

St Werburgh's Early Years Progression Plan

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	Pre School	<p><u>Listening, Attention and Understanding</u></p> <p>Children will start to pay attention to dominant stimulus (a short circle time/story/songs)– they may be easily distracted by noises or other people talking.</p> <p>Watch someone's face as they talk. Children will start to participate in adult lead story times while exploring the driver texts for the topic Marvellous Me.</p> <p>-"It's Ok to be Different" Todd Parr -"From head to toe" Eric Carle</p> <p><u>Speaking</u></p> <p>Enjoy singing, music and toys that make sounds through weekly wiggle sessions.</p> <p>Children will learn songs about the human body "head, shoulders, knees and toes" relating to driver text "From Head to Toe</p> <p>Children will use different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot) Children will be using 2-4 words in short sentences to be able to communicate to adults and other children depending on their individual stage of development.</p>	<p><u>Listening, Attention and Understanding</u></p> <p>Listen to other people's talk with interest, but can easily be distracted by other things- this will be supported through a daily routine with a short circle time relating to our current topic, adults will support children on the carpet and follow their interests. This will take place as a whole group to limit distractions around the room.</p> <p>Generally focus on an activity of their own choice and find it difficult to be directed by an adult. Children will access provision activities relating to driver texts: "Owl Babies" "Spots first Christmas" "Dear Santa"</p> <p><u>Speaking</u></p> <p>Children will be beginning to talk about people and things that are not present</p> <p>Are usually still learning to pronounce: - l/r/w/y - s/sh/ch/dz/j/ f/th - multi-syllabic words such as 'banana' and 'computer</p> <p>Use the speech sounds p, b, m, w.</p> <p>Children will be beginning to ask simple questions.</p>	<p><u>Listening, Attention and Understanding</u></p> <p>Listen and respond to a simple instruction. Children will take part in instruction games and activities relating to the driver texts: "Squirrels Snowman" "3 Little pigs" "The runaway pancake"</p> <p><u>Speaking</u></p> <p>Using the classroom role play home corner children will develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. Children will develop pretend play around the driver text "3 little pigs".</p>	<p><u>Listening, Attention and Understanding</u></p> <p>Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations</p> <p>Using the driver texts "3 Billy Goats Gruff" and "The Enormous Turnip" children will start to listen to simple stories and understand what is happening, with the help of the pictures.</p> <p><u>Speaking</u></p> <p>Start to say how they are feeling, using words as well as actions. Children will use the traditional tale "3 Billy Goats Gruff" to discuss feelings and emotions.</p>	<p><u>Listening, Attention and Understanding</u></p> <p>Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'. Children will use the text "Ten Little Dinosaurs" children will be able to understand quantities "1 spoon for snack" "2 shoes" etc.</p> <p>Using Wellcomm children will understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</p> <p><u>Speaking</u></p> <p>Start to say how they are feeling, using words as well as actions. Children will use the vocabulary from the driver text "Dinosaur roar" to discuss how they are feeling in the story and relate this to their own emotions.</p> <p>Learns new words very rapidly and is able to use them in communicating</p>	<p><u>Listening, Attention and Understanding</u></p> <p>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). Children will start to answer questions relating to the driver texts "Hippo has a hat" and "Hide and Seek Pig".</p> <p><u>Speaking</u></p> <p>Using driver texts "Hippos Hat" and "Hide and Seek pig" children will start to develop conversation, often jumping from topic to topic.</p>

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Communication and Language	F1	<p><u>Listening, Attention and Understanding</u></p> <p>Children will point out objects/pictures in a story.</p> <p><u>Speaking</u></p> <p>Children will know and use vocabulary linking to seasonal change- autumn.</p> <p>Children will know and use vocabulary linked to their theme 'Marvellous Me' using the driver texts</p> <ul style="list-style-type: none"> ● The Roar ● We're Going on a Leaf Hunt 	<p><u>Listening, Attention and Understanding</u></p> <p>Children will understand 'what' questions.</p> <p><u>Speaking</u></p> <p>Children will know and use vocabulary related to celebrations- Bonfire Night, Christmas, Poppy Day, Hannukah.'</p> <p>Children will know and use vocabulary linked to their theme 'Light and Dark' using the driver texts</p> <ul style="list-style-type: none"> ● Can't You Sleep Little Bear ● Little Owl and the Star ● Bear Stays up for Christmas 	<p><u>Listening, Attention and Understanding</u></p> <p>Children will understand 'where' questions.</p> <p><u>Speaking</u></p> <p>.Children will know and use vocabulary linking to seasonal change- winter.</p> <p>Children will know and use vocabulary linked to their theme 'Once upon a time...' using the driver texts</p> <ul style="list-style-type: none"> ● 10 Sparkly Snowflakes ● Little Red Riding Hood Goldilocks 	<p><u>Listening, Attention and Understanding</u></p> <p>Children will understand 'when' questions.</p> <p><u>Speaking</u></p> <p>Children will know and use vocabulary related to celebrations and spring- Pancake Day, Easter, Holy Week, Mothering Sunday.'</p> <p>Children will know and use vocabulary linked to their theme 'Once upon a time...' using the driver texts</p> <ul style="list-style-type: none"> ● Jack and the Beanstalk ● The Ugly Duckling ● The Very Hungry Caterpillar 	<p><u>Listening, Attention and Understanding</u></p> <p>Children will understand 'who' questions.</p> <p><u>Speaking</u></p> <p>Children will know and use vocabulary linking to seasonal change- spring.</p> <p>Children will know and use vocabulary linked to their theme 'Amazing Animals- Under the Sea' using the driver texts</p> <ul style="list-style-type: none"> ● Commotion in the Ocean ● Tickly Octopus ● Barry the Fish with Fingers 	<p><u>Listening, Attention and Understanding</u></p> <p>Children will understand and answer 'why' questions.</p> <p><u>Speaking</u></p> <p>Children will know and use vocabulary linking to seasonal change- summer'.</p> <p>Children will know and use vocabulary linked to their theme 'Julia Donaldson' using the driver texts</p> <ul style="list-style-type: none"> ● The Gruffalo ● A Squash and a Squeeze
	<p><u>Observational Checkpoint:</u> Can children shift focus from one task to another if you fully obtain their attention? Can children use sentences of four to six words? Can children join sentences using 'because', 'or', 'and'. Can children use future and past tense? Can children answer a simple 'why' question?</p>						

