




Area of Learning	Autumn 1 5th Sep - 19th Oct	Autumn 2 30th Oct - 22nd Dec	Spring 1 8th Jan - 16th Feb	Spring 2 26th Feb - 27th March	Summer 1 15th April - 24th May	Summer 2 3 <sup>rd</sup> June – 19 <sup>th</sup> July
<p><b>Possible Themes/Interests/Lines of Enquiry</b></p>	<p><b>Magnificent Me</b> Daring Dinosaurs Learn about me and my life Yom Kippur Shabbat</p>	<p><b>Fabulous Festivities</b> Autumn Diwali          Remembrance Day Halloween      Nursery Rhyme Week Bonfire Night   Children in Need Christmas        Hanukkah Christmas around the world</p>	<p><b>Phenomenal Fairy Tales</b> Winter Fairy Tales Materials Chinese/Lunar New Year Valentine’s Day Pancake Day</p>	<p><b>Splendid Spring</b> Easter Planting/Gardening/Spring Life Cycles Holi Ramadan</p>	<p><b>Heroes and Helpers</b> Our Community/World Recycling Eid</p>	<p><b>Pesky Pirates/Fun on the Farm</b> Summer Farm Visit Pirates Holiday Festivals Eid</p>
<p><b>Communication and Language</b></p> <p><b>Listening, Attention and Understanding ELG (L1, L2, L3)</b></p> <p><b>Speaking ELG (S1, S2, S3)</b></p> 	<p><b>L1:</b> To be able to look at the person that is talking. <b>L1:</b> To follow instructions through the use of silent signals. (RWI silent signals) <b>L1:</b> To track the movements of the speaker with ‘magnet eyes’. <b>L1:</b> To understand why listening is important. <b>L1:</b> To sit still when listening to a story. <b>L1:</b> To be able to stop and look when an adult addresses me by name.</p> <p><b>L2:</b> To feel comfortable to make comments in an unfamiliar setting <b>L2:</b> To make comments about target vocabulary. <b>L2:</b> To begin to answer simple questions.</p>	<p><b>L1:</b> To respond to what I have heard using comments or actions. <b>L1:</b> To be able to listen to an adult, without interrupting. <b>L1:</b> To listen in familiar situations. <b>L1:</b> To be able to sit still for a short period of time during an appropriate activity. <b>L1:</b> To engage in a short adult led task during Explore and Learn. <b>L1:</b> To be able to follow instructions involving more than one idea or action.</p> <p><b>L2:</b> To be able to comment on what they have heard. <b>L2:</b> To make comments using target vocabulary. <b>L2:</b> To begin to understand the purpose of questions. <b>L2:</b> To be able to use stem sentences/ starts to support the structure of my answer</p>	<p><b>L1:</b> To be still and quiet when listening to the ideas of others. <b>L1:</b> To be able to answer simple what and where questions with relevant responses. <b>L1:</b> To be able to retell the key parts of a story. (beginning, middle, end) <b>L1:</b> To engage in a short independent task during Explore and Learn. <b>L1:</b> To be able to follow instructions involving more than two ideas or actions.</p> <p><b>L2:</b> To be able to comment with thoughts and ideas in lessons. <b>L2:</b> To use target vocabulary during adult led activities. <b>L2:</b> To begin to ask simple what and where questions.</p>	<p><b>L1:</b> To begin to engage in lessons for a longer period of time. <b>L1:</b> To be able to answer simple how and why questions with relevant responses. <b>L1:</b> To listen in unfamiliar situations. <b>L1:</b> To be able to follow a story without pictures or props. <b>L1:</b> To be able to follow instructions involving several ideas or actions.</p> <p><b>L2:</b> To be able to contribute thoughts and ideas to peers, during Explore and Learn. <b>L2:</b> To use target vocabulary when responding during whole class or groups discussions. <b>L2:</b> To confidently ask what and where questions. <b>L2:</b> To begin to ask simple how and why questions. <b>L2:</b> To ask questions to find out more information.</p>	<p><b>L1:</b> To independently contribute thoughts and ideas during lesson inputs or group activities. <b>L1:</b> To be able to answer how and why questions using targeted vocabulary and reasoning skills. <b>L1:</b> To be able to anticipate key events within a story.</p> <p><b>L2:</b> To be able to use language to build on others thoughts and ideas. <b>L2:</b> To use target vocabulary during independent learning. <b>L2:</b> To confidently ask how and why questions. <b>L2:</b> To be able to answer how and why questions relating to own experiences. <b>L2:</b> To ask relevant questions to clarify their understanding.</p>	<p><b>L1:</b> To actively engage in lessons or group activities. <b>L1:</b> To actively engage during Explore and Learn. <b>L1:</b> To listen attentively in a range of situations. <b>L1:</b> To be able to anticipate key events within a story and explain reasoning. <b>ELG L1: 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;</b></p> <p><b>L2:</b> To use target vocabulary appropriately. <b>L2:</b> To express an understanding of what has been taught through comment making. <b>L2:</b> To ask relevant questions to my peers during Explore and Learn. <b>ELG L2: Make comments about what they have heard and ask questions to clarify their understanding;</b></p>

