




St Chad's C.E Primary School

Early Years Progression of Skills & Curriculum Overview 2024-25

Cycle A

Topic	Autumn 1 - Happily Ever After	Autumn 2 - Jesus is the Reason for the Season	Spring 1 - Life's A Journey	Spring 2 - God's Wonderful World	Summer 1 - Commotion in the Ocean	Summer 2 - Nature's Kitchen
Other Possible Themes/ Calendar Events	Settling in Welcome Service for Reception Harvest Time Black History Month - 1 st October Diwali 31 st October - 1 st November	Autumn Diwali Hanukkah Nursery Rhyme Week Christmas Remembrance Day Bonfire Night Road Safety Children in Need Anti- Bullying Week Transition to R/Y1 Transition from N to R	Valentine's Day Chinese/Lunar New Year Pancake Day Story Telling Week - Whole school Random Acts of Kindness Week Internet Safety Day Transition to R/Y1 Transition from N to R	Easter St Chad's Day World Book Day Mother's Day National Recycling Day - 23 rd March Transition to R/Y1 Transition from N to R	National Storytelling Week Whole School Mystery Reader? Terry Heath from local Talke library to visit and share books National Ocean and Seas Week - looking after the ocean Pentecost Day (50 days after Easter) Transition to R/Y1 Transition from N to R	Transition Focus World Music Day Sports Day Transition to R/Y1 Transition from N to R Father's Day Heathy Eating Week World Environment Day
Enrichment Activities	Organise birthday lists - make birthday cards for when it is somebody's birthday to give out/ send photo on DOJO to celebrate Farm to Fork experience? Parents invited in - homemade pumpkin/carrot soup and homemade bread? Autumn Trail Gingerbread baking	Nursery Rhyme Week Diwali Party? Nativity Performance Christmas Jumper/Dinner Day Christmas craft week - Mrs Comley (Chair of Governors to help)	Chinese New Year Parade Pancake making and pancake race Sending Valentine's day cards to those they love Invite our new vicar - Jay - to talk about the church/ walk to the church A bus journey to the local area	Trip - Trentham Gardens and to do the Barefoot Sensory Walk/ Sensory Garden? Parents invited in to plant seeds in the outdoors Purchase caterpillars or chicks? Growing flowers (sunflowers, daisies) Vegetable Patch Cress Heads David Attenborough documentaries World Book Day Science Focus - Weather/ Seasons Easter Bonnet Parade/ Easter egg hunt Mother's Day Assembly	Trip - Sealife Centre /Blue Planet Aquarium / Castaway? Fossil hunting Map work - Find the Treasure Ramadan Eid	Father's Day Picnic / Lunch People who help us visitors Food tasting - different cultures Transition Activities Transition Picnic - PFA

<p>Assessment Intervention Transition Performance Management</p>	<p>Baselines - National Baseline - school Stoke Speaks Out EYFS team meeting Workshops - EYFS Curriculum and Phonics and Early Reading Phonic Intervention groups to begin SSO Intervention to begin</p> <p><u>Phonics</u> 6 weekly phonics assessment Review reading and phonics ready to change groups</p>	<p>Pupil Focuses based on baseline/ intervention SSO Intervention Open Day/ Evening - parents invited to look around the school EYFS team meeting - questionnaire to reflect our dept and practice In house moderation Analysis of Autumn data Reading Assessment Parents Meetings SEN meetings - APDR Transition with Y1 - assemblies/ Songs of Praise/ Christmas plays Performance Management</p> <p><u>Phonics</u> 6 weekly phonics assessment Review reading groups</p>	<p>Ongoing informal assessments Open Day/ Evening - parents invited to look around the school SSO Intervention if required Continue Pupil Focus - Review/measure Intervention MAT moderation TBA EYFS team meeting - review actions based on questionnaire Reading Assessment Transition with Y1 assemblies/ Songs of Praise/ story time in Y1 class</p> <p><u>Phonics</u> 6 weekly phonics assessment Review reading groups</p>	<p>EYFS team meetings - data Review Pupil Progress SSO Intervention if required In house moderation with Year 1 incl. data share Analysis of Spring Data Reading Assessment SEN Meetings - APDR Transition with Y1 - assemblies/ Songs of Praise/ story time in Y1 class/ play time on KS1 playground and with Y1 current pupils Transition Nursery to Reception Review Performance Management</p> <p><u>Phonics</u> 6 weekly phonics assessment Review reading groups</p>	<p>Measure GLD Open Evening - new parents of Nursery and Reception children SSO Intervention if required EYFS team meetings Reading Assessment Transition with Y1 Transition Nursery to Reception</p> <p><u>Phonics</u> 6 weekly phonics assessment Review reading groups</p>	<p>Review SSO Pupil progress meetings with SLT EYFS team meetings Transition days- Nursery and Reception children new to St Chad's Transition - Nursery to Reception Transition - Reception to Year 1 Complete EYFS Profile End of year reports to parents Pupil EYFSP discussion with Y1 Reflection of Summer data outcomes in preparation for 2023 Handover Meetings</p> <p><u>Phonics</u> Little Wandle Placement Tracker for Year 1 6 weekly phonics assessment Review reading groups</p>
<p>Parental Involvement</p>	<p>EYFS Curriculum Meeting Home learning expectations Reading/homework expectations pledge for parents to sign</p>	<p>EYFS Nativity production Maths/Phonics/Reading workshop Parents Meeting/SEN meeting</p>	<p>Mystery Reader Stay and Read session Yoga club for EYFS</p>	<p>Mystery Reader/ Stay and Read Session SEN Meetings Parents to help plant Sing-along Club for EYFS Mother's Day Assembly</p>	<p>Mystery Reader Stay and Read session Class Assembly Nursery and Reception Admission</p>	<p>Nursery and Reception New Starter meeting - same night New Nursery Visit New Reception visit Parents of current Reception to look around Father's Day Lunch Parents evening Sports Day Graduation assembly?</p>
<p>Communication and Language</p>  <p>Communication and Language is developed throughout the year through high quality interactions, daily group discussions, phonics sessions, reading opportunities, story time sessions, circle times, singing, and speech and language</p>	<p>3- 4 year olds Begin to know some rhymes, be able to talk about familiar books May start a conversation with an adult or a friend</p>	<p>3- 4 year olds Enjoy listening to longer stories Begins to use longer sentences of four to six words Know some rhymes and can join in with these/ recite them Begin to use a wider range of vocabulary Can start a conversation with an adult or a friend Begins to develop their pronunciation</p>	<p>3- 4 year olds Knows many rhymes, be able to talk about familiar books Begins to start a conversation with an adult or a friend and continue it for many turns Begins to sing a large repertoire of songs (check unit for opportunities) Continues to develop their wider range of vocabulary Uses longer sentences of four to six words Develops their pronunciation</p>	<p>3- 4 year olds Enjoy listening to longer stories and can remember much of what happens Begin to develop their communication (irregular tenses and plurals) Uses a wider range of vocabulary Sing a large repertoire of songs (check unit for opportunities) Knows many rhymes Starts a conversation with an adult/ a friend and continue it for many turns Continues to develop their pronunciation</p>	<p>3- 4 year olds Knows many rhymes, and begins to be able to talk about familiar books, and be able to tell a long story Begin to understand 'why' questions Begin to be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions Develops their communication (irregular tenses and plurals) Continues to use a wider range of vocabulary (in context) Begin to understand a question or instruction that has two parts Begins to use talk to organise themselves and their play</p>	<p>3- 4 year olds Knows many rhymes, be able to talk about familiar books, and be able to tell a long story Understand 'why' questions Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions Continues to use a wider range of vocabulary (in context) Uses their communication effectively (linked to irregular tenses and plurals) Understand a question or instruction that has two parts Uses talk to organise themselves and their play</p>

