

Reception Overview Year A

Term

Autumn –
Superheroes Assemble
(PSED/ History- people and communiti

Spring –
Let's Crawl
(Science/ Geography- weather, wildlife,
habitats & growing)

Summer –
On the Move
(Geography/ History- seaside, Cornwall)

Overview	<p>Children will settle into school and get to know each other and build on relationships built during transition from Nursery. They will learn class routines and rules and link this to how fictional and real-life superheroes keep to the rules to keep us safe. Children will explore the different powers in fictional superheroes, (speed, flying, jumping high, strength) and compare to their own ‘powers’ as they get to know each other. We will use the story ‘Supertato’ (TfW) to discuss the powers of fictional superheroes as well as our own powers. Children will create a superhero self-portrait. In Design Technology, children will plan and create a structure to protect Supertato from the Evil Pea, they will test and review their creation. Children will compare real life superheroes to fictional ones. We will investigate the role of several real-life superheroes (police, doctors and nurses, lifeguards, teachers etc) through books, videos, visits and role play. We will experience a visit from a local Fire Station and learn about how fire fighters help us and keep us safe. We will invite other real-life superheroes in to class to talk to us about what they do, their uniforms and different vehicles. We will learn how to contact them, including calling 999 in an emergency. We will develop an awareness of Andy Warhol, his artwork and techniques. Children will learn and experiment with colour mixing and Andy Warhol’s Pop Art style. Children will create their own superhero logos in the style of Andy Warhol. We will then use a paint app on an iPad to re-create our artwork, selecting the correct tools, brushes, and colours. Children will watch Hector’s World to develop an understanding of internet safety. We will explore our outside environment each term and record the changes through the seasons in the environment. Children will compare the same place over time by taking a season snapshot each term. As a class we will plot the weather each day and discuss any patterns and changes. Children will go on an Autumn walk in the local area. The children to use the story ‘Superworm’ to explore their outside space, exploring who lives there. Children will discuss Superworm’s environment and compare to the environment of other fictional superheroes (Batman in the city). We will compare the environments and discuss the human and physical features. Children will learn about why we celebrate harvest and the story of The Little Red Hen. Children will take part in cooking sessions and learn the importance of a balanced diet; we will link this to superheroes through discussing that they must make healthy food choices to stay strong and protect us. Children will take part in the Carn Brea superhero challenge afternoon (combination of learning to include physical strength and strength of mind, magnets, strength, forces). We will explore how we celebrate bonfire night and how to be safe. We will talk about how we celebrate Halloween and why we buy poppies and have a Remembrance Day. Children will develop an awareness of different religious festivals; including Hanukah and Diwali. When discussing powers and what makes us special, children will learn how Muslims and Christians welcome new, special babies into their faith. Children will learn about the Christmas story and how Christmas is celebrated at our houses. Children will practice and perform a Christmas nativity with KS1.</p>	<p>Children will explore the changes in our local natural world and dip into the wider world through stories. We will explore our outside environment each term and record the changes through the seasons in the environment. Children will compare the same place over time by taking a season snapshot each term. As a class we will plot the weather each day and discuss any patterns and changes. Children will go on a Spring walk in the local area. Children will watch real weather forecasts. Use the story of ‘Tree’ to support and to track the seasonal changes. We will use the story of the Hungry Caterpillar (TfW) to explore the life cycle of a butterfly. We will purchase real caterpillars to observe the life cycle and learn about metamorphosis. Children will photograph each stage of the life cycle using iPads. We will continue to learn how to stay safe when using technology. Following reading the story of The Hungry Caterpillar, children will taste and explore different fruits in cooking and discuss likes and dislikes to develop reasoning and understand healthy eating. We will visit a local farm to find out where our food comes from. Children will explore the life cycle of humans; sequencing members of their family and we will talk about how we change as we grow. We will talk about our environment to the environment of wildlife, discuss our homes and how they are different as well as other places in our local area including parks, shops, farms etc. Children will begin to learn about habitats and consider what minibeasts need in their environment and plan and build a bug hotel on the school grounds, we will make an observation at a later date to review how well it worked. Children will read the story of The Tiny Seed to support planting and understanding how/why around growth. We will discuss what plants need to grow and adapt by discussing what we need as humans. Children will plant and care for a seed to gift to parents on Mother’s Day. We will compare the life cycles of plants, humans and butterflies. Children will explore the story of The Snail and the Whale (TfW) to understand the wider world and explore different habitats, including hot and cold. We will develop an awareness of Lucy Arnold, an artist who creates observational drawings of insects, we will learn about her style and create our own observational drawings of minibeasts to create a whole class collage. Children will refer to authors and other stories through continuous provision and whole class reading times to explore our natural world (environment and living things) (Julia Donaldson- Stickman, Monkey Puzzle, The Gruffalo, Super Worm and Sharing a Shell). (Eric Carle- the bad-tempered ladybird, The Very Busy Spider, The Very Quiet cricket, the very clumsy click beetle). We will discuss how we can care for and protect our natural world and everything in it. Children will develop an understanding of Christian celebrations and ceremonies through the story of the Scarecrow’s Wedding and The Easter Story. We will investigate other cultures and traditions, including the Chinese New Year story (Zodiac). Children will learn the Christian creation story to understand how Christians believe that the world we are observing so closely throughout this topic was created.</p>	<p>This topic will build on from the previous two terms of looking at our locality. Children will continue to compare changes in our surroundings e.g., seasonal changes. We will explore our outside environment each term and record the changes through the seasons in the environment. Children will compare the same place over time by taking a season snapshot each term. As a class we will plot the weather each day and discuss any patterns and changes. Children will go on a summer walk in the local area. Children will develop their knowledge of our locality by broadening their knowledge of different geographical locations. We will go on a journey on a train to the beach. We will learn about being eco-friendly on the beach (and in general) and will sort materials for recycling. A Beach workshop will support learning about keeping our beaches clean. We will also meet someone from the RNLI who will teach us how to keep safe on the beach. Children will learn about special features of Cornwall such as beaches, mines etc. Following the development of knowledge of our local environment, children will begin to be opened to the wider world and have a taster of different geographical locations and environments, such as the jungle, polar region, outer space, under the sea, other countries etc – anything that is not Cornwall. Children will make a traditional aboriginal journey stick which will link to their future Year 1 topic. Children will look at a variety of different forms of transport from the modern world and compare to transport from history. Children will compare the modern electric train to the steam engine. Links will be made to our immediate Camborne community through Richard Trevithick’s invention of the Steam Engine. During the beach trip, the RNLI will also talk about the variety of vehicles they use in rescue missions. Children will learn how the invention and evolution of vehicles have helped and improved our way of life. Children will explore how people travel on holiday such as by boat, aeroplane etc and what you would need to pack for different climates, linking this to environments that they have learnt about. The class will complete a tally chart of the modes of transport they use to get to school. Children will develop their map skills and create their own map of their journey to school exploring their immediate locality and complete their own directional map of the classroom. Children will take part in an orienteering activity in the school grounds, matching mystery photo locations. In RE, children will learn about Paul’s journey and they can debate how modern vehicles would have made his journey a lot quicker. They will also explore other religious stories and compare how people used to travel compared to how they travel now. Children will talk about places that are special to them and learn about places which are special to religious people. We will carry out our own pilgrimage to a church and explore it as a place of worship. As part of Design Technology, children will design and make their own model vehicles and test them. When testing out their vehicles, children will begin to learn about different forces including push, pull and gravity. Children will also test vehicles on a variety of surfaces and measure the distance – exposing them to the idea of friction. Children will complete a unit of English work using the TfW text Grandma Bird by Benji Davies. Children will learn about Tracey Hunter, an abstract artist who creates seascapes using block colour and lines. We will create our own piece of abstract art in the style of Tracey Hunter inspired by our trip to the beach.</p>
Topic Question	Are super powers real?	What changes do you see?	Why do people go on journeys?
Big Paper Project Planning	Children to contribute to class Big Paper Project Plan.	Children to contribute to class Big Paper Project Plan.	Children to contribute to class Big Paper Project Plan.
Topic Table/ display Items	<p>Initial items: Copies of books Superhero small world People who help us fact books Emergency vehicles</p>	<p>Initial items: Copies of books Bulbs/seeds/ plants Minibeast small world Real-life caterpillars to observe the life cycle of a butterfly</p>	<p>Initial items: Copies of books Photos of local places/vehicles Basket of Sealife small world Sand and beach toys</p>

