

Working below 3-4	3-4 Emerging	3-4 Working in	3-4- Secure	Reception Emerging	Reception Working in	Reception Secure	ELG Emerging	ELG Working In	ELG Secure
Working between 0-3 years framework	Term 1 and 2			Term 3 and 4			Term 5 and 6		



EYFS Curriculum - Building knowledge and skills



EYFS Milestones- Sequential building blocks of knowledge and concepts (Preparing children for KS1 and beyond)

The curriculum – This is our plan for everything we want the children to learn. This plan is ambitious, it is carefully sequenced to ensure that children build learning over time and ensure they know and remember more. This curriculum is flexible, it lays the foundations for what children need to know during their first year at school, and it gives them the building blocks, the foundations for life beyond the Reception classroom. The curriculum allows teachers to teach specific knowledge and concepts, ensuring misconceptions are planned for. Our curriculum goes beyond Early Learning Goals. It ensures that staff have flexibility and can use their own creativity to make sure that learning is not stifled and so that children develop characteristics of effective learning which will stay with them for life. This curriculum is formed around effective Early years pedagogy, as practitioners, we know children learn best when we follow their interests and give them an abundance of experiences and opportunities in which they can thrive. Our curriculum is not endless, there are no limits to learning. It allows for milestone checkpoints that support assessment, it ensures that all children are supported and have the same opportunities despite varying starting points and prior experiences before starting school. Our curriculum ensures challenge and ambition for all and makes sure that children are prepared for the national curriculum and beyond. Our aim is to ensure children are enthusiastic, independent, resilient problem solvers who love their school experience at school.

What do our children need to know to prepare them for the next stages? When are new concepts introduced? What are the end points? (What do children need to know before the end of the foundation year) What are the small steps? (What needs to be taught to get them there?) How do subject leaders know what how EYFS builds into NC? (laying the foundations) What small steps do children need to take to become successful learners?

What do children learn and when? How is learning built upon each term? How are skills and knowledge retained and revisited to ensure learning is embedded?

Area of Learning Linked to ELG	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Communication and Language (Listen) To be a good listener and a confident talker.	<ul style="list-style-type: none"> -I enjoy listening to longer stories and can remember much of what happens. -I use a wider range of vocabulary. -I understand a question or instruction that has two parts. -I understand 'why' questions, like: "Why do you think the caterpillar got so fat?" -I can sing a large repertoire of songs. -I know many rhymes, and am able to talk about familiar books, and able to tell a long story. -I can use longer sentences of four to six words. -I am able to express a point of view and to debate when I disagree with an adult or a friend, using words as well as actions. -I can start a conversation with an adult or a friend and continue it for many turns. -I use talk to organise myself and my play: "Let's go on a bus... you sit there... I'll be the driver." 		<ul style="list-style-type: none"> -I understand how to listen carefully and why listening is important. -I can learn new vocabulary. -I use new vocabulary through the day. -I ask questions to find out more and to check I understand what has been said to me. -I can articulate my ideas and thoughts in well-formed sentences. -I can connect one idea or action to another using a range of connectives. -I can describe events in some detail. -I use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. -I am developing social phrases. -I engage in story times. -I can listen to and talk about stories to build familiarity and understanding. -I can retell the story, once I have developed a deep familiarity with the text; some as exact repetition and some in their own words. -I can use new vocabulary in different contexts. -I listen carefully to rhymes and songs, paying attention to how they sound. - I learn rhymes, poems and songs. -I engage in non-fiction books. -I listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 		<ul style="list-style-type: none"> -I listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. -I can make comments about what they have heard and ask questions to clarify their understanding. -I can hold conversation when engaged in back-and-forth exchanges with my teacher and peers. -I can participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. -I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. -I can 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. 	
Baseline assessment/Checkpoint/Foundation Stage Profile ongoing assessment	<p><i>Can the child shift from one task to another if you fully obtain their attention, for example, by using their name?</i></p> <p><i>Is the child using sentences of four to six words – "I want to play with cars" or "What's that thing called?"</i></p> <p><i>Can the child use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver."</i></p> <p><i>Is the child using the future and past tense: "I am going to the park" and "I went to the shop"?</i></p> <p><i>Can the child answer simple 'why' questions?</i></p> <p><i>Can the child respond to questions or instructions that have two parts?</i></p> <p><i>Can the child use talk to organise themselves and their play?</i></p>		<p><i>Can the child listen to a story and show understanding of importance during carpet teaching sessions?</i></p> <p><i>Can the child ask questions and seek to find out why and how things happen?</i></p> <p><i>Can they talk about their own ideas beginning to use words such as 'because', 'and' 'so' etc?</i></p> <p><i>Can they talk about something that has happened in detail?</i></p> <p><i>Can the child begin to use new vocabulary in the correct context?</i></p> <p><i>Can the child show an understanding of what has be read – through drama/role play?</i></p> <p><i>Can the child recall familiar nursery rhymes and songs and do they engage with these?</i></p>		Foundation Stage Profile Assessment Assessment against Early Learning Goals	

		<i>Can the child engage with non-fiction texts and begin to talk about new knowledge and vocabulary? i.e. seasons, animal habitats, life cycles etc</i>	
Personal, social, emotional development (Care) To care for themselves and others.	-I can select and use activities and resources, with help when needed. -I am developing a sense of responsibility and membership of a community. -I am becoming more outgoing with unfamiliar people, in the safe context of their setting. -I show more confidence in new social situations. -I play with one or more other children, extending and elaborating play ideas. -I help to find solutions to conflicts and rivalries. F. -I am starting to follow rules, understanding why they are important. -I do not always need an adult to remind them of a rule. -I am developing appropriate ways of being assertive. -I talk with others to solve conflicts. -I talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. -I am beginning to understand how others might be feeling.	-I see myself as a valuable individual. -I build constructive and respectful relationships. -I can express their feelings and consider the feelings of others. -I show resilience and perseverance in the face of challenge. -I identify and moderate my own feelings socially and emotionally. -I can think about the perspectives of others. -I can manage my own needs.	-I can show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. -I can set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. -I give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. -I am confident to try new activities and show independence, resilience and perseverance in the face of challenge. -I can explain the reasons for rules, know right from wrong and try to behave accordingly. -I can manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. -I work and play cooperatively and take turns with others. -I form positive attachments to adults and friendships with peers. -I show sensitivity to their own and to others' needs.
Baseline assessment/ Checkpoint questions/ Foundation Stage Profile ongoing assessment	<i>Has the child settled into school?</i> <i>Has the child comfortably left their parents/carers?</i> <i>Can the child select and use activities and resources?</i> <i>Can the child follow simple rules? Do they show some understanding of why rules are important?</i> <i>Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'?</i> <i>Can the child settle to some activities for a while?</i> <i>Does the child play alongside others confidently or do they always want to play alone?</i> <i>Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?)</i> <i>Does the child take part in other pretend play with different roles – being the Gruffalo, for example?</i> <i>Can the child generally negotiate solutions to conflicts in their play?</i>	<i>Can the child talk about how they feel? Are they showing signs of understanding when they or another child is upset and why? Is the child show signs of empathy for others?</i> <i>Are they able to move on from something that has not quite gone to plan?</i> <i>Are they resilient to make second attempt at things they find tricky?</i> <i>Can the child form friendships and relationships with adults they work closely with?</i> <i>Can the child talk about their own ideas and thoughts?</i> <i>Can the child listen to other perspectives and respond to these using conversation and express their own ideas?</i> <i>Can they go to the toilet without support? Can the child wash hands independent?</i> <i>Can the child seek their own fruit and snack and eats without support?</i> <i>Can the child express needs such as wanting toilet, feeling hungry etc?</i>	Foundation Stage Profile Assessment Assessment against Early Learning Goals