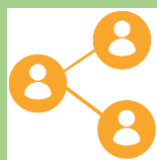
interventions, where appropriate

<u>Reception</u>	<u>Reception</u>	<u>Reception</u>	<u>Reception</u>	<u>Reception</u>	<u>Reception</u>
<p><i>Listening, Attention and Understanding</i></p> <p>Children will be able to understand how to listen carefully and know why it is important.</p> <p>Begin to listen carefully to rhymes and songs paying attention to how they sound</p> <p>Begin to engage in story times</p> <p>Begin to engage in non-fiction books</p>	<p><i>Listening, Attention and Understanding</i></p> <p>Children will begin to understand how and why questions.</p> <p>Listens carefully to rhymes and songs paying attention to how they sound</p> <p>Start to listen to and talk about stories to build familiarity and understanding</p> <p>Understand how to listen carefully and why listening is important</p> <p>Engage in story times</p> <p>Engage in non-fiction books.</p>	<p><i>Listening, Attention and Understanding</i></p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p><i>Listening, Attention and Understanding</i></p> <p>Continue to listen to and talk about stories to build familiarity and understanding</p> <p>Continue to listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p><i>Listening, Attention and Understanding</i></p> <p>Children will be able to understand a question such as who, what, where, when, why and how</p>	<p><i>Listening, Attention and Understanding</i></p> <p>Children will be able to have conversations with adults and peers with back-and-forth exchanges</p>
<p><i>Speaking</i></p> <p>Develop social phrases</p> <p>Children will begin to talk in front of small groups and their teacher offering their own ideas.</p>	<p><i>Speaking</i></p> <p>Engage in story times</p> <p>Engage in non-fiction books.</p>	<p><i>Speaking</i></p> <p>Use new vocabulary through the day</p> <p>Begin to articulate their ideas and thoughts</p> <p>Begin to describe events in some detail</p>	<p><i>Speaking</i></p> <p>Use further new vocabulary through the day</p> <p>Articulate their ideas and thoughts</p> <p>Describe events in some detail</p> <p>Learn rhymes, poems and songs</p>	<p><i>Speaking</i></p> <p>Articulate their ideas and thoughts in well-formed sentences</p> <p>Begin to use new vocabulary in different contexts</p> <p>Begin to ask questions to find out more and to check they understand what has been said to them</p> <p>Begin to use talk to help work out problems and organise thinking and activities</p> <p>Explain how things work and why they might happen</p> <p>Begin to connect one idea or action to another using a range of connectives</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition</p>	<p><i>Speaking</i></p> <p>Confidently articulate their ideas and thoughts in well-formed sentences</p> <p>Use new vocabulary in different contexts</p> <p>Ask questions to find out more and to check they understand what has been said to them</p> <p>Use talk to help work out problems and organise thinking and activities</p> <p>Connect one idea or action to another using a range of connectives</p> <p>Express their feelings/experiences using a range of tenses</p> <p>Confidently retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>

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

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

Personal, Social and Emotional Development



Children will develop their personal, social and emotional skills throughout the year through strong, supportive relationships with adults, using the Worry Monster to share their feelings, worries or concerns, circle time sessions as an opportunity to share their feelings, inclusive/ diversity stories (see Literacy for separate list), accessing the indoor and outdoor provision (which is adapted accordingly throughout the year), mealtimes, and snack times

- All PSED skills taken from Development Matters but adapted/ broken down into achievable small steps