	Children will direct the learning.	Fact books and posters Children will direct the learning.	Plastic beach pollution Children will direct the learning
Sticky Knowledge	<p>To name real life superheroes and how they help us (fire fighters, police officers, doctors, nurses, lifeguards, coastguards, paramedics, teachers and parents).</p> <p>To know the difference between fictional superheroes and real-life superheroes.</p> <p>To know that they can call 999 in an emergency.</p> <p>To name different environments such as city, woodland, beach and park.</p> <p>To know the weather changes as the year changes (awareness of seasonal change).</p> <p>Effects of autumn and winter in the environment.</p> <p>To know effects of pushing, pulling, an awareness of magnetism and gravity.</p> <p>Share and record occasions when things have happened in their lives that made them feel special.</p> <p>To compare celebrations across faiths to the Christian celebration of Christmas.</p> <p>To be able to re-tell the Christmas Story.</p> <p>To have an awareness of Andy Warhol.</p> <p>To know how to unlock and access an app on an iPad.</p> <p>To be able to talk about Hector (Hector's world) and how he helps us to keep safe on the internet.</p> <p>Talk about Superheroes making healthy choices.</p> <p>Discuss and compare our own 'superpowers'.</p> <p>When presented with a problem, I should make a plan, try it out and talk about how well it worked, considering what I would do differently next time.</p>	<p>To know the human life cycle.</p> <p>To consider where members of their family are in the human life cycle.</p> <p>To know what type of home they live in.</p> <p>To talk about similarities and differences between homes.</p> <p>To compare their homes to the habitats of wildlife.</p> <p>To know the weather changes as the year changes (awareness of seasonal change).</p> <p>Effects of spring in the environment.</p> <p>To know that the life cycle of a butterfly is an egg, caterpillar, chrysalis, butterfly.</p> <p>To know that plants need water and sunlight to survive.</p> <p>To know the Christian creation story.</p> <p>To know why Christians celebrate Easter.</p> <p>To have an awareness of Lucy Arnold.</p> <p>To know how to select the camera and take pictures on an iPad.</p> <p>To be able to talk about being safe when using technology.</p> <p>To know that all families are different.</p> <p>To know some ways to protect our environment.</p> <p>When presented with a problem, I should make a plan, try it out and talk about how well it worked, considering what I would do differently next time.</p>	<p>To have an awareness of Richard Trevithick.</p> <p>To talk about similarities and differences between historical and modern transport.</p> <p>To know that beaches and mines are special features of Cornwall.</p> <p>To have an awareness of other environments including the jungle, polar regions, under the sea and space.</p> <p>To be able to name at least 1 other country.</p> <p>To know what a map is used to.</p> <p>To be able to read a map to locate objects on the school grounds.</p> <p>To be able name and describe plastic, glass, metal and paper.</p> <p>To know why materials are recycled.</p> <p>To know that the 5 senses are smell, sight, touch, taste and hearing.</p> <p>To know effects of pushing, pulling, magnetism and gravity.</p> <p>Know the weather changes as the year changes (awareness of seasonal change).</p> <p>Effects of summer in the environment.</p> <p>To know that a Church is a special place for Christians.</p> <p>To know that a Mosque is a special place for Muslims.</p> <p>To know that a bible is the holy book for Christians.</p> <p>To be able to re-tell some religious stories.</p> <p>To have an awareness of Tracey Hunter.</p> <p>When presented with a problem, I should make a plan, try it out and talk about how well it worked, considering what I would do differently next time.</p> <p>To know what an algorithm is.</p> <p>To know which buttons cause a Bee bot to stop and go.</p> <p>To know which buttons move a Bee bot forwards, backwards, left and right.</p>
Linked texts	<p>Elliot Midnight Superhero</p> <p>Superworm</p> <p>Supertato (TfW)</p> <p>Traction Man</p> <p>Ten Little Superheroes</p> <p>Marvel comics</p> <p>Avocado Baby</p> <p>Cops and Robbers</p> <p>When I grow up....(series)</p> <p>Fireman Sam</p> <p>People who help us non-fiction books</p> <p>Nativity story</p> <p>Autumn/ Seasons/ weather non-fiction books</p> <p>Poems/Songs –If I were a Superhero, Seasons of Trees poem, Mixing Colours poem Eric Finney, traditional rhymes</p>	<p>Tree</p> <p>Snail and the Whale (TfW)</p> <p>The Tiny Seed</p> <p>The Hungry Caterpillar (TfW).</p> <p>Monkey Puzzle</p> <p>Scarecrow's Wedding</p> <p>The Easter Story.</p> <p>Chinese New Year story (Zodiac).</p> <p>Peter Rabbit</p> <p>Above and below</p> <p>The Very Quiet Cricket</p> <p>Bee</p> <p>The Very Lonely Firefly</p> <p>What the Ladybird Heard</p> <p>Owl Babies</p> <p>The Gruffalo</p> <p>Spring/ seasons/ weather non- fiction books</p> <p>Wildlife non-fiction books</p> <p>Poems/Songs – Tiny Caterpillar on a Leaf, Gingerbread chants, Seasons of Trees poem, Fuzzy Wuzzy Creepy Crawly</p>	<p>Grandma Bird (TfW)</p> <p>Storm whale</p> <p>Rainbow Fish</p> <p>The Train Ride</p> <p>Oi Get Off My Train – UW exceeding link</p> <p>Duffy's Lucky Escape</p> <p>Marli's Tangled Tale (TfW)</p> <p>Nelson's Dangerous Dive</p> <p>Lost and Found</p> <p>Non-fiction vehicles/journeys</p> <p>Stories of Paul</p> <p>Jesus Calms the Storm</p> <p>Pasty Peeps – beach safety theme</p> <p>Poems/songs- The wheels on the train. Espresso Riding on a train.</p> <p>A very first Poetry Book: The summer sun, The Sea, Sea Song</p> <p>Seasons of Trees poem, Transport poems: learn Waving at Trains, Down at the Station</p>
English Text Types Talk for Writing	<p>Supertato</p> <p>Bedtime for batman</p> <p>Christmas Story</p> <p>Word Level</p> <p>Labelling</p>	<p>The Hungry Caterpillar</p> <p>The Snail and the Whale</p> <p>Sentence Level</p> <p>Recount- Our trip to the farm</p>	<p>Grandma Bird</p> <p>Marli's Tangles tale</p> <p>Sentence level/Story narrative.</p> <p>Letters from a character/ Beach safety instructions</p>
Linked person of study	Fire fighters, police officers, life guards, doctors, nurses, dentists, vets, teachers, parents, Andy Warhol (Pop art)	Julia Donaldson, Eric Carle, Lucy Arnold (observational drawings)	Vet, lifeguard, explorer/ environmentalist, vehicle inventor – link to Richard Trevithick, train driver/conductor, Tracey Hunter (abstract art)

