

**St. Bede's Catholic Primary  
Curriculum Overview  
(2023-2024)**

Area of learning focus:	Ourselves Autumn 1 <sup>st</sup> half	Traditional stories Autumn 2 <sup>nd</sup> half	People who Help Us Spring 1 <sup>st</sup> half	Plants Spring 2 <sup>nd</sup> half	Minibeasts/Animals Summer 1 <sup>st</sup> half	Seaside Summer 2 <sup>nd</sup> half
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*This learning overview provides an insight into learning experiences throughout reception year. The learning opportunities will continue to be enhanced over the year as children build upon their own unique experiences and share their ideas, as is the ethos of the EYFS. A lot of children's learning experiences are through play, investigation and active involvement. This approach helps children to become more independent active learners*

*\*Words highlighted in blue indicate KEY vocabulary.*

*\*Words highlighted in red indicate END POINTS*

<b>Overview</b>	<p><b>What do I know about me?</b> <b>All about me...Settling in:</b> : New beginnings Classroom routines and rules (discuss how it makes adult feel) Support children in making friends What is my full name?</p> <p>When is my birthday? What age am I? What do I look like? How have I changed? (<i>looking at baby pictures</i>) Am I the same as my friends? (<i>noticing and respecting differences</i>) What do I like to do? What do I like to eat? Where do I live? Who is my family?</p> <p><b>How can I look after myself?</b> (<i>personal hygiene/ healthy food/keeping fit</i>) – How is my <b>body</b> made? (<i>bones, skeleton,muscles, blood, skin, hair</i>) How can I move? How can I take care of myself? What should I eat? When should I brush my teeth? When should I wash my hands?</p>	<p><b>Traditional stories and fairytales.</b> Storytime and character exploration: Link role play area <b>Storytime:</b> introduce a selection of traditional and fairytale stories: <b>Traditional tales:</b> Three Bears/Three Pigs/Little Red Riding Hood - discuss characters, set, plot, story structure. <b>Fairytales:</b> Snow White/Cinderella/Happy Feet - discuss characters, set, plot, story structure. What kind of story <b>character</b> would you like to be? Would you like to be a Prince or Princess? Act out stories using actions and discuss: How do we know if a character is good or bad? How were the characters feeling? What do you think of the fox? Describe the characters <b>What Special Times do I have with my family?</b> get together (<i>Bonfire Night,</i></p>	<p><b>Who helps us in the community?</b> -school community -the wider community <b>People who help us:</b> <i>Caretaker,fire fighter,dentist, teachers, postman, doctor, vet</i> etc. Who helps you? Who has helped you in school today? How have they helped you? Have you helped somebody else? What did you do? Who has helped you at home? How have they helped you? Have you helped them? What did you do? <b>Visit a post office:</b> children will write a letter to different people who have helped us. They will visit a contrasting area (village) to post their letter. Discuss. <b>What do I want to be when I grow up?</b> What would I have to do? What would I have to wear? Where would I have to go?</p>	<p><b>Planting and Growing:</b> our <b>gardens</b> growing for food our school gardens - what can we plant and grow. How will we look after them? <b>Our gardens</b> (looking at different types of gardens, allotments, domestic gardens/yards, stately homes) <b>Growing for food</b> (<i>fruit and vegetables</i>- look at farmers) <b>School outdoor area</b> (prepare the ground, plant and maintain). <b>Investigation:</b> Growing grass, beans and cress. Maintain, measure, learn how to take care of our plants. Easter celebration (Jesus, The Easter story and Easter traditions). Read the story and discuss. <b>What Family traditions do we have?:</b> <i>Symbolism</i> – rolling away the rock: children will paint a boiled egg and roll it</p>	<p><b>Animals and new life:</b> <b>Link to Percy the Park Keeper After the storm</b> What animals lived in Percy's Park? <i>British wildlife/minibeasts</i> What can we see in our outdoor area – <b>British wildlife:</b> <i>Birds, Squirrels, Badgers, Foxes, Beavers,</i> <b>New life:</b> Mothers and their young. What do they look like/how do they change? How do we care for them? What do they need to survive? <b>What creatures live in our gardens?</b> What are minibeasts? Where do they live? What do they look like? How can we care for them? Go on a mini-beast hunt, discuss the features, take photos, set up different <b>habitats</b>, observe and record. What kind of minibeast city could we build?</p>	<p><b>At the Seaside:</b> <b>At home and abroad:</b> what is it like in different places around the world? <i>Where have we visited? Seaside visit –compare and contrast</i> <b>Where have you been on holiday ? (home and abroad)</b> Different kinds of Holidays; at <b>home and abroad, hot and cold.</b> (location –, brochures, booking, travelling) Where would we stay (look at hotels, caravans, camping) <b>Google Earth:</b> compare different places to where we live. <b>At the beach:</b> What do we see? (people, clothing, picnics, buckets and spades, donkeys, <i>seaside, rockpools; shells, pebbles, starfish.</i>) <b>On the sea:</b> What can we do? Paddle, swim, toys, keeping safe, salt water) What do we see? (<i>ships,</i></p>
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	<p><b>Sharing and Caring</b> for one another how can we show we care for each other. Link to RE/RSE</p>	<p>lanterns, fireworks, light; Diwali, Christmas New Year, Hanukah, bonfire night, pantomimes.) <b>New Babies/</b> new arrivals/celebrations) A very special baby (The First Christmas) <b>Christmas preparations and Celebrations</b> (writing to Father Christmas, cards, gifts, food, clothes, concerts, dinner, parties). <b>Who is Father Christmas?</b> How does he prepare for Christmas? Who helps him? What do they do? What would it be like to live at the North Pole?</p>	<p><b>Learn how to cross the road safely:</b> Children will learn about the <b>Green Cross Code</b> and practice crossing the road safely with their teachers. Would you know who to ask for help? Would you be able to help someone? Set up different scenarios and discuss how we could help. Internet safety</p>	<p>down the hill. They will discuss what this is said to mean and how it relates to the bible story. Easter crafts/ cards, treats, activities. What will we grow in our Garden? Investigate: plants/flowers/growing for food. How can we look after our garden throughout the year?</p>	<p>What will we need to collect? Set up different habitats and care for the creatures.</p>	<p><b>boats, surf board, sail boards, lighthouse</b> <b>Sun safety</b> <b>Under the sea:</b> What lies beneath? (Marine and plant life, submarines, divers). What would you see, feel, hear, taste and touch?</p>
<p><b>COMMUNICATION AND LANGUAGE</b></p>	<p><b>Listening, Attention and Understanding ELG</b> -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 questions to clarify their understanding -Hold conversation when engaged in back and forth exchanges with their teacher and peers</p>			<p><b>Speaking ELG</b> 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 , making use of conjunctions with modelling and support from their teacher.</p>		
<p><b>Speaking and Listening</b> Listening and respond to others- <b>conversation</b> Know that we need to look at each other –promote active listening Listening to stories, rhymes and poems for enjoyment Listen and Respond to simple instructions which help us know what to do. Joining in with repeated parts in rhymes. Join in with social phrases- Eg Good Morning Mrs S..</p>	<p><b>Speaking and Listening.</b> Taking turns in conversation. Increasing word level. Listening to and sharing ideas with others. Alliteration. Using simple sentences. Role Play. Use some vocabulary from stories- <b>once upon a time, happily ever after, suddenly, then , next, after, finally, characters, author, setting, illustrator, blurb</b></p>	<p><b>Speaking and Listening</b> Retell a past event. Build up vocabulary. Reflecting on own experiences. Rhymes and Songs. Alliteration. Retelling stories. Role Play. Begin to come up with and ask questions EG to a visitor- extend answers using a range of connectives</p>	<p><b>Speaking and Listening</b> Responding to and giving instructions. Asking Questions – <b>What, Where, Who? When?</b> Use sequencing words to give more detail when answering questions-<b>First after before next, finally</b> Using a range of tenses. Poetry. Role Play.</p>	<p><b>Speaking and Listening</b> Following stories and retelling using pictures and prompts. Changing our voice for the listener. Re-telling stories through continuous provision. Role Play. Use new vocabulary to make comparisons –EG –about minibests etc</p>	<p><b>Speaking and Listening</b> Extending word level. Extending vocabulary using a range of tenses. Understanding and using <b>How? And Why?</b> Re-telling stories through drama . Role Play. Hold conversations with adults and peers</p>	