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	F2	<p><u>Listening, Attention and Understanding</u></p> <p>Children will listen carefully to a story.</p> <p>Children will ask what questions.</p> <p><u>Speaking</u></p> <p>Children will know and retell 'Aaaarrgghh Spider'.</p> <p>Children will know and use vocabulary linked to their theme 'Marvellous Me!' using driver texts</p> <ul style="list-style-type: none"> • So Much by Trish Cooke • My Brother by Anthony Brown • Aaaarrgghh Spider <p>Children will use vocabulary related to seasonal change - Autumn</p>	<p><u>Listening, Attention and Understanding</u></p> <p>Children will join in with repeated refrains in a story.</p> <p>Children will ask who questions.</p> <p><u>Speaking</u></p> <p>Children will know and retell 'The way back home'.</p> <p>Children will know and use vocabulary linked to their theme 'Light and Dark' using driver texts</p> <ul style="list-style-type: none"> • The way back home by Oliver Jeffers • How to catch a star by Oliver Jeffers • Alien tea on planet Zum zee by Tony Mitton <p>Children will use vocabulary related to celebrations - Bonfire Night, Christmas, Remembrance Sunday</p>	<p><u>Listening, Attention and Understanding</u></p> <p>Children will talk about key events in a story.</p> <p>Children will ask when questions.</p> <p><u>Speaking</u></p> <p>Children will know and retell 'Blue Penguin'.</p> <p>Children will know and use vocabulary linked to their theme 'Once upon a time'</p> <ul style="list-style-type: none"> • Blue Penguin by Petr Horacek • The Gingerbread Man • Goldilocks and just one bear by Leigh Hodgkinson <p>Children will use vocabulary related to seasonal change - Winter.</p>	<p><u>Listening, Attention and Understanding</u></p> <p>Children will identify the main characters in the story and talk about their feelings.</p> <p>Children will ask where questions.</p> <p><u>Speaking</u></p> <p>Children will know and retell 'Jasper's Beanstalk.'</p> <p>Children will know and use vocabulary linked to their theme 'Once upon a time'.</p> <ul style="list-style-type: none"> • The Gigantic Turnip by Aleksei Tolstoy • Jasper's Beanstalk by Nick Butterworth • Errols' Garden by Gillian Hibbs <p>Children will use vocabulary related to celebrations and seasonal change - Spring, Easter, Holy Week, Mothering Sunday, Pancake Day</p>	<p><u>Listening, Attention and Understanding</u></p> <p>Children will link events in a story to their own experiences.</p> <p>Children will ask why questions.</p> <p><u>Speaking</u></p> <p>Children will know and retell 'Monkey Puzzle'.</p> <p>Children will know and use vocabulary linked to their theme 'Amazing Animals - The Zoo!'.</p> <ul style="list-style-type: none"> • Monkey Puzzle by Julia Donaldson • Just so stories by Rudyard Kipling • The Mixed-up Chameleon by Eric Carle <p>Children will use vocabulary related to seasonal change - Spring/Summer</p>	<p><u>Listening, Attention and Understanding</u></p> <p>Children will 'hot seat' characters from a story.</p> <p><u>Speaking</u></p> <p>Children will know and retell 'Little Red Riding Hood'.</p> <p>Children will know and use vocabulary linked to their theme 'Julia Donaldson'</p> <p>Children will express ideas using past and present tense.</p> <ul style="list-style-type: none"> • The Troll by Julia Donaldson • Zog by Julia Donaldson <p>Children will use vocabulary related to seasonal change - Summer</p>
		<p><u>Listening, Attention and Understanding:</u> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><u>Speaking:</u> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>					

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Personal, Social and Emotional	Pre School	<p><u>Self-Regulation</u></p> <p>Find ways to calm themselves, through being calmed and comforted by their key person.</p> <p><u>Managing Self</u></p> <p>Notice and ask questions about differences, such as skin, colour, types of hair, gender, special needs and disabilities, and so on. This will be supported with the text “it’s ok to be different”.</p> <p><u>Building Relationships</u></p> <p>Express preferences and decisions. They also try new things and start establishing their autonomy.</p> <p>Engage with others through gestures, gaze and talk.</p>	<p><u>Self-Regulation</u></p> <p>Grow in independence, rejecting help (“me do it”). Children will start to be more independent in the classroom setting- they will be able to request or select resources they wish to use. Sometimes this leads to feelings of frustration and tantrums. Children will learn how to regulate these emotions using the classrooms calm space.</p> <p><u>Managing Self</u></p> <p>Is gradually learning that actions have consequences but not always the consequences the child hopes for. This will be supported through basic class rules, encouraging a sense of routine throughout the day and an emphasis on positive behaviours (being kind, sharing etc.)</p> <p><u>Building Relationships</u></p> <p>Experiments with their own and other people’s views of who they are through their play, through trying out different behaviours, and the way they talk about themselves</p>	<p><u>Self-Regulation</u></p> <p>Safely explore emotions beyond their normal range through play and stories.</p> <p><u>Managing Self</u></p> <p>Thrive as they develop self-assurance.</p> <p><u>Building Relationships</u></p> <p>Children will start to be aware of others’ feelings and is beginning to show empathy by offering a comfort object to another child or sharing in another child’s excitement.</p>	<p><u>Self-Regulation</u></p> <p>Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. This will be supported through turn taking games and activities.</p> <p><u>Managing Self</u></p> <p>Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. This will be supported by school trips around the local area.</p> <p><u>Building Relationships</u></p> <p>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</p>	<p><u>Self-Regulation</u></p> <p>Feel strong enough to express a range of emotions. Be increasingly able to talk about and manage their emotions.</p> <p><u>Managing Self</u></p> <p>Feel strong enough to express a range of emotions.</p> <p><u>Building Relationships</u></p> <p>Develop friendships with other children. Adults will support this by encouraging group games and activities with the new intake of children.</p>	<p><u>Self-Regulation</u></p> <p>Are talking about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”.</p> <p><u>Managing Self</u></p> <p>Be increasingly able to talk about and manage their emotions.</p> <p><u>Building Relationships</u></p> <p>Develop friendships with other children.</p>