Linked Music	Batman/superman/spiderman theme tune Autumn Leaves songs Big Red Combine Harvester Songs from Charanga units Traditional rhymes	Julia Donaldson songs associated with stories – Snail and the Whale song Insect nursery rhymes (tiny caterpillar, incey wincey spider, the ants came marching) Fuzzy Wuzzy Creepy Crawly	We're all going on a summer holiday We're walking on sunshine Espresso train songs: Riding on a train Down at the station One more step along the world I go
Trip/ visitors	Local – Autumn walk Visit from the local Fire Station with a fire engine Visitors- Police/RNLI/ lifeguard/ doctors/ dentist	Local – Spring walk Trevaskis farm Library Visit – Story Workshops	Local – Summer walk to park St Ives train trip Trip to local church
Topic Finale	Superhero day Invite families in for open afternoon.	Ugly Bug ball Invite families in for open afternoon.	Train ride to St Ives Pilgrimage to the church – invite parents. Invite families in for open afternoon.
Outdoor Learning Opportunities	Autumn Walk Outdoor art and natural materials Natural plant colour mixing	Spring Walk Outdoor storytelling – environment to support. Farm trip Growing plants from seeds Plant Hunt for observational drawing	Summer walk Beach trip Journey sticks Orienteering Pilgrimage to the Church
Aspirations and Hopes	Police officer, fire fighter, doctor, dentist, coast guard, lifeguard, teacher, artist	chef, farmer, artist, author, gardener, environmentalist	Train driver/conductor, lifeguard/RNLI, vehicle designer, mechanic, engineer, environmentalist