<p>3- 4 year olds Begin to select and use activities and resources, with help when needed</p> <p>Begin to play with one or more other children</p> <p>Begin to talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</p>	<p>3- 4 year olds Select and use activities and resources, with help when needed</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Develop their sense of responsibility and membership of a community</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>3- 4 year olds Remember rules without needing an adult to remind them.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting</p> <p>Begin to develop appropriate ways of being assertive</p> <p>Begin to be increasingly independent in meeting their own care needs, e.g. brushing their teeth, using the toilet, washing and drying their hands</p>	<p>3- 4 year olds Increasingly follow rules, understanding why they are important.</p> <p>Develop appropriate ways of being assertive</p> <p>Begin to show more confidence in new social situations</p> <p>Begin to understand gradually how others might be feeling</p>	<p>3- 4 year olds Show more confidence in new social situations</p> <p>Understand gradually how others might be feeling</p> <p>Demonstrate appropriate ways of being assertive</p> <p>Begin to talk with others to solve conflicts</p> <p>Begin to make healthy choices about food, drink, and activity</p>	<p>3- 4 year olds Is more confidence in new social situations</p> <p>Talk with others to solve conflicts</p> <p>Find solutions to conflicts and rivalries</p> <p>Make healthy choices about food, drink, and activity</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing their teeth, using the toilet, washing and drying their hands</p>
<p>Reception</p> <p>Self-Regulation</p> <p>Will recognise different emotions</p> <p>Will focus during short whole class activities</p> <p>Managing Self</p> <p>Begins to manage their own needs: will learn to wash their hands independently</p> <p>Building Relationships</p> <p>Will begin to see themselves as valuable individuals</p>	<p>Reception</p> <p>Self-Regulation</p> <p>Will talk about how they are feeling and to consider others' feelings</p> <p>Will be able to focus during longer whole class lessons</p> <p>Managing Self</p> <p>Begins to manage their own needs: will wash their hands independently</p> <p>Building Relationships</p> <p>Will begin to develop friendships</p> <p>Will see themselves as valuable individuals</p>	<p>Reception</p> <p>Self-Regulation</p> <p>Will express their own feelings and consider the feelings of others</p> <p>Will begin to show resilience and perseverance in the face of a challenge</p> <p>Managing Self</p> <p>Will begin to understand and talk about the different factors that support their overall health and wellbeing</p> <p>Manages their own needs: knows when to wash hands to manage own personal hygiene, begins to develop independence when dressing and undressing</p> <p>Building Relationships</p> <p>Will begin to build constructive and respectful relationships</p>	<p>Reception</p> <p>Self-Regulation</p> <p>Children will begin to identify and moderate their own feelings socially and emotionally</p> <p>Will develop their resilience and perseverance in the face of a challenge</p> <p>Managing Self</p> <p>Manages their own needs: Children will develop independence when dressing and undressing</p> <p>Building Relationships</p> <p>Will build constructive and respectful relationships</p> <p>Will start to think about the perspective of others</p>	<p>Reception</p> <p>Self-Regulation</p> <p>Children will be able to identify and moderate their own feelings socially and emotionally</p> <p>Will show their resilience and perseverance in the face of a challenge</p> <p>Managing Self</p> <p>Will manage their own basic needs independently: Children will learn to dress themselves independently, and be able to narrate decisions about healthy foods</p> <p>Building Relationships</p> <p>Will continue to build constructive and respectful relationships</p> <p>Will think about the perspective of others</p>	<p>Reception</p> <p>Self-Regulation</p> <p>Will continue to show their resilience and perseverance in the face of a challenge</p> <p>Managing Self</p> <p>Will know and talk about the different factors that support their overall health and wellbeing;</p> <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian <p>Building Relationships</p> <p>Will have built positive constructive and respectful relationships</p> <p>Will continue to think about the perspective of others</p>

Self-Regulation: Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.

Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.


Building Relationships: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

Physical Development



Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Dough Disco, PE sessions such as gymnastics, dance, and ball skills led by Bee Active

<p><u>3-4 year olds</u></p> <p>Gross Motor Skills</p> <p>Will climb with little support</p> <p>Fine Motor</p> <p>Will begin to use motor skills to carry out tasks e.g. pouring drinks and exploring tools (playdough tools etc.)</p>	<p><u>3-4 year olds</u></p> <p>Gross Motor Skills</p> <p>Will run, jump and hop</p> <p>Will climb confidently</p> <p>Will climb stairs/steps using alternate feet</p> <p>Fine Motor</p> <p>Will start to eat using a knife and fork</p> <p>Will use my motor skills to carry out tasks e.g. pouring drinks and exploring tools (playdough tools etc)</p> <p>Will start to manage getting themselves dressed/undressed by putting on coats/aprons</p>	<p><u>3-4 year olds</u></p> <p>Gross Motor Skills</p> <p>Starts taking part in some group activities which they make up for themselves, or in teams</p> <p>Will begin to use large scale muscle movements e.g. waving streamers, making marks on the ground</p> <p>Fine Motor</p> <p>Will show a preference for a dominant hand</p> <p>Will begin to use one handed tools confidently for example cutting with scissors, hammering</p>	<p><u>3-4 year olds</u></p> <p>Gross Motor Skills</p> <p>Will decide how to match my movements to the task e.g. run to play chase, crawl through a tunnel, etc</p> <p>Begin to remember sequences of movements which are related to music and rhythm</p> <p>Will begin to choose the right resources to carry out their plan</p> <p>Fine Motor</p> <p>Will eat using a knife and fork (maybe with a little support)</p> <p>Will become more confident to manage getting themselves dressed/undressed by putting on coats and trying to do zips</p>	<p><u>3-4 year olds</u></p> <p>Gross Motor Skills</p> <p>Will collaborate with others to manage large items, such as moving a long plank safely</p> <p>Will use large scale muscle movements confidently e.g. waving flags, painting/making marks on the ground</p> <p>Will confidently select the right resources to carry out their plan</p> <p>Fine Motor</p> <p>Will use one handed tools confidently for example cutting with scissors</p> <p>Be increasingly independent as they get dressed and undressed e.g., putting on coats, doing up zips</p>	<p><u>3-4 year olds</u></p> <p>Gross Motor Skills</p> <p>Can balance (bikes, scooters, climbing)</p> <p>Can skip, hop and stand on one leg</p> <p>Is increasingly able to remember sequences of movements which are related to music and rhythm</p> <p>Fine Motor</p> <p>Can use a comfortable grip with good control when using pens/pencils</p>
<p><u>Reception</u></p> <p>Gross Motor</p> <p>Will learn to move safely in a space.</p> <p>Revise the fundamental movements and skills they have already acquired: - rolling- crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Fine Motor</p> <p>To continue to develop small motor skills - children will experience and explore threading, pouring liquids, stirring, using spray bottles, dressing/undressing dolls etc</p>	<p><u>Reception</u></p> <p>Gross Motor</p> <p>Continue to revise and refine the fundamental movements and skills they have already acquired: - rolling- crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Uses their core muscle strength to begin to develop a good posture when sitting at a table or sitting on the floor</p> <p>They will begin to develop the skills they need to manage the school day successfully: lining up and queuing, and mealtimes (turn taking)</p> <p>Fine Motor</p> <p>Children will start to use scissors, pencils/ pens and glue more effectively</p>	<p><u>Reception</u></p> <p>Gross Motor</p> <p>Move safely in a space.</p> <p>Progress towards a more fluent style of moving, with developing control</p> <p>Children will balance on a variety of equipment and climb.</p> <p>Fine Motor</p> <p>To develop small motor skills - children will begin to use a tripod grip when using mark making tools</p> <p>Children will handle scissors, pencil and glue effectively.</p>	<p><u>Reception</u></p> <p>Gross Motor</p> <p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, aiming</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing, and mealtimes (turn taking)</p> <p>Uses their core muscle strength to further develop a good posture when sitting at a table or sitting on the floor</p> <p>Fine Motor</p> <p>Children will use cutlery appropriately</p> <p>Children will start to form letters more accurately and with correct directionality</p>	<p><u>Reception</u></p> <p>Gross Motor</p> <p>Combine different movements with ease and fluency</p> <p>Children will be able to control different sized balls</p> <p>Uses their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Fine Motor</p> <p>Children will form letters correctly using a tripod grip</p>	<p><u>Reception</u></p> <p>Gross Motor</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions</p> <p>Fine Motor</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p>
<p>Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>					
<p>Fine Motor: Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>					