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Personal, Social and Emotional	F1	<p><u>Self-Regulation</u></p> <p>Children will separate from main carer to come into nursery.</p>	<p><u>Self-Regulation</u></p> <p>Children will know what adults can help them in nursery.</p>	<p><u>Self-Regulation</u></p> <p>Children will become confident with visitors in nursery.</p>	<p><u>Self-Regulation</u></p> <p>Children will show confidence walking around our local area.</p>	<p><u>Self-Regulation</u></p> <p>Children will show confidence in welcoming new children into the setting.</p>	<p><u>Self-Regulation</u></p> <p>Children will show confidence in visiting the local church.</p>
		<p><u>Managing Self</u></p> <p>Children will know the class rules:</p> <ul style="list-style-type: none"> - Looking eyes - Listening ears - Hands in lap <p>Children will know to wash and dry their hands before eating and after using the toilet.</p>	<p><u>Managing Self</u></p> <p>Children will know how to look after resources using the rhyme 'Choose it, use it, put it away'.</p> <p>Children will know to drink water to be healthy.</p>	<p><u>Managing Self</u></p> <p>Children will know examples of healthy food.</p>	<p><u>Managing Self</u></p> <p>Children will know to exercise to be healthy.</p>	<p><u>Managing Self</u></p> <p>Children will know how to calm themselves by stopping and taking deep breaths.</p>	<p><u>Managing Self</u></p> <p>Children will know how to independently use the toilet.</p>
		<p><u>Building Relationships</u></p> <p>Children will know how to play alongside each other</p>	<p><u>Building Relationships</u></p> <p>Children will know how to play partner games.</p>	<p><u>Building Relationships</u></p> <p>Children will share resources and play in a group.</p>	<p><u>Building Relationships</u></p> <p>Children will take turns whilst playing and waiting patiently to have a go.</p>	<p><u>Building Relationships</u></p> <p>Children will know to brush their teeth to be healthy.</p> <p><u>Building Relationships</u></p> <p>Children will consider the feelings of others in stories such as Tickle Octopus.</p>	<p><u>Building Relationships</u></p> <p>Children will know how to listen to a friend and agree a compromise.</p>
<p><u>Observational Checkpoint:</u> Can children share and take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can children settle at activities for a while? Can children play alongside others? Can children take part in pretend play, taking on a role such as Mummy or Daddy? Can children take part in pretend play with different roles such as the Gruffalo? Can children negotiate solutions to conflicts in their play?</p>							

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Personal, Social and Emotional	F2	<p><u>Self-Regulation</u></p> <p>Children will see themselves as unique by sharing their hobbies and interests.</p> <p><u>Managing Self</u></p> <p>Children will know how regular exercise is important for their health.</p> <p><u>Building Relationships</u></p> <p>Children will know how to identify their feelings, using books such as 'The Colour Monster' to support understanding.</p>	<p><u>Self-Regulation</u></p> <p>Children will know how to be helpful by taking on jobs such as serving snack and washing up.</p> <p><u>Managing Self</u></p> <p>Children will know the school rules.</p> <p>Children will know how healthy eating is important for their health.</p> <p><u>Building Relationships</u></p> <p>Children will know how to listen to others with respect.</p>	<p><u>Self-Regulation</u></p> <p>Children will know how to make the right choice and the consequences of not doing so.</p> <p><u>Managing Self</u></p> <p>Children will know how regular teeth brushing is important for their health.</p> <p><u>Building Relationships</u></p> <p>Children will know how to treat others in our class.</p>	<p><u>Self-Regulation</u></p> <p>Children will know the effects of their behaviour on others.</p> <p><u>Managing Self</u></p> <p>Children will know what a sensible amount of screen time is and why this is important for their health.</p> <p><u>Building Relationships</u></p> <p>Children will be able to describe what makes a good friend including attributes such as listening and sharing.</p>	<p><u>Self-Regulation</u></p> <p>Children will know to use the calm corner when they are feeling upset/angry.</p> <p><u>Managing Self</u></p> <p>Children will know about the importance of a good sleep routine for their health.</p> <p><u>Building Relationships</u></p> <p>Children will know how to express their opinion and understand it is okay to have a different opinion to their friends.</p>	<p><u>Self-Regulation</u></p> <p>Children will know how to overcome challenges</p> <p><u>Managing Self</u></p> <p>Children will know how to be a safe pedestrian and why this is important.</p> <p><u>Building Relationships</u></p> <p>Children will know how to resolve a problem by talking it through with a friend or adult</p>
		<p><u>Self-Regulation:</u> 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.</p> <p><u>Managing Self:</u> 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.</p> <p><u>Building Relationships:</u> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>					

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Physical	Pre School	<p><u>Gross Motor</u></p> <p>Enjoy moving both indoors and outdoors. Adults will support children in exploring their new classroom environment.</p> <p><u>Fine Motor</u></p> <p>Explore different materials and tools. This will be supported in the playdough area, the creative area and through mark making.</p>	<p><u>Gross Motor</u></p> <p>Eat finger foods and develop likes and dislikes.</p> <p>Try a wide range of foods with different tastes and textures.</p> <p>Walk, run, jump and climb and start to use stairs independently.</p> <p><u>Fine Motor</u></p> <p>Clap and stamp to music during weekly wiggle sessions and during our Christmas production.</p>	<p><u>Gross Motor</u></p> <p>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them using our outdoor equipment.</p> <p><u>Fine Motor</u></p> <p>Develop manipulation and control.</p> <p>Can hold a cup with two hands and drink well without spilling- self serve snack time.</p>	<p><u>Gross Motor</u></p> <p>Builds independently with a range of resources using both our indoor and outdoor construction areas.</p> <p><u>Fine Motor</u></p> <p>Develop manipulation and control- opportunities for threading, mark making, using tweezers etc.</p>	<p><u>Gross Motor</u></p> <p>Enjoy starting to kick, catch and throw balls.</p> <p>Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride</p> <p><u>Fine Motor</u></p> <p>Develop manipulation and control.</p> <p>May be beginning to show preference for dominant hand- this will be assessed within provision using a display in the writing area.</p>	<p><u>Gross Motor</u></p> <p>Sit on a push or wheeled toy, use a scooter and ride a tricycle.</p> <p>Use large and small motor skills to do things with some adult support when needed for example manage buttons and zips and pour drinks.</p> <p><u>Fine Motor</u></p> <p>Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.</p>

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical	F1	<p><u>Gross Motor</u></p> <p>Children will know how to ride a scooter.</p> <p><u>Fine Motor</u></p> <p>Children will explore large mark making to develop cross the mid-line movements.</p>	<p><u>Gross Motor</u></p> <p>Children will know how to ride a balance bike.</p> <p><u>Fine Motor</u></p> <p>Children will know how to use hammers to hit a large headed nail.</p> <p>Children will create puppets for a shadow theatre.</p>	<p><u>Gross Motor</u></p> <p>Children will know how to throw a ball.</p> <p><u>Fine Motor</u></p> <p>Children will know how to use loop scissors to make snips in paper.</p>	<p><u>Gross Motor</u></p> <p>Children will know how to climb using alternate feet.</p> <p><u>Fine Motor</u></p> <p>Children will know how to zip up their coat.</p>	<p><u>Gross Motor</u></p> <p>Children will know how to skip, hop and stand on one leg.</p> <p><u>Fine Motor</u></p> <p>Children will know how to use a comfortable grip when holding a pencil.</p>	<p><u>Gross Motor</u></p> <p>Children will know how to work together to carry large items such as planks of wood.</p> <p><u>Fine Motor</u></p> <p>Children will show preference for a dominant hand.</p>
<p><u>Observational Checkpoint:</u> Can children make 'cross the mid-line' marks on vertical surfaces? Can children move in a range of ways including hopping, climbing and balancing? Can children work in groups/teams? Can children use one-handed tools such as scissors or a hammer? Do children have a comfortable grip when using pens/pencils? Are children independent in dressing themselves?</p>							