EYFS Coverage- Skills/ Knowledge Components

History- Understanding the World	<p>Can identify similarities and differences between jobs Can identify emergency situations and knows who to call Is able to discuss different occupations of family members Talks about a wider range of occupations (electrician, plumber etc) Shows an interest in different occupations (nurse, doctor, police, fire...)</p> <p>Comments on fictional characters in stories Shares some similarities between characters, figures or objects Compare and contrast characters from stories, sharing similarities and differences Shares likes and dislikes</p> <p>EAD (role play opportunities) Uses imagination to develop own storylines Enhance with resources that they pretend are something else Children enhance small world play with simple resources Uses experiences and learnt stories to develop storylines Uses own experiences to develop storylines Simple small world (farm, cars, trains, dolls) Plays with familiar resources Participates in small world play related to rhymes and stories</p>	<p>Comments on fictional characters in stories Shares some similarities between characters, figures or objects Shares likes and dislikes</p> <p>Sequence family members by size and name (baby, child, adult) Sequence family members, explaining who they are (baby, toddler, child, teenager, adult, elderly) Sequence family members, explaining who they are and the key differences between what they can/can't do Can discuss similarities and differences between people in their family Can talk about members of immediate family in more detail Can talk about past and upcoming events with their immediate family Can briefly talk about some members of their family Can talk about any pets that they might have Able to say who they are and who they live with</p> <p>EAD (role play opportunities) Uses imagination to develop own storylines Enhance with resources that they pretend are something else Children enhance small world play with simple resources Uses experiences and learnt stories to develop storylines Uses own experiences to develop storylines Simple small world (farm, cars, trains, dolls) Plays with familiar resources Participates in small world play related to rhymes and stories</p>	<p>Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences Comments on historical figures or objects in non-fiction texts Shares likes and dislikes Shows an interest in different occupations (nurse, doctor, police, fire...)</p> <p>EAD (role play opportunities) Uses imagination to develop own storylines Enhance with resources that they pretend are something else Children enhance small world play with simple resources Uses experiences and learnt stories to develop storylines Uses own experiences to develop storylines Simple small world (farm, cars, trains, dolls) Plays with familiar resources Participates in small world play related to rhymes and stories</p>
Geography- Understanding the World	<p>Use pictures to compare and contrast environments around the world Talk about what they see in their own environment (school/home) using a wide vocabulary Recognise some environments that are different to the one in which they live Talk about local environments (their road, the park, library, Camborne town centre)</p>	<p>Talk about local environments (their road, the park, library, Camborne town centre) Talk about what they see in their own environment (school/home) using a wide vocabulary Can briefly explain the difference between human and physical features</p> <p>Can identify similarities and differences between homes in other countries Can identify similarities and differences between homes in our country Knows that different countries have different homes Can explain features of other homes</p>	<p>Knows what a map is used for Identifies features on a simple map (trees, house, river, mountain) Can use maps to locate objects in 'real life' Knows where they live (house, flat, bungalow) Talk about local environments (their road, the park, library, Camborne town centre) Talk about what they see in their own environment (school/home) using a wide vocabulary</p> <p>Knows that there are different countries in the world Knows that 4 countries make up the UK and can name at least 1 other country Knows that we live in Camborne which is in Cornwall which is in England Can name the 4 countries of the UK and at least 2 other countries Recognise some environments that are different to the one in which they live Makes comparisons between life for children in different countries Explains how life may be different for other children Can articulate what daily life is like in our country</p>

			<p>Use pictures to compare and contrast environments around the world Comments on images of familiar experiences (holidays, visiting the park, going to the dentist)</p>
<p>Science- Understanding the World</p>	<p>Explores the natural world around them Can identify what you need to wear for each season and why Understand the effect of seasons on the natural world, discussing when and how things grow Names and orders seasons Understands the need to respect and care for the natural environment and all living things.</p> <p>Explores and talks about forces (push and pull) Explores non-contact forces (gravity and magnetism)</p>	<p>Explores the natural world around them Can identify what you need to wear for each season and why Understand the effect of seasons on the natural world, discussing when and how things grow Names and orders seasons Understands the need to respect and care for the natural environment and all living things.</p> <p>Uses senses in hands on exploration Can name their 5 senses Explain what their five senses are</p> <p>Can say what plants need to survive Can talk about different life cycles Can explain the life cycle of a butterfly and or frog Plants seeds and cares for growing plants with support Understands the difference between plants and animals</p>	<p>Explores the natural world around them Can identify what you need to wear for each season and why Understand the effect of seasons on the natural world, discussing when and how things grow Names and orders seasons Understands the need to respect and care for the natural environment and all living things.</p> <p>Understands that the weather changes and that in different countries you have different weather</p> <p>Uses senses in hands on exploration Can name their 5 senses Explain what their five senses are Explore collections of materials Explore collections of materials, identifying similar and different properties Talks about differences between materials and changes they notice.</p> <p>Explores how things work Explores and talks about forces (push and pull) Explores non-contact forces (gravity and magnetism)</p>
<p>RE- Understanding the World Making sense Understanding impact Making connections</p>	<p>Can articulate what others celebrate and begin to explain Knows that there are differences between what people believe Developing positive attitudes about differences between people Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas) Comments on recent pictures of celebrations in their own life. "This was me celebrating Diwali" Comments on recent pictures of experiences in their own life. "This was me at the farm..."</p> <p>Unit F4- Being special: Where do we belong?</p> <ul style="list-style-type: none"> Retell religious stories making connections with personal experiences. Share and record occasions when things have happened in their lives that made them feel special. Recall simply what happens at a traditional Christian infant baptism and dedication. Recall simply what happens when a baby is welcomed into a religion other than Christianity. <p>Link to superheroes- What makes us special/ a superhero? What are our powers?</p> <p>Unit F2- Why is Christmas special for Christians?</p> <ul style="list-style-type: none"> Talk about people who are special to them Say what makes their family and friends special to them Recall simply what happens at a traditional Christian festival (Christmas) Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus Retell religious stories, making connections with personal experiences. 	<p>Can articulate what others celebrate and begin to explain Knows that there are differences between what people believe Developing positive attitudes about differences between people Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas) Comments on recent pictures of celebrations in their own life. "This was me celebrating Diwali" Comments on recent pictures of experiences in their own life. "This was me at the farm..."</p> <p>Unit F1- Why is the word 'God' so important to Christians?</p> <ul style="list-style-type: none"> Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world Retell stories, talking about what they say about the world, God, human beings Think about the wonders of the natural world, expressing ideas and feelings Say how and when Christians like to thank their Creator Talk about what people do to mess up the world and what they do to look after it. <p>Link to Lets Crawl- Children will begin to understand that Christians believe that God created our world and all things in it. They will learn that Christians believe that God created all of the mini beasts that we have been learning about on day six.</p> <p>Unit F3- Why is Easter special to Christians?</p> <ul style="list-style-type: none"> Recognise and retell stories connected with celebration of Easter Say why Easter is a special time for Christians Talk about ideas of new life in nature Recognise some symbols Christians use during Holy Week, e.g. palm 	<p>Can articulate what others celebrate and begin to explain Knows that there are differences between what people believe Developing positive attitudes about differences between people Comments on recent pictures of celebrations in their own life. "This was me celebrating Diwali" Comments on recent pictures of experiences in their own life. "This was me at the farm..."</p> <p>Can name different religious venues – Church, Mosque, Gurdwara, Synagogue Knows that there are special places of worship Knows why religious venues are special and who goes there Developing positive attitudes about differences between people Comments on images of familiar experiences (holidays, visiting the park, going to the dentist)</p> <p>Unit F5- What places are special and why?</p> <ul style="list-style-type: none"> Talk about somewhere that is special to themselves, saying why Recognise that some religious people have places which have special meaning for them Talk about the things that are special and valued in a place of worship Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church Express a personal response to the natural world. <p>Link to On the Move- What place is special to you? (e.g. holiday destination/ grandparents' house). How do you get there? (plane/ walk etc). How do religious people travel to their places of worship?</p>