<p>Role Play.</p> <p>Be able to talk about themselves, their families, likes and dislike</p> <p>I understand how to listen when someone is speaking</p> <p>I can engage in conversation with children and adults.</p>	<p>-be able to <b>retell</b> a simple story or make up short stories</p> <p>I know how to take turns in a conversation.</p> <p>I know how to listen well by looking at the speaker and to think about what is being said.</p>	<p>To use appropriate manners when asking for things and to wait patiently for responses.</p> <p>I know how to express myself appropriately in different situations.</p> <p>I can use please, thank you, excuse me and wait patiently. said.</p>	<p>I can answer specific, open ended questions appropriately</p> <p>I can use appropriate language in different conversations</p>	<p>I can understand and use a range of new vocabulary in context</p> <p>I can retell familiar stories using key phrases from the story and in sequence</p>	<p>I can listen attentively in whole class, small group and 1-1 situations.</p> <p>I can add detail to conversations to help them be understood better</p> <p>I can ask questions in a range of situations</p>
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<b>LITERACY</b>	<p><b>This involves encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves. Children must be given access to a wide range of reading materials such as books, poems, and other written materials to ignite their interest.</b></p>		
	<p><b>Reading: Comprehension</b> ELG</p> <p>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>-Anticipate (where appropriate ) key events in</p>	<p><b>Reading: Word Reading</b> ELG</p> <p>-Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>-Read words consistent with their phonic knowledge by sound blending</p> <p>- Read aloud simple sentences and books that</p>	<p><b>Writing:</b> ELG</p> <p>-Write recognizable letters , most of which are correctly formed</p> <p>-Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>-Write simple phrases and sentences that can be read by others</p>

<p>stories</p> <p>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play</p>	<p>are consistent with their phonic knowledge , including some common exception words</p>
<p><b>Phonics:</b> <i>Daily discreet lessons (Read Write Inc Programme).</i></p> <p><b>SET 1:</b> an introduction to letter sounds, <b>blending</b> and <b>segmenting</b>, reading and writing sounds, green words, red words-high frequency words, learning to write simple CVC words, reading and writing simple captions. Learning to write simple sentences.</p> <p><b>SET 2:</b> reinforce all letters sounds and continue to introduce Set 2 phonemes and graphemes, blend and segment words containing all sounds at set 1 and 2 learn to read/spell red words <b>'the/to/I/no/go/said/the /of/was/</b>. Writing dictated sentences using simple punctuation. Daily spelling-Word Time.</p> <p><b>End points assessed as part of the RWI programme</b></p>	
<p><b>Handwriting:</b> Handwriting patterns and weekly finger gym activities. Pencil grip and control. (link to fine motor)</p> <p>Mark making opportunities in adult led and child-initiated activities in continuous provision.</p> <p>Letter formation taught during phonics lessons</p>	
<p><b>Shared/guided writing:</b> Mark making developing to writing using initial sounds, followed by other taught /known sounds <b>Story mapping</b>. Modelled and shared writing of words, captions and sentences. Writing simple sentences. Writing a short <b>retell</b> of a story.. Secure independence in reading and writing. Writing a short story and reading it to a friend. Thinking about how different stories start. Begin to think about story openers and endings: <i>'Once Upon a Time' 'Finally'</i>. Use connective 'and'. Introduce simple Punctuation- <b>full stop/capital letter/fingerspaces</b></p>	
<p><b>Shared/guided reading:</b> Reinforce concepts about print. Daily shared reading, beginning with <b>Ditties</b> and Ditty books and daily free reading opportunities. Home reading programme. Rhyme and Alliteration. Nursery Rhymes. Daily Story time –. Talk about <b>character, plot and setting</b>. Discuss the <b>beginning, middle and end of a story</b>. Reinforcing/explaining new story vocabulary as it arises.</p>	

<p><b>Reading Comprehension</b></p>	<p>Show pleasure in stories being read to them and join in with repeated phrases and familiar rhymes Children can find visual information from a picture Hold books independently, turning pages Recognising their own name –EG pegs, drawers etc Answer simple questions about a story</p> <p>I can talk about stories I have heard I can begin to sequence stories/events (not always in order) and with help can create a story map I can recognise familiar words such as my own name I can handle books and carefully I am beginning to understand why / how questions I can join in with familiar rhymes, repeated refrains and predictable stories. I can begin to predict what might happen in stories</p>	<p>Choose to look at/read books independently telling the story using pictures Retell a simple story orally Sequence 4 pictures from a story or by creating a story map. Children begin to understand the feelings of characters EG Goldilocks or Make simple predictions about what might happen next or at the end of a story, using pictures in stories to give then a clue</p> <p>I can listen more carefully to, and retell the key events in stories , sometimes using my own story map I am starting to recall facts from non-fiction I can answer questions about what I have heard when listening to a story I can re-enact stories / poems that I have heard in my play I can talk about what has happened in the story so far I can make simple suggestions for what might happen next / at the end?</p>	<p>Becoming more able to retell as story using the key events a sign posts Children can pick a favourite character in a story and say why Children will be taught about simple settings that relate to familiar stories Sometimes read a text aloud to themselves using words they have remembered or heard Develop a greater understanding of how pictures relate to the text. Begin to point to text in answer to questions</p> <p>I can retell key events from stories I have read I can identify some characters, settings and events in the story. I can describe the key events in detail I can recall facts from a non- fiction book I can answer questions about what I have read I know that print carries meaning and is read from left to right.</p>	<p>Children will be encouraged to ask about words in a text that they do not understand- building up a range of new vocabulary</p> <p>Begin retelling a story in more detail and demonstrate this by boxing the story Children will start to ask and answer a variety of different questions about stories- using who, why, when, where, how</p> <p>I can retell using more I can identify some characters, settings and events with increasing detail I can re-enact stories / poems that I have heard in my play I am beginning to understand humour e.g. nonsense rhymes . I can understand questions and begin to answer e.g. who, why, when, where and how</p>	<p>Children will start to write simple recounts retelling a story-orally retelling the story first.</p> <p>Children will be able to offer simple predictions for how a story will end and suggest alternate endings Children will become more ble to make links between stories with similar characters or themes</p> <p>I can say what I think might happen next in more detail and anticipate key events in stories I can hear and use new vocabulary from stories/ rhymes / poems and non fiction books. I can use vocabulary and forms of speech that are increasingly influenced by my experience of reading.</p>	<p>Children will be able to talk confidently about a text. Retell the story as a Written recount including more details Children will be able to explain how the title of a book relates to the events in the story. Children will be able to identify who the key characters, settings and events are in a story. Children will use vocabulary from a story and newly introduced vocabulary. Children will be able to answer more confidently who, what, when, where, why, which and how? questions about a text</p> <p>I can explain what I have read or has been read to me I can retell simple stories in more detail and in order I can recall facts from information I can say what might happen next linked to other similar stories I can identify simple problems and solutions in stories</p>
<p><b>Text titles:</b></p>	<p>Funny bones: My Body Alike My Senses Alike Simpkin My Naughty Parents Little Red Hen</p>	<p>The Gingerbread Man Three Bears, Little Red Riding Hood, Jack and the Beanstalk Christmas stories</p>	<p>The Jolly Postman and other people’s letters. How to Catch a Star.</p>	<p>Oliver’s Vegetables Oliver’s Fruit Salad. Supertato. Too Many Carrots. The Tiny seed .</p>	<p>Percy the Park Keeper. Owl Babies. Animal fact finders. After the storm- (Percy the park keeper). The Hungry Caterpillar Owl Babies</p>	<p>Billy’s Bucket. Seaside stories. Lighthouse Keeper series of stories Pirate Stories-Night Pirates, Portside Pirates Dougal The Deep Sea diver The Rainbow fish</p>