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical	F2	<p><u>Gross Motor</u></p> <p>Children will know how to hop, skip and jump.</p> <p><u>Fine Motor</u></p> <p>Children will know the correct pencil grip and posture for writing.</p> <p>Children will know how to correctly form the letters m,a,s,d.</p>	<p><u>Gross Motor</u></p> <p>Children will know how to ride a balance bike.</p> <p><u>Fine Motor</u></p> <p>Children will know how to do up and undo buttons.</p> <p>Children will know how to correctly form the letters t, i, n, p, g, o.</p>	<p><u>Gross Motor</u></p> <p>Children will know how to pull themselves up rope and hang on monkey bars.</p> <p><u>Fine Motor</u></p> <p>Children will know how to use a knife and fork.</p> <p>Children will know how to correctly form the letters c, k, u, b, f, e.</p>	<p><u>Gross Motor</u></p> <p>Children will know how to kick and pass different sized balls.</p> <p><u>Fine Motor</u></p> <p>Children will know how to use two-hole scissors to make snips in paper.</p> <p>Children will know how to correctly form the letters l, h, r, j, v, y.</p>	<p><u>Gross Motor</u></p> <p>Children will know how to throw and catch different sized balls.</p> <p><u>Fine Motor</u></p> <p>Children will know how to weave and sew.</p> <p>Children will know how to correctly form the letters w, z, x, q.</p>	<p><u>Gross Motor</u></p> <p>Children will know how to bat and aim using different sized balls.</p> <p><u>Fine Motor</u></p> <p>Children will know how to use two-hole scissors to cut along lines.</p> <p>Children will know how to correctly form capital letters.</p>
		<p><u>Gross Motor:</u> 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><u>Fine Motor:</u> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>					

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Pre School	<p><u>Comprehension</u></p> <p>Enjoy songs and rhymes, tuning in and paying attention. Children will spend this term focusing on learning new nursery rhymes through the wiggles programme.</p> <p><u>Word Reading</u></p> <p>Enjoy sharing books with an adult using a mix of driver texts ("Its OK to be different" and "From Head to Toe") and satellite texts.</p> <p><u>Writing</u></p> <p>-Enjoy drawing freely. -Add some marks to their drawings, which they give meaning to. For example: "That says mummy." -Make marks on their picture to stand for their name.</p>	<p><u>Comprehension</u></p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo</p> <p><u>Word Reading</u></p> <p>Enjoy sharing books with an adult using a mix of driver texts ("Owl Babies", "Dear Santa" and "Spots First Christmas") and satellite texts.</p> <p><u>Writing</u></p> <p>-Enjoy drawing freely. -Add some marks to their drawings, which they give meaning to. For example: "That says mummy." -Make marks on their picture to stand for their name.</p>	<p><u>Comprehension</u></p> <p>Copy finger movements and other gestures.</p> <p><u>Word Reading</u></p> <p>Pay attention and responds to the pictures or the words using driver texts ("Squirrels snowman" and "3 little pigs") and satellite texts.</p> <p><u>Writing</u></p> <p>-Enjoy drawing freely. -Add some marks to their drawings, which they give meaning to. For example: "That says mummy." -Make marks on their picture to stand for their name.</p>	<p><u>Comprehension</u></p> <p>Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p><u>Word Reading</u></p> <p>Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone using driver texts ("3 Billy Goats Gruff" and "The Enormous Turnip") and satellite texts.</p> <p><u>Writing</u></p> <p>-Enjoy drawing freely. -Add some marks to their drawings, which they give meaning to. For example: "That says mummy." -Make marks on their picture to stand for their name.</p>	<p><u>Comprehension</u></p> <p>Develop play around favourite stories using props.</p> <p><u>Word Reading</u></p> <p>Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone using driver texts ("Dinosaur Roar" and "Ten Little Dinosaurs") and satellite texts.</p> <p><u>Writing</u></p> <p>-Enjoy drawing freely. -Add some marks to their drawings, which they give meaning to. For example: "That says mummy." -Make marks on their picture to stand for their name.</p>	<p><u>Comprehension</u></p> <p>Ask questions about the book. Makes comments and shares their own ideas. Using driver texts "Hippo has a Hat" and "Hide and Seek Pig").</p> <p><u>Word Reading</u></p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p><u>Writing</u></p> <p>-Enjoy drawing freely. -Add some marks to their drawings, which they give meaning to. For example: "That says mummy." -Make marks on their picture to stand for their name.</p>

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	F1	<p><u>Comprehension</u></p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p><u>Word Reading</u></p> <p>Children will spot and suggest rhymes.</p> <p><u>Writing</u></p> <p>Children will know how to draw horizontal lines.</p>	<p><u>Comprehension</u></p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p><u>Word Reading</u></p> <p>Children will develop phonological awareness through oral blending games.</p> <p>Children will recognise the mnemonic cards for s, a, t, p, i and n.</p> <p><u>Writing</u></p> <p>Children will know how to draw vertical lines.</p>	<p><u>Comprehension</u></p> <p>Children will know print has different purposes by exploring menus, magazines, newspapers, labels.</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p><u>Word Reading</u></p> <p>Children will develop phonological awareness through oral blending games. Children will know familiar words with the same initial sound such as mum and milk.</p> <p>Children will recognise the mnemonic cards for m, d, g, c, k, e..</p> <p><u>Writing</u></p> <p>Children will know how to draw circles.</p>	<p><u>Comprehension</u></p> <p>Children will know the names of different parts of a book including the cover, title, author.</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p><u>Word Reading</u></p> <p>Children will develop phonological awareness through oral blending games.</p> <p>Children will recognise the mnemonic cards for r, h, b, f, l, j.</p> <p><u>Writing</u></p> <p>Children will know how to draw diagonal lines.</p>	<p><u>Comprehension</u></p> <p>Children will know how to turn the pages of a book carefully.</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p><u>Word Reading</u></p> <p>Children will develop phonological awareness through oral blending games.</p> <p>Children will recognise the mnemonic cards for v, w, y, z, qu, ch.</p> <p><u>Writing</u></p> <p>Children will write the initial sound in their name.</p>	<p><u>Comprehension</u></p> <p>Children will know how to read from left to right and top to bottom.</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p><u>Word Reading</u></p> <p>Children will develop phonological awareness through oral blending games.</p> <p>Children will recognise the mnemonic card ck, th, x, sh, ng, nk.</p> <p><u>Writing</u></p> <p>Children will write their name.</p>
<p><u>Observational Checkpoint:</u> Can children identify a range of different signs? Do children know how to handle a book and turn the pages one at a time? Can children identify rhymes and clap syllables? Can children talk to an adult about a story that they have enjoyed? Can children write their name?</p>							