<p>Literacy including Phonics</p> <p>We use the Little Wandle: Letters and Sounds Revised Phonics programme as the foundations to our children's phonemic awareness, and to develop their segmenting/ blending skills in order to be confident readers and writers.</p> <p>We use Little Wandle's Letters and Sounds Revised Phonics and Reading Programme in order for children to develop their comprehension skills and to prepare them for KS1</p> 	<p>3-4 year olds</p> <p><u>Reading</u></p> <p>Begin to understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing <p><u>Writing</u></p> <p>Begins to use some of their print in their early writing</p>	<p>3-4 year olds</p> <p><u>Reading</u></p> <p>Continue to develop their understanding of the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing <p><u>Writing</u></p> <p>Develops their print in their early writing</p>	<p>3-4 year olds</p> <p><u>Reading</u></p> <p>Have a better understanding and be able to talk about the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing <p><u>Writing</u></p> <p>Use some of their print and letter knowledge in their early writing</p> <p>Write some or all of their name</p>	<p>3-4 year olds</p> <p><u>Reading</u></p> <p>Begin to develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother <p><u>Writing</u></p> <p>Continues to use their print and letter knowledge in their early writing Writes (some) or all of their name</p>	<p>3-4 year olds</p> <p><u>Reading</u></p> <p>Have an increased phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother <p>Begin to engage in extended conversations about stories, learning new vocabulary</p> <p><u>Writing</u></p> <p>Use some of their letter knowledge in their early writing for a purpose e.g. writing a pretend shopping list, writing m for mummy</p> <p>Writes all of their name and begins to write some letters accurately</p>	<p>3-4 year olds</p> <p><u>Reading</u></p> <p>Have a sound phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother <p>Engage in extended conversations about stories, learning new vocabulary</p> <p><u>Writing</u></p> <p>Continues to use some of their letter knowledge in their early writing for a purpose e.g. writing a pretend shopping list, writing m for mummy</p> <p>Writes all of their name and writes most of these letters (amongst others) accurately</p>
	<p><u>Reception</u></p> <p>Comprehension</p> <p>Children will have access to and enjoy an increasing range of books</p> <p>Word Reading</p> <p>Begin to read learned individual letters by saying the sounds for them</p> <p>Begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences</p> <p>Writing</p> <p>Begin to spell some words by identifying the sounds and then writing the sound with letter/s</p> <p>Will form some learned lower-case letters correctly</p> <p><u>Phonics - Little Wandle L&S Revised</u></p> <p>N: Phase 1</p> <p>R: Phase 2</p> <p>Children will read books matched to their phonics ability</p>	<p><u>Reception</u></p> <p>Comprehension</p> <p>Children will engage and enjoy an increasing range of books and begin to be able to discuss parts of it</p> <p>Word Reading</p> <p>Read learned individual letters by saying the sounds for them</p> <p>(Some) Children will begin read books matched to their phonics ability</p> <p>Will blend sounds into words more confidently, so that they can read short words made up of known letter-sound correspondences</p> <p>Read a few common exception words matched to our school's phonics programme</p> <p>Writing</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Will continue to form some learned lower-case letters correctly</p>	<p><u>Reception</u></p> <p>Comprehension</p> <p>Children will engage and enjoy an increasing range of books and be able to discuss parts of it</p> <p>Children will act out stories using recently introduced vocabulary</p> <p>Word Reading</p> <p>Children will read books matched to their phonics ability (using decoding strategies)</p> <p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences</p> <p>Begin to read some letter groups that each represent one sound and say sounds for them</p> <p>Begin to read simple phrases made up of words with known letter-sound correspondences and, where necessary, a few common exception words</p> <p>Read further learned common exception words matched to our school's phonics programme</p>	<p><u>Reception</u></p> <p>Comprehension</p> <p>Children will begin to be able to talk about the characters/settings in the books they are reading</p> <p>Word Reading</p> <p>Children will continue to read books matched to their phonics ability (using decoding strategies)</p> <p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Children will begin to re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read simple phrases and sentences made up of words with known letter- sound correspondences and, where necessary, a few common exception words</p> <p>Read furthermore common exception words matched to the school's phonic programme</p>	<p><u>Reception</u></p> <p>Comprehension</p> <p>Children will retell a story using vocabulary influenced by their book</p> <p>Children will be able to answer questions about what they have read</p> <p>Word Reading</p> <p>Children will continue to read books matched to their phonics ability (using decoding strategies)</p> <p>Children will re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read further simple phrases and sentences made up of words with known letter- sound correspondences and a few common exception words</p> <p>Read a range of common exception words matched to our school's phonics programme</p>	<p><u>Reception</u></p> <p>Comprehension</p> <p>Children will be able to answer questions about what they have read and be able to offer sound predictions</p> <p>Word Reading</p> <p>Children will continue to read books matched to their phonics ability (using decoding strategies)</p> <p>Children will continue to re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Confidently and fluently read simple phrases and sentences made up of words with known letter- sound correspondences and, where necessary, a few exception words</p> <p>Read all common exception words matched to the school's phonic programme</p>

		<p>Phonics - Little Wandle L&S Revised</p> <p>N: Phase 1</p> <p>R: Phase 2</p> <p>Children will read books matched to their phonics ability</p>	<p>Writing</p> <p>Form lower-case letters correctly</p> <p>Write short phrases with words with known sound-letter correspondences</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Phonics - Little Wandle L&S Revised</p> <p>N: Phase 1/ 2 if appropriate</p> <p>R: Phase 2/3</p> <p>Children will read books matched to their phonics ability</p>	<p>Writing</p> <p>Form lower-case and some capital letters correctly</p> <p>Begin to write short sentences with words with known sound-letter correspondences</p> <p>Begin to re-read what they have written to check that it makes sense</p> <p>Phonics - Little Wandle L&S Revised</p> <p>N: Phase 1 / 2 if appropriate</p> <p>R: Phase 3</p> <p>Children will read books matched to their phonics ability</p>	<p>Writing</p> <p>Form lower-case and most capital letters correctly</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop with increasing independence</p> <p>Re-read what they have written to check that it makes sense</p> <p>Phonics - Little Wandle L&S Revised</p> <p>N: Phase 1/ 2 if appropriate</p> <p>R: Phase 4</p> <p>Children will read books matched to their phonics ability</p>	<p>Writing</p> <p>Form lower-case and all capital letters correctly</p> <p>Spell words by identifying the sounds and then writing the sound with letters</p> <p>Independently write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> <p>Re-read what they have written to check that it makes sense (and edit accordingly)</p> <p>Phonics - Little Wandle L&S Revised</p> <p>N: Phase 1/ 2 if appropriate</p> <p>R: Phase 4</p> <p>Children will read books matched to their phonics ability</p>
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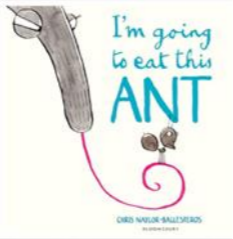
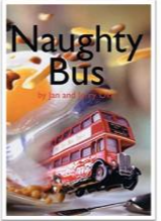