<p><b>Writing</b></p>	<p>Begin to talk about our mark making  <b>Hand writing</b> -hold pencil with correct grip  <b>Name</b> writing- begin to write some sounds in our names and some of the sounds from set 1 phonics  <b>Labels –with support</b>  Picture story maps    (link to phonics)</p> <p>I can write some sounds in my name</p> <p>I can write some of the sounds I have been taught in my Phonics lessons</p> <p>I can make marks independently</p>	<p>Begin to say aloud some of the sounds we have been taught, as we write them  Hand writing – to begin to form taught letters using correct formation  Name writing - to write our name correctly (use a name card if necessary)  <b>Picture story maps</b>  Labels –with support    (link to phonics)</p> <p>I can write my own name</p> <p>I can begin to write and form correctly sounds I have been taught in my phonics lessons</p> <p>I can make marks and explain their meaning</p>	<p>Begin to say some of the sounds we blend together to make words, as we write  Hand writing - to begin to write at an appropriate size using the lines on a page as a guide  Name writing- independent  Labels –write known sounds  Simple <b>sentences</b> – begin to say sounds they want to write before writing  Story maps-labels  (link to phonics)</p> <p>I can write independently for a variety of purpose EG labels, phrases, letters</p> <p>I can begin to spell words by blending sounds and representing them with letters</p>	<p>Say aloud a simple sentence before writing  Hand writing –to begin to leave spaces between words in a simple sentence  Name writing –confident  Labels –write known sounds  <b>Instructions</b>  Simple sentences - introduce <b>full stops/finger spaces/capital letters</b>  <b>Story maps- labelled</b>  (link to phonics)</p> <p>I am becoming familiar with full stops as a way of ending a sentence and attempt to use them</p> <p>I can begin to leave spaces between words</p>	<p>‘Say a sentence, hold a sentence, write a sentence’  Hand writing -to ensure ascenders and descenders are becoming more defined  Labels and phrases  Simple sentences – introduce <b>capital letters</b>  Instructions  Narrative/recount  Box a story- pictures  Introduce simple connectives-and and because  (link to phonics)</p> <p>I can begin to write simple words and sentences independently and read back what they have written</p> <p>I am becoming familiar with capital letters as a way of beginning sentences and for Proper Nouns, and begin to use them</p>	<p>‘Say a sentence, hold a sentence, write a sentence’  Hand writing – to sit our writing on the lines and to form letters correctly  Labels and phrases within a boxed story  Simple sentences  Instructions  Narrative/Recount- to write simple recounts of familiar stories  (link to phonics)  To be able to read back what we have written</p> <p>I can write recognisable letters, most of which are correctly formed.</p> <p>I can spell words by identifying sounds and represent them with a letter/s</p> <p>I can write simple phrases and sentence which can be read by others</p>
<p><b>MATHS</b></p>	<p><b>This involves providing children with opportunities to: practise and improve their skills in counting numbers, subitising, recognizing number bonds and patterns , calculating simple addition and subtraction problems, describe shapes, spaces, and measures.</b></p>					
<p><b>ELG NUMBER:</b>  –Have a deep understanding of numbers to 10  -Subitise up to 5  -Automatically recall number bonds to 5 (including subtraction facts) and some number bonds to 10 , including doubling facts</p>			<p><b>ELG NUMERICAL PATTERNS</b>  -Verbally count beyond 20 recognising the pattern of the counting system  - Compare quantities up to 10 I different contexts, recognizing when one quantity is greater than, less than or the same as another.  -Explore and represent patterns within numbers up t 10, including odds/evens, doubles and how quantities can be distributed easily.</p>			

	<p><b>Shape space and measures</b>  -make simple patterns- copy, continue and create simple repeating patterns</p>	<p><b>Shape Space and Measures</b>  -comparing mass and capacity-make direct comparisons based on weight-<b>heavy, heavier than, heaviest, light, lighter than, lightest</b></p>	<p><b>Shape Space and measures</b>  -spatial reasoning-select <b>and rotate</b> shapes to fill a given shape</p>
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	<p>-recognise that objects can be compared by size – smaller/larger/shorter /taller</p> <p>-begin to recognise simple 2D shapes around and outside the classroom-square, circle, rectangle/oblong. Triangle, hexagon, pentagon -identifying properties such as straight and curved sides</p> <p>Spatial awareness- begin to use positional language to describe how items are positioned-on under over behind in front next to beside</p> <p>Time-Night and day-order key events in daily routines</p> <p>I can recognise a square circle triangle rectangle hexagon pentagon</p> <p>I can distinguish between a straight and curved line</p> <p>I can continue simple repeating patterns</p> <p>I can use simple positional language- EG under in front behind beside next to over</p>	<p>-Length and height- longer, shorter, taller, shorter, wider, narrower</p> <p>-Time-order and sequence important events in the day-now before later soon after then yesterday today tomorrow</p> <p>-3D shape- explore and manipulate 3D shapes through block play and modelling</p> <p>-be introduced to the names of 3D shapes- cube cuboid sphere cylinder pyramid prism cone</p> <p>-patterns- repeating patterns-,explore more complex patterns</p> <p>I can begin to recognise 3D shapes -cube cuboid sphere cylinder pyramid cone prism</p> <p>I can make direct comparisons based on weight and length and capacity using the vocabulary heavier/lighter shorter/longer full/ empty</p> <p>I can copy and create more complex repeating patterns</p> <p>I can use vocabulary to sequence time- before after yesterday tomorrow today</p>	<p>Patterns and relationships –places and models can be replicated</p> <p>I can select appropriate shapes shapes to fill a space</p> <p>I can describe simple properties of 2D /3D shape-EG number of sides, vertices,</p> <p>I can create, describe and copy models using 3d shapes</p>			
<p><b>Maths Units</b></p>	<p><b>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</b></p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>identify when a set can be subitised and when counting is needed</li> <li>subitise different arrangements, both unstructured and structured,</li> <li>make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills</li> </ul> <p>I can recite numbers I order to 10</p> <p>I can link numeral and quantity up to 3.</p>	<ul style="list-style-type: none"> <li>spot smaller numbers ‘hiding’ inside larger numbers connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</li> <li>hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous number</li> <li>develop counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including</li> </ul>	<p><b>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</b></p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals</li> <li>begin to identify missing parts for numbers within 5</li> <li>explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns</li> </ul>	<ul style="list-style-type: none"> <li>focus on equal and unequal groups understand that two equal groups can be called a ‘double’ and connect this to finger patterns</li> <li>sort odd and even numbers according to their ‘shape’</li> <li>continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern</li> <li>order numbers and play track games</li> <li>join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers when comparing numbers</li> </ul>	<p><b>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</b></p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>continue to develop their counting skills, counting larger sets as well as counting actions and sounds</li> <li>explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</li> <li>compare quantities and numbers, including sets of</li> </ul>	<ul style="list-style-type: none"> <li>continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10</li> <li>continue to identify when sets can be subitised and when counting is necessary</li> <li>develop conceptual subitising skills including when using a rekenrek</li> </ul>

	<p>I can say one number name for each item in order 1,2,3,4,5 I can quickly say how many there are (subitizing up to 3) I can show finger numbers up to 5.</p> <p>I can represent 1-3 on a tens frame and with object and solve some simple problems with numbers to 3</p> <p>I can explore simple composition of number through rhymes e.g. 5 little frogs / 2 frogs on the log and 3 in the pool</p>	<p>actions and sounds • compare sets of objects by <b>matching</b> • begin to develop the language of ‘whole’ when talking about objects which have parts</p> <p>I can count to 5 using different mathematical resources</p> <p>I can link numeral and quantity to 5 I can quickly say how many there are (up to 4) in different arrangements I can match all numerals to quantity to 5. I know that the last number reached when counting a small set of objects tells me how many there are in total.</p>	<p>I can solve some simple problems with numbers to 5</p> <p>I can start to show how numbers can be made up e.g. 1 and 3 is 4 and know there is more than one way of doing this</p> <p>I know and sings a selection of number rhymes.</p>	<p>I can count objects, claps, movements up to 10 I can link numeral and quantity (within 10) I can quickly say how many there are (up to 5) I am increasingly confident at putting numerals to 10 in order. I can count out up to 10 objects from a larger group.</p>	<p>objects which have different attributes</p> <p>I can recall number bonds to 5 I can start to give some linked subtraction facts I can start to recall some double facts e.g. 1 and 1 is 2 I use number rhymes and stories to explore composition of number and mathematical concepts.</p>	<p>I can show how numbers to 10 are made up using different models e.g. part whole, tens frame I can recognise the numerals to 10 and link to quantity consistently I can recognise quantities up to 5 without counting</p> <p>I can recall number bonds up to 5 and some to 10 I can match subtraction facts with number bonds I can recall some double facts within 10</p>
<b>UNDERSTANDING THE WORLD</b>	<p><b>ELG -The Natural World</b> -Explore the natural world around them making observations and drawing pictures of plants and animals -Know some similarities and differences between the natural world around them and contrasting environments, drawing on their own 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 Texts to support learning – (Ourselves/Body) Funnybones-Alan Ahlberg MY Five Senses/My Body- Aiki (Animal classification) What the Ladybird Heard-Julia Donaldson Giraffes Can’t Dance- Giles Adreae (Light) The Gruffalo’s Child –Julia Donaldson</p>	<p><b>ELG -People, Culture and Communities</b> -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps -Know some similarities and differences between 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 Texts to support learning – Handa’s Surprise –Eileen Brown Catch That Goat-Polly Alakijja The Tiger Child –Joanne Troughton Anansi Stories The Rainbow Bird-Eric Maddern How Rabbit Stole The fire – Joanna Troughton</p>	<p><b>ELG -Past And Present (link to seaside theme)</b> Talk about the lives of 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 Texts to support learning – Peepo –Janet and Alan Ahlberg Camille and The Sunflowers-Laurence Anholt Dinosaur Bones –Bob Barner George and The Dragon – Christopher Wormell Lighthouse Keepers Lunch-David and Ronda Armitage</p>			

