our wonderful world?</p> <ul style="list-style-type: none"> • The story of Adam • God made all things • The Creed • Looking after God's world together <p>Why do Christians perform nativity plays at Christmas?</p> <ul style="list-style-type: none"> • The birth of Jesus • Special ways Christians celebrate 	<p>What makes every single person unique and precious?</p> <ul style="list-style-type: none"> • Everyone is precious to Jesus/God • Thanksgiving service • How are children welcomed into other religions? • the Golden Rule • the Children's society 	<p>Why do Christians put a cross in an Easter garden?</p> <ul style="list-style-type: none"> • Palm Sunday and the Palm cross • Celebrating Easter • Easter story • Easter gardens • The symbol of the cross 	<p>How can we help others when they need it?</p> <ul style="list-style-type: none"> • The Good Samaritan • Candles • Asking God for help • Talking about our worries • Lent and helping others 	<p>Which places are special and why?</p> <ul style="list-style-type: none"> • Special places for people • The church and Mosque • Church visit • Awe and wonder <p>Which stories are special and why?</p> <ul style="list-style-type: none"> • Our favourite stories • The Bible • Special stories from other religions
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Communication and Language

<ul style="list-style-type: none"> • I can listen to rhymes and familiar stories • I can understand 'who', 'what' 'where' in simple questions • Follow one step instructions • I can use simple sentences • I can start to use pronouns and use plurals and prepositions • Develop an ability to listen carefully • Engage in story times • Listen to and talk about stories to build familiarity and understanding • Learn rhymes, poems and songs • Engage in non-fiction books 	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens • Develop their communication but may continue to have problems with irregular tenses and plurals • Can start a conversation with an adult or a friend and continue it for many turns • Learn new vocabulary and use it in different contexts • Connect one idea or action to another, beginning to use some connectives such as 'and' 'because' 'then' • Listen to and talk about selected non-fiction to 	<ul style="list-style-type: none"> • Use longer sentences of four to six words • Understand a question or instruction that has two parts • Sing a large repertoire of songs • Use new vocabulary through the day • Articulate their ideas and thoughts in well-formed sentences • Ask questions to find out more and to check they understand what has been said to them • Be able to listen in new contexts, such as in assemblies, larger groups, outside, with visitors 	<ul style="list-style-type: none"> • Use a wider range of vocabulary • Use talk to organise themselves and their play • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words • Use talk to help work out problems and organise thinking and activities and explain how things work and why they might happen 	<ul style="list-style-type: none"> • Know many rhymes, be able to talk about familiar books, and be able to tell a long story • 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 • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary • Offer explanations for why things might happen, making use of recently introduced 	<ul style="list-style-type: none"> • Understand 'why' questions • Be able to express a point of view when they disagree with an adult or a friend, using words as well as actions • 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 • Express their ideas and feelings about their experiences using full sentences, including use of
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	develop a deep familiarity with new knowledge and vocabulary			vocabulary from stories, non-fiction, rhymes and poems when appropriate	past, present and future tenses and making use of conjunctions, with modelling and support from their teacher
Personal, Social and Emotional Development					
<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. • I can follow the rules and routines of Nursery • Become more outgoing with unfamiliar people, in the safe context of their setting • Develop friendships with other children • See themselves as a valuable individual • Express their own feelings • With support, be able to take turns and share resources • Show they can give focussed attention to the teacher or adult over short periods • Make some thoughtful responses to conversation and stories • Follow a simple instruction • Can put on own coat 	<ul style="list-style-type: none"> • I can decide where to play and what resources I want to use • I can complete a job/activity I have been asked to do • I can share and take turns with adult support • Manage own personal hygiene – toileting and hand washing • Show an understanding of healthy and unhealthy foods and activities • Recognise and understand the feelings of others • Build constructive and respectful relationships with adults • Be able to play alongside peers, perhaps forming a relationship with one or two close friends 	<ul style="list-style-type: none"> • Increasingly follow rules, understanding why they are important • Remember rules without needing an adult to remind them • Play with one or more other children, extending and elaborating play ideas • Share resources and toys • Identify and moderate their own feelings socially and emotionally • Show some consideration of other people's feelings and sometimes modify their behaviour • Think about the perspectives of others • Be able to take turns with a partner • Be able to play within a small group • Show an ability to moderate their behaviour so 	<ul style="list-style-type: none"> • Show more confidence in new social situations • Find solutions to conflicts and rivalries • I can use the toilet and wash my hands independently • Ask others for a turn/to organise sharing resources • Follow a 2 step instruction • Show resilience and perseverance in the face of challenge • Know and talk about the different factors that support their overall health and wellbeing: regular toothbrushing, sensible amounts of 'screen time'. Having a good sleep routine, being a safe pedestrian • Be able to discuss healthy choices • Form wider relationships with 	<ul style="list-style-type: none"> • Develop appropriate ways of being assertive • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' • Be increasingly independent in meeting their own care needs • Understand gradually how others might be feeling • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly • Give focussed 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 	<ul style="list-style-type: none"> • Talk with others to solve conflicts • Make healthy choices about food, drink, activity and toothbrushing • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate • Explain the reasons for rules, know right from wrong and try to behave accordingly • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food • Form positive attachments to familiar adults and friendships with peers