<p>Physical Development</p> <p>(Move)</p> <p>To move their bodies with good movement and control.</p>	<ul style="list-style-type: none"> -I continue to develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills. -I can go up steps and stairs, or climb up apparatus, using alternate feet. -I can skip, hop, stand on one leg and hold a pose for a game like musical statues. -I use large-muscle movements to wave flags and streamers, paint and make marks. I am starting to take part in some group activities which they make up for themselves, or in teams. -I am increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. -I can match my developing physical skills to tasks and activities in the setting. -I can use one-handed tools and equipment, for example, making snips in paper with scissors. -I use a comfortable grip with good control when holding pens and pencils. -I am starting to eat independently and learning how to use a knife and fork. -I can show a preference for a dominant hand. -I am becoming more independent as they get dressed and undressed. -I can be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. -I can make healthy choices about food, drink, activity and toothbrushing. 	<ul style="list-style-type: none"> -I am refining movement skills I have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. -I am moving towards a more fluent style of moving, with developing control and grace. -I am developing the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions. - am developing my small motor skills so I can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. -I can use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. -I can combine different movements with ease and fluency. -I am confidently and safely using a range of large and small apparatus indoors and outside, alone and in a group. -I am developing overall body-strength, balance, co-ordination and agility. -I am refining a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. -I am developing confidence, competence, precision and accuracy when engaging in activities that involve a ball. -I am developing the foundations of a handwriting style which is fast, accurate and efficient. -I know and can talk about the different factors that support my overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. -I am developing the skills I need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. 	<ul style="list-style-type: none"> -I can negotiate space and obstacles safely, with consideration for themselves and others. -I can demonstrate strength, balance and coordination when playing. -I can move energetically, such as running, jumping, dancing, hopping, skipping and climbing. -I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. -I can use a range of small tools, including scissors, paintbrushes and cutlery. -I am beginning to show accuracy and care when drawing.
<p>Baseline assessment/Checkpoint/Foundation Stage Profile ongoing assessment</p>	<p><i>Can the child develop their movement skills by riding scooters, trikes and bikes?</i></p> <p><i>Can the child skip, hop and stand on one leg during games?</i></p> <p><i>Can the child use large-muscle movements, for example waving flags or streamers, large-scale painting or mark making?</i></p> <p><i>Can the child use pencils or mark-making tools? Are they developing a comfortable grip? Do they show a preference for a dominant hand?</i></p> <p><i>Can the child use one-handed tools and equipment, for example, using scissors to make snips in paper?</i></p>	<p><i>Can the child make more complex movements?</i></p> <p><i>Are they beginning to show signs of control when handling balls etc?</i></p> <p><i>Can the child balance well? Stand on one leg etc?</i></p> <p><i>Can they use the obstacle course well, keeping movements controlled? Using PE equipment? Is there accuracy?</i></p> <p><i>Can they use one handed tools – scissors, paintbrush?</i></p> <p><i>Is the child agile, do they move freely?</i></p> <p><i>Can they hold a pencil using tri-pod grip? Is this controlled?</i></p> <p><i>Is the child forming letters, using controlled meaningful marks using pencils and crayons?</i></p>	<p>Foundation Stage Profile Assessment</p> <p>Assessment against Early Learning Goals</p>

	Can the child independently get dressed/undressed, for example, putting coats on and doing up zips or when changing for PE?	Can the child talk about being healthy and discuss importance of healthy eating, oral hygiene, sleeping, keeping safe etc? Can the children manage the school day and routines? Are they able to queue for lunch, wash hands etc?	
Literacy (Developing reading skills) To talk about a favourite story.	-I can understand the key concepts about print: - print has meaning - print can have different purposes -I can engage in extended conversations about stories, learning new vocabulary	-I can understand the key concepts about print: - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	-I can talk about a story and are able to identify-main characters, settings, main events -I can begin to use the vocabulary and story language from previous texts -I can re-read what I have written to check that it makes sense. -I can use story telling language such as; Once upon a time, One day, Suddenly, Then/ Next, Finally, they all lived happily ever after.
(Read) To read a red ditty book	-I can develop my phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	-I can read individual letters by saying the sounds for them. (Set 1) -I can blend sounds into words, so that they can read short words made up of known letter– sound correspondences. (set 1) -I can read a few common exception words matched to the school's phonic programme. (set 1 RWD) -I will be able to: Read 25 Set 1 single-letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.4 Spell using Fred Fingers	-I can read some letter groups that each represent one sound and say sounds for them. -I can read a few common exception words matched to the school's phonic programme. -I can read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. -I can build up their confidence in word reading, their fluency and their understanding and enjoyment. -I will be able to: Read set 1 Special Friends Read words with Special Friends: Word Time 1.5 and 1.6 Read Word Times 1.1 to 1.4 Read 3-sound nonsense words Spell using Fred Fingers Read 3 sound nonsense words with Fred Talk
(Write) To write a simple sentence and tell an adult what it says.	-I can recognise my name and make marks to represent it. -I can write some letters in their name. -I can give meaning to the marks I make when drawing, painting or writing. -I can hear and identify initial sounds in words. -I can hear and identify final sounds in words. -I can orally blend and segment the sounds heard in words.	-I can some of print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. -I can use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. -I can develop my small motor skills so that they can use a range of tools competently, safely and confidently. (pencils for drawing & writing) -I can write most or all of their name with a Capital letter at the beginning (not all formed correctly) -I can identify separate words in spoken sentences.	-I can begin to develop the foundations of a handwriting style, which is fast, accurate and efficient. I can talk about the different marks I make. -I can begin to form recognisable letters. -I can write my own name. (some letter may not be formed correctly) -I can identify and write final sounds heard in words. -I can identify and writes medial sounds heard in words. -I can writes the sounds in CVC words in the correct order -I can spell words by identifying the sounds and then writing the sound with letter/s