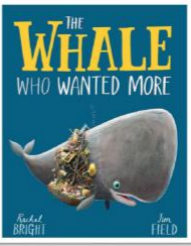

Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

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


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

Pathways to Write Text Focus and 'Super 6' Reads

We use the Pathways to Write scheme to support and enrich our learning environment. We use the cross curricular high-quality texts to support all areas of the EYFS curriculum but specifically to drive our pupils' communication and language skills and vocabulary as well as develop their Literacy skills such as reading and writing. We also apply Little Wandle: Letters and Sounds Revised phonics programme

<p>PtW: The Gingerbread Man - (traditional tale)</p>  <p>The Rainbow Fish - Marcus Pfister</p> <p>Whatever Next - Jill Murphy</p> <p>The Little Red Hen- Traditional Tale</p> <p>The Ugly Duckling - Traditional Tale</p> <p>Rosie's Walk - Pat Hutchins</p>	<p>PtW: I'm Going to Eat This Ant!</p>  <p>Flashlight by Lizi Boyd</p> <p>The Jolly Postman at Christmas - Janet and Allan Ahlberg</p> <p>The Christmas Story - Ian Beck</p> <p>Dear Santa - Rod Campbell</p> <p>We're Going on an Elf Chase -</p>	<p>PtW: The Naughty Bus</p>  <p>Mrs Armitage on Wheels - Quentin Blake</p> <p>Mr Grumpy's Motor Car - John Burningham</p> <p>All Aboard for the Bobo Road - Stephen Davies</p>	<p>PtW: The Journey Home by Hattie Peck</p>  <p>Jack and the Beanstalk</p> <p>Swirl by Swirl - Joyce Sidman (poetry)</p> <p>Superworm - Julia Donaldson</p> <p>Billy's Sunflower - Nicola Moon</p> <p>The Way Back Home - Oliver Jeffers</p> <p>What makes me a me? - Ben Faulks</p>	<p>PtW: The Whale Who Wanted More by Rachel Bright</p>  <p>Tiddler - Julia Donaldson</p> <p>Sharing a Shell - Julia Donaldson</p> <p>Barry the Fish with Fingers - Sue Hendra</p> <p>Commotion in the Ocean - Giles Andreae</p>	<p>PtW: Supertato by Sue Hendra</p>  <p>The Very Hungry Caterpillar - Eric Carle</p> <p>Super Duper You - Sophy Henn</p> <p>A Superhero like you - Dr Ranj Singh</p> <p>Ready Steady Mo - Mo Farah</p> <p>Coming to England - Floella Benjamin</p>
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<p>as the foundations to our children's phonemic awareness, and to develop their segmenting/ blending skills in order to be confident readers and writers.</p>	<p>The Scarecrow's Wedding - Julia Donaldson The Rhyming Rabbit - Julia Donaldson (N)</p>	<p>Martha Mumford Stickman - Julia Donaldson</p>	<p>All Are Welcome - Alexandra Penfold Beegu - Alexis Deacon The Train Ride - June Crebbin Enhanced Text: Mr Wolf's Pancakes - Jan Fearnley Other books: Lifecycles NF World Atlases - NF</p>	<p>Enhanced Texts: We're Going on an Easter Hunt - Martha Mumford Easter focus) The Easter Story Other books: Lifecycles NF World Atlases - NF</p>	<p>Snail and the Whale - Julia Donaldson Shark in the Park - Nick Sharratt The skin you live in - Michael Tyler Other books: Lifecycles NF World Atlases - NF</p>	<p>The Gigantic Turnip - Aleksei Tolstoy and Niamh Sharkey Other books: People who help us NF</p>
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<p>Mathematics</p>  <p>We follow the NCETM Mastering Numberblocks support materials for Nursery, and the Mastering Number Scheme in Reception which, alongside reactive intervention, allows all children to keep up not catch up, and promotes a real love for maths from an early age. Children are taught to subitise, count, recognise numerals, look for patterns in numbers and number facts.</p>	<p>3-4 year olds</p> <p><u>Number</u></p> <p>Number to 5</p> <p>I can count in my play (sometimes I miss numbers)</p> <p>Subitise</p> <p>I can react to changes in amounts e.g. hiding and returning rhymes- two dicky bird</p> <p>Comparing</p> <p>I can begin to compare sizes using some gesture and language e.g. bigger, smaller</p> <p><u>Numerical Patterns</u></p> <p>Numerical Patterns</p> <p>I can spot patterns and talk about them e.g. stripes on a scarf and use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Sequence and Patterns of Time</p> <p>I can react to changes in amounts e.g. hiding and returning rhymes- two dicky birds</p> <p>Shape and Space</p> <p>I can combine shapes and objects e.g. stacking blocks/ cups</p>	<p>3-4 year olds</p> <p><u>Number</u></p> <p>Number to 5</p> <p>I can begin to recite numbers up to 5</p> <p>I count in a range of contexts/ situations</p> <p>I experiment with my own symbols and marks</p> <p>Subitise</p> <p>I am starting to subitise to two</p> <p>Comparing</p> <p>I can make comparisons between objects size, length, weight and capacity</p> <p><u>Numerical Patterns</u></p> <p>Numerical Patterns</p> <p>I can notice patterns and arrange things in patterns</p> <p>Sequence and Patterns of Time</p> <p>I can start to use vocabulary to describe the time of day that things happen e.g. lunchtime, hometime</p> <p>Shape and Space</p> <p>I am beginning to understand position through words alone - for example,</p>	<p>3-4 year olds</p> <p><u>Number</u></p> <p>Number to 5</p> <p>I can recite numbers up to 5</p> <p>I will begin to understand that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</p> <p>I am beginning to link numerals and amounts: for example, showing the right number of objects to match the numeral up to 3</p> <p>I experiment with my own symbols and marks as well as some numerals to 3.</p> <p>Subitise</p> <p>I am starting to subitise to three</p> <p>Comparing</p> <p>I can make comparisons between objects size, length, weight and capacity</p> <p><u>Numerical Patterns</u></p> <p>Numerical Patterns</p> <p>I can complete a simple pattern (ABAB)</p> <p>Sequence and Patterns of Time</p>	<p>3-4 year olds</p> <p><u>Number</u></p> <p>Number to 5</p> <p>I can begin to say one number name for each item in order</p> <p>I am beginning to show 'finger' numbers to 5</p> <p>I am beginning to recite numbers past 5</p> <p>I understand that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</p> <p>I am beginning to link numerals and amounts: for example, showing the right number of objects to match the numeral up to 5</p> <p>Subitise</p> <p>I begin to see 3 in different ways (through different manipulatives e.g. 3 sticks as a row/ triangle/ on top of each other) and recognise it without counting</p> <p>Comparing</p> <p>I can make comparisons between quantities and begin to use the vocabulary of greater, less, more, fewer and the same</p> <p><u>Numerical