**L3:** To be able to offer a response to what has been said or seen.  
**L3:** To be able to introduce yourself to others.  
**L3:** Begin to use social phrases.  
**L3:** Use talk to begin to organise play.

**S1:** To be able to listen to another without interrupting.  
**S1:** To be able to repeat simple instructions or information.  
**S1:** To use simple language to communicate with familiar adults/peers.

**S2:** To begin to use newly introduced target vocabulary when making comments and explaining.

**L3:** To be able to offer an appropriate response to what has been said or seen.  
**L3:** To independently offer some back and forth exchanges with a talk partner/familiar peer/staff member.  
**L3:** To be able to recognise a pause in conversation as an opportunity to contribute thoughts and views.  
**L3:** To ensure their contributions are linked to the conversational theme.

**S1:** To be able to recognise a pause in conversation as an opportunity to contribute thoughts and views.  
**S1:** To more consistently ensure their contributions are linked to the conversational theme and use target vocabulary.  
**S1:** To begin to use appropriate sentence structures in utterances.  
**S1:** To begin to use a clear diction so as to be understood.

**S2:** To be able to offer short comments and explanations about topics of interest.

**L3:** To be able to offer more detailed thoughts and ideas about what has been said or seen. (small group)  
**L3:** To be able to talk back-and-forth to a partner during small group sessions and lessons.  
**L3:** Retell a simple event to another.

**S1:** To be able to indicate a contribution to the theme by demonstrating an appropriate action. (e.g. hand up, point)  
**S1:** To be able to wait quietly until asked for a contribution.  
**S1:** To listen to others contributions whilst waiting.  
**S1:** To use target vocabulary in contributions, when asked.  
**S1:** To recall what has been said. (to demonstrate comprehension)

**S2:** To make relevant comments using learnt information and taught vocabulary.

**L3:** To be able to offer more detailed thoughts and ideas about what has been said or seen. (whole class and Explore and Learn)  
**L3:** To be able to talk back-and-forth with a group of children, during Explore and Learn.  
**L3:** Use talk to introduce a storyline into play and begin to explain to others.  
**L3:** Listen and respond to the ideas expressed by others in conversation.

**S1:** To more consistently use target vocabulary in all contributions.  
**S1:** To more consistently offer ideas during peer conversations.  
**S1:** To modify contributions in light of others comments.

**S2:** To be able to answer 'why' questions with some accuracy.  
**S2:** To be able use information and taught vocabulary when giving reasons or explanations.

**L3:** To be able to build on others thoughts and ideas by offering appropriate responses.  
**L3:** To hold longer and more involved conversations.  
**L3:** Articulate their ideas and thoughts in well-formed sentences.

**S1:** To independently use target vocabulary during conversations.  
**S1:** To confidently offer ideas when engaging in conversation.