		<ul style="list-style-type: none"> -I can hear and identify medial sounds in words. -I can link letters to sounds. -I can correctly identify and write initial sounds heard in words. 	<ul style="list-style-type: none"> -I am beginning to write some longer words using phonic knowledge. -I can write a label for a drawing/diagram -I can re-read what I have written to check that it makes sense. -I can form lower-case and capital letters correctly. -I can attempt to write simple sentences. -I am beginning to put finger spaces between some words. -I can sometimes use a capital letters for a sentence. -I can sometimes use full stops (not always in the correct place)
Baseline assessment/ Checkpoint/Foundation n Stage Profile ongoing assessment	<p><i>Can the child use a book? For example, can they recognise that print carries meaning? Can they name the different parts of a book? Can they turn the pages correctly?</i></p> <p><i>Can the child talk about rhyming words? Can they identify and suggest words that rhyme?</i></p> <p><i>Can the child explore initial sounds? Can they identify words with the same initial sound?</i></p> <p><i>Can the child write/copy/trace their own name?</i></p> <p><i>Does the child show any left or right hand dominance? How does the child hold their pencil? Which pencil grip do they use?</i></p>	<p><i>Can the child read Group A,B,C RWI phonics sounds? Is the child starting to blend to read green words? Can the child share a ditty book and begin to start reading red storybooks with increasing fluency? Can the child recognise common exception (red words)? Can the child segment words? Can the child re-read books and are they building a confidence and love of reading? Does the child show enjoyment when reading stories? Can the child form lower and upper case letters of the Alphabet? Can the child use phonics knowledge to sound out and spell words? Can the child begin to write short captions using their phonics knowledge? Is their writing recognisable and can it be read by an adult?</i></p>	Foundation Stage Profile Assessment Assessment against Early Learning Goals
Maths (Count) To be able to count, recognise and write numerals to 10.	<ul style="list-style-type: none"> -I have fast recognition of up to 3 objects, without having to count them individually ('subitising'). Up to 3 -I can recite numbers past 5. -I can say one number for each item in order: 1,2,3,4,5. I know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). -I can show 'finger numbers' up to 5. -I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. I can experiment with my own symbols and marks as well as numerals. -I can solve real world mathematical problems with numbers up to 5. -I can compare quantities using language: 'more than', 'fewer than'. 	<ul style="list-style-type: none"> -I can count objects, actions and sounds. -I can subitise. Up to 4 -I can link the number symbol (numeral) with its cardinal number value. -I can count beyond ten. -I can compare numbers and begin to use more/less than and equal to when showing understanding. -I understand the 'one more than/one less than' relationship between consecutive numbers. -I can explore the composition of numbers to 10. -I can automatically recall number bonds for numbers 0-5 and begin to understand subtraction facts. -I can select, rotate and manipulate shapes in order to develop spatial reasoning skills. -I can compose and decompose shapes so that I recognise a shape can have other shapes within it, just as numbers can. 	<ul style="list-style-type: none"> -I have a deep understanding of number to 10, including the composition of each number. -I can subitise (recognise quantities without counting) up to 5. -I can 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. -I can verbally count beyond 20, recognising the pattern of the counting system. -I can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. -I can explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

	<ul style="list-style-type: none"> -I can talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. -I understand position through words alone – for example, "The bag is under the table," – with no pointing. -I can discuss routes and locations, using words like 'in front of' and 'behind'. -I can begin to make comparisons between objects relating to size, length, weight and capacity. 	<ul style="list-style-type: none"> -I can continue, copy and create repeating patterns. -I can compare length, weight and capacity. 	
Baseline assessment/Checkpoint/Foundation Stage Profile ongoing assessment	<i>What number can the child verbally count up to accurately? (20)</i> <i>Can the child say one number for each item, in order, to five?</i> <i>Can the child recognise numbers up to 10?</i> <i>What number can the child recognise numbers up to accurately? (20)</i> <i>Can the child order numbers to 10 accurately?</i> <i>What numbers can the child write up to? (20)</i> <i>Can the child understand the concept of size (bigger / smaller)?</i> <i>Can compare 2 groups of objects saying which has more / less?</i> <i>Can the child talk about and explore 2D and 3D shapes? Can they use informal and mathematical language (for example, sides, corners, straight, flat, round)?</i> <i>Can the child talk about and identify patterns they see?</i>	<i>Can they child count verbally beyond 10?</i> <i>Can the child count objects confidently to 10 and begin counting verbally to 20?</i> <i>Can the child subitise and recognise quantities without counting the items?</i> <i>Can the child link numbers with correct amounts? Can they identify numbers with correct numeral name?</i> <i>Is the child using vocabulary or more/less/same when comparing? Can they recognise relations with consecutive numbers?</i> <i>Can they recall number bonds to 5?</i> <i>Are they beginning to use positional language?</i> <i>Can they identify shapes from pictures and refer to basic shape such as triangle, square, rectangle and circle?</i> <i>Can the child carry on a basic repeated pattern?</i> <i>Are they comparing different quantities in different context? Is this used and applied during CP?</i>	Foundation Stage Profile Assessment Assessment against Early Learning Goals
UTW (Investigate) To investigate and ask questions about the world around them.	<ul style="list-style-type: none"> -I can use all my senses in hands-on exploration of natural materials. -I can explore collections of materials with similar and/or different properties. -I can talk about what they see, using a wide vocabulary. -I am beginning to make sense of their own life-story and family's history. -I show interest in different occupations. -I can explore how things work. -I can plant seeds and care for growing plants. -I can understand the key features of the life cycle of a plant and an animal. -I am beginning to understand the need to respect and care for the natural environment and all living things. -I can explore and talk about different forces they can feel. -I can talk about the differences between materials and changes they notice. -I am developing positive attitudes about the differences between people. 	<ul style="list-style-type: none"> -I can talk about members of my immediate family and community. -I can name and describe people who are familiar to me. -I can comment on images of familiar situations in the past. -I can compare and contrast characters from stories, including figures from the past. -I can draw information from a simple map. -I understand that some places are special to members of my community. -I can recognise that people have different beliefs and celebrate special times in different ways. -I can recognise some similarities and differences between life in this country and life in other countries. -I can explore the natural world around me. 	<ul style="list-style-type: none"> -I can talk about the lives of the people around me and their roles in society. -I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class. -I understand the past through settings, characters and events encountered in books read in class and storytelling. -I can describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. -I 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. -I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and.