	<p>Can't You sleep Little Bear- Martin Waddell Blackout –John Rocco (Sound)Peace at Last- Jill Murphy What The Ladybird Heard- Julia Donaldson Polar Bear, Polar Bear, What do You Hear?- Julia Donaldson (Life cycles) The Very hungry Caterpillar- Eric Carle Monkey Puzzle- Julia Donaldson (Plants) The Tiny Seed –Eric Carle Jasper's Beanstalk –Nick Butterworth (Forces) Up and Down –Oliver Jeffers Stuck –Oliver Jefers (Materials) Santa is Coming To Newcastle Waterproofing Little Lumpty- Miko Imaoi</p>	<p>The Magic Paintbrush –Julia Donaldson The Great Race _The Story of the Chinese Zodiac –Dawn Casey/ Ann Wilson</p>	
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<p><b>Understanding the World</b></p> <p><b>The Natural world</b></p>	<p><b>Why are there so many leaves on the ground?</b></p> <p>Introduce <b>Autumn</b>: this is a <b>season</b> and we have four seasons. what does this look like? What changes will I see in the environment? Visit garden to look at and record seasonal changes.</p> <p><b>Shadows investigating dark/light. Sun/sunny, light, dark, shadows, clouds, torch, see-through/not see-through</b></p> <p>Looking at and identifying shadows. Why is it getting darker (link autumn)? What does it look like when it is dark? Can we make shadows? Can we catch our own shadow? What different shadows can we make? Looking through prisms/mirrors colour paddles. What colours do we see when we put them on top of each other? Dark Den: Use the dark den and torches for investigations. Can we make new shadows? Use our <b>senses- watch touch feel smell listen</b></p> <p><b>I know weather can change</b></p> <p><b>I know about the 4 seasons</b></p> <p><b>I can investigate the world around me using my senses</b></p>	<p><b>Why is it always cold in Winter?</b></p> <p><b>States of matter/temperature</b></p> <p>Introduce <b>Winter</b> (clothes, weather, <b>North Pole, South Pole winter</b>.</p> <p>Why can I see my breath? How can I keep warm? Seasonal changes. Discuss growth and change: carry out the 'frozen' experiment and discuss <b>solid/liquid/ melting</b>. (<b>Freeze</b> some of the children's favourite toys into blocks of ice and have them decide how to get them out).</p> <p><b>Materials</b></p> <p>Learn about different materials. What are they called? Where do they come from? What do they feel and look like? Compare materials that are comfy and not comfy. What can we use to make comfy beds for the winter? Binka/sewing/ knitting (investigate different ways to make and join materials).</p> <p><b>I can talk about the differences in materials and identify similar and different properties</b></p> <p><b>I can identify what I need to wear for different seasons and why</b></p>	<p><b>Which material makes the best coat to wear in the rain?</b></p> <p><b>Waterproofing</b> – What does waterproof mean? How do I know if something is waterproof? How can we keep dry in the Spring showers? Can we make a waterproof coat? What is the best material to use?</p> <p>Revise and Investigate different <b>materials.wood, plastic, paper, card, metal, hard, soft, bendy, rigid, week, hot, rough, smooth, shiny, dull, see-through, not see-through</b></p> <p><b>Testing our ideas: Plan, design, test and improve.</b></p> <p><b>Magnets?</b> Which materials are <b>attracted /repelled</b> to /by magnets? Investigate different kinds of magnets, bar, horseshoe, ring, button.</p> <p>Oral health work –link to work on Dentists –<b>teeth, gums, mouth, tongue, toothpaste, healthy, diet</b></p> <p><b>I can investigate magnets and talk about forces I feel e.g. push, pull etc.</b></p> <p><b>I know it is important to look after my teeth and I know how to do that</b></p>	<p><b>What changes do we see in spring?</b></p> <p><b>Spring:</b></p> <p>Discuss Spring and the changes we may see around us. Visit the garden and record what we see. Compare this to our autumn visit. Discuss the changes that have happened. What weather have we noted during the year so far? <b>Rain sunny, cloudy, hot, warm, showers, storm, thunder, lightning, hail, sleet, snow, icy, frost, windy, air, blow</b></p> <p>What animals are born in spring. Animals and their young. Investigate ways of growing <b>plants</b>. Identify, <b>leaf, stem, branch, root, bark, flower petal, tree, bush, herb and names of plants in garden</b>.</p> <p>How can we keep them healthy? What will we need to do? Where will they grow the best? What will the seeds need? Understand the effect of changing seasons on the natural world around them.</p> <p>Healthy lifestyle- healthy diets</p> <p><b>Comparing healthy and unhealthy</b></p> <p><b>I know different countries Have different weather I can explore the natural world</b></p>	<p><b>Who lives in our garden?</b></p> <p><b>Minibeasts</b></p> <p>Looking at different minibeasts in our <b>environment</b> and their habitats. Minibeast hunt. <b>Life cycles</b></p> <p>How can we care for the creatures around us? What minibeasts can we find in our school? What are their names? <b>worm, slug, snail, spider, beetle, ant, ladybird, caterpillar, butterfly</b></p> <p>What do they look like?</p> <p>Looking for, collecting and identifying minibeasts. <b>Sort, compare, group and record minibeast</b></p> <p>Habitats- where do they live? Can we build minibeast <b>habitats</b>? Identify contrasting environments suitable for different creatures.</p> <p>How can we help take care for the minibeasts? What will they need?</p> <p>How do we care for our <b>local environment</b>? How do we care for the wider world?</p> <p><b>I can explore the natural world I can make observations of animals and use these</b></p>	<p><b>Is it always hot in summer?</b></p> <p><b>Summer:</b></p> <p>Discuss Summer and the changes we may see around us. Discuss: clothes, <b>weather, holidays</b>.</p> <p>Prepare for our school trip to the beach. What might we see? What can we do? What <b>sealife creatures</b> will we find? Investigate <b>marine/rockpool</b> life. <b>Crabs, lobsters, clams, fish, shark, whale, octopus, stingray, jellyfish, barnacles, mussels, limpets</b>.</p> <p>What will we take with us? <b>Floating/Sinking</b> What does <b>floating</b> and <b>sinking</b> mean? Why do some things float, and some things sink in <b>water</b>? Can we make a boat that floats? Will it sit on the <b>surface</b> or sink to the <b>bottom</b>? Which material is the best to make a boat?</p> <p>Electricity-lighthouse Make simple circuits –use <b>batteries, wires, bulbs</b> Know about <b>electrical safety, sockets</b> and that electricity can create <b>sound, light and movement</b></p> <p><b>I can explore the natural world- coastal areas and investigate plants and animals that live there</b></p>
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<p><b>Understanding the World</b></p> <p><b>People , Culture and Communities</b></p>	<p><b>Family</b> Talk about members of their immediate <b>family</b> and <b>community</b>. School and class family. Name and describe people who are familiar to them Discuss family celebrations. Hot seat parents/grandparents</p> <p>Compare celebrations in other cultures (Judaism)</p> <p><b>Celebration</b> - Harvest</p> <p>I can name some members of my family and talk about them</p> <p>I know the name of my school and village</p>	<p><b>Stories and nursery rhymes</b> Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from (traditional) stories/rhymes, including figures from the past.</p> <p>Who is our king? Who are our royal family?</p> <p>Recognise that people have different beliefs and celebrate special times in different ways. Hannukah/Diwali</p> <p>Celebrations- Christmas</p> <p>I can talk about how different people celebrate, e.g. Diwali, Eid, Christmas</p>	<p><b>Who are the people who help us ?</b></p> <p>Learn about different <b>occupations</b> and ways of life. Understand that some places are special to members of their <b>community</b>. Visit from fire service/police/ school nurse for hand washing and teeth workshops</p> <p><b>Celebrations-</b> Chinese New Year Easter Mother’s Day Shrove Tuesday</p> <p><b>Internet safety</b> Continue to reinforce - <i>dangers in the environment, e-safety, road safety, how to transport equipment safely in the classroom.</i></p> <p>I can talk about different jobs and occupations people have.</p> <p>I know who to call in an emergency</p>	<p><b>Where does our food come from?</b></p> <p>Growing food- where does food come from? How does it grow?</p> <p>Investigate food from around the world</p> <p>Visit a <b>supermarket</b> to investigate where food comes from. Testing foods from around the world.</p> <p>I know there are different countries in the world</p> <p>I can start to talk about the differences in lives in other countries EG Handa’s Surprise</p>	<p><b>Locality/community</b> Discuss different areas around school where we searched for minibeasts</p> <p>What areas are we familiar with in our local <b>community</b>-park, shops, churches, car wash , doctors etc</p> <p>Units of work when appropriate linked to Olympics World Cup, Euros etc- comparing cultures, flags, foods, traditions</p> <p>I can describe my immediate environment using what I know from</p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Discussion</li> <li>• Stories/ non-fiction</li> <li>• Maps</li> </ul> <p>I know my own address</p>	<p><b>Maps</b> Draw information from a simple map. Treasure maps for pirates Simple Coordinates</p> <p>Recognise some <b>similarities and differences</b> between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live. Seaside/lighthouse visit</p> <p>Compare features of different religions and cultures (Islam –RE other faith week)</p> <p><b>Celebrations- End of school year</b> I can talk about different religion and culture within my country</p> <p>I can create my own map using basic pictures and symbols.</p> <p>I can talk about real maps, globes, classroom maps, etc</p>
<p><b>Understanding the World</b></p> <p><b>Past and Present</b></p>	<p>Comparing our lives with those of our parents/grandparents –<b>old/young</b> What’s the same and different? What has changed since we were babies? <b>Human life cycle</b> –<b>baby, toddler, child, adult, old /elderly person,</b> What can we do now that we couldn’t do then? Sequence pictures to show changes Compare past and present photos,</p>	<p>Castles <b>Kings and queens, Knights</b> Comparing houses from <b>past/present</b> linked to Three Pigs story or Polly put the kettle on Know we all celebrate in different ways <b>Bonfire Night-</b> Story of <b>Guy Fawkes</b></p>	<p>Stories of working life in the past- compare with today’s roles -<b>police, firefighter, post workers doctors, nurses, paramedics</b> Know there are people within our community who can help us. EG story of Florence Nightingale</p>	<p>What are your favourite foods? What kind of foods did people eat in the past? Cooking simple food using recipe from today and recipe from the past? How do we get our food? Where does it come from?</p>	<p>How has our community /school changed ? Where do I belong? What is our village, Sacriston, like? Can we draw maps of the <b>village?</b> Sacriston- <b>mining</b> history use stories- visitors to explain</p>	<p>Transport –past and present How have airplanes/trains/boats changed- link to pirate ships/ Titanic How has going to the seaside changed -clothing, toys, etc Compare <b>then</b> and <b>now</b> Contrasting environment -</p>