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	F2	<p><u>Comprehension</u></p> <p>Children will read and re-read a selection of books, developing skills of fluency, understanding and enjoyment.</p> <p><u>Word Reading</u></p> <p>Children will read and correctly form the sounds laid out in the Little Wandle scheme.</p> <p>Children will read tricky words, is, I, the</p> <p><u>Writing</u></p> <p>Children will know how to correctly form the letters m,a,s,d.</p>	<p><u>Comprehension</u></p> <p>Children will read and re-read a selection of books, developing skills of fluency, understanding and enjoyment.</p> <p><u>Word Reading</u></p> <p>Children will read and correctly form the sounds laid out in the Little Wandle scheme.</p> <p>Children will read tricky words, as, and, has, his, her, go, no, to into, she, he of, we, me, be</p> <p><u>Writing</u></p> <p>Children will know how to correctly form the letters t, i, n, p, g, o.</p>	<p><u>Comprehension</u></p> <p>Children will read and re-read a selection of books, developing skills of fluency, understanding and enjoyment.</p> <p><u>Word Reading</u></p> <p>Children will read and correctly form the sounds laid out in the Little Wandle scheme.</p> <p>Children will read tricky words, was, you, they, all, by, my, are, sure, pure</p> <p><u>Writing</u></p> <p>Children will know how to correctly form the letters c, k, u, b, f, e.</p> <p>Children will know how to write words.</p>	<p><u>Comprehension</u></p> <p>Children will read and re-read a selection of books, developing skills of fluency, understanding and enjoyment</p> <p><u>Word Reading</u></p> <p>Children will read and correctly form the sounds laid out in the Little Wandle scheme.</p> <p>Children will read tricky words was, you, they, all, by, my, are, sure, pure</p> <p><u>Writing</u></p> <p>Children will know how to correctly form the letters l, h, r, j, v, y.</p> <p>Children will know how to write a short phrase.</p>	<p><u>Comprehension</u></p> <p>Children will read and re-read a selection of books, developing skills of fluency, understanding and enjoyment.</p> <p><u>Word Reading</u></p> <p>Children will read and correctly form the sounds laid out in the Little Wandle scheme.</p> <p>Children will read tricky words, said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</p> <p><u>Writing</u></p> <p>Children will know how to correctly form the letters w, z, x, q.</p> <p>Children will know how to write a short sentence.</p>	<p><u>Comprehension</u></p> <p>Children will read and re-read a selection of books, developing skills of fluency, understanding and enjoyment.</p> <p><u>Word Reading</u></p> <p>Children will read and correctly form the sounds laid out in the Little Wandle scheme.</p> <p>Children will read tricky words, said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</p> <p><u>Writing</u></p> <p>Children will know how to correctly form capital letters.</p> <p>Children will know how to read what they have written to check it makes sense.</p>

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

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

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

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Pre School	<p><u>Number</u></p> <p>Take part in finger rhymes with numbers.</p> <p><u>Numerical Patterns</u></p> <p>Combine objects like stacking blocks and cups. Put objects inside others and take them out again.</p>	<p><u>Number</u></p> <p>Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Adults will model this daily through play and through counting the amount of children during circle times.</p> <p><u>Numerical Patterns</u></p> <p>Build with a range of resources.</p>	<p><u>Number</u></p> <p>Count in everyday contexts, sometimes skipping numbers- '1-2-3-5.' This will be practised daily during carpet sessions using picture cards- each child will get a chance to practise their counting skills on a one to one level whilst also hearing other children taking their turn.</p> <p><u>Numerical Patterns</u></p> <p>Complete inset puzzles.</p> <p>Recognises that two objects have the same shape</p>	<p><u>Number</u></p> <p>Compare amounts, saying 'lots', 'more' or 'same'- this will be modelled in play and through specific activities for example easter egg hunts, snack time and sorting activities.</p> <p><u>Numerical Patterns</u></p> <p>Compare amounts, saying 'lots', 'more' or 'same'.</p>	<p><u>Number</u></p> <p>React to changes of amount in a group of up to three items. Driver Text "Ten Little Dinosaurs"</p> <p><u>Numerical Patterns</u></p> <p>Compare sizes, weights etc. using gesture and language- 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. Climb and squeezing selves into different types of spaces.</p>	<p><u>Number</u></p> <p>React to changes of amount in a group of up to three items.</p> <p><u>Numerical Patterns</u></p> <p>Notice patterns and arrange things in patterns.</p> <p>Joins in and anticipates repeated sound and action patterns</p>

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	F1	<p><u>Number</u></p> <p>Children will learn and sing a variety of number songs- ascending and descending.</p> <p><u>Numerical Patterns</u></p> <p>Children will identify names by their colour.</p> <p>Children will match by colour, size and object</p> <p>Children will sort by colour, size and object.</p> <p>Children will identify patterns around them such as stripes on clothes.</p>	<p><u>Number</u></p> <p>Children will count to in correspondence to 5.</p> <p><u>Numerical Patterns</u></p> <p>Children will compare amounts.</p> <p>Children will compare by size, mass and capacity.</p> <p>Children will copy, continue and create their own simple patterns.</p>	<p><u>Number</u></p> <p>Children will identify, subitise, represent and mark make number 1.</p> <p>Children will identify, subitise, represent and mark make number 2.</p> <p><u>Numerical Patterns</u></p> <p>Children will use language relating to weight.</p> <p>Children will compare objects by weight.</p>	<p><u>Number</u></p> <p>Children will identify, subitise, represent and mark make number 3.</p> <p>Children will identify, subitise, represent and mark make number 4.</p> <p><u>Numerical Patterns</u></p> <p>Children begin by using language to describe length and height.</p>	<p><u>Number</u></p> <p>Children will identify, subitise, represent and mark make number 5.</p> <p><u>Numerical Patterns</u></p> <p>Children continue to count, subitise and compare as they explore 1 more and 1 less.</p> <p>Children will explore the properties of shapes.</p> <p>Children will explore the properties of common 2d shapes.</p> <p>Children will explore the properties of common 3d shapes.</p> <p>Children will identify a circle, square and triangle.</p> <p>Children will use language including sides, corners, straight, flat and round.</p>	<p><u>Number</u></p> <p>Children will count recognise numbers to 5.</p> <p><u>Numerical Patterns</u></p> <p>Children talk about night and day and order key events in their daily routines.</p> <p>They use language to describe when things happen e.g. day, night, morning, afternoon, before after, today, tomorrow, first, then, next.</p> <p>Children will explore capacity using different materials such as water, sand, rice and beads.</p> <p>Children will make direct comparisons between capacities.</p> <p>Children hear and begin to use positional language to describe how items are positioned in relation to other items.</p>
<p>Observational Checkpoint: Can children subitise to 3? Can children count in correspondence to 5? Can children rote count beyond 5? Can children compare quantities, size, length, weight and capacity? Can children talk about 2D and 3D shapes? Can children use positional language? Can children select shapes appropriately? Can children create a repeating pattern?</p>							