Patterns</u></p> <p>Numerical Patterns</p>	<p>3-4 year olds</p> <p><u>Number</u></p> <p>Number to 5</p> <p>I can say one number name for each item in order</p> <p>I can show 'finger' numbers to 5</p> <p>I can recite numbers past 5</p> <p>I can link numerals and amounts: for example, showing the right number of objects to match the numeral up to 5</p> <p>I experiment with my own symbols and marks as well as some numerals to 5</p> <p>I am beginning to solve real world mathematical problems with numbers up to 5</p> <p>Subitise</p> <p>I can see 3 in different ways and recognise it without counting</p> <p>Comparing</p> <p>I can make comparisons between quantities, and capacity</p> <p><u>Numerical Patterns</u></p> <p>Numerical Patterns</p> <p>I can create my own simple patterns (ABAB)</p>	<p>3-4 year olds</p> <p><u>Number</u></p> <p>Number to 5</p> <p>I can count, order, recognise and use numbers to 5</p> <p>I can recite numbers past 5 confidently</p> <p>I can write most numbers to 5</p> <p>I can solve real world mathematical problems with numbers up to 5.</p> <p>Subitise</p> <p>I can confidently subitise up to 3 objects</p> <p>Comparing</p> <p>I can confidently make comparisons between objects size, length, weight and capacity</p> <p>I can compare quantities using the vocabulary of greater, less, more, fewer and the same</p> <p><u>Numerical Patterns</u></p> <p>Numerical Patterns</p> <p>I can talk about patterns and spot errors in a pattern</p> <p>I can continue and create patterns independently</p>
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	<p>"The bag is under the table," - with no pointing.</p> <p>I can use shapes for building thinking about their properties e.g. flat sides for stacking</p>	<p>I can use further vocabulary to describe the time of day that things happen e.g. day, afternoon, evening, etc</p> <p>Shape and Space</p> <p>I can understand position more through words alone - for example, "The bag is under the table," - with no pointing.</p> <p>I can begin to talk about 2D shapes (using informal vocab e.g. sides, straight, round, flat)</p>	<p>I can extend a 2/3 repeated pattern that has been made</p> <p>Sequence and Patterns of Time</p> <p>I can start to talk about past/upcoming events e.g. birthdays, Easter</p> <p>Shape and Space</p> <p>I am beginning to describe a familiar route (linked to Pathways also)</p> <p>I can start to combine shapes to make new ones e.g. a bridge/ arch, bigger square (two squares to make a rectangle), etc.</p>	<p>Sequence and Patterns of Time</p> <p>I can talk about upcoming events e.g. birthdays and then talk about what happened after the event</p> <p>Shape and Space</p> <p>I can confidently understand position more through words alone</p> <p>I can begin to talk about 3D shapes (using informal vocab e.g. edges, straight, roll, flat)</p> <p>I can describe a familiar route (linked to Pathways also)</p> <p>I can combine shapes to make new ones e.g. a bridge/ arch, bigger square</p>	<p>Sequence and Patterns of Time</p> <p>I can sequence a pattern of events using time language e.g. first, next, then</p> <p>Shape and Space</p> <p>I can confidently talk about 2D and 3D shapes (using informal vocab e.g. sides, straight, round, flat)</p> <p>I can discuss routes and locations, using words like 'in front of' and 'behind'</p>
	<p>Reception</p> <p>Subitising</p> <ul style="list-style-type: none"> perceptually subitise within 3 identify sub-groups in larger arrangements create their own patterns for numbers within 4 practise using their fingers to represent quantities which they can subitise experience subitising in a range of contexts, including temporal patterns made by sounds. <p>Cardinality, Ordinality, Counting</p> <ul style="list-style-type: none"> relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting have opportunities to develop an understanding that anything can be counted, including actions and sounds 	<p>Reception</p> <p>Subitising</p> <ul style="list-style-type: none"> continue from first half-term subitise within 5, perceptually and conceptually, depending on the arrangements. <p>Cardinality, Ordinality, Counting</p> <ul style="list-style-type: none"> continue to develop their counting skills explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand begin to count beyond 5 begin to recognise numerals, relating these to quantities they can subitise and count. <p>Composition</p> <ul style="list-style-type: none"> explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot explore the composition of numbers within 5. <p>Comparison</p> <ul style="list-style-type: none"> compare sets using a variety of strategies, including 'just by looking', by subitising and by matching compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they <p>Shape and Space</p>	<p>Reception</p> <p>Subitising</p> <ul style="list-style-type: none"> increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part <p>Cardinality, Ordinality, Counting</p> <ul style="list-style-type: none"> begin to become familiar with the counting pattern beyond 20. recognise numbers to 10 order numbers to 10 link the numeral with its cardinal number value to 10 begin to understand the concept of 1 more and 1 less to <p>10</p>	<p>Reception</p> <p>Subitising</p> <ul style="list-style-type: none"> explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. confidently subitise to 5 <p>Cardinality, Ordinality, Counting</p> <ul style="list-style-type: none"> continue to consolidate their understanding of cardinality, working with larger numbers within 10 become more familiar with the counting pattern beyond 20. understand the concept of 1 more and 1 less to 10 <p>Composition</p> <ul style="list-style-type: none"> explore the composition of odd and even numbers, looking at the 'shape' of these numbers begin to link even numbers to doubles embed automatic recall of addition bonds for 5 and some subtraction bonds begin to explore the composition of numbers within 	<p>Reception</p> <p>Subitising</p> <ul style="list-style-type: none"> continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10. confidently subitise to 5 <p>Cardinality, Ordinality, Counting</p> <ul style="list-style-type: none"> continue to develop verbal counting to 20 (recognising the pattern of the counting system) and beyond, including counting from different starting numbers <p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.</p>