		children within a group are all happy <ul style="list-style-type: none"> • Make appropriate responses to conversation • Manage their own needs • Be able to do fastenings on coat, put on hats and gloves 	children across the class and year group <ul style="list-style-type: none"> • Work with a variety of adults 	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Work and play cooperatively and take turn with others 	<ul style="list-style-type: none"> • Show sensitivity to their own and others needs
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Physical Development

<ul style="list-style-type: none"> • I can build independently • I can push myself along on a wheeled toy or scooter • I can use the toilet, sometimes needing reminders • I can pull down a jumper or top and up my lower garments when on • I can start to show control in holding and using tools like hammers, and mark-making tools • I am starting to use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor • I can continue to develop fundamental movement skills including rolling, crawling, walking, jumping, skipping etc • I can manage skills needed to manage 	<ul style="list-style-type: none"> • I can walk upstairs or climb up apparatus using alternate feet • I sometimes need help with putting my arms in sleeves but I am showing more willingness to have a go • I can make marks using mark-making tools, including paint, chalk, pens and pencils • I can take off and put on my shoes • I can use scissors to make snips in paper • I can use a range of tools competently relating to fine motor skills eg pencils for drawing • I can confidently and safely use a range of large and small apparatus 	<ul style="list-style-type: none"> • I can ride a tricycle • I can explore different ways of moving depending on the task • I can show a preference for a dominant hand • I can move large items with a group of children • I can wave flags and streamers, paint and make marks using large movements • I can show control and direction in using mark-making tools • I can use a dominant hand and beginning to use a good pencil grip, including using the tripod grip • I can develop my overall body strength, co- 	<ul style="list-style-type: none"> • I am starting to balance and ride scooters and bikes • I can show increasing control in ball skills including rolling, kicking and aiming • I can use the toilet independently • I can put my coat on myself and pull up the zip when fastened at the bottom • I can take off and put on my own socks and shoes • I can use scissors to cut along a line • I can progress towards a fluent style of moving, with control and grace • I can use a range of ball skills that involve kicking, 	<ul style="list-style-type: none"> • I can explore the use of a knife and fork, learning how to use these independently • I can skip, hop and stand on one leg • I can balance and hold a pose for musical statues • I can use a comfortable grip with good control when holding pens and pencils • I can use scissors to cut around an object • Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and coordination when playing 	<ul style="list-style-type: none"> • I can ride a scooter and a bike • I can use the toilet independently and wash my hands with soap and water • I can direct and support carrying a large item with a group of children • I can put on my coat and do up the zip • I can dress myself • Begin to show accuracy and care when drawing
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<p>school day eg personal hygiene, mealtimes, lining up, putting on my coat</p> <ul style="list-style-type: none"> I can draw a simple picture 	<p>indoors and outdoors</p> <ul style="list-style-type: none"> I can combine movements with ease and fluency 	<p>ordination, balance and agility</p> <ul style="list-style-type: none"> I can use scissors and cutlery competently I can know and talk about factors to support overall health and wellbeing I can show some independence in self-care such as fastening my coat 	<p>throwing, patting and aiming</p> <ul style="list-style-type: none"> I am beginning to show a confidence and accuracy in my handwriting style I can control my pencil to able to draw a more detailed picture 	<ul style="list-style-type: none"> Move energetically such as running, jumping, dancing, hopping, skipping and climbing Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases 	
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Literacy