	<p>-I know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>-I can describe what they see, hear and feel whilst outside.</p> <p>-I can recognise some environments that are different to the one in which I live.</p> <p>-I understand the effect of changing seasons on the natural world around me.</p>	<p>-I can explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>-I know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class.</p> <p>-I understand some important processes and changes in the natural world around me, including the seasons and changing states of matter.</p>
<p>Baseline assessment/Checkpoint/Foundation Stage Profile ongoing assessment</p>	<p><i>Can the child explore and talk about collections of materials with similar and/or different properties? Can the child talk about their own life and previous experiences?</i></p> <p><i>Can the child explore how things work?</i></p> <p><i>Can the child recognise and respect differences of themselves with others?</i></p>	<p><i>Can the child talk about home? Family? Favourite people etc? Can they name people that are important to them?</i></p> <p><i>Can the child talk about aspects of their own life? Using when I was younger...</i></p> <p><i>Can the child make links to experiences they have had-familiar situations and recall these?</i></p> <p><i>Can they talk about familiar stories and how they compare? Do they understand about people in the community that are important? (People who help me?)</i></p> <p><i>Can the child begin to understand that people can have different beliefs? Are they showing awareness of different celebrations and different GODS? Diwali, Christmas, Eid etc.</i></p> <p><i>Can the child explain how other countries are different to the UK? – weather/climate/food/landscape/animals etc</i></p> <p><i>Can the child explore during forest school sessions? Do they show curiosity about their environment?</i></p> <p><i>Can the child understand the changing seasons and name these? Are they able to identify weather during the seasons and how the natural world changes?</i></p>	<p>Foundation Stage Profile Assessment</p> <p>Assessment against Early Learning Goals</p>
<p>Expressive Art and Design (EAD)</p>	<p>-I can take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>-I am beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>-I can make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>-I can explore different materials freely, in order to develop my ideas about how to use them and what to make.</p> <p>-I can develop my own ideas and then decide which materials to use to express them.</p> <p>-I can join different materials and explore different textures.</p> <p>-I can create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>-I can draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p>-I can explore, use and refine a variety of artistic effects to express my ideas and feelings.</p> <p>-I can return to and build on their previous learning, refining ideas and developing my ability to represent them.</p> <p>-I can create collaboratively sharing ideas, resources and skills.</p> <p>-I can listen attentively, move to and talk about music, expressing my feelings and responses.</p> <p>-I can watch and talk about dance and performance art, expressing my feelings and responses.</p> <p>-I can sing in a group or on my own, increasingly matching the pitch and following the melody.</p> <p>-I can develop storylines in my pretend play.</p> <p>-I can explore and engage in music making and dance, performing solo or in groups.</p>	<p>-I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>-I can share my creations, explaining the process I have used.</p> <p>-I can make use of props and materials when role playing characters in narratives and stories.</p> <p>-I can invent, adapt and recount narratives and stories with peers and my teacher.</p> <p>-I can sing a range of well-known nursery rhymes and songs.</p> <p>-I can perform songs, rhymes, poems and stories with others, and try to move in time with music.</p>

	<ul style="list-style-type: none"> -I can use drawings to represent ideas like movement or loud noises. -I can show different emotions in my drawings and paintings, like happiness, sadness, fear etc. -I can explore colour and colour-mixing. -I can listen with increased attention to sounds. <p>I can create my own songs, or improvise a song around one they know.</p> <ul style="list-style-type: none"> -I can play instruments with increasing control to express their feelings and ideas. 		
Baseline assessment/ Checkpoint/Foundation Stage Profile ongoing assessment	<p><i>Can the child take part in simple pretend play?</i></p> <p><i>Can the child use small world equipment to create stories?</i></p> <p><i>Can the child join different materials? (Such as construction)</i></p> <p><i>Can the child use drawings to represent ideas?</i></p> <p><i>Can the child sing songs and rhymes?</i></p> <p><i>Can the child explore and play instruments?</i></p>	<p><i>Can the child talk about their own ideas and use effects to express feelings?</i></p> <p><i>Can they use a variety of art techniques to create artistic pieces?</i></p> <p><i>Can they develop previous learning, showing they can adapt and change their ideas?</i></p> <p><i>Can the child share ideas and resources in a small group?</i></p> <p><i>Can they listen and follow a musical rhythm? Can they discuss how music makes them feel, thinking about tempo, pitch, instruments and the pulse?</i></p> <p><i>Can the child sing and join in familiar songs? Can they move to the music and introduce actions and movements beginning to dance?</i></p> <p><i>Can the child act out narratives and show familiar stories?</i></p> <p><i>Can they perform on their own or in a small group using music and dance to add to their performance?</i></p>	Foundation Stage Profile Assessment Assessment against Early Learning Goals

By the end of Foundation Stage, we want for all children to:

Be able to care for themselves and others.

To be a good listener and confident talker.

To be able to move their bodies with good movement and control.

To be able to investigate and ask questions about the world around them.

To be able to talk about a favourite story.

To know several stories off by heart.

To show enjoyment when reading and listening to stories.

To be able to write a simple sentence and tell an adult what it says.

To have friends and have strong relationships with peers and staff.

To have been on a trip and visited the local town for different purposes (including a bus journey)

To know how to keep safe and healthy.

To be able to ask for help.

To be resilient and keep on trying when things prove tricky.

To know how to ride a balance bike.

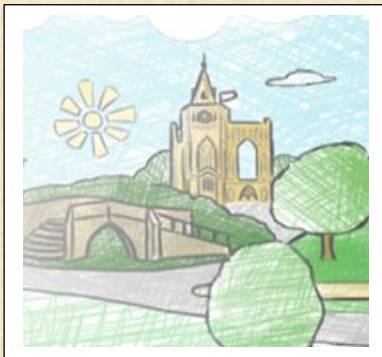
To take part in a sporting event.

To begin to play a musical instrument.

To share or perform a creation of theirs to others.

To take part in a school production on the stage.

To be happy and enjoy school life.



Subject leaders – How does the EYFS curriculum build the ‘foundations’ for the NC?

Science - Key knowledge/Skills	What does learning look like?	Vocabulary	Assessment
Autumn Children will use all their senses in hands on exploration of natural materials. Children will explore collections of materials with similar and/or different properties. Children will be able to tell someone about what they see. Children will describe what they see, hear and feel whilst outside. Children will discuss certain animals that live in woodland/forests (UK) Children will recognise and name some common woodland animals: hedgehog, squirrel, rabbit, fox, badger Children will learn about healthy food and importance of eating healthy. Children will learn about the body and learn names of key body parts.	Explore the school grounds, discuss what they can hear, see, touch, feel and smell. (Forest school sessions) Develop an understanding of growth, decay and changes over time, during weekly forest sessions (e.g. Leaf decay) Find natural materials in the woods and start to use natural resources for purpose. Experience objects changing e.g. melting chocolate, baking cakes, using play dough, wet and dry sand playing in tuff tray with aqua beads, shaving foam, cereals. Describe what they notice. (Seasons changing -Autumn/Winter) Discuss healthy food choices and the importance of being healthy. Learning about hibernation and hedgehogs.	See Hear Smell Touch Natural Man made Melting Season Autumn Winter Local woodland animal names Hibernation Healthy Woodland Forest	What does hibernation mean? Name an animal that hibernates? What healthy foods do you know?
Spring Children will explore the natural world around them in Forest School and explore winter in more detail. Children will begin to understand that when water gets cold enough it freezes and becomes ice. Children will begin to understand that when ice warms up it melts and changes back to water. Children will talk about what they see, using a wide vocabulary. Children will begin to understand the need to respect and care for the natural environment and all living things. Children will talk about the differences between materials and changes they notice Children will know that certain materials can be hard/ solid/ soft. Children will explore how and begin to understand why certain materials are better to use for different things. Children will explore fossils and start to learn about where these come from. Children will know about lifecycle of chicken and start compare this to life cycle of bean plant. Children will know that a plant is a living thing. Children can recognise and name parts of a plant. Children begin to understand how to look after plants. Children understand how certain plants grow and correctly sequence the growth patterns. Children notice and talk about the changes that happen to plants as they grow.	Explore signs of winter and how the environment has changed during forest school sessions. Plant own bean and complete a bean diary. Experiment with what plants needs to survive – light, soil (nutrients), water Building bridges - use of materials for structures. Look further at materials during Emperor’s new clothes. Importance of cleaning teeth and dental hygiene, cleaning teeth activity in tuff tray. (Cinderella give us a smile) Using clues match up animals to their description and footprint on an animal hunt around the nature trail. (pictures hung from trees) Dinosaur Topic - looking at books about fossils and how they are formed finding fossils in the Tuff Tray, making fossils with playdough	Season Winter Freeze melt Plant Seeds Soil Nutrients Water Sunlight Material Hard/strong Soft/weak Solid Cloth Magnet Metal Teeth Healthy Dentist Toothpaste Fossil Mary Anning Lifecycle	What does a seed need to grow? What happens to ice when it melts? How do we know what dinosaurs looked like?
Summer Children can recognise and name some common Polar and African animals: polar bear, penguin, arctic fox, giraffe, zebra monkey, etc.	Exploring metals and non-metals using magnets. Buy caterpillar eggs and hatch in class, feeding and caring for them, observing the changes that take place.	Habitat Lifecycle Cocoon Chrysalis	What is the life cycle of a butterfly? How has our school