**S2:** To be able to use full and coherent explanations to discuss topics related to what I have learnt.

**L3:** Use language in conversation to reason and persuade.  
**L3:** Use past, present, and future tenses in conversation with peers and adults.  
**L3:** Use conjunctions to extend and articulate their ideas in conversations.  
**ELG L3: Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.**

**S1:** To independently use target vocabulary when reasoning and explaining.  
**S1:** To confidently articulate and extend in conversation with others.  
**ELG S1: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;**

**S2:** To be able to use target vocabulary to offer explanations for why things might happen and when sharing my own ideas.  
**ELG S2: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;**

*Learn new vocabulary  
Use new vocabulary through the day*

*Listen carefully to rhymes and songs, paying attention to how they sound.  
Learn rhymes, poems, and songs.*

*Use new vocabulary in different contexts  
Listen to and talk about stories to build familiarity and understanding.*

**S3:** To be able to contribute comments to conversations.  
**S3:** To be able to use taught vocabulary to express feelings about situations.  
**S3:** Use present tense when communication ideas and feelings.

**S3:** To use taught vocabulary to express ideas and emotions in simple phrases/sentences.  
**S3:** To begin to use the past tense correctly using modelled sentence structures.

**S3:** To use taught vocabulary to express ideas and emotions in more complex sentences.  
**S3:** To be able to offer more than one idea by using the conjunction 'and'.  
**S3:** To be able to use the past and present tense correctly using modelled sentence structures.

**S3:** To be able to use full sentences to clearly express an idea or feeling.  
**S3:** To be able use taught vocabulary to articulate and express ideas and emotions.  
**S3:** To be able to use future tense correctly using modelled sentence structures.

**S3:** To be able to extend sentences by using conjunctions (after teacher modelling).  
**S3:** To offer explanations using the conjunction 'because'.  
**S3:** To be able to use the past, present and future tense correctly using modelled sentence structures.

**S3:** To be able to extend sentences using taught conjunctions.  
**S3:** To be able to use the past, present and future tenses in the flow of everyday conversation.  
**ELG S3: Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.**

**Personal, Social and Emotional Development**  
**Self-regulation ELG (SR1, SR2, SR3)**  
**Managing Self ELG (MS1, MS2, MS3)**  
**Building Relationships (BR1, BR2, BR3)**



**SR1:** To know some words to describe feelings.  
**SR1:** To begin to talk about feelings.  
**SR1:** To know own likes and dislikes. (comfort/distraction)  
**SR1:** To welcome distractions when upset.  
**SR1:** To begin to build constructive and respectful relationships.  
**SR1:** To understand the concept of 'Zones of Regulation'.  
**SR1:** To know the names of the most common emotions.

**SR2:** To know how to ask for something I want.  
**SR2:** To know how to wait my turn.

**SR1:** To be able to name the feeling they are experiencing.  
**SR1:** To know how the body changes when one is experiencing different feelings.  
**SR1:** To know some simple strategies to manage feelings.  
**SR1:** To recognise similarities and differences between oneself and another.  
**SR1:** To identify what zone one is in.

**SR2:** To know how to take turns with resources, with support from an adult.  
**SR2:** Show pride in achievements.  
**SR2:** Select and complete one independent challenge a day.

**SR1:** To use language or an action to tell a familiar adult or peer how one is feeling – without reacting negatively.  
**SR1:** To know how to manage own feelings appropriately.  
**SR1:** To know how to remain calm when experiencing strong feelings.  
**SR1:** To know how to show positivity.

**SR2:** To know how to use timers to support turn taking.  
**SR2:** Begin to show persistence when faced with challenges.  
**SR2:** Select and complete one independent challenge a day.

**SR1:** To be able to recognise the feelings of others.  
**SR1:** To be able to understand how one's own actions may affect the feelings of others.  
**SR1:** To begin to use language or action to help support someone else.

**SR2:** To know how to manage turn taking with more independence.  
**SR2:** Can begin to self-evaluate their own work.  
**SR2:** Can talk about their own abilities positively.  
**SR2:** Select and complete one independent challenge a day.