	<p>Link to superheroes- Was Jesus a superhero? The donkey? The star? Do Christians think that Mary is a superhero as she gave birth to the son of God? Children to order people from Nativity in order of ‘super heroness’.</p>	<p>leaves, cross, eggs, etc., and make connections with signs of new life in nature</p> <ul style="list-style-type: none"> • Talk about some ways Christians remember these stories at Easter <p>Link to Lets Crawl- Easter celebrates ‘new life’- links to learning about life cycles.</p>	<p>Unit F6- What times/ stories are special and why?</p> <ul style="list-style-type: none"> • Talk about some religious stories • Recognise some religious words, e.g. about God • Identify some of their own feelings in the stories they hear • Identify a sacred text e.g. Bible, Torah • Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus’ story about the ten lepers teaches about saying ‘thank you’, and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc. <p>Link to On the Move- How did people travel in the stories? (e.g. by boat/ on foot). How does that compare to the way that we travel today? (car/ train/ plane)</p>
<p>Music- Expressive Arts and Design</p>	<p>Enjoys listening to music Responds to music Talks about how music makes them feel</p> <p>Sings in a group, trying to keep in time Sings in a small group Knows some words when singing Sings in a group, matching pitch and following melody Sings by themselves, matching pitch and following melody</p> <p>Explores instruments and is beginning to name them (drum, tambourine, maraca, triangle...) Is able to name a wide variety of instruments (also including chime bars, glockenspiels, xylophones) Plays a given instrument to a simple beat Understands emotion through music and can identify if music is ‘happy’, ‘scary’ or ‘sad’</p>	<p>Enjoys listening to music Responds to music Talks about how music makes them feel</p> <p>Sings in a group, trying to keep in time Sings in a small group Knows some words when singing Sings in a group, matching pitch and following melody Sings by themselves, matching pitch and following melody</p> <p>Explores instruments and is beginning to name them (drum, tambourine, maraca, triangle...) Is able to name a wide variety of instruments (also including chime bars, glockenspiels, xylophones) Plays a given instrument to a simple beat Understands emotion through music and can identify if music is ‘happy’, ‘scary’ or ‘sad’</p>	<p>Enjoys listening to music Responds to music Talks about how music makes them feel</p> <p>Sings in a group, trying to keep in time Sings in a small group Knows some words when singing Sings in a group, matching pitch and following melody Sings by themselves, matching pitch and following melody</p> <p>Explores instruments and is beginning to name them (drum, tambourine, maraca, triangle...) Is able to name a wide variety of instruments (also including chime bars, glockenspiels, xylophones) Plays a given instrument to a simple beat Understands emotion through music and can identify if music is ‘happy’, ‘scary’ or ‘sad’ Selects own instruments and plays them in time to music. Can change the tempo and dynamics whilst playing Knows how to use a wide variety of instruments. Beginning to write own compositions using symbols, pictures or patterns</p>
<p>Art and Design- Expressive Arts and Design</p>	<p>Able to mix primary colours to make secondary colours Mix primary colours to appropriate consistency Use pre-made paints and are able to name colours Can hold a paintbrush using a tripod grip Can hold a paintbrush in the palm of their hand Can use thick brushes Can use thin brushes to add detail Can independently select additional tools (stamps, rollers etc) to improve their painting Create patterns or meaningful pictures when printing Print with small blocks, small sponges, fruit, shapes and other resources Print with large blocks and larger sponges</p> <p>Creates their own piece of art Creates their own piece of art and begins to self-correct any mistakes Creates their own piece of art and gives meaning Children work independently to develop basic skills Enjoys using hands, feet and fingers to paint</p>	<p>Makes marks. Draws circles and lines. Children are able to draw things that they observe Draws with detail (bodies with sausage limbs and additional features) Draws bodies of an appropriate size for what they’re drawing Draws faces with features and draws enclosed spaces, giving meaning Draws potato people (no neck or body) Children are able to draw simple things from memory</p> <p>Creates their own piece of art Creates their own piece of art and begins to self-correct any mistakes Creates their own piece of art and gives meaning Children work independently to develop basic skills Chooses paper from a wide selection and of which is appropriate to the task (black paint on white paper, white paint on black...) Choose a piece of paper from a selection of 2/3 colours One piece of paper provided to child</p> <p>Physical development-</p>	<p>Makes marks. Draws circles and lines. Children are beginning to draw self-portraits, landscapes and buildings/cityscapes Draws with detail (bodies with sausage limbs and additional features) Children are able to draw things that they observe Colour matching to a specific colour and shade</p> <p>Print with large blocks and larger sponges Print with small blocks, small sponges, fruit, shapes and other resources Create patterns or meaningful pictures when printing Add white or black paint to alter tint or shade</p> <p>Additional textures – children describe as smooth or bumpy Beginning to weave (gross motor) Creates their own piece of art Creates their own piece of art and begins to self-correct any mistakes Creates their own piece of art and gives meaning Children work independently to develop basic skills</p>