<p>Children can identify that certain UK animals live in certain habitats/environments (woodland/farm/sea/ponds)</p> <p>Children can identify and sort animals according to where they live.</p> <p>Children understand how certain animals grow and correctly sequence the growth patterns</p> <p>Children understand the effect of changing seasons on the natural world around them. – changes from spring to summer.</p> <p>Children can label the key parts of an animal.</p> <p>Children begin to understand about camouflage.</p> <p>Children begin to understand how magnets work and use this to sort what is or isn't metal.</p> <p>Children begin to understand what they can do to help the environment.</p> <p>Children begin to understand what impact humans have had on animals and their environments.</p> <p>Children can identify and sort different materials to be recycled.</p>	<p>Observe natural and man-made objects using magnifying glasses and photographs, notice and describe similarities and differences.</p> <p>Care for living things, tadpoles in our outdoor water tray.</p> <p>Learning about the life cycle of a frog and butterfly.</p> <p>Go on a minibeast hunt, children have their own check list on a clipboard. Naming and recognising popular minibeasts</p> <p>Discover different places in the world – Antarctic, Rainforest, Africa (safari) -learn animals that live in these habitats and why they are suited to those environments</p> <p>Topic of Under the sea – investigate what floats and sinks, sorting objects discussing materials and reasons why.</p>	<p>Caterpillar</p> <p>Butterfly</p> <p>Natural</p> <p>Man made</p> <p>Minibeast (names)</p> <p>Antarctica</p> <p>Africa</p> <p>Rainforest</p> <p>Camouflage</p> <p>Sink</p> <p>Float</p> <p>Material</p> <p>Recycle</p>	<p>environment change over the year?</p> <p>Name one thing that floats and sinks.</p>
<p>End Point -All children need to be able to:</p> <p>Communicate through talking, pictures or writing what they have observed when exploring the school grounds.</p> <p>Name something, they can hear, see, touch, feel and smell.</p> <p>Describe how an object has changed.</p> <p>Show care for living things.</p>			
<p>How are children supported?</p> <p>Avoid information overload – consider metacognitive learning</p> <p>Visual prompts and key words</p> <p>Use of drama and more practical learning techniques.</p> <p>Clear explanations, using an appropriate level of language</p> <p>Checking understanding – careful questioning, asking the child to explain to an adult</p> <p>Offer varying levels of challenge to allow the children to challenge themselves but also to ensure success is achievable.</p>			
<p>Links to ELG (The Natural World)</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them.</p>			

Geography - Key knowledge/Skills	What does learning look like?	Vocabulary	Assessment
<p>Autumn</p> <p>Children will be able to tell someone about what they see</p> <p>Children can tell you something about where they live.</p> <p>Children will explore how things work.</p> <p>Children will talk about what they notice about the weather on a daily basis and how this impacts them. (need a coat, gloves, sunhat etc.)</p> <p>Children will know that London is the capital city of England. (Guy Fawkes)</p> <p>They will talk about the local environment using geographical vocabulary: village, farm, house, shop, church.</p> <p>Children will begin to know what an atlas is used for and start to explore the globe.</p>	<p>Name, discuss and look at the difference in the words and objects globe, map, world, planet, Earth. Look at how the land is often green and the water blue. Draw and colour a picture of the world.</p> <p>Compare and contrast our school and a school in India, using texts as starting point I,e Pattan's pumpkin. Finding the UK/England and India on a world map. Compare landscape.</p> <p>Observe the weather and the changing seasons during forest school sessions.</p> <p>Ongoing through the year – Fill in our Daily weather/date/season board each morning.</p>	<p>Must</p> <p>Road</p> <p>Path</p> <p>Field</p> <p>Pond</p> <p>Hedge</p> <p>Garden</p> <p>Forest</p> <p>School</p> <p>Map</p> <p>England</p> <p>London</p> <p>Season</p> <p>United Kingdom</p> <p>India (Pattan's Pumpkin)</p>	<p>Where do we live?</p> <p>Can you name our town? Country and planet?</p> <p>What is the 'globe' called and what does it show us?</p>
<p>Spring</p> <p>Children will talk about the what they like about their own immediate environment and how environments might vary from one another. (I like where I live because...)</p>	<p>Use a simple map of the school grounds to locate specific areas (trim trail, playground, music room.) (Maths)</p> <p>Use a simple map to explore the local area and its key features.</p> <p>Make a treasure map for a pirate using key features such as 'X' to</p>		<p>What are maps used for and when do they help people?</p> <p>What are some key places in Crowland?</p>