<ul style="list-style-type: none"> explore a range of strategies which support accurate counting. <p>Composition</p> <ul style="list-style-type: none"> see that all numbers can be made of 1s compose their own collections within 4. <p>Comparison</p> <ul style="list-style-type: none"> understand that sets can be compared according to a range of attributes, including by their numerosity use the language of comparison, including 'more than' and 'fewer than' compare sets 'just by looking' <p>Shape and space</p> <ul style="list-style-type: none"> Understand and respond to positional language Continue a repeated 2 colour pattern and begin to create a 3 repeated pattern 	<ul style="list-style-type: none"> Create and extend a 3 repeated pattern 	<ul style="list-style-type: none"> introduce doubling and halving <p>Composition</p> <ul style="list-style-type: none"> continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 automatically recall addition bonds for 5 begin to recall some subtraction bonds for 5 explore the composition of 6, linking this to familiar patterns, including symmetrical patterns begin to see that numbers within 10 can be composed of '5 and a bit'. <p>Comparison</p> <ul style="list-style-type: none"> continue to compare sets using the language of comparison, and play games which involve comparing sets continue to compare sets by matching, identifying when sets are equal or unequal <p>Shape and Space</p> <ul style="list-style-type: none"> Recognise some 2D shapes (circle, square, rectangle, triangle) Recognise some 3D shapes (cuboid, cube, sphere and cylinder) 	<p>10 and maybe able to recall some of the different ways to make 10 (number bonds addition and subtraction).</p> <p>Comparison</p> <ul style="list-style-type: none"> compare numbers, reasoning about which is more, using both an understanding of the 'how manyness' of a number, and its position in the number system. develop understanding of comparing quantities up to 10 in different contexts, recognising when one quantity is more than, fewer than or the same as the other quantity. <p>Shape and Space</p> <ul style="list-style-type: none"> embed 2D and 3D shapes Use everyday language to talk about some of the following: <u>weight</u>, <u>height</u>, <u>capacity</u>, time and money 	<ul style="list-style-type: none"> continue to develop confidence touch counting to 10 and beyond order sets of objects, linking this to their understanding of the ordinal number system. <p>Composition</p> <ul style="list-style-type: none"> explore and represent patterns within numbers up to 10 including evens, odds, double facts and how quantities can be distributed automatically recall the addition and subtraction bonds for 5 name some of the bonds for 10. Recall some of the double facts to 10 have a deep understanding of numbers to 10 including the composition of each number <p>Comparison</p> <ul style="list-style-type: none"> Embed understanding of comparing quantities up to 10 in different contexts, recognising when one quantity is more than, fewer than or the same as the other quantity. <p>Shape and Space</p> <ul style="list-style-type: none"> Talk about 2D and 3D shapes using informal mathematical language Use everyday language to talk about some of the following: weight, height, capacity, <u>time and money</u> 	
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Number: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Nm---

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

Understanding the World



We follow the Staffordshire Agreed Syllabus for Religious Education. We have chosen to deliver RE through the RE Today Scheme. We teach our Reception children about Christianity and other faiths. This is delivered through a range of adult led sessions, circle times, events, or enhanced provision.

We also provide high quality enhanced provision and texts in order to expose our children to the skills linked to Past and Present, People, Culture and Communities, and The Natural World as well as addressing the diversity needs and issues that arise in our world and how to model inclusive behaviour

<p>3-4 year olds</p> <p>I can start to show I know who I am in terms of preferences</p> <p>I can start to notice some of the differences between people</p> <p>I can explore natural and manmade materials</p>	<p>3-4 year olds</p> <p>I know who I am in terms of preferences</p> <p>I can talk about myself and my immediate family</p> <p>I can talk about different occupations and job roles</p> <p>I can begin to talk about natural materials using a wide vocabulary linked to all my senses</p>	<p>3-4 year olds</p> <p>I can talk about myself and my immediate family</p> <p>I can talk about different occupations and job roles</p> <p>I can talk about natural materials using a wide vocabulary linked to all my senses</p> <p>I am starting to explore how things work</p>	<p>3-4 year olds</p> <p>I can talk about some of the ways I have changed over my life</p> <p>I can name some countries in the world</p> <p>I am positive about the differences between people</p> <p>I can explore collections of materials with similar and/or different properties</p> <p>I am beginning to show care for my environment and plant and care for plants</p>	<p>3-4 year olds</p> <p>I can name other countries in the world (and look for them on a map)</p> <p>I can explore the different forces that I can feel.</p> <p>I can talk about the differences between materials and changes they notice.</p> <p>I can talk about the differences between people</p> <p>I can show care for my environment and plant and care for plants</p> <p>I confidently explore how things work</p> <p>I can explore the key features of life cycles of animals and plants</p>	<p>3-4 year olds</p> <p>I can talk about some of my own and my family's history</p> <p>I can explore and talk about the different forces I can feel.</p> <p>I can talk positively about the differences I have seen in people, countries and communities</p> <p>I can understand the key features of life cycles of animals and plants using key vocabulary</p> <p>I can talk about the world around us observing animals and plants</p> <p>I know that there are different countries in the world and talk about the differences I have experienced (or seen in photos)</p>
<p>Reception</p> <p><i>Past and Present</i></p> <p>Children can name people who are familiar to them.</p> <p>Children can begin to comment on images of familiar situations in the past.</p> <p>Children will know about their own life story and how they have changed</p> <p><i>People, Culture and Communities</i></p> <p>Children will know about features of the immediate environment.</p> <p><i>The Natural World</i></p> <p>Children will understand the terms 'same' and 'different'</p> <p>Children can describe what they see, hear and feel whilst outside.</p> <p><i>People, Culture and Communities (RE)</i></p> <p><u>Unit 1:</u> Why is the word God so important to Christians? (Creation)</p>	<p>Reception</p> <p><i>Past and Present</i></p> <p>Children can name and describe people who are familiar to them.</p> <p>Children will know some similarities and differences between things in the past and now</p> <p><i>People, Culture and Communities</i></p> <p>Children will know that there are many countries around the world.</p> <p><i>The Natural World</i></p> <p>Children will explore and ask questions about the natural world around them.</p> <p><i>People, Culture and Communities (RE)</i></p> <p><u>Unit 2:</u> Why is Christmas special for Christians? (Incarnation)</p>	<p>Reception</p> <p><i>Past and Present</i></p> <p>Children will talk about the lives of people around them.</p> <p>Children will begin to compare past and present objects/artefacts</p> <p><i>People, Culture and Communities</i></p> <p>Children will begin to understand that people around the world have different religions, beliefs and celebrate times in different ways</p> <p><i>The Natural World</i></p> <p>Children will talk about features of the environment they are in and learn about the different environments and seasons.</p> <p><i>People, Culture and Communities (RE)</i></p> <p><u>Unit 3:</u> Being special: Where do we belong? (Thematic)</p>	<p>Reception</p> <p><i>Past and Present</i></p> <p>Children will talk about past and present events in their lives and what has been read to them.</p> <p><i>People, Culture and Communities</i></p> <p>Children will know about people who help us within the community.</p> <p><i>The Natural World</i></p> <p>Children will make observations about plants discussing similarities and differences.</p> <p>Children can draw information from a simple map.</p> <p><i>People, Culture and Communities (RE)</i></p> <p><u>Unit 4:</u> Why is Easter special to Christians? (Salvation)</p>	<p>Reception</p> <p><i>Past and Present</i></p> <p>Children will know about the past through settings and characters.</p> <p>Children will compare past and present objects/artefacts and discuss their findings</p> <p><i>People, Culture and Communities</i></p> <p>Children will know that people in other countries may speak different languages.</p> <p><i>The Natural World</i></p> <p>Children will make observations about animals discussing similarities and differences</p> <p><i>People, Culture and Communities (RE)</i></p> <p><u>Unit 5:</u> Which places are special and why? (Thematic)</p>	<p>Reception</p> <p><i>Past and Present</i></p> <p>Children will know about the past through settings, characters and events.</p> <p><i>People, Culture and Communities</i></p> <p>Children will recognise and understand fully that people around the world have different religions, beliefs and celebrate times in different ways</p> <p><i>The Natural World</i></p> <p>Children will know that simple symbols are used to identify features on a map.</p> <p>Children will know some important processes and changes in the natural world, including changing seasons and some states of matter.</p> <p><i>People, Culture and Communities</i></p> <p><u>Unit 6:</u> Which stories are special and why? (Thematic)</p>