Comprehension

<ul style="list-style-type: none"> I can handle books with care I can give my attention when sharing a book with an adult, responding to the pictures and words I can comment on the story, using key words to share my ideas Develop play around favourite stories using props I can recognise my own name I can join in with rhymes and stories Listen and enjoy a range of stories Hold a book correctly, handle with care Know that a book has a title, beginning, middle and an end and can hold the book the 	<ul style="list-style-type: none"> I can express a preference by choosing a story I want to share with an adult or another children I can look for a story to explore independently I can join in with repeated phrases and anticipate key events I can use actions and gestures to join in with the story I can explore rhyme through story I can join in with the rhythm of well known rhymes and stories I can tell a story to friends 	<ul style="list-style-type: none"> I can correctly hold a book and turn the pages I can comment on the characters in the story I can fill in the missing words by recognising the repeated rhythm or rhyme in the story I can explore alliteration and rhyme through stories shared Notice some print, such as the first letter of their name, a bus or a door number, or a familiar logo I can identify rhymes and find my own rhymes 	<ul style="list-style-type: none"> I can ask questions about the story I can answer questions about the story I can independently explore the reading area and sit with a story, looking at the illustrations I can recognise print and suggest what the text might say, using the illustrations to help me I can recognise my own name I can talk about stories I have listened to and make predictions 	<ul style="list-style-type: none"> I can read the story to myself, creating my own narrative on what I think is happening I can suggest what might happen next I can answer questions about the story in more detail and with great recall Share ideas and feelings about a story from the point of view of a character Answer why and how questions about a book Know the difference between different types of text 	<ul style="list-style-type: none"> I can correctly identify where to find the story title and the blurb I can explore a story and point to the text, moving my finger from left to right, and from top to bottom across the print on the page I can recall stories shared, no longer needing the visuals for support I can make input during a conversation about a story, reflecting on the events, characters and story setting
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<p>right way up and turn some pages appropriately</p> <ul style="list-style-type: none"> • Know that text in English is read top to bottom and left to right • Know the difference between text and illustrations • Know the difference between fiction and non-fiction books 	<ul style="list-style-type: none"> • Complete a repeated refrain in a familiar rhyme, story or poem being read aloud • Know that the author writes the words and the illustrator draws the pictures 	<ul style="list-style-type: none"> • I can talk about my favourite book • Sequence a story using visual prompts • Talk about key features of favourite stories including the character and setting • Read and talk about what they have just read 	<ul style="list-style-type: none"> • Retell familiar stories • Make a prediction about what happens next and begin to justify thinking 	<ul style="list-style-type: none"> • Innovate a familiar story • Recall the main points in text in the correct sequence, using own words and using new vocabulary 	<ul style="list-style-type: none"> • I can blend sounds spoken to create a word • I can identify spoken words with the same initial sounds • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Anticipate key events in stories • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play
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Writing

<ul style="list-style-type: none"> • Enjoy drawing freely • I can independently explore different mark-making tools • I can write my name • I can sit on a chair with a straight back and my feet on the floor (with support) • I can form some letters correctly 	<ul style="list-style-type: none"> • I can give meaning to the marks I make, through comments, actions or gestures • I can make marks to label my drawings, explaining what the mark means • I can segment words I want to write, hear the sounds and find the 	<ul style="list-style-type: none"> • I can copy some of the letters in my name, showing some control and direction • I can make marks to represent my name • I can make marks using my experience of letters and print, 	<ul style="list-style-type: none"> • I can independently recall and write some of the letters in my first name • I can talk in more detail about the marks I have made • I can write short sentences with words with known 	<ul style="list-style-type: none"> • I can form some letters correctly in my name • I can make marks with intent and direction, giving my attention and adding detail • I can identify the beats/syllables in words 	<ul style="list-style-type: none"> • I can independently recall and write some or all of the letters in my first name • I can identify the initial sound of the word I want to write and make a representation
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<ul style="list-style-type: none"> I can recognise a capital letter at the start of my name 	<p>corresponding letter on a letter mat</p> <ul style="list-style-type: none"> I can record these letters in order, with some prompting 	<p>for example writing a list by making marks from the top of the page to the bottom, or making marks to represent an address on an envelope</p> <ul style="list-style-type: none"> I can write 'pretend' letters and give meaning to these marks I can form lower-case letters correctly I can begin to rehearse what I want to write orally before writing I can re-read what I have written to check that it makes sense I can use a tripod grasp 	<p>letter-sound correspondences using a capital letter and full stop (with support)</p>	<ul style="list-style-type: none"> Write recognisable letters most of which are correctly formed I can write short sentences with words with known letter-sound correspondences using a capital letter and full stop (independently) 	<ul style="list-style-type: none"> I can start to identify the sounds in words by segmenting orally Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others
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Word Reading Following LCP Phonics