Children will experience looking at Atlases and world globes and explore the curiosity cube. Children can recognise and name two or more local features (E.g. Abbey/School/Snowden field/Trinity Bridge) Children will know about different animals and habitats – what animals live in their local woodland area.	mark the treasure and a blue line to show a river. Discuss what oceans and seas the pirates could sail on look at the globe. Scavenger hunt animal footprints, matching up the footprint to the animal reading the description and discuss the habitat and features of the animal. How have our school grounds changed during these weeks/months during forest school sessions – refer to seasons work (Science)	Mountain Flood House Shop Bridge Church-Abbey Town Atlas Habitat Europe Africa Jamaica India England United Kingdom Hot Cold Travel World Airport Antarctica Safari	
Summer Children know that there are different countries in the world and recognise and talk about some similarities and differences they have experienced or seen in photos. (Use oddizzi for links abroad – live classrooms in other countries) Children recognise that different plants and animals grow in different parts of the world. Children can name some UK based animals and foods. Children understand and talk about parts of the world being hotter or colder. Children will look at England, Arctic, Antarctica and Africa. Children will be able to point these out on a Globe/ Atlas with support. Children can point to where the United Kingdom is on a globe or atlas. Children can identify that certain UK animals live in certain habitats/environments (woodland/farm/sea/ponds)	Discuss where have they been on holiday or where they will be going, locate places on the globe. Which countries are hot and cold? What would you need to pack in your suitcase? Look at Jamaica linked to 'Coming to England' text climate/food Fairtrade Know what is man-made and natural, look around our school grounds to determine and sort. Forest school – science link- Explore life under the sea- impact of fishing. Explore the four seasons and the features of the changes children see.		What are the four seasons and what is the weather like in each season? Talk about a different country? Can you tell me what it is like there?
End Point -All children need to be able to: Children can recognise similarities and differences between Crowland/England and other countries they are familiar with Children can name the four seasons Can talk about their local environment and some key places that are in Crowland. Know that a map is used to locate places and shows information.			
How are children supported? Avoid information overload – consider metacognitive learning Visual prompts and key words Use of drama and more practical learning techniques. Clear explanations, using an appropriate level of language Checking understanding – careful questioning, asking the child to explain to an adult Offer varying levels of challenge to allow the children to challenge themselves but also to ensure success is achievable.			
Links to ELG (The Natural World) 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, discussion, stories, non-fiction texts and maps. 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. Understand some important processes and changes in the natural world around them, including the seasons.			

History - Key knowledge/Skills	What does learning look like?	Vocabulary	Assessment
Autumn Children can talk about special times, celebrations/ birthdays they remember in their life. Begin to recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago Children start to refer to recounting times in their own past.	Sing happy birthday on children's birthdays, how old are/were they yesterday, today and next year? Focus on significant person in History – Guy Fawkes -London link Look at significant person in living history – Queen People who Help Us topic – visit from a fireman / policeman / nurse / teacher. How have their jobs changed over time? Can we recognise someone from 'in the past' and 'now' by their uniform?	Guy Fawkes Past Yesterday Last week Then Now Morning	When is your birthday? How old are you now? How old will you be on your next birthday?

Spring Children can talk about how they have changed from being a baby. Children will talk about how children and adults are different. Children will start to make comparisons to life today to life in the past through – toys, technology and transport Children will begin to learn about periods in time – Vikings/Victorians etc and begin to understand how life was different between then and now	Looking at images to compare items from past and present, phones, cars, school life. Explore stories and texts that open discussion about the ‘past’ coming to England (Windrush), peepo etc How did we find out about dinosaurs if humans never met them? Pretending to be archaeologists discovering fossils. Mary Anning (Science link) Children take part in a history day where they will start to learn about some different time periods and what life was like for children then – dress up day. Vikings, Victorians, Egyptians, Stone Age (link to periods of time children will see on stage from other year groups topic learning)	Afternoon Evening Night Days of the week Mary Anning Past Yesterday Last week Then Afternoon Evening Night King Charles III David Attenborough Viking Victorian Stone Age Ancient Egypt	What animals lived on our planet millions of years ago? What do we have now that people didn't have a long time ago?
Summer Children can sort objects/images into old and new and begin to use vocabulary link to history topic. Children continue to explore items from the past from home. Children explore past items – typewriters, cassette tapes and talk about how they could be used.	Sorting images of what happens in a day into Morning, Afternoon, Evening and Night. Children bring in items to share and talk about from home from the past (living memory) i.e. parents' old toy etc.		Name times of the day? Typically, what happens during these times? How have they changed during this year?
End Point -All children need to be able to: Understand that as we grow older the world around us also changes. Children know that time passes, and we get older. They can talk about birthdays and significant events within the year. Children are beginning to use language related to time in conversation. Children can talk about something that is different today compared to the past.			
How are children supported? Avoid information overload – consider metacognitive learning Visual prompts and key words Use of drama and more practical learning techniques. Clear explanations, using an appropriate level of language Checking understanding – careful questioning, asking the child to explain to an adult Offer varying levels of challenge to allow the children to challenge themselves but also to ensure success is achievable.			
Links to ELG (Past and Present) Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.			

RE – Discovery RE Scheme - Key knowledge/Skills	What does learning look like?	Vocabulary	Assessment		
Autumn What makes people special? What is Christmas?	Special People Christmas	<table><tr><td><ul style="list-style-type: none">FamilySpecialRole ModelGodJesusChristiansMoses</td><td><ul style="list-style-type: none">GivingPresentChristmasCelebrationBibleShepherdsNativity</td></tr></table>	<ul style="list-style-type: none">FamilySpecialRole ModelGodJesusChristiansMoses	<ul style="list-style-type: none">GivingPresentChristmasCelebrationBibleShepherdsNativity	(See Discovery RE scheme)
<ul style="list-style-type: none">FamilySpecialRole ModelGodJesusChristiansMoses	<ul style="list-style-type: none">GivingPresentChristmasCelebrationBibleShepherdsNativity				
Spring How do people celebrate? What is Easter?	Celebrations Easter				

<p>Summer What can we learn from stories?</p> <p>What makes places special?</p> <p>(All details on weekly planning for Discovery RE)</p>	<p>Story Time</p> <p>Special Places</p>	<div> <ul style="list-style-type: none"> Ten commandments Rules </div> <div> <ul style="list-style-type: none"> New Year Chinese New Year China Persian New Year Iran Nowruz Haji Firuz Holi </div> <div> <ul style="list-style-type: none"> Easter Spring Palm Sunday Palm Cross Hosanna Jesus Pray Miracle </div> <div> <ul style="list-style-type: none"> Truth Lie Priest Bilal Muslim Allah Islam Serpent India </div> <div> <ul style="list-style-type: none"> Disciples Home Special Church Mosque Synagogues Kippah </div>	
<p>End Point -All children need to be able to: Understand that there are different Religions. Christianity is the religion linked to Christmas and Easter. Recognise some key features relating to Religion (church, symbol of the cross, praying, special clothes)</p>			
<p>How are children supported? Avoid information overload – consider metacognitive learning Visual prompts and key words Use of drama and more practical learning techniques. Clear explanations, using an appropriate level of language Checking understanding – careful questioning, asking the child to explain to an adult Offer varying levels of challenge to allow the children to challenge themselves but also to ensure success is achievable.</p>			
<p>Links to ELG (People, cultures and communities) 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.</p>			

DT - Key knowledge/Skills	Vocabulary	Art - Key knowledge/Skills	Vocabulary	Assessment
<p>Autumn Structures: Junk modelling In this unit, pupils explore and learn about various types of permanent and temporary join. They are encouraged to tinker using a combination of materials and joining techniques in the junk modelling area.</p>	<ul style="list-style-type: none"> Join Stick Cut Bend Slot Scissors Measure Materials 	<p>Autumn Drawing: Marvellous marks Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.</p>	<ul style="list-style-type: none"> Drawing Marvellous Marks Artist Bumpy Chalk Circle Pencils Ridged Rough Rubbing Self-portrait Short 	<p>(See Kapow scheme)</p>