**SR1:** To independently and confidently be able support others when they are experiencing strong emotions.  
**SR1:** To know how to resolve a conflict with another child.  
**SR1:** To use language or actions to resolve a conflict with another child.

**SR2:** To be able to complete a goal set by an adult.  
**SR2:** Can reflect on the work of others and self-evaluate their own work.  
**SR2:** Show resilience and perseverance when challenges occur.  
**SR2:** Select and complete two independent challenges a day.

**SR1:** To be able to manage my own feelings when changes occur.  
**SR1:** To use language or actions to help others to resolve a conflict.  
**ELG SR1: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;**

**SR2:** To be able to set myself a goal.  
**SR2:** To know how to stay motivated when challenges occur.  
**SR2:** Can seek out a challenge and enjoy the process.  
**SR2:** Select and complete two independent challenges a day.  
**ELG SR2: Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;**

**SR3:** To stop when their name is called – small group activity.  
**SR3:** To look when their name is called – small group activity.  
**SR3:** To listen and respond when their name is called, with adult support – small group activity.  
**SR3:** To be able to follow a simple instruction involving 1 idea or action, after modelling from an adult.

**MS1:** To be able to try a new activity with an adult (1:1).  
**MS1:** To try new activities in Explore and Learn with adult support.

**MS2:** To begin to learn the classroom rules.  
**MS2:** To know how to tidy the classroom and shared area.  
**MS2:** To know how to stand in a line.  
**MS2:** To know how to show 'Magnet Eyes'.

**SR3:** To stop on most occasions when their name is called – large group.  
**SR3:** To look, listen and respond appropriately on most occasions when their name is called – large group.  
**SR3:** To be able to follow a simple instruction involving 1 idea or action, without adult support.

**MS1:** To be able to try a new Focus activity within a small group.  
**MS1:** To be able to explain what part was challenging.

**MS2:** To more confidently know and follow the classroom rules.  
**MS2:** To know what kind and unkind words are.  
**MS2:** To know what kind and unkind actions are.

**SR3:** To stop when their name is called – large group.  
**SR3:** To look, listen and respond appropriately when their name is called – large group.  
**SR3:** To know how to follow instructions involving 2 ideas or actions, with adult support.

**MS1:** To be able to try a new activity by myself after modelling from an adult.  
**MS1:** To be able to explain what part was challenging and think of an idea to overcome this challenge, with support).

**MS2:** To recognise that some actions have consequences.  
**MS2:** To be able to name our school rules (Be ready, Be respectful, Be safe).  
**MS2:** To begin to name some of our BRIDGE values

**SR3:** To stop when their name is called – Explore and Learn.  
**SR3:** To look, listen and respond appropriately when their name is called – Explore and Learn.  
**SR3:** To know how to follow instructions involving 2 ideas or actions, without adult support.

**MS1:** To be confident to try a new activity without prompting from an adult (independence).  
**MS1:** To be able to explain what part was challenging and independently think of an idea to overcome this challenge.

**MS2:** To be able to name and talk about the school rules (Be ready, Be respectful, Be safe).  
**MS2:** To be able to name our BRIDGE values.  
**MS2:** To be able to identify the right and wrong choices, in given scenarios – with support.

**SR3:** To stop, look, listen and respond appropriately when requested.  
**SR3:** To be able to follow instructions involving several ideas or actions, with limited adult support.

**MS1:** To be confident to complete a new activity (resilience).  
**MS1:** To start to predict what part might be challenging and independently think of an idea to overcome this challenge.

**MS2:** To more confidently talk about our school BRIDGE values.  
**MS2:** To be able to identify the right and wrong choices, in given scenarios.  
**MS2:** To be able to name some actions we can take to show respect to ourselves and others.