	<p>Investigate different members of our families – mother, father, brother, sister, grandparents, aunt, uncle, cousins, friend</p> <p>Bible Stories</p> <p>I can sequence family members by size and name e.g. baby, child. Adult</p> <p>I can talk about some of the ways I have changed.</p>	<p><b>Remembrance</b> –what happened? What are we remembering? Why is it important to remember? Visit <b>Cenotaph</b></p> <p>Bible Stories</p> <p>I can talk about what I can see in pictures of the past</p> <p>I am becoming more aware of the past linked to myself and my family and how it has changed</p>	<p>Visit Post Office to post letters written History of postal system look at stamps and how they have changed</p> <p>Bible Stories</p> <p>I can talk about Historical figures EG Florence Nightingale</p>	<p>What kind of foods are healthy/unhealthy? What else do we need for a healthy lifestyle?</p> <p>Bible stories</p> <p>I can talk about what I have heard and seen in stories and picture books and how this is different/ the same</p>	<p>Use stories, maps and pictures How has our school /church changed ? Look at pictures old records etc Use Beamish museum school resources</p> <p>Bible Stories</p> <p>I can talk about changes in my local community</p> <p>I can use stories, maps and pictures to help me found out about the past</p>	<p>Bible Stories</p> <p>I can talk about the past using books and stories talking about the characters, settings and events</p> <p>I can talk about objects from the past e.g. no television, different toys/ clothes using photos and physical artefacts</p>
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<p><b>PHYSICAL DEVELOPMENT</b></p>	<p><b>ELG Gross Motor skills</b> 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><b>ELG Fine Motor Skills</b> Hold a pencil effectively in preparation for fluent writing, using a tripod grip in most cases Use a range of small tools, including scissors, paintbrushes and cutlery Begin to show accuracy and care when drawing</p>			
<p><b>Gross Motor Skills</b></p>	<p>Spatial Awareness Movement breaks PE- Fundamental skills Outdoor play</p> <p>Encourage regular exploration of the outdoor area Explore what our bodies can do- walking(slowly/quickly) Jogging, sprinting, jumping, hopping, skipping, crawling,sliding,running Move at different speeds and directions Know how to move safely around a space Know how to stand still and that this is a way of showing we are in control of our bodies</p>	<p>Dance Movement Breaks Spatial Awareness PE-Fundamental Skills Outdoor play</p> <p>Encourage and develop movement in a variety of ways Respond to music Be able to create different shapes/movements developing into a sequence of movements</p>	<p>Gymnastics Movement breaks Spatial Awareness PE-Fundamental Skills Outdoor play</p> <p>Know how to move using apparatus –slide climb, crawl, balance, jump, Become confident at moving at different heights Balance on different body parts</p>	<p>Games Movement breaks Spatial Awareness PE-Fundamental Skills Outdoor play</p> <p>Introduce bean bags /balls of different sizes and explore throwing catching rolling kicking aiming at targets of different shapes and sizes Work with a partner to complete different tasks involving balls</p>	<p>Gymnastics Movement breaks Spatial Awareness PE-Fundamental Skills Outdoor play</p> <p>Spend time practising previously taught skills - move using apparatus – slide climb, crawl, balance, jump, Become confident at moving at different heights</p>	<p>Games/Athletics/Sports Day Movement breaks Spatial Awareness PE-Fundamental skills Outdoor play Sports Day</p> <p>Create obstacle courses for children to complete We can create our own obstacle courses for our friends to complete Encourage children to draw maps of their course. Know it's important to always try our best.and that teamwork is important.</p>