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	F2	<p><u>Number</u></p> <p>Children will represent, compose and compare numbers to 3.</p> <p><u>Numerical Patterns</u></p> <p>Children will match and sort.</p> <p>Children will compare amounts, size, mass and capacity.</p> <p>Children will make AB patterns.</p>	<p><u>Number</u></p> <p>Children will represent, compose and compare numbers to 5.</p> <p><u>Numerical Patterns</u></p> <p>Children will identify and describe circles, triangles, squares and rectangles.</p> <p>Children will use positional language including under, over, around and through.</p> <p>Children will identify one more and one less within 5.</p>	<p><u>Number</u></p> <p>Children will know number bonds to 4.</p> <p>Children will identify 0.</p> <p>Children will represent, compose and compare numbers to 8.</p> <p><u>Numerical Patterns</u></p> <p>Children will compare mass and capacity.</p> <p>Children will make pairs.</p>	<p><u>Number</u></p> <p>Children will know number bonds to 5.</p> <p><u>Numerical Patterns</u></p> <p>Children will combine 2 groups.</p> <p>Children will explore length, height and time.</p> <p>Children will compare numbers to 10.</p> <p>Children will identify a cube, sphere, cylinder and cone.</p> <p>Children will make ABB/AAB repeated patterns.</p>	<p><u>Number</u></p> <p>Children will know $5+5=10$, $0+10+10$.</p> <p>Children will count forwards and backwards within 10.</p> <p><u>Numerical Patterns</u></p> <p>Children will build and identify numbers to 20.</p> <p>Children will match patterns using tangrams and shapes.</p> <p>Children will add more and take away within 20.</p>	<p><u>Number</u></p> <p>Children will double within 10.</p> <p><u>Numerical Patterns</u></p> <p>Children will equally share into two groups.</p> <p>Children will identify even and odd numbers up to 10.</p> <p>Children will verbally count beyond 20.</p>
		<p><u>Number:</u> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><u>Numerical Patterns:</u> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>					

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World	Pre School	<u>History</u>	<p><u>Past and present</u></p> <p>Make connections between the features of their family and other families.</p> <p>Has a sense of own immediate family and relations and pets</p>	<p><u>Past and present</u></p> <p>Make connections between the features of their family and other families.</p> <p>During the Christmas celebration we will look at traditions both old and new.</p>	<p><u>Past and present</u></p> <p>Make connections between the features of their family and other families.</p> <p>Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them.</p>	<p><u>Past and present</u></p> <p>Make connections between the features of their family and other families.</p> <p>Is interested in photographs of themselves and other familiar people and objects- adding to our family display throughout the year.</p>	<p><u>Past and present</u></p> <p>Make connections between the features of their family and other families.</p> <p>When looking at Dinosaurs children will engage in conversations involving the 'past'.</p>	<p><u>Past and present</u></p> <p>Make connections between the features of their family and other families.</p> <p>Children will start to discuss the notion of getting 'older' and moving into their new class in some cases.</p>
		<u>Geography</u>	<p><u>People, culture and communities</u></p> <p>Notice differences between people. Children will explore their new classroom environment.</p>	<p><u>People, culture and communities</u></p> <p>Notice differences between people. Children will explore the change in the season as we move into winter.</p>	<p><u>People, culture and communities</u></p> <p>Notice differences between people. Children will explore the local area on trips both local to the school and on a coach.</p>	<p><u>People, culture and communities</u></p> <p>Notice differences between people. Children will explore the change in the season as we move into spring.</p>	<p><u>People, culture and communities</u></p> <p>Notice differences between people. When developing language children will use positional language like 'under' and 'behind'.</p>	<p><u>People, culture and communities</u></p> <p>Notice differences between people. Children may start to experiment with their mark making skills and create maps of the classroom and outdoor area.</p>

			<p><u>The natural world</u></p> <ul style="list-style-type: none"> • Through outdoor and indoor provision activities children will repeat actions that have an effect. • Explore materials with different properties. • Explore natural materials, indoors and outside. Autumnal walks (collecting leaves, conkers etc) • Explore and respond to different natural phenomena in their setting and on trips (trips around the local community). 	<p><u>The natural world</u></p> <ul style="list-style-type: none"> • Through outdoor and indoor provision activities children will repeat actions that have an effect. • Explore materials with different properties. • Explore natural materials, indoors and outside. Loose parts within the classroom. • Explore and respond to different natural phenomena in their setting and on trips (trips around the local community). 	<p><u>The natural world</u></p> <ul style="list-style-type: none"> • Through outdoor and indoor provision activities children will repeat actions that have an effect. • Explore materials with different properties. Exploring ice indoors and outdoors. • Explore natural materials, indoors and outside. • Explore and respond to different natural phenomena in their setting and on trips (trips around the local community). 	<p><u>The natural world</u></p> <ul style="list-style-type: none"> • Through outdoor and indoor provision activities children will repeat actions that have an effect. • Explore materials with different properties. • Explore natural materials, indoors and outside. Looking at plants and growth. • Explore and respond to different natural phenomena in their setting and on trips (trips around the local community). 	<p><u>The natural world</u></p> <ul style="list-style-type: none"> • Through outdoor and indoor provision activities children will repeat actions that have an effect. • Explore materials with different properties. • Explore natural materials, indoors and outside using the mud kitchen. • Explore and respond to different natural phenomena in their setting and on trips (trips around the local community). 	<p><u>The natural world</u></p> <ul style="list-style-type: none"> • Through outdoor and indoor provision activities children will repeat actions that have an effect. • Explore materials with different properties. • Explore natural materials, indoors and outside. • Explore and respond to different natural phenomena in their setting and on trips (trips around the local community).
		<u>Computing</u>	Children will be exposed to different types of technology within the classroom as well as cause and effect toys.	Children will use all of their senses to explore these types of toys and resources.-exploring light and dark using torches. Exploring battery operated Christmas decorations.	Adults will support children in anticipating repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times	Children will start to show interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them independently.	Children will have access to role play equipment that represent the technology they might see at home (phones, computers, remotes in the home corner).	Children will start to use different types of technology with the support of an adult for example taking pictures using the iPads, using the interactive board, using a digital camera, creating digital art.