	<p>Chooses paper from a wide selection and of which is appropriate to the task (black paint on white paper, white paint on black...) Choose a piece of paper from a selection of 2/3 colours One piece of paper provided to child</p> <p>Physical development- Explore a range of tools e.g. spoons, spades, paintbrushes etc Use one handed tools- for example scissors to make snips in paper, hole punch etc Use scissors to cut paper in half. Use scissors to cut round a shape.</p>	<p>Explore a range of tools e.g. spoons, spades, paintbrushes etc Use one handed tools- for example scissors to make snips in paper, hole punch etc Use scissors to cut paper in half. Use scissors to cut round a shape.</p>	<p>Chooses paper from a wide selection and of which is appropriate to the task (black paint on white paper, white paint on black...) Choose a piece of paper from a selection of 2/3 colours One piece of paper provided to child</p> <p>Physical development- Explore a range of tools e.g. spoons, spades, paintbrushes etc Use one handed tools- for example scissors to make snips in paper, hole punch etc Use scissors to cut paper in half. Use scissors to cut round a shape.</p>
<p>Design and Technology- Expressive Arts and Design</p>	<p>Protective structure to protect Supertato Makes something with clear intentions Makes something that they give meaning to Returns to work on another occasion to edit and improve Children work independently to develop basic skills Join items in a variety of ways – Sellotape, masking tape, string, ribbon Join items with glue or tape Knows how to secure boxes, toilet rolls, decorate bottles Adds other materials to develop models (tissue paper, glitter...) Use glue spatulas with support Use glue sticks with support Use glue sticks and glue spatulas independently Knows how to improve models (scrunch, twist, fold, bend, roll) Product is all one texture Builds towers by stackings objects Returns to work on another occasion to edit and improve</p> <p>Physical development- Explore a range of tools e.g. spoons, spades, paintbrushes etc Use one handed tools- for example scissors to make snips in paper, hole punch etc Use scissors to cut paper in half. Use scissors to cut round a shape.</p>	<p>Bug hotel Makes something with clear intentions Makes something that they give meaning to Children work independently to develop basic skills Join items in a variety of ways – Sellotape, masking tape, string, ribbon Builds models which replicate those in real life. Can use a variety of resources – loose part play Builds walls to create enclosed spaces Builds simple models using walls, roofs and towers. Creates collaboratively, sharing ideas with peers and developing skills further Works with a friend, copying ideas and developing skills together Smooth, rough, bendy, hard, Weave (fine motor)</p> <p>Clay minibeasts Manipulates clay (rolls, cuts, squashes, pinches, twists...) Makes marks in clay Explores clay Begins to paint on other materials – card, fabric, clay Returns to work on another occasion to edit and improve</p> <p>Physical development- Explore a range of tools e.g. spoons, spades, paintbrushes etc Use one handed tools- for example scissors to make snips in paper, hole punch etc</p>	<p>Model vehicle Makes something with clear intentions Makes something that they give meaning to Children work independently to develop basic skills Builds models which replicate those in real life. Can use a variety of resources – loose part play Creates collaboratively, sharing ideas with peers and developing skills further Works with a friend, copying ideas and developing skills together Smooth, rough, bendy, hard, Weave (fine motor) Improved vocab – flexible, rigid Returns to work on another occasion to edit and improve</p> <p>Physical development- Explore a range of tools e.g. spoons, spades, paintbrushes etc Use one handed tools- for example scissors to make snips in paper, hole punch etc</p>
<p>Computing- Understanding the World</p>	<p>Use various tools such as brush, pens, stamps, erasers and shapes with support Select brushes, colours and rubbers when drawing on paint software Mark make on paint software on the Ipads Children know what personal information is and know that it should not be shared online Children can independently change games or increase levels of difficulty on games Can play simple games on the Interactive Whiteboard by pressing buttons Can play simple games on the Interactive Whiteboard by dragging and dropping items Children know to ask for help if needed</p>	<p>Children can take photos on the camera Children can switch a camera on and off Children can record videos on the camera Erases content and understands how to charge the cameras Children know to ask for help if needed Children know what personal information is and know that it should not be shared online</p>	<p>Children know to ask for help if needed Children know what personal information is and know that it should not be shared online</p> <p>From Birth to 5 Matters- Range 5 and 6 Children will be exploring and programming Bee bots.</p> <ul style="list-style-type: none"> • Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support • Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images • Knows that information can be retrieved from digital devices and the internet • Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet

			<ul style="list-style-type: none"> • Completes a simple program on electronic devices • Uses ICT hardware to interact with age-appropriate computer software • Can create content such as a video recording, stories, and/or draw a picture on screen • Develops digital literacy skills by being able to access, understand and interact with a range of technologies • Can use the internet with adult supervision to find and retrieve information of interest to them
PE- Physical Development	<p>Dress and undress independently. but may still need help with small buttons and laces. Put on socks and shoes correctly. Fasten zips independently. T-shirt and jumper on/ off independently but may be back to front. Pull up garments independently. Put on shoes without fastening (may be on the wrong feet). Pull zips up and down but may need help to manipulate shank.</p> <p>Arena EYFS Team Games- Stand on tiptoes. Stand on one foot for 2 seconds. Bounce a large ball. Bounce and catch a large ball using two hands. Catch a large ball by bringing arms into chest. Catch a large ball between extended arms. Catch a ball by chasing. Does not necessarily respond to an aerial ball.</p> <p>In team game situations- Coordinate body to meet and kick a ball that is rolled to them from a short distance. Run towards and kick a ball. Walk towards and kick a ball. Direct kick to knock over a tower. Kick ball with one foot whilst swinging opposite arm. Use foot to tap static ball a short distance.</p> <p>Arena EYFS Dance (EAD) - Learns longer dance routines, matching pace Learns short routines, beginning to match pace Copies basic actions Moves to music Beginning to watch performances for short periods of time Watches dances and performances Shares likes and dislikes about dances/performances Replicates dances and performances</p>	<p>Dress and undress independently. but may still need help with small buttons and laces. Put on socks and shoes correctly. Fasten zips independently. T-shirt and jumper on/ off independently but may be back to front. Pull up garments independently. Put on shoes without fastening (may be on the wrong feet). Pull zips up and down but may need help to manipulate shank.</p> <p>Arena EYFS Gymnastics- Walk along a low narrow balance beam. Hold a controlled static balance on one leg. Walk along a low, wide balance beam. Hop up to 10 times on alternate feet. Hop on one foot 3 to 5 times. Jump forward, taking off and landing with 2 feet. Jump over a small stationary object. Jump off a low object with both feet off the ground.</p> <p>Arena EYFS Net and Wall Fundamental Skills (in addition to components also covered in Gymnastics)- Walk along a chalk line. Jump and turn in the air.</p>	<p>Dress and undress independently. but may still need help with small buttons and laces. Put on socks and shoes correctly. Fasten zips independently. T-shirt and jumper on/ off independently but may be back to front. Pull up garments independently. Put on shoes without fastening (may be on the wrong feet). Pull zips up and down but may need help to manipulate shank.</p> <p>Arena EYFS Fundamental Athletics- (tennis balls or bean bags may be used) Can usually hit a target from 3.5 metres away using an overhand toss. Throw tennis ball underhand at least 3 metres using trunk rotation and opposing arm/ leg movements. Hit 60cm target from 1.5 metres away with a tennis ball using underhand toss. Throw ball forward 3 metres in the air and use appropriate technique such as moving arms up and back using upper trunk rotation with arms and legs moving in opposition. Throw ball underhand. Begin to throw ball overhand. Catch a tennis ball from 1.5 metres using only hands. Jump forward, taking off and landing with 2 feet. Jump over a small stationary object. Jump off a low object with both feet off the ground.</p>