	<p>I can move safely around a space without bumping into others</p> <p>I can stand still on request.</p>	<p>I know how to move in a range of ways –walking, jogging, running, skipping, hopping , jumping</p> <p>I can make simple shapes – star, pencil, ball shapes and link shapes in a simple sequence</p>	<p>I know how to move over, under, across and through a range of apparatus by climbing, crawling, sliding, balancing, jumping</p>	<p>I am starting to be more able in the skills in rolling, throwing, catching, kicking, aiming using beanbags and large balls</p>	<p>I know how to control my body to link movements together in sequence</p>	<p>I can create and complete an obstacle course using all skills taught across the year.</p>
<b>Fine Motor skills</b>	<p>Dough disco/finger gym Squiggle while you wiggle Use one handed tools and equipment EG scissors Develop pincer grip with tweezers, pipettes Use a comfortable grip with good control when holding pens and pencils. Encourage mark making using a variety of equipment Start to write own name Use chalk outdoors Start to eat independently, learning to use a knife and fork Show preference for a dominant hand.</p> <p>I know how to hold a pencil correctly in order to control it.</p> <p>I know we have to sit at a table with good posture to write well</p>	<p>Dough disco/finger gym – <b>squeeze, roll, twist, flatten, stretch</b> Squiggle while you wiggle Use one handed tools and equipment EG scissors-cut circles and shapes and demonstrate how to move paper to make it easier Use a comfortable grip with good control when holding pens and pencils. Start to eat independently, learning to use a knife and fork Show preference for a dominant hand. Practise letter formation of taught graphemes within phonics sessions.</p> <p>I know how to hold a pencil with a tripod grip.</p> <p>I can start to use cutlery independently</p>	<p>Funky Fingers Develop fine motor skills using a range of tools competently, safely and confidently including pencils(for drawing and writing)paintbrushes, scissors, knives and forks and spoons</p> <p>Practising letter formation using pencil and paper. Begin to develop some fluency.</p> <p>I know how to hold tools (paintbrush scissors tweezers hammer screwdriver) effectively and use them</p>	<p>Funky Fingers Develop fine motor skills using a range of tools competently, safely and confidently including pencils(for drawing and writing)paintbrushes, scissors, knives and forks and spoons</p> <p>Use a range of tools correctly-indoor and outdoor</p> <p>I can use tools (paintbrush scissors tweezers hammer screwdriver) confidently and effectively</p>	<p>Funky Fingers Develop the foundations of a handwriting style that is fast, accurate and efficient</p> <p>Continue to work on correct letter formation. Practise sitting letters on the line.</p> <p>I can use a firm tripod grip to write and draw</p> <p>I can sit with a good posture for writing</p>	<p>Funky Fingers Develop the foundations of a handwriting style that is fast, accurate and efficient</p> <p>Review and focus on any errors-personalised intervention</p> <p>I can form letters and numbers in the correct direction, starting and finishing in the correct place</p>

<b>RE Come and See</b>	Myself Welcome	Birthdays	Celebrating  Gathering	Growing	Good News	Friends  Our World
<b>PSED</b>	<b>ELG Building relationships:</b> To work and play co-operatively, taking turns with each other. To show sensitivity to their own and others' needs To form positive attachments with adults and friendships with peers.		<b>ELG Self Regulation</b> 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 to follow instructions involving several ideas or actions.		<b>ELG Managing Self</b> 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.	

Self Help Skills/Managing Own Needs Building and Sustaining Constructive and Respectful Relationships Feelings and Emotions Taking Turns and Sharing  <b>Self Regulation</b> School routines and Rules - Early Years Gathering /Buddies, Liturgical Prayer, whole school activities  I can talk about my feelings- happy sad angry scared  I am starting to follow instructions  I am more outgoing towards unfamiliar people and more confident in new social situations	Self Help Skills/Managing Own Needs Building and Sustaining Constructive and Respectful Relationships Feelings and Emotions Taking Turns and Sharing  <b>Self Regulation</b> School Routines and Rules - Early Years Gathering /Buddies, Collective Worship/whole school activities  I can identify a range of different feelings (excited, worried, scared)  I am starting to sit and listen more consistently during adult focus time  I can follow simple instructions  I show confidence in new social situations	Self Help Skills/Managing Own Needs Building and Sustaining Constructive and Respectful Relationships Feelings and Emotions Taking Turns and Sharing  <b>Self Regulation</b> School routines and rules- Early Years Gathering /Buddies, Collective Worship/whole school activities  I can say how others are feeling based on their expressions and actions  I can say what I am good at and what I would like to improve  I can describe myself in positive terms and talk about abilities.	Self Help Skills/Managing Own Needs Building and Sustaining Constructive and Respectful Relationships Feelings and Emotions Taking Turns and Sharing  <b>Self Regulation</b> School routines and Rules Early Years Gathering /Buddies, Collective Worship/whole school activities  I can show tolerance of others  I can keep on trying when I find something difficult  I can sit and listen during adult focus time  I can follow instructions with two or more part	Self Help Skills/Managing Own Needs Building and Sustaining Constructive and Respectful Relationships Feelings and Emotions Taking Turns and Sharing  <b>Self Regulation</b> School routines and Rules- Early Years Gathering /Buddies, Collective Worship/whole school activities  I can say how I and others are feeling  I can show my understanding of feelings by changing my behaviour  I can listen to and respond to adults	Self Help Skills/Managing Own Needs Building and Sustaining Constructive and Respectful Relationships Feelings and Emotions Taking Turns and Sharing  <b>Self Regulation</b> School routines Rules Early Years Gathering /Buddies, Collective Worship/whole school activities  I can set myself goals  I can wait for my requests and needs to be met  I can control my immediate impulses when appropriate
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	<p><b>Building and Maintaining Relationships</b>  Learning each other's names  Understand the need to welcome others into our class  Recognising and celebrating differences between each other and that we are all <b>unique</b>  Leaving familiar adults at the start of the day</p> <p><b>I can leave my grown up at the start of the day</b></p> <p><b>I can play with one or more children cooperatively</b></p> <p><b>I can start to talk about the way I feel</b></p> <p><b>I notice and ask questions about the differences with my friends</b></p> <p><b>Managing Self -Developing Confidence and Resilience</b>  Settle into new classroom routines and expectations-register, snack time, playtime, lunch time  Play alongside others and develop confidence within the environment and with resources  Learn from adults modelling positive play  Introduce <b>dressing/undressing</b> for PE</p> <p>Begin to recognise we all have different emotions-</p>	<p><b>Building and Maintaining Relationships</b>  Playing alongside and with other children  Asking to join in play  Welcome others into play  Begin to be able to take turn.  Recognise the importance of everyone being given a <b>fair</b> chance</p> <p><b>I can play with a small group of children, sharing ideas and toys and taking turns</b></p> <p><b>I am starting to form good relationships with the familiar adults in my class</b>  <b>I can express and identify my feelings</b>  <b>I can express my basic needs to familiar adults e.g. ask to go to the toilet, etc</b></p> <p><b>Managing Self- Developing Confidence and Resilience</b>  Becoming more familiar with class and school rules and begin to understand their importance- so we can all enjoy playing and learning together  Recognise that rules also help to keep us <b>safe</b></p> <p>Children to be encouraged to dress appropriately for (winter) weather Can I put on my own hat, scarf, gloves? Can I zip my own coat?</p>	<p><b>Building and Maintaining Relationships</b>  Understand the concept of friendship as <b>including</b> and not <b>excluding</b> because of 'best friends' of friendship groups.</p> <p><b>I can work well with others listening and sharing ideas</b></p> <p><b>I can show friendly behaviour in the classroom and around school</b></p> <p><b>I can identify how others feel and respond to them appropriately</b></p> <p><b>Managing Self -Developing Confidence and Resilience</b>  Understand the need for rules to keep us safe and that there are consequences if we don't  Know there are people I can ask for help.  Encourage children to develop internal motivation to complete tasks to the best of their abilities for their own personal satisfaction.</p>	<p><b>Building and Maintaining Relationships</b>  What do we do when we fall out with friends?  How do we tell someone they are upsetting us?  Recognise when someone is not happy.  Know how to ask someone if they need help or how to support them.  Talk about relationships outside school.  What do our relationships teach us?</p> <p><b>I can use words to help solve conflicts with others</b></p> <p><b>I am developing friendships with lots of different people</b></p> <p><b>I can show sensitivity to my own and others needs</b></p> <p><b>Managing Self-Developing Confidence and Resilience</b>  Encourage children to challenge themselves  Recognise sometimes our first attempt is not always the best.  Know if we keep trying we will get better.</p> <p>Focus on how we have developed from being a <b>baby</b> – investigate the different stages of life- <b>toddler-child-teenager-adult</b></p>	<p><b>I can follow instructions accurately</b></p> <p><b>Building and Maintaining Relationships</b>  <b>Develop a sense of belonging –community</b>  I know where I am from , where I belong  I know my <b>address</b>  I can recognise my own home/street  I know that there are adults to ask for help when I need it</p> <p><b>I can work with others in a group</b></p> <p><b>I have lots of friends and positive Friendships</b></p> <p><b>I know what my own needs are and can share them</b></p> <p><b>Managing Self- Developing Confidence and Resilience</b>  Develop more independent working  How are we using indoor and outdoor provision?  What are your favourite areas? Why?  Have children any suggestions for improving things for next year's class?</p>	<p><b>Building and Maintaining Relationships</b>  Do I know what to do or who to talk to if I have <b>worries?</b>  How can we make each other feel better about things?  How can we help each other as we move into Y1?</p> <p><b>I can form good relationships with the adults in class and around school</b></p> <p><b>I know who to talk to if I have worries</b></p> <p><b>I am sensitive to the needs of others</b></p> <p><b>Managing Self-Developing Confidence and Resilience</b>  Prepare for Y1 transition  What do we know now that I didn't know when we started school?  What skills and talents do we have?  Begin to understand why some people act in certain ways.  Know it is important to look after our world, it is our <b>responsibility</b> –RE links/Laudato sii</p>
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	<p>I know it's ok to have feelings- <b>sad /angry/scared</b> and that I have a grown up who I can talk to about them</p> <p><b>I am starting to become more confident when things are new</b></p> <p><b>I am showing an awareness of rules and how to behave in the classroom</b></p> <p><b>I can toilet myself and wash and dry my hands</b></p> <p><b>I can take off own coat and shoes and put coat on independently</b></p> <p><b>I am starting t know ways of being healthy</b></p>	<p>Link to Remembrance day and recognise how others might be feeling-know that war is not nice and people suffered to help us</p> <p>Link to Advent- a time of <b>waiting and preparation</b></p> <p>Know we can't always have what we want immediately and we need to be <b>patient</b></p> <p>Refer to other children who are not as lucky as we are.</p> <p><b>I am starting to try new activities</b></p> <p><b>I am starting to be aware of rules in the school and classroom</b></p> <p><b>I can put/take own t-shirt/jumper on/off independently but maybe back to front</b></p> <p><b>I can put my own coat</b></p>	<p>Recognise the positive feelings when we achieve a goal,</p> <p>Know we can look after ourselves by making <b>healthy</b> food, such as fruit and vegetables and life choices</p> <p>Try to learn ways in which we can self comfort rather than always seeking immediate adult interaction</p> <p>Develop patience skills – wait till people are finished speaking , try not to <b>interrupt</b></p> <p><b>I can keep on trying even when I am finding something difficult</b></p> <p><b>I can dress and undress for PE.</b></p> <p><b>I can talk about the school and class rules</b></p> <p><b>I can talk about what is right and wrong</b></p>	<p>Know ways of telling someone what we want and how we feel.</p> <p><b>I can follow the class and school rules</b></p> <p><b>I can begin to do up my own zip</b></p> <p><b>I can say how I keep myself healthy e.g. diet, oral health, hand washing, exercise, etc.</b></p> <p><b>I can put on socks and shoes independently</b></p>	<p>Recognise children around the world may look different or live differently but all have the same needs –to be loved, looked after, fed and kept safe-make CAFOD links</p> <p><b>I can try new activities</b></p> <p><b>I can explain and follow classroom and school rules</b></p> <p><b>I can say how I keep myself healthy e.g. diet, oral health, hand washing, exercise, etc</b></p> <p><b>I can zip my coat independently</b></p>	<p><b>I can show resilience and perseverance when things are difficult</b></p> <p><b>I can show I know right from wrong by my behaviour</b></p> <p><b>I can manage my own basic hygiene and personal needs e.g. toileting and dressing</b></p> <p><b>I can explain healthy food</b></p> <p><b>I can dress and undress independently but may still need help with small buttons and laces</b></p>
<p><b>RSE</b></p> <p><b>TEN TEN</b></p> <p><b>Life To The full</b></p>	<p>Unit 1: Religious Understanding</p> <p>Unit 2: Me, My Body, My Health</p>	<p>Unit 3: Emotional Well-Being</p> <p>Anti Bullying Week</p>	<p>Unit 4: Life Cycles</p> <p>Unit 1: Religious Understanding</p> <p>Safer Internet</p>	<p>Unit 2: Personal Relationships</p>	<p>Unit 3: Keeping Safe</p> <p>Unit 1: Religious Understan</p>	<p>Unit 2: Living in the Wider World</p> <p>Transition</p>