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World	F1	<u>History</u>	<p>Past and Present</p> <p>Children will know they were a baby.</p>	<p>Past and Present</p> <p>Children will know about Poppy Day and Bonfire Night.</p>	<p>Past and Present</p> <p>Children find out about Chinese New Year. The Year of the Rabbit.</p>	<p>Past and Present</p> <p>Children will find out about Spring and know before it was Winter and next it will be Summer, then Autumn.</p>	<p>Past and Present</p> <p>Children will find out about St. George's day and how we celebrate.</p>	<p>Past and Present</p> <p>Children will begin to understand that at the moment they attend Nursery but soon they will go to 'big school.'</p>
		<u>Geography</u>	<p>People, Culture and Communities</p> <p>Children will talk about differences and similarities between themselves and people in their local community.</p>	<p>People, Culture and Communities</p> <p>Children will begin to notice the changes of autumn.</p>	<p>People, Culture and Communities</p> <p>Children will know the name of the town that our school is in.</p> <p>Children will observe and discuss the changes in winter.</p>	<p>People, Culture and Communities</p> <p>Children will observe and discuss the changes in spring.</p>	<p>People, Culture and Communities</p> <p>Children will know that a globe represents the world and how land and sea are represented.</p> <p>Children will know about hot and cold places in our world.</p>	<p>People, Culture and Communities</p> <p>Children will know where 'big school' is and other school's they may be going to.</p> <p>Children will observe and discuss the changes of summer.</p>
		<u>Science</u>	<p>The Natural World</p> <p>Children will know the names of body parts: heads, arms, hands, legs, feet, neck.</p>	<p>The Natural World</p> <p>Children will investigate light, dark and shadows.</p> <p>Children will make collections of natural materials to investigate and talk about.</p>	<p>The Natural World</p> <p>Children will know how materials change when melting.</p> <p>Children will know how materials change when cooking, cooling and heating.</p>	<p>The Natural World</p> <p>Children will know that a butterfly comes from an egg.</p> <p>Children will know how to respect and care for living things.</p>	<p>The Natural World</p> <p>Children will find out about different animals that live under the sea.</p>	<p>The Natural World</p> <p>Children will explore and talk about forces including magnets, floating/sinking and stretching.</p>
		<u>Computing</u>	<p>Children will know how to use a camera to take photos and scan QR Codes.</p>	<p>Children will know how to use the Interactive white board.</p>	<p>Children will know how to select an app on an iPad.</p>	<p>Children will know how to make digital art on the iPad/IWB.</p>	<p>Children will know how to play interactive games on the iPad/IWB.</p>	<p>Children will become familiar with Beebots and Codapillars.</p>

Observational Checkpoint: Can children use their senses to explore? Can children make sense of their own life-story and family history? Can children understand the key features of the life cycle of a plant and an animal? Do children show an interest in different occupations? Can children talk about differences between materials and changes they notice? Can children talk about different countries in the world?

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World	F2	<u>History</u>	<p><u>Past and Present</u></p> <p>Children will know how they have changed from being a baby to being 4/5. Children will be able to talk about members of their immediate family.</p>	<p><u>Past and Present</u></p> <p>Children will explore images, stories and artefacts from the past. Children will know about Guy Fawkes and the Gunpowder plot.</p> <p>Children will know that Remembrance Day is to remember soldiers who died in the war.</p>	<p><u>Past and Present</u></p> <p>Children will look at images of transport from the past and identify similarities and differences.</p>	<p><u>Past and Present</u></p> <p>Children will know that the past is anything before the current day.</p> <p>Children will know that the present is now.</p>	<p><u>Past and Present</u></p> <p>Children will know who David Attenborough is and why he is important.</p>	<p><u>Past and Present</u></p> <p>Children will look at images of boats/ships from the past and identify similarities and differences.</p>
		<u>Geography</u>	<p><u>People, Culture and Communities</u></p> <p>Children will know the name of our school and that Birkenhead is in England.</p> <p>Children will identify typical weather in Autumn.</p>	<p><u>People, Culture and Communities</u></p> <p>Children will know that the green on a globe is land and the blue is sea.</p> <p>Children will know that there are different celestial bodies, including sun, moon, stars and planets.</p>	<p><u>People, Culture and Communities</u></p> <p>Children will know what life is like in polar regions.</p> <p>Children will explore aerial maps of our school and identify key features.</p> <p>Children will identify typical weather in Winter.</p>	<p><u>People, Culture and Communities</u></p> <p>Children will identify typical weather in Spring.</p>	<p><u>People, Culture and Communities</u></p> <p>Children will identify similarities and differences between life in England and life in Africa.</p>	<p><u>People, Culture and Communities</u></p> <p>Children will identify typical weather in Summer.</p>
		<u>Science</u>	<p><u>The Natural World</u></p> <p>Children will know the names of body parts: shoulders, elbows, knees, ankles.</p> <p>Children will know the 5 senses.</p> <p>Children will know that this time of year is Autumn.</p>	<p><u>The Natural World</u></p> <p>Children will identify plastic and metal.</p> <p>Children will explore floating and sinking.</p> <p>Children will know that there are 8 planets in the solar system.</p>	<p><u>The Natural World</u></p> <p>Children will know that this time of year is Winter.</p> <p>Children will know about Penguins and where they live.</p> <p>Children will know what material a magnet picks up.</p>	<p><u>The Natural World</u></p> <p>Children will observe changes and growth of beans and other plants.</p> <p>Children will know the life cycle of a sunflower.</p> <p>Children will know how to care for a plant.</p> <p>Children will know that this time of year is Spring.</p>	<p><u>The Natural World</u></p> <p>Children will know that some animals don't live in England in the wild and originate in other climates.</p> <p>Children will know that some animals lay eggs and others have live young.</p>	<p><u>The Natural World</u></p> <p>Children will know the names of the 4 seasons and weather associated with them.</p> <p>Children will observe how a tree has changed over the 4 seasons. Children will know that this time of year is Summer.</p>

		Computing	Children will know how to use an iPad to take photos and scan QR codes.	Children will know how to use an iPad to make digital art using the programme 'doodle'	Children will know how to type their name on an on-screen keyboard.	Children will know how to open and complete a simple programme on the iPad.	Children will know how to ask google a question using dictation.	Children will know how to programme a beebot codapillar to navigate a map.
<p><u>Past and Present:</u> 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.</p> <p><u>People, Culture and Communities:</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p> <p><u>The Natural World:</u> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>								