<p>PSHE- Personal, Social and Emotional Development/ Understanding the world</p>	<p>From Birth to 5 Matters- Range 5/ 6 Personal, Social and Emotional Development- Shows confidence in speaking to others about their own needs, wants, interests and opinions in a familiar group. Can describe their competencies, what they can do well and are getting better; describing themselves in positive but realistic terms. Talks about their own and others' feelings and behaviour and its consequences. Is aware of behavioural expectations and sensitive to ideas of justice and fairness.</p> <p>Physical Development- Eats a healthy range of foodstuffs and understands need for variety in food. Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health.</p> <p>From Skills and knowledge components document- Physical Development- Take off own coat. Pull down pants to use toilet Stab food using a fork. Use a spoon to pick up food and put in mouth. Spoon cereal from container to dish, keeping spilling to a minimum. Use a knife to cut soft food such as bananas and strawberries. Spread using a knife. Spread using a knife. Explore a range of tools e.g. spoons, spades, paintbrushes etc Pour from one container to another.</p>	<p>From Birth to 5 Matters- Range 5/ 6 Personal, Social and Emotional Development- Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions. Is increasingly flexible and cooperative as they are able to understand other people's needs, wants and behaviours. Shows confidence in speaking to others about their own needs, wants, interests and opinions in a familiar group. Can describe their competencies, what they can do well and are getting better at: describing themselves in positive but realistic terms. Talks about their own and others' feelings and behaviour and its consequences. Recognises that they belong to different communities and social groups and communicates freely about home and community.</p> <p>Physical Development- Eats a healthy range of foodstuffs and understands need for variety in food. Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health.</p> <p>From Skills and knowledge components document- Physical Development- Take off own coat. Pull down pants to use toilet Stab food using a fork. Use a spoon to pick up food and put in mouth. Spoon cereal from container to dish, keeping spilling to a minimum. Use a knife to cut soft food such as bananas and strawberries. Spread using a knife. Spread using a knife. Explore a range of tools e.g. spoons, spades, paintbrushes etc</p>	<p>From Birth to 5 Matters- Range 5/ 6 Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions. Is increasingly flexible and cooperative as they are able to understand other people's needs, wants and behaviours. Shows confidence in speaking to others about their own needs, wants, interests and opinions in a familiar group. Can describe their competencies, what they can do well and are getting better at: describing themselves in positive but realistic terms. Talks about their own and others' feelings and behaviour and its consequences. Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others.</p> <p>From Skills and knowledge components document- Physical Development- Take off own coat. Pull down pants to use toilet Stab food using a fork. Use a spoon to pick up food and put in mouth. Spoon cereal from container to dish, keeping spilling to a minimum. Use a knife to cut soft food such as bananas and strawberries. Spread using a knife. Spread using a knife. Explore a range of tools e.g. spoons, spades, paintbrushes etc</p>
<p>EYFS Objectives</p>	<p><u>Personal, Social and Emotional development</u> See themselves as a valuable individual. Build constructive and respectful relationships Express their feelings and consider the feelings of others. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.</p> <p><u>Communication and Language</u> Understand how to listen carefully and why listening is important. Learn new vocabulary. Develop social phrases. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p><u>Physical Development</u> Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p><u>Personal, Social and Emotional development</u> Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian</p> <p><u>Communication and Language</u> Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Connect one idea or action to another using a range of connectives. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Engage in non-fiction books.</p> <p><u>Physical Development</u> Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Progress towards a more fluent style of moving, with developing control and grace.</p>	<p><u>Personal, Social and Emotional development</u> Think about the perspectives of others. Manage their own needs. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian</p> <p><u>ELG: Self-Regulation</u> Children at the expected level of development will: - 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.</p> <p><u>ELG: Managing Self</u> Children at the expected level of development will: - 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>ELG: Building Relationships</u> Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to</p>