**SR3:** To be able to follow instructions involving several ideas or actions, without adult support.  
**SR3:** To respond appropriately when engaged in any activity.  
**ELG SR3: 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.**

**MS1:** To be confident to try and complete a new and challenging activity (perseverance).  
**MS1:** To identify what part might be challenging and independently implement a change to overcome this challenge.  
**ELG MS1: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.**

**MS2:** To be able to understand and explain what our school rules are and why they are important.  
**MS2:** To be able to understand and explain our BRIDGE values and why they are important.  
**MS2:** To be able to understand and explain what rules (in general) are for and why they are important.  
**MS2:** To be able to identify which choices and right and wrong and explain why.  
**MS2:** To make the correct behaviour choice and know/explain why.  
**ELG MS2: Explain the reasons for rules, know right from wrong and try to behave accordingly.**

**MS3:** To know how to ask to go to the toilet.  
**MS3:** To know how to use the toilet appropriately.  
**MS3:** To know how to wash my hands.  
**MS3:** To begin to know how to ask/indicate for support.  
**MS3:** To begin to try new healthy food – lunchtime.  
**MS3:** Know and talk about some of the basic factors that support their overall health and wellbeing including personal hygiene.

**BR1:** To begin to try to use the words ‘please’ and ‘thank you’ when asking or receiving.  
**BR1:** To know how to ask/indicate for a resource and begin to wait until it is given.  
**BR1:** To play alongside other children in Explore and Learn.

**MS3:** To ask/indicate for support to take items of clothing on and off (jumpers, coats, forest school clothing).  
**MS3:** To ask/indicate to go to the toilet when needed (during lesson or focus activity).  
**MS3:** To independently go to the toilet during Explore and Learn.  
**MS3:** To use the toilet appropriately.  
**MS3:** To independently wash my hands.  
**MS3:** To ask/indicate for support from a familiar adult.  
**MS3:** To begin to identify health and unhealthy food items, with adult support.

**BR1:** To initiate play with another child/children in Explore and Learn – with adult support.  
**BR1:** To engage in play with another child/children in Explore and Learn – with adult support.  
**BR1:** To look and respond to another child when I am spoken to.  
**BR1:** To be able listen to the ideas of another child (without interrupting).  
**BR1:** To be able to share my own ideas with another child.  
**BR1:** To use the words ‘please’ and ‘thank you’ consistently.  
**BR1:** To know how to ask for a resource and to be able to wait until it is given.

**MS3:** To independently try to take items of clothing on and off (jumpers, coats, forest school clothing).  
**MS3:** To ask and use the toilet appropriately.  
**MS3:** To independently manage most of my personal needs and ask for support if needed.  
**MS3:** To ask/indicate for support from peers.  
**MS3:** To begin to understand oral health – what it is and why it’s important.

**BR1:** To initiate play with another child/children in Explore and Learn.  
**BR1:** To independently engage in play with another child/children – small group.  
**BR1:** To know how to act upon the ideas or wishes of other children.  
**BR1:** To be able to share my ideas with a group of children.

**MS3:** To confidently know which foods are healthy and unhealthy.  
**MS3:** To know and begin to understand why sleep is important.  
**MS3:** To know and begin to understand why exercise is important.  
**MS3:** To more confidently be able to discuss the importance of oral health.

**BR1:** To be able to develop the ideas of others, engaging in back and forth exchanges.  
**BR1:** To be able to ask others questions.

**MS3:** To confidently explain which foods that are healthy and unhealthy for me and why.  
**MS3:** To understand and explain why sleep is important.  
**MS3:** To understand and explain why exercise is important.  
**MS3:** To understand and explain the importance of oral health.

**BR1:** To know how to work cooperatively with a range of children or adults. (unfamiliar)  
**BR1:** To be able to ask and respond to questions during Explore and Learn.

**MS3:** To be able to independently make a range of healthy choices throughout the day.  
**MS3:** To know the PANTS rule and how to keep ourselves safe.  
**ELG MS3: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.**

**BR1:** To know how to develop the ideas of others and engage in conversation/play with a range of children/adults.  
**ELG BR1: Work and play cooperatively and take turns with others.**

**BR2:** To know how to introduce ourselves to other – with adult support.  
**BR2:** To begin to interact with new peers and staff – with adult support.

**BR3:** To know how to communicate a need to an adult/peer.  
**BR3:** To understand how I am feeling.  
**BR3:** To begin to respond appropriately to how I am feeling.