	<ul style="list-style-type: none"> Fix 		<ul style="list-style-type: none"> Colours Curved Feeling Felt tips Long Mark making Observational drawing Observe Oil pastel Paint Pattern 	<ul style="list-style-type: none"> Smooth Soft Squiggly Straight Texture Thick Thin Wavy Wax crayons Zig-zag 	
<p>Spring</p> <p>Textiles – Bookmarks</p> <p>Pupils develop and practise threading and weaving techniques using various materials and objects. They look at the history of the bookmark from Victorian times versus modern-day styles. The pupils apply their knowledge and skills to design and sew their own bookmarks.</p> <p>Structures: Boats</p> <p>In this unit, children explore what is meant by 'waterproof', 'floating' and 'sinking', then experiment and make predictions with various materials to carry out a series of tests. They learn about the different features of boats and ships before investigating their shape and structures to build their own.</p>	<ul style="list-style-type: none"> Thread Weave Pattern Sew Sewing needle Embroider Design Evaluate 				
		<p>Summer</p> <p>Painting and mixed media: Paint my world</p> <p>Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art.</p> <p>Sculpture and 3D: Creation station</p> <p>Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.</p>	<p><u>Paint my world</u></p> <ul style="list-style-type: none"> Collage Create Cut Dab Flick Glide Glistening Landscape Permanent Temporary Rip/Tear Shiny, Silky, Slimy, Slippery, Smooth, Splat, Splatter, Squelchy, Stick, Sticky, Sweep, Swirl, Swish, 	<p><u>Sculpture and 3D creation</u></p> <ul style="list-style-type: none"> 3D art Bend Clay Chop Collage Evaluate Flatten, Join, Pinch, Plan, Poke, Pull, Push, Reflect, Roll Silky, Slimy, Slippery, Smooth, Squash, Squelchy, Sticky, Stretch, Twist, Wet Sculpture 	

	End Point -All children need to be able to: Know how to use different medium to draw objects Use Primary and secondary colours to create their own pictures Recognise sculptures and know that they can be created using different materials. Children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will make observations and explain why some things occur and talk about change.
	How are children supported? Pencil grips available to support with handling Soft leaded pencils and fine tip felt pens for children who need support with 'pressure' Sprung scissors for children who need support cutting. Certain materials ready cut out/easier materials used for certain children.
	Links to ELG (Expressive Art and Design) 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.

Music – Kapow Scheme - Key knowledge/Skills	What does learning look like?	Vocabulary		Assessment
Autumn Children will know that there are special songs we can sing to celebrate events. Children will understand that my voice or an instrument can match an action in a song. Children will know that moving to music can be part of a celebration. Children will be able to recognise that different sounds can be long or short. Children will be able to recognise music that is 'fast' or 'slow'.	Celebration Learning Children will learn about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas	<ul style="list-style-type: none"> • Dance • Tempo • Move • Diwali • Celebration • Traditional • Hanukkah • Hora • Kinnor • Harp • Flute • Jewish • Trumpet • Cymbals • Tambourine • Shofar 	<ul style="list-style-type: none"> • Kwanzaa • Africa • Culture • Call • Response • Drum • Rhythm • Beat • Instrument • Christmas • Christian • sleigh bells • actions • action songs • voice sounds • body percussion 	(See Kapow Music scheme)
Spring Children will understand how to listen carefully and talk about what they hear. Children will know that sounds can be copied by my voice, body percussion and instruments. Children will understand that instruments can be played loudly or softly. Children will know that music often has more than one instrument being played at a time. Children will know that the beat is the steady pulse of a song. Children will know that tempo is the speed of the music Children will be able to understand that we can match our body movements to the speed (tempo) or pulse (beat) of music. Children will know that signals can tell us when to start or stop playing.	Exploration Sound Children will explore how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment Music and Movement Children will be creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music	<ul style="list-style-type: none"> • Exploring sound • voice sounds • loud • quiet • high • low • soft • deep • tempo • fast • slow • rhythm • beat 	<ul style="list-style-type: none"> • sign language • Makaton • Deaf • Communicating • Lyrics • Verse • Heartbeat • Pulse • Piece • Composer • Whistle • Triangle • Siren • Cello • Perform 	
Summer Children will understand that a piece of music can tell a story with sounds. Children will know that different instruments can sound like a particular character. Children will understand what 'high' and 'low' notes are.	Musical Stories Children will learn about traditional children's' tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters. Big Band			

<p>Children will know that an orchestra is a big group of people playing a variety of instruments together. Children will know that music often has more than one instrument being played at a time. Children will understand that performing means playing a finished piece of music for an audience</p>	<p>Children will learn about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience</p>	<ul style="list-style-type: none"> • tempo • dynamic • pitch 	<ul style="list-style-type: none"> • audience 	
		<ul style="list-style-type: none"> • classical music • pitch, • dynamic • musical story • lyrics • melody • character • percussion • compose • performance 	<ul style="list-style-type: none"> • musical instrument • band • shake • tap • bang • strum • jingle • tempo • dynamic • pitch • beat • orchestra • rhythm • conductor • wind • string • percussion • brass 	
<p>End Point -All children need to be able to: To create and explore untuned musical instruments. To enjoy singing and listening to music. To show an awareness of rhythm and express personal opinions towards different genres of music</p>				
<p>How are children supported? Ear defenders available for occasions when children are distressed by noise Turning the sound down when singing if child shows negative reaction – awareness of who is noise sensitive Vocabulary mats and pictures to support – tempo, pitch, pulse</p>				
<p>Links to ELG (Expressive Art and Design) Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate)</p>				

PSHE - Key knowledge/Skills	What does learning look like?	Vocabulary	Assessment
<p>Autumn Families and Friendships To begin to recognise strategies to build constructive and respectful relationships. To recognise special people in their life. To talk about members of their immediate family and community. To know about the lives of people around them and their roles in society e.g. teachers, firefighters, doctors etc. To recognise ways to be kind and how to be a good friend to others. To know who they can talk to if they are worried about something. Safe Relationships To understand why it is important to work and play cooperatively and take turns with others.</p>	<p>Caring Friendships lesson My family lesson – important people to me To recognise the importance of friendships Know that friendships can make us feel happy Know some ways that we can make new friends feel welcome. To recognise that all families are different Identify different members of the family Understand how members of a family can help each other NSPCC – Pantosaurus Different occupations – people who help us Being kind lesson To recognise the importance of saying sorry and forgiveness</p>	<p>Rules Routine Behaviour Families Friendships Special people Role Emotions – happy, sad, worried, angry Take turns Body Difference</p>	<p>PSED goals</p>