<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Literacy Read individual letters by saying the sounds for them. Form lower-case letters correctly. Begin to: Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Begin to: Read some letter groups that each represent one sound and say sounds for them. Begin to: Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Mathematics Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Compare numbers. Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>NCETM Progression <u>Counting</u> Saying number names in sequence. Tagging each object with one number word. Knowing the last number counted gives the total so far. Subitising. Numeral meanings.</p> <p><u>Comparison</u> More than/less than. Identifying groups with the same number of things. Comparing numbers and reasoning.</p> <p><u>Measures</u> Recognising attributes.</p> <p><u>Shape and Space</u> Developing spatial awareness: experiencing different viewpoints. Developing spatial vocabulary. Shape awareness: developing shape awareness through construction. Showing awareness of properties of shape.</p> <p>B25 <u>Counting</u> Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0. Increasingly confident at putting numerals in order 0 to 10 (cardinality). <u>Cardinality</u> Engages in subitising numbers to four and maybe five.</p>	<p>Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene</p> <p>Literacy Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school’s phonic programme. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Mathematics Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Understand the ‘one more than/one less than’ relationship between consecutive numbers. Explore the composition of numbers to 10. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.</p> <p>NCETM Progression <u>Counting</u> Conservation – knowing that the number does not change if they are rearranged.</p> <p><u>Comparison</u> Knowing the ‘one more/one less than’ relationship between counting numbers.</p> <p><u>Composition</u> Part-whole – identifying smaller numbers within a number (conceptual subitising) Inverse operations. A number can be partitioned into different pairs of numbers.</p> <p><u>Measures</u> Comparing amounts of continuous quantities. Showing awareness of comparison in estimating and predicting. Comparing indirectly.</p> <p><u>Pattern</u> Continuing an AB pattern. Copying an AB pattern. Make their own AB pattern. Identifying the unit of repeat.</p>	<p>adults and friendships with peers; - Show sensitivity to their own and to others’ needs.</p> <p>Communication and Language Articulate their ideas and thoughts in well-formed sentences. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>ELG: Listening, Attention and Understanding Children at the expected level of development will: - 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>ELG: Speaking Children at the expected level of development will: - 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> <p>Physical Development Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>ELG: Gross Motor Skills Children at the expected level of development will: - 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>ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; -</p>
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<p><u>Comparison</u> Uses number names and symbols when comparing numbers, showing interest in large numbers.</p> <p><u>Spatial Awareness</u> Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning).</p> <p><u>Shape</u> Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes</p> <p><u>Pattern</u> Spots patterns in the environment, beginning to identify the pattern “rule”.</p> <p><u>Measures</u> Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy.</p> <p><u>Understanding the World</u> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Recognise that people have different beliefs and celebrate special times in different ways. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p> <p>Technology (B25)</p> <ul style="list-style-type: none"> • Completes a simple program on electronic devices • Uses ICT hardware to interact with age appropriate computer software <p><u>Expressive Arts and Design</u> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>Continuing an ABC pattern. Make their own AAB, ABBA patterns. Making a pattern which repeats around a circle. Making a pattern around a border with a fixed number of spaces. Spotting patterns around us.</p> <p><u>Shape and Space</u> Identifying similarities between shapes. Describing properties of shape.</p> <p>B25</p> <p><u>Comparison</u> Estimates a number of things, showing understanding of relative size.</p> <p><u>Cardinality</u> Counts out up to 10 objects from a larger group. Matches the numeral with a group of items to show how many there are (up to 10).</p> <p><u>Composition</u> Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects. Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g sees six raisins on a plate as three and three. In practical activities, adds one and subtracts one with numbers to 10.</p> <p><u>Shape</u> Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes. Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build.</p> <p><u>Pattern</u> Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat.</p> <p><u>Measures</u> Becomes familiar with measuring tools in everyday experiences and play. Is increasingly able to order and sequence events using everyday language related to time.</p> <p><u>Understanding the World</u> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Explore the natural world around them. Understand the effect of changing seasons on the natural world around them.</p> <p>Technology (B25)</p> <ul style="list-style-type: none"> • Can create content such as a video recording, stories, and/or draw a picture on screen. • Develops digital literacy skills by being able to access, understand and interact with a range of technologies. <p><u>Expressive Arts and Design</u></p>	<p>Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p> <p><u>Literacy</u> Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p> <p><u>ELG: Comprehension</u> Children at the expected level of development will: - 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.</p> <p><u>ELG: Word Reading</u> Children at the expected level of development will: - 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.</p> <p><u>ELG: Writing</u> Children at the expected level of development will: - 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.</p> <p><u>Mathematics</u> Automatically recall number bonds for numbers 0–10.</p> <p>NCETM Progression</p> <p><u>Composition</u> A number can be partitioned into more than two numbers. Number bonds – knowing which pairs make a given number.</p> <p><u>Measures</u> Recognising the relationship between size and the number of units. Beginning to use units to compare things. Beginning to use time to sequence events. Beginning to experience specific time durations.</p> <p><u>Pattern</u> Spotting an error in an AB pattern. Continuing a pattern which ends mid-unit. Spotting an error in an ABB pattern. Symbolising the unit structure. Generalising structures to another context or mode. Making a pattern which repeats around a circle.</p>
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Return to and build on their previous learning, refining ideas and developing their ability to represent them.
Sing in a group or on their own, increasingly matching the pitch and following the melody.
Develop storylines in their pretend play.

Making a pattern around a border with a fixed number of spaces.
Spotting patterns around us.

Shape and Space

Representing spatial relationships.
Developing an awareness of relationships between shapes.

B25

Cardinality

Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-”

Spatial Awareness

May enjoy making simple maps of familiar and imaginative environments, with landmarks.

Measures

Beginning to experience measuring time with timers and calendars.

ELG: Number

Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; 14
- 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.

ELG: Numerical Patterns

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

Understanding the World

Comment on images of familiar situations in the past.

Draw information from a simple map.

Understand that some places are special to members of their community.

Recognise that people have different beliefs and celebrate special times in different ways.

Recognise some similarities and differences between life in this country and life in other countries.

Explore the natural world around them.

Recognise some environments that are different to the one in which they live.

Understand the effect of changing seasons on the natural world around them.

Technology (B25)

- Can use the internet with adult supervision to find and retrieve information of interest to them.

ELG: Past and Present

Children at the expected level of development will: - 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.

ELG: People, Culture and Communities

Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World

Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

Create collaboratively, sharing ideas, resources and skills.
Explore and engage in music making and dance, performing solo or in groups.

ELG: Creating with Materials

Children at the expected level of development will: - 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.

ELG: Being Imaginative and Expressive

Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.