<p>Aspect 1: Environmental sounds Aspect 2: Instrumental Sounds</p>	<p>Aspect 3: Body Percussion</p>	<p>Aspect 6: Voice sounds Aspect 7: Oral blending and segmenting</p>
<p>Aspect 4: Rhythm and Rhyme Aspect 5: Alliteration</p> <p>These will be taught as they arise eg with children's names, books we are reading</p>		
<p>Phase 2</p> <ul style="list-style-type: none"> The Grapheme Phoneme Correspondences (GPCs) s a t p l n m d g o c k e u r c k h b f l ss Practise oral blending and segmenting blend and read high frequency words Teach blending for reading Teach segmentation for spelling 	<p>Phase 3</p> <ul style="list-style-type: none"> The GPCs j v w x y z zz qu sh th ng nk ai ee oa oo ar or igh ur ow oi ear er air ure Learn the alphabet song Practise blending for reading Practise segmenting for spelling Read and write sentences using tricky words 	<p>Phase 4</p> <ul style="list-style-type: none"> Teach and practise reading and spelling cvcc, ccvc, ccvcc, cccvc words Teach reading tricky words said, have, like, some, come, there, when, what, were, little, one, do, out

<ul style="list-style-type: none"> • Teach vowels • Read and write cvc words • Read simple captions • Write simple captions • To read the tricky words no, go, to, and, the, to 	<ul style="list-style-type: none"> • Read the tricky words he, we, me, be, will, was, are, you, this, that, then, them, with, they, see, my, she, all, look, for, too, now, down, her • Match capital letters to lower case letters • Practise reading and writing captions and sentences • Teach how to read two-syllable words 	<ul style="list-style-type: none"> • Teach spelling tricky words he, she, me, we, be, was, you, they, are, my, her, all • Practise reading and spelling high frequency words • Practise reading and writing sentences • Teach children about syllables • Read and spell two-syllable words
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Mathematics
Master the Curriculum for Nursery
White Rose Maths for Reception