<b>Expressive Arts and Design</b>	<b>ELG: Creating with materials</b> – 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 role playing characters in when narratives and stories			<b>ELG: Being imaginative and Expressive</b> -invent, adapt and recount narratives and stories with peers and teachers -Sing a range of well known nursery rhymes and songs -Perform songs, rhymes and poems with others (and when appropriate) try to move in time with music		
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<b>Creating with materials</b>	<b>Drawing</b> Practice drawing things using simple shapes such as circles, squares and triangles. Learn the link between drawing shapes and writing. Learn to draw with different pressures to create different effects. Learn to correct mistakes by rubbing out and working through them. Learn to shade areas and shapes as neatly and carefully as they can. Draw things they like and learn to draw for pleasure and relaxation. Draw with –pencils, crayons, pastels, chalks, inks, felt pens a range of drawing materials and can combine these to create effects.	<b>Printing</b> Make simple printing blocks from soft materials they have cut, shaped and moulded. Print different colours to make more complex patterns and pictures. Learn to make single print by drawing into ink and pressing paper on it, or by placing paper into oil, ink and water for example.  Using different technologies for digital art or photography	<b>Painting</b> Use primary colours to mix secondary colours. Investigate shades and tones. Develop preferred ways of holding brushes to develop control but know greater control is gained by holding the brush closer to the tip. Paint shapes, lines and edges neatly. Know how to clean brushes and water to maintain colours. Learn to blend colours on paper when paint is still wet. Know to use different sized	<b>Collage</b> Collage is used to select and cut colours, shapes, textures and images from a range of sources. Combine papers, fabrics, materials, and surfaces etc to make collages,	<b>Sculpting</b> Makes sculptures by cutting, forming and joining familiar 3D shapes such as junk materials, into desired effects. Combine these resources with other materials such as a plasticine, pipe cleaners, wire, tubes, food, mod roc and finished with a range of effects such as papier mache, thick paint or spray paint. Simple shapes and forms are made from pliable	<b>Textiles</b>  Objects and pictures are made by cutting, sewing, gluing and forming fabrics, EG Weaving with a variety of materials. Textiles can be decorated with simple applique techniques such as beads, sequins, coloured threads, lace, found or reclaimed materials.
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<p>I can make marks using a Variety of media</p> <p>I can draw circles and lines</p> <p>I draw enclosed spaces giving meaning.</p> <p>I draw things that I observe.</p> <p>I am beginning to draw bodies of an appropriate size of what I am drawing</p> <p>I am beginning to draw self portraits, with basic features,landscapes, and buildings/cityscapes</p>	<p>I can print with large blocks and large sponges</p> <p>I can print with a range of natural materials outdoors</p> <p>I can print with small blocks/ small sponges, fruit, shapes and other resources</p> <p>I can independently select additional tools (stamps rollers etc) to improve their printing</p>	<p>brushes for different effects Use a range of painting tools to experiment with mark making ; brushes, sponges, tissue, fabric, string, cotton buds etc Add things to paint to make textures such as sand, cous, soil, rice, etc</p> <p>I explore what happens when I mix colours</p> <p>I can use a variety of brushes and other tools including natural materials to paint</p>	<p>I can safely use scissors and one handed tools to create art safely and more accurately</p> <p>I can join items in a variety of ways Sellotape, masking tape, string and ribbon</p> <p>I am able to combine different techniques e.g. collage, paint, crayon, clay to create art</p> <p>I know how to improve my model, e.g. scrunch, twist, fold, bend, roll.</p>	<p>materials such as modelling clay</p> <p>I can build towers by stacking objects</p> <p>I build walls to create enclosed spaces</p> <p>I explore play dough and make marks in play dough</p> <p>I build simple models using a variety of resources including loose parts.</p> <p>I explore clay, making marks in clay</p>	<p>I can select and use a range of textiles according to their characteristics.</p> <p>I can explore and express themselves using a range of textiles and techniques.</p> <p>I can describe a range of textiles suing appropriate vocabulary EG soft , rough, bumpy .smooth</p>
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			<p>I use thin brushes to add detail</p> <p>I can choose particular colours to use for a purpose</p> <p>I can add white or black to alter tint or shade</p> <p>I can match colour to a specific colour and shade</p> <p>I can choose to paint on other materials, card, clay, material</p>	<p>I can identify smooth, rough, bendy, hard</p> <p>I can design a piece of work</p>	<p>I manipulate clay (rolls, cuts, squashes, pinches and twists)</p> <p>I can use various tools for artwork and design e</p>	
<b>Being imaginative and expressive</b>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Develop storylines in their pretend play. Create collaboratively sharing ideas, resources and skills.</p> <p>Sing in a group or on their own, increasingly matching the <b>pitch</b> and following the <b>melody</b>.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Move and respond to <b>music</b></p> <p>Know music can be <b>happy/sad/angry/exciting/calm</b></p> <p>Listen to different songs- how do they make you feel?</p> <p>Look at a variety of different <b>percussion instruments</b>- what are they called? How do you play them? What kind of sound do they make? (<b>tambourine, cymbals, bells, drums, triangle</b>)</p> <p>Songs- If You're Happy and you Know It Heads, Shoulders, Knees and Toes One Finger, One Thumb Please and Thank You Song Hello Song I've got a body</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Develop storylines in their pretend play. Create collaboratively sharing ideas, resources and skills.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Add simple <b>actions</b> to songs</p> <p>Look at a variety of wind/string instruments- what are they called? How do you play them? What kind of sound do they make?(<b>guitar, violin, ukulele, flute clarinet</b>)</p> <p>Move in response to different kinds of music-EG Supermovers, Jump Start Jonny, Koo Kangaroo</p> <p><b>Perform</b> in the <b>Nativity</b>-show awareness of an <b>audience</b></p> <p>Songs- Christmas carols 12 Days of Christmas When Goldilocks went to the house of the bears Old King Cole Hickety Pickety my red hen</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Develop storylines in their pretend play. Create collaboratively sharing ideas, resources and skills.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Explore how sounds can be made. Investigate changing volume-how can we make sounds <b>louder/softer/quieter?</b></p> <p>Songs Miss Polly had a dolly 5 Little firemen Doctor Foster Brush your teeth song Cobbler Cobbler mend my shoe I am the baker man Busy Farmer Ben</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Develop storylines in their pretend play. Create collaboratively sharing ideas, resources and skills.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Introduce the idea of a <b>beat</b>. Can we clap in time, stamp in time/ Can we repeat <b>patterns</b>? Can we change the timing of the beat- can we go <b>faster or slower?</b></p> <p>Use instruments to keep a beat.</p> <p>Songs- Little Peter Rabbit Old McDonald had a Farm Five Monkeys Down in the Jungle • The Animal Fair The Farmer's in his den</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Develop storylines in their pretend play. Create collaboratively sharing ideas, resources and skills.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.</p> <p><b>Listen and respond</b> to music from the local area- EG Blaydon races, Local Area, when the Boat comes in</p> <p>Songs – I Dig my Garden (Singing Hands) In My Little Garden Little Peter Rabbit Wiggly Woo Mary Mary Quite contrary Down in the jungle Incy Wincy Little Miss Muffet</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Develop storylines in their pretend play. Create collaboratively sharing ideas, resources and skills.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Listen to music from different parts of the world. How does it make you move/Feel?</p> <p>Songs- Sea shanty's Portside Pirates Bobbie shaftoe Row row your boat Oh I do Like to be Beside the Seaside The Big Ship sails Seaside Songs There's a hole at the bottom of the sea A sailor went to sea</p>