<p>To understand that their body belongs to them. (PANTS)</p> <p>To know about privacy and the importance of this e.g. toilet doors being closed etc.</p> <p>Respecting Ourselves and Others</p> <p>To continue to develop positive attitudes about the differences between people</p> <p>To recognise that people, have different beliefs and celebrate special times in different ways.</p> <p>To show an interest in different occupations.</p> <p>To know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Know that arguing with friends and then making up can make friendships stronger</p>	<p>Family Community Right Wrong Environment Safe E-Safety Stranger Health Wellbeing Healthy eating Toothbrush Screen time Sleep Growing Changing Feelings</p>	
<p>Spring</p> <p>Belonging to a Community</p> <p>To talk about members of their immediate family and community.</p> <p>To explain the reasons for rules, recognising right from wrong.</p> <p>To talk about the how to look after the environment around them, e.g. litter picking, recycling etc.</p> <p>Media Literacy and Digital Resilience</p> <p>To understand basic e-Safety rules and the importance of adult supervision.</p> <p>Money and Work</p> <p>To explore different working roles within the local community e.g. firefighters, doctors etc.</p>	<p>Community links -visitors from the community</p> <p>To continue to develop understanding about rules and how these keep us safe. Right/wrong</p> <p>Recycling – plastic problem lesson – messy magpie</p> <p>E-safety -penguin safe lesson</p> <p>Job roles in the community – nurse, visit to fire station, opticians etc</p>		
<p>Summer</p> <p>Physical Health and Mental Wellbeing</p> <p>To know and talk about the different factors that support their overall health and wellbeing including physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine and being a safe pedestrian.</p> <p>To know that there are people who can help us in our day to day lives e.g., doctors, dentists etc.</p> <p>Growing and Changing</p> <p>To see themselves as a valuable individual.</p> <p>To identify their own strengths.</p> <p>To express their feelings and consider the feelings of others.</p> <p>To identify and moderate their own feelings socially and emotionally.</p> <p>To consider and think about the perspectives of others.</p> <p>Keeping Safe</p> <p>To recognise the basic rules for e-Safety.</p> <p>To explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p>Healthy eating lesson</p> <p>Importance of exercise – during PE</p> <p>Keeping safe – road safety</p> <p>Jar of me (name jar story link)</p> <p>E-safety lesson</p> <p>Give us a smile Cinderella – importance of brushing teeth</p>		
<p>End Point -All children need to be able to:</p> <p>To begin to understand how we use restorative justice at school, and the importance of kindness and friendship</p> <p>To realise that telling the truth is always the right thing to do.</p> <p>To recognise all families are different and that diversity is to be celebrated</p>			
<p>How are children supported?</p> <p>Avoid information overload – consider metacognitive learning</p> <p>Visual prompts and key words</p> <p>Use of drama and more practical learning techniques.</p> <p>Clear explanations, using an appropriate level of language</p> <p>Checking understanding – careful questioning, asking the child to explain to an adult</p> <p>Offer varying levels of challenge to allow the children to challenge themselves but also to ensure success is achievable.</p>			
<p>Links to ELG</p>			

PE Get Set4PE Scheme - Key knowledge/Skills	What does learning look like?	Assessment
Autumn <u>Fundamentals Unit 1</u> To develop balancing whilst stationary and on the move. To develop running and stopping. To develop changing direction. To develop jumping and landing. To develop hopping and landing with control. To explore different ways to travel. <u>Introduction to PE</u> To develop balancing whilst stationary and on the move. To develop running and stopping. To develop changing direction. To develop jumping and landing. To develop hopping and landing with control. To explore different ways to travel.	<p>Fundamentals - children will develop their fundamental movement skills through the topic of 'all about me'. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, working independently and with a partner.</p> <p>Intro to PE - children will develop their fundamental movement skills through the topic of 'all about me'. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, working independently and with a partner.</p>	<p>Assessment framework on get set4PE website Teacher assessment against skill objectives.</p>
Spring <u>Dance</u> To use counts of 8 to know when to change action. To explore different body parts and how they move. To explore different body parts and how they move and remember and repeat actions. To express and communicate ideas through movement exploring directions and levels. To copy and repeat actions showing confidence and imagination. To move with control and coordination, linking, copying and repeating actions. <u>Gymnastics</u> To copy and create shapes with your body. To be able to create shapes whilst on apparatus. To develop balancing and taking weight on different body parts. To develop jumping and landing safely. To develop rocking and rolling. To copy and create short sequences linking actions together.	<p>Dance - children will develop their expressive movement through the topic of 'everyday life'. Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback.</p> <p>Gymnastics - children will develop their basic gymnastic skills through the topic of 'animals and their habitats'. Children explore basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing.</p>	
Summer <u>Ball skills</u> To develop rolling a ball to a target. To develop stopping a rolling ball. To develop accuracy when throwing to a target. To develop bouncing and catching a ball. To develop dribbling a ball with your feet. To develop kicking a ball. <u>Fundamentals Unit 2</u> To develop balancing. To develop running and stopping. To develop changing direction. To develop jumping. To develop hopping. To explore different ways to travel using equipment. Links to ELG	<p>Ball skills - children will develop their ball skills through the topic of 'minibeasts'. Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner.</p> <p>Fundamentals 2 - children will develop their fundamental movement skills through the topic of 'places and spaces'. Children will develop skills of balancing, running, hopping, jumping, travelling and changing direction. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space. They work independently and with a partner to complete tasks.</p>	

Computing - Key knowledge/Skills - What does learning look like?	Vocabulary
<p>Autumn Discuss what technology they have at home, name the tech that we have in our room, talk about how the IWB works and name parts of the computer, iPad, laptops etc. How and why are these useful to us and when will we be using them at school. Use a mouse/track pad to click and navigate on a computer, using paint spa. Use Interactive Whiteboard for age appropriate games, line up on floor spot and wait for their turn moving along to next floor spot. Use iPads for letter formation in small groups teacher led activity, following instructions and being patient when 'tech goes wrong'. Using iPads to take photographs of aspects of nature (during forest school sessions)</p>	<p>Must Computer Click Interactive White Board Move</p> <p>Could Right Left Space Bar Return Log in Log off Mouse/track pad Bee bot Program</p>
<p>Spring Use a mouse/track pad to click and navigate on a computer, using age appropriate maths and phonics activity. Use Interactive Whiteboard for age appropriate games, line up on floor spot and wait for their turn moving along to next floor spot. Use iPads for letter formation in small groups teacher led activity, following instructions and being patient when 'tech goes wrong'. Using iPads to take and watch videos of themselves and their friends (saying a rhyme/telling a joke/story)</p>	
<p>Summer Use iPads for letter formation in small groups teacher led activity, following instructions and being patient. Using iPads to take photographs of flowers around our school grounds Using bee bots to prepare for Year 1 programming.</p>	
<p>End Point -All children need to be able to: Experience a range of hardware – laptop, IWB, iPad Move a mouse around the screen Interact with age appropriate software by clicking on IWB/ipads etc</p>	
<p>How are children supported? Clear explanations, using an appropriate level of language Checking understanding – careful questioning, asking the child to demonstrate</p>	
<p>Links to ELG (People, cultures and communities) Use a range of small tools, including scissors, paintbrushes and cutlery. 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 to follow instructions involving several ideas or actions. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Work and play cooperatively and take turns with others.</p>	