<ul style="list-style-type: none"> • Recognise colours • To match by size, shape or colour • To sort by size, shape or colour • Make comparisons between objects relating to size • Compare sizes using gestures and language: bigger/little/small • Take part in finger rhymes with numbers • Compare amounts saying 'lots', 'more' or 'same' • Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence • Count in everyday contexts, sometimes skipping numbers eg 1235 • Complete inset puzzles 	<ul style="list-style-type: none"> • Count, subitise and recognise the numerals for 1 and 2 • Compare quantities using language 'more than', 'fewer than' • Show 'finger numbers' up to 5 • Link numeral and amounts 1, 2 • Explore Numicon and start to recognise 1-2 • Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper • Use informal language like 'pointy', 'spotty', 'blobs', etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. 	<ul style="list-style-type: none"> • Say one number for each item in order; 1,2,3,4,5 • Develop fast recognition of up to 3 objects, without having to count them individually (subitising) • Recognise, count and look at the composition of numbers to 5 Know the last number reached when counting a small set of objects tells you how many there in total (cardinal principle) • Link numerals and amounts • Experiment with their own symbols and marks as well as numerals • Talk about and begin to recognise triangles, squares, rectangles and pentagons • Count beyond ten 	<ul style="list-style-type: none"> • Recite numbers past 5 • Say one number for each item in order: 1,2,3,4,5 • Know the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) • Begin to use a ten frame • Recognise, count and look at the composition of numbers to 6 • Make comparisons between objects relating to size, length, weight and capacity • Compare numbers to 10 • Understand the - one more than/one less than relationship between 	<ul style="list-style-type: none"> • Experiment with their own symbols and marks as well as numerals • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' • Understand position through words alone for example, "The bag is under the table," with no pointing. • Compare quantities using language: 'more than', 'fewer than'. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 	<ul style="list-style-type: none"> • Know the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) • Link numerals and amounts • Solve real world mathematical problems with numbers up to 5 • Recite numbers past 5 • Explore the composition of numbers to 10 • Know doubles to 10 • To solve number problems – sharing • To identify odd and even numbers to 10 • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and
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<ul style="list-style-type: none"> • Talk about and explore 2D shapes using informal and mathematical language sides, corners, straight, flat • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Show 'finger numbers' up to 5. • Say one number for each item in order: 1,2,3,4,5 • To sort and match • Compare quantities using language: 'more than', 'fewer than'. • Make comparisons between objects relating to size, length, weight and capacity. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern • Continue, copy and create repeating patterns 	<ul style="list-style-type: none"> • Count objects, actions and sounds to 5 • Count 1:1 within 5 • Count out objects to 5 • Link the number symbol (numeral) with its cardinal number value to 5 • Explore the composition of numbers to 5 with practical equipment • Compare numbers up to 5 • Understand the - one more than/one less than relationship between consecutive numbers • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Automatically recall number bonds for numbers 0-3 (Including subtraction facts) • Count forwards to 10, starting at different numbers • Say one more/one less of numbers to 5 • Talk about and explore 2D shapes 	<ul style="list-style-type: none"> • Automatically recall number bonds for numbers 0-5 (Including subtraction facts) • Count objects, actions and sounds to 10 • Subitise fluently to 5 • Count forward and back from ten • Count to 20 and beyond from different starting points • Say one more/one less of numbers to 10 • Count 1:1 within 10 • Count out objects to 10 • Compare quantities 5-10 • Explore the composition of numbers to 8 with practical equipment • Link the number symbol (numeral) with its cardinal number value to 8 • Compare length, weight and capacity 	<p>consecutive numbers</p> <ul style="list-style-type: none"> • Automatically recall number bonds for numbers 0-5 and some to 10 (Including subtraction facts) • Explore the composition of numbers to 10 using practical equipment • Select, rotate and manipulate shapes to develop spatial reasoning skills • Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can. • Continue, copy and create repeating patterns. • Talk about and explore 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. 	<p>'straight', 'flat', 'round'</p> <ul style="list-style-type: none"> • Subitise with numbers beyond 5 by seeing groups of objects and combining • Know doubles to 5 • Verbally count beyond 20, recognising the pattern of the number 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 • Solve addition and subtraction with missing numbers • To tell first, then, now stories with numbers 	<p>how quantities can be distributed equally</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number • Automatically recall number bonds for numbers 0-5 and some to 10 (Including subtraction facts)
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	<p>(for example, circles, squares, rectangles, triangles) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <ul style="list-style-type: none">• Select, rotate and manipulate shapes to develop spatial reasoning skills.• Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can.• Understand position through words alone – for example, “The bag is under the table,” – with no pointing.• Describe a familiar route.• Discuss routes and locations, using words like 'in front of' and 'behind'.• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'				
Understanding the World					