	<p>I can move expressively to music I listen to</p> <p>I can recognise and name a range of percussion instruments and know how to make sounds with them.</p> <p>I can sing a range of simple songs and nursery rhymes</p>	<p>I can clap the beat to a tune</p> <p>I can use musical instruments to create different effects</p> <p>I can role play real life situations or characters from stories</p> <p>I can perform songs and perform for an audience</p>	<p>I can play percussion instruments using knowledge of pitch and tempo</p> <p>I can develop storylines in role play situations using appropriate vocabulary</p>	<p>I can play percussion instruments with knowledge of rhythm and beat</p> <p>I can take on a role effectively using props, language, expression and action.</p>	<p>I can listen with concentration and respond to music from the local area</p> <p>I can tell stories with developing language, expression and actions.</p>	<p>I can listen with concentration and respond to a range of genres of music.</p> <p>I know that different cultures listen to different genres of music.</p> <p>I know that musical instruments can be played in different ways to create different effects</p>
<b>Role Play</b>	<p>Domestic Role Play - kitchen</p> <p>Baby ward – measuring /weighing</p>	<p>Domestic role play</p> <p>Fairy-tale Castle</p> <p>Santa’s workshop</p>	<p>Domestic role play</p> <p>Hospital/Dr surgery</p> <p>Jolly Postman’s post office.</p> <p>Vets surgery.</p>	<p>Domestic role play</p> <p>Garden centre</p> <p>Greenhouse and gardening equipment/planting area.</p>	<p>Domestic role play</p> <p>Dressing up as minibeads.</p> <p>Puppets for storytelling.</p>	<p>Domestic role play</p> <p>Pirates island/den (indoor/outdoor)</p> <p>Beach café</p>
<b>Continuous provision:</b>	<p>Continuous provision is based on children’s interests and topic themes and enhanced to develop a natural curiosity in children. The provision we provide is learning through play, which covers the 7 prime areas of learning: Personal, Social and Emotional Development, Communication and Language, Physical Development, Literacy, Mathematics, Understanding the World, Expressive Arts and Design. Areas are open for children to lead their own learning and challenge their thinking through play and investigation. Areas are enhanced based on children’s interests and fascinations and topic themes, aiming for independence and greater depth.</p>					

<p><b>Characteristics of Effective Learning</b></p>	<p><b>Playing and Exploring Active Learning</b>  Playing and exploring  Finding out and exploring Keep on trying  Playing with what they know  Being willing to have a go</p> <p>First-hand experiences of changes in seasons i.e. to feel drizzle, the snowflakes falling, the wind and experience natural changes in light and temperature • etc.</p> <p>Chances to explore natural materials, a range of textures, smells, sounds etc. through hands on real experiences.</p> <p>Encourage free exploration of new materials before suggesting that they are used in a particular way.</p> <p>Provide a rich, stimulating and irresistible environment with open ended resources.</p> <p>Be aware of unintentionally restricting children’s imaginative use of materials and objects – develop • an ethos of permission to use resources in different ways.</p> <p>Ensure sufficient uninterrupted time when children are fully engaged - develop flexible routines.</p> <p>Consider modelling novel uses of materials, for example, for den making.</p> <p>Provide a range of resources that match children’s current fascinations and interests.</p> <ul style="list-style-type: none"> <li>• Develop the environment to become a flexible space with ample opportunities for free exploration.</li> </ul>	<p><b>Active Learning</b>  /Being focussed and concentrating  Achieving what they set out to do</p> <p>Provide an environment where activities excite and are on the edge of children’s understanding without being overwhelming.  Keep activities which interest the children out rather than routinely tidy them away. • Resources should be stimulating, inventive, imaginative, varied, open-ended, freely available • and related to the children’s interests.  Consider the amount of time available in sessions for children to be completely involved in their own learning.  Encourage children to work together and learn from each other to create a ‘learning community’.  Have photographs of previous learning readily available to discuss with children.  Use observations to note children’s enjoyment and commitment and then provide similar activities.  Plan activities which provide children with a reason to become involved.</p>	<p><b>Creating and thinking critically</b>  Developing their own ideas  Making links  Finding new ways to do things</p> <p>Provide prompts in the environment that remind children of their previous experiences for example photographs of models in the construction area and displays of child initiated creative work.  Avoid activities that involved children reproducing other’s ideas.  Ensure that opportunities are open ended so that children are required to draw on previous experiences or learn from each other.  Use visual prompts for the routine so that children are able to accurately predict and make connections with previous experiences.  Challenge children’s thinking through providing new and inspiring resources and giving children opportunities to explore these freely and make connections.  Plan activities that don’t repeat but link to previous activities to ignited children’s interests and curiosity.  Take a series of photographs of children thoroughly engaged in purposeful activities so that you can display learning stories to discuss or to spark future ideas.  Ensure there are rich opportunities for children to engage in imaginative play.</p>
<p><b>EYFS Assessment</b></p>	<p>Children are assessed through individual progression in all areas of the Early Years Curriculum /Development Matters. Each child is unique and their profile will reflect this. Assessment is ongoing over the year and judgements are made through daily observations, independent play and adult-led activities and specific tasks. The information is gathered and informs our internal assessment tracker (SIMS). The aim is for children to meet their Early Learning Goal by the end of their reception year, taking into account individual starting points and specific learning needs and styles.</p>		