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

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

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

Expressive Arts and Design



3-4 year olds


I can explore art materials for large and small scale art e.g. drawing, paint, sculpture

I enjoy joining in with songs, rhymes and music I can make rhythmic sounds e.g. banging a drum

I can express my ideas through play, particularly pretend play

I can create closed shapes with continuous lines, and begin to use these shapes to represent objects

Artist - Introduce Andy Warhol



Self Portraits

3-4 year olds

I can use different art materials and am starting to refine my ways of creating art

I can explore using different coloured paints

I can remember and sing a range of familiar songs

I can explore the different sounds musical instruments make

I can engage in simple pretend play, using some objects to represent others

I can begin to draw with detail, such as representing a face with a circle and including details.

Artist - Introduce Andy Warhol



Paint stones with bug patterns and designs
Finger painting ants
Drawing nativity characters
Christmas Cards

3-4 year olds

I can explore colour mixing using different coloured paints

Join different materials and explore different textures

I can listen with increased attention to sounds

Sing the pitch of a tone sung by another person ('pitch match')

Make imaginative 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

I can now draw with increasing complexity and detail, such as representing a face with a circle and including details such as earrings, hair strands

Artist – introduce George Seurat (pointillism)



Drive vehicles through paint – patterns and textures

3-4 year olds

I can use self- chosen materials to create my own ideas


I can sing my own created songs and begin to follow pitch, melody, rhythm and tone

I can play musical instruments with greater control and purpose

I can create more complex small world set ups to adapt and create stories

I can use drawings to represent ideas like movement or loud noises

Artist – introduce George Seurat (pointillism)



Using a range of art media to create a big art of Hattie and rooftops of New York
Animal patterns

3-4 year olds

Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc

I can sing my own created songs and follow pitch, melody, rhythm or tone

Respond to what they have heard, expressing their thoughts and feelings

Play instruments with increasing control to express their feelings and ideas.

Artist – Revisit Andy Warhol - Inspired flower pop art



Bubble painting
Each child to decorate a large scale class fish using a variety of techniques
Wax resist paintings.
Draw an underwater scene and then paint over the top with watery blue paint to create a sea picture

3-4 year olds

I can use a range of art materials, joining and colour mixing purposefully and freely

I can sing, respond to and create my own music with instruments showing some awareness of pitch, melody or rhythm

I can start to develop my own stories linked to what I know through role & all world play

Artist – Revisit Andy Warhol - Inspired flower pop art



Vegetable prints
Paint patterns using kitchen utensils

Reception

Being Imaginative

Children will sing and perform nursery rhymes.

Creating with Materials

Children will experiment mixing with colours.

Artist - Introduce Andy Warhol

Reception

Being Imaginative

Children will experiment with different instruments and their sounds.

Sing a range of well-known nursery rhymes and songs

Creating with Materials

Reception

Being Imaginative

Children will create narratives based around stories in their play

Children will move in time to the music.

Creating with Materials

Reception

Being Imaginative

Children will listen attentively, move to and talk about music, expressing their feelings and responses.

Creating with Materials

Return to and build on their previous learning, refining ideas and developing their ability to represent

Reception

Being Imaginative

Children will play an instrument following a musical pattern

Children can watch and talk about dance and performance art, expressing their feelings and responses.

Reception

Being Imaginative

Children will invent their own narratives, stories and poems

Children will sing in a group or on their own, increasingly matching the pitch and following the melody.

Creating with Materials



Self Portraits in the style of Andy Warhol

Children will experiment with different textures.

Artist - Introduce Andy Warhol



Paint stones with bug patterns
Finger painting ants
Drawing nativity characters
Christmas Cards

Children will begin to create collaboratively, sharing ideas, resources and skills.

Children will safely explore different techniques for joining materials.

Artist – introduce George Seurat (pointillism)



Drive vehicles through paint – patterns and textures

them.

Children will make props and costumes for different role play scenarios.

Artist – introduce George Seurat (pointillism)



Using a range of art media to create art of Hattie

Creating with Materials

Children will create collaboratively, sharing ideas, resources, and skills.

Children will explore and use a variety of artistic effects to express their ideas and feelings.

Artist – David Hockney



Bubble painting
Wax resist paintings.
Draw an underwater scene and then paint over the top with watery blue paint to create a sea picture

Children will share creations, talk about process and evaluate their work.

Artist – Revisit Andy Warhol



Supertato portrait in the style of Andy Warhol
Vegetable prints
Paint patterns using kitchen utensils.

Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative: Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.