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts and Design	Pre School	<u>Music</u>	<p><u>Being Imaginative</u></p> <p>Join in with songs and rhymes, making some sounds. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. Anticipate phrases and actions in rhymes and songs</p>	<p><u>Being Imaginative</u></p> <p>Show attention to sounds and music. Through wiggles and learning Christmas songs. Explore their voices and enjoy making sounds. Through weekly "wobble sessions" and daily singing of nursery rhymes & the "hello/goodbye" song.</p>	<p><u>Being Imaginative</u></p> <p>Learning songs about the 3 little pigs and other stories we are learning. Using different instruments weekly during wiggles sessions.</p>	<p><u>Being Imaginative</u></p> <p>Explore a range of sound-makers and instruments and play them in different ways. Using a "stage area" outdoors to perform familiar nursery rhymes and songs to their friends</p>	<p><u>Being Imaginative</u></p> <p>Make rhythmical and repetitive sounds. Using instruments to play phase 1 phonics games that require children to listen to and copy repetitive sounds using instruments and their body.</p>	<p><u>Being Imaginative</u></p> <p>Respond emotionally and physically to music when it changes (using phase 1 phonics games, wiggles sessions, adding music to stories etc.)</p>
		<u>Art and Design</u>	<p><u>Creating with Materials</u></p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Children will access the creative area in the classroom daily. Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</p>	<p><u>Creating with Materials</u></p> <p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. (creative area, playdough area etc)</p>	<p><u>Creating with Materials</u></p> <p>Make simple models which express their ideas. "Squirrels Snowman" - building snowmen in provision. Start to make marks intentionally. Writing "letters" to Santa (Dear Santa)</p>	<p><u>Creating with Materials</u></p> <p>Use their imagination as they consider what they can do with different materials. Building houses for the three little pigs using indoor and outdoor construction areas.</p>	<p><u>Creating with Materials</u></p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Using the creative and mark making area within the classroom.</p>	<p><u>Creating with Materials</u></p> <p>Notice patterns with strong contrasts and be attracted by patterns resembling the human face. Loose parts play, transient art, playdough area.</p>

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts and Design	F1	Music	<p><u>Being Imaginative</u></p> <p>Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - 5 Little Ducks - 5 Currant Buns - I've got a Body - Head bone is connected to the.... <p>Children will learn the words and actions to nursery rhymes during Wiggles sessions.</p>	<p><u>Being Imaginative</u></p> <p>Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - When you want to make a spell - When Santa got stuck up the chimney - Jingle Bells <p>Children will listen for the beat in songs during Wiggles sessions.</p>	<p><u>Being Imaginative</u></p> <p>Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - When Goldilocks went to the house of the bears - Incy Wincy Spider/Snow Alternative - I hear thunder <p>Children will draw to represent ideas like movement and loud noises.</p> <p>Children will listen to a visitor play an instrument.</p>	<p><u>Being Imaginative</u></p> <p>Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - 5 Currant Buns - Three Blind Mice - Old Macdonald Had a Farm <p>Children will create a Mother's Day card and gift.</p> <p>Children will listen to the rhythm of songs when playing their instruments in Wiggles.</p>	<p><u>Being Imaginative</u></p> <p>Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - 5 Little Fishes - Down in the Ocean where nobody goes - Baby Shark <p>Children will play sound matching games.</p>	<p><u>Being Imaginative</u></p> <p>Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - The Gruffalo song - Summer Playing Song (Twinkl) <p>Children will create a Father's Day card and gift.</p> <p>Children will play a range of instruments to express their feelings and ideas.</p>
			<u>Art and Design</u>	<p><u>Creating with Materials</u></p> <p>Children will do large scale drawings/paintings.</p> <p>Children will explore colour mixing.</p>	<p><u>Creating with Materials</u></p> <p>Children will design and create a shadow theatre.</p> <p>Children will explore and recreate art in the style of Jackson Pollock.</p> <p>Children will create a Christmas card, calendar and Christmas decoration.</p>	<p><u>Creating with Materials</u></p> <p>Children will use pencils to draw closed shapes such as squares and rectangles.</p>	<p><u>Creating with Materials</u></p> <p>Children will explore painting with a range of tools such as cotton buds, vegetables, toothbrushes etc.</p>	<p><u>Creating with Materials</u></p> <p>Children will explore painting on a range of different surfaces such as tin foil, cling film, sugar paper etc.</p> <p>Children will create a sea creature art piece.</p>
<p><u>Observational Checkpoint:</u> Can children take part in pretend play? Can children create using different materials? Can children develop their own creative ideas by drawing and painting? Can children perform a range of songs? Can children play instruments to express their own ideas?</p>								

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts and Design	F2	Music	<p><u>Being Imaginative</u></p> <p>Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - Spider on the floor - Hairy spider - How much is that doggy in the window. - He's got the whole world in his hands. <p>Children will use instruments to create sound effects to stories e.g. Creation Story.</p>	<p><u>Being Imaginative</u></p> <p>Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - Away in a Manger - Rudolph the red nosed reindeer - 5 little men in a flying saucer. <p>Children will listen to a visitor play a range of instruments and identify similarities and differences.</p>	<p><u>Being Imaginative</u></p> <p>Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - When Goldilocks went to the house of the bears - Brush your teeth (BBC radio nursery rhymes) <p>Children will know how to tap/clap along to a rhythm.</p>	<p><u>Being Imaginative</u></p> <p>Children will know the nursery rhymes/song</p> <ul style="list-style-type: none"> - Here we go round the Mulberry bush - Mary, Mary quite contrary - The seed song <p>Children will experiment with different ways of playing instruments.</p> <p>Children will join in with choreographed dances.</p>	<p><u>Being Imaginative</u></p> <p>Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - I went to the animal fair - The animals went in two by two <p>Children will know how to match a pitch.</p>	<p><u>Being Imaginative</u></p> <p>Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - When I was 1 - There's a hole in the bottom of the sea - the big ship sails on the ally oh <p>Children will know perform their own dances using steps and techniques that they have learned.</p>
			Art and Design	<p><u>Creating with Materials</u></p> <p>Children will know how to mix primary colours to make secondary colours using poster paints.</p> <p>Children will know how to draw a person – head, body, arms, legs and facial features.</p>	<p><u>Creating with Materials</u></p> <p>Children will explore and make art in the style of Fiona Rae/Wassily Kandinski (circles)</p> <p>Children will create a Christmas card/ decoration and calendar.</p>	<p><u>Creating with Materials</u></p> <p>Children will explore painting with water colours. (cold colours /polar)</p>	<p><u>Creating with Materials</u></p> <p>Children will create an Easter card/Mothers day card.</p> <p>Children explore and create art in the style of Vincent Van Gogh (sunflowers)</p>	<p><u>Creating with Materials</u></p> <p>Children will explore mixing colours to achieve desired effects (sunsets/hot colours)</p> <p>Children will know how to make different shades of the same colour.</p>
<p><u>Creating with Materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p> <p><u>Being Imaginative:</u> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and song. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</p>								