<ul style="list-style-type: none"> • Use all of their senses in hands-on exploration of natural materials • I can play with small world – models such as a farm, a garage or a train track • I am curious about people and show interest in stories about myself and my family • I enjoy pictures and stories about myself, my family and other people • Begin to make sense of their own life story and family's history through looking at photos of themselves as babies and photos of other family members at different ages • Talk about members of their immediate family and community • I can show interest in the lives of people who are familiar to me • Name and describe people who are familiar to them • I can remember and talk about significant events 	<ul style="list-style-type: none"> • I can notice features of objects in the environment • I can recognise my own immediate family and relations • I can, in pretend play, imitate everyday actions and events from my own family and cultural background • I can remember and talk about significant events in my own experience • I can ask questions about aspects of my familiar world such as the place where I live or the natural world • Recognise that people have different beliefs and celebrate special times in different ways • I can talk about some of the things I have observed such as plants, animals, natural and found objects • I can recognise and describe special times or events for family and friends 	<ul style="list-style-type: none"> • Explore collections of materials with similar and/or different properties • Talk about the differences between materials and changes they notice • Begin to understand the need to respect and care for the natural environment and all living things • Talk about what they see, using a wide vocabulary • I can see my new friends have similarities and differences that connect them to, and distinguish them from, others • Recall simple past events • Describe what they see, hear and feel when outside • Understand the effect of changing seasons on the natural world around them • Compare and contrast figures from stories, including figures from the past 	<ul style="list-style-type: none"> • Plant seeds and care for growing plants • Understand the key features of the life cycle of a plant and an animal • I can start to develop an understanding of growth, decay and changes over time • I can show care and concern for living things and the environment • Begin to make sense of their own life-story and family's history • Continue to develop positive attitudes about the differences between people • I can start to develop an understanding of growth, decay and changes over time • I can show care and concern for living things and the environment • Explore the natural world around them • Comment on images of familiar situations in the past • Understand that some places are special to 	<ul style="list-style-type: none"> • Explore and talk about different forces they can feel • I can talk about some of the things I have observed such as plants, animals, natural and found objects • I can talk about why things happen and how things work • I can show interest in the lives of people who are familiar to me • I can start to show an interest in different occupations and ways of life • I can talk about why things happen and how things work • Recognise some environments that are different to the one in which they live • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter 	<ul style="list-style-type: none"> • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos • I can ask questions about aspects of my familiar world such the place where I live or the natural world • I can recognise and describe special times or events for family and friends • Explore the natural world around them, making observations and drawing pictures of animals and plants • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class • Describe their immediate environment using knowledge from observation,
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in my own experience			members of their community	<ul style="list-style-type: none">• Draw information from a simple map• Recognise some similarities and differences between life in this country and life in other countries• I can start to show an interest in different occupations and ways of life• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and where appropriate maps• Talk about the lives of the people around them and their roles in society• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	<p>discussion, stories, non-fiction texts and maps</p> <ul style="list-style-type: none">• 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• Understand the past through settings, characters and events encountered in books read in class and story telling
Expressive Arts and Design					

<ul style="list-style-type: none"> • Start to make marks intentionally • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make • Use their imagination as they consider what they can do with different materials • Make simple models which express their ideas • Move and dance to music • Join in with songs and rhymes, making some sounds • Explore a range of sound makers and instruments and play them in different ways • Enjoy and take part in action songs • Make some choices in what they want to represent • Develop story lines in their pretend play 	<ul style="list-style-type: none"> • Explore different materials freely in order to develop their ideas about how to use them and what to make • Join different materials and explore different textures • Explore colour and colour mixing • Engage in role play based on first hand experiences • Listen with increased attentions to sounds, instruments and music • Take part in simple pretend play using an object to represent something else even though they are not similar • Respond to what they have heard expressing their thoughts and feelings • Create collaboratively sharing ideas, resources and skills • Show some confidence in using different materials in their creations • Show some understanding of 	<ul style="list-style-type: none"> • Create closed shapes with continuous lines and begin to use these shapes to represent objects • Play with others to create role play scenarios • Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses • Remember and sing entire songs • Explore, use and refine a variety of artistic effects to express their ideas and feelings • Listen attentively, move to and talk about music, expressing their feelings and responses • Explore and engage in music making and dance, performing solo or in groups 	<ul style="list-style-type: none"> • Develop their own ideas and then decide which materials to use to express them • Use drawings to represent ideas like movement or loud noises • Sing the melodic shape (moving melody such as up and down, down and up) of familiar songs • Sing the pitch of a tone sung by another person (pitch match) • Play instruments with increasing control to express their feeling and ideas • Return to and build on their previous learning, refining ideas and developing their ability to represent them • Show that they can make adaptations as they work, improving or modifying • Watch and talk about dance and performance art, expressing their feelings and responses 	<ul style="list-style-type: none"> • Draw with increasing complexity and detail such as representing a face with a circle including details • Make imaginative and complex small world with block and construction kits such as a city with different buildings and park • Share their creations, explaining the process they have used • Make props and materials when role playing characters in narratives and stories • Invent, adapt and recount narratives and stories with peers and their teacher • Sing a range of well-known nursery rhymes and songs 	<ul style="list-style-type: none"> • Choose own resources to create an end product of their choosing • Show different emotions in their drawings and paintings like happiness, sadness and fear • Create their own songs, or improvise a song around one they know • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • Perform songs, rhymes, poems and stories with others and, when appropriate, try to move in time with music
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	<div>using tools and equipment safely</div> <ul style="list-style-type: none">• Be able to answer simple questions about their creations and offer some description of what it is• Sing in a group or on their own, increasingly matching the pitch and following the melody				
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