**Manners/PSED Curriculum**  
'Be Ready, Be Respectful, Be Safe.'  
How to sit on the carpet  
How to ask to go to the toilet  
How to introduce ourselves  
How to tidy up  
How to behave in the lunch hall  
How to walk along the corridor (Walking to the lunch hall, assembly, library, register etc.)

**BR2:** To independently know how to introduce ourselves to other.  
**BR2:** To interact with peers from other classes during Explore and Learn.  
**BR2:** To tell others about your likes and dislikes – small group.

**BR3:** To know how to ask how someone else is feeling.  
**BR3:** To begin to respond appropriately depending on how someone else is feeling.

**Manners/PSED Curriculum**  
'Be Ready, Be Respectful, Be Safe.'  
How to share  
How to ask someone to stop doing something  
How to say 'please' and 'thank you'  
How to behave on the carpet  
How to use a knife and fork  
How to hold cutlery  
How to use a knife and fork to try and cut food  
How and when to say 'excuse me'  
How to line up

**BR2:** To confidently interact with peers from other classes during Explore and Learn.  
**BR2:** To independently tell others about your likes and dislikes.  
**BR2:** To begin to ask others about their likes and dislikes.

**BR3:** To know that others may not like the same things as me.  
**BR3:** To accept when others do not like the same thing as me.

**Manners/PSED Curriculum**  
'Be Ready, Be Respectful, Be Safe.'  
How to say sorry  
How to be a good talk partner  
How to include others  
What to do if someone doesn't want to do the same as you  
Turn taking

**BR2:** To know how to offer help to someone else.  
**BR2:** To understand the difference between trusted adults and strangers.

**BR3:** To accept when others needs are put before my own – with adult support.  
**BR3:** To begin to recognise when others needs are greater than my own – with adult support.

**Manners/PSED Curriculum**  
'Be Ready, Be Respectful, Be Safe.'  
Respecting your own property  
Respecting other people's property, especially school property  
How to welcome a visitor  
How to resolve issues on the playground

**BR2:** To know how to encourage others to join in with play.  
**BR2:** To understand how to discuss issues within friendships that result in a positive resolution.

**BR3:** To accept when others needs are put before my own – most occasions.  
**BR3:** To independently begin to recognise when others needs are greater than my own.


**Manners/PSED Curriculum**  
'Be Ready, Be Respectful, Be Safe.'  
How to eat nicely  
Using a polite tone of voice  
How to hold the door for others  
How to greet an adult on the corridor  
Being honest

**BR2:** To understand that the class structure will change for the following school year.  
**BR2:** To interact with new peers and teacher in a positive manner.  
**ELG BR2: Form positive attachments to adults and friendships with peers.**

**BR3:** To accept when others needs are put before my own.  
**BR3:** To recognise and understand when others needs are greater than my own.  
**ELG BR3: Show sensitivity to their own and to others' needs.**

**Manners/PSED Curriculum**  
'Be Ready, Be Respectful, Be Safe.'  
How to behave on a school trip  
How to be helpful  
How to greet new people (new teacher)  
How to show good sportsmanship  
How to be a good role model for new starters

	<p><b>JIGSAW: Being me in my world</b>  I understand how it feels to belong and that we are similar and different.  I can start to recognise and manage my feelings.  I enjoy working with others to make school a good place to be.  I understand why it is good to be kind and use gentle hands.  I am starting to understand children’s rights and this means we should all be allowed to learn and play.  I am learning what being responsible means.</p>	<p><b>JIGSAW: Celebrating difference (Including bullying)</b>  I can identify something I am good at and understand everyone is good at different things.  I understand that being different makes us all special.  I know we are all different but the same in some ways.  I can tell you why I think my home is special to me.  I can tell you how to be a kind friend.  I know which words to use to stand up for myself when someone says or does something unkind.</p>	<p><b>JIGSAW: Dreams and goals</b>  I understand that if I persevere I can tackle challenges.  I can tell you about a time I didn’t give up until I achieved my goal.  I can set a goal and work towards it.  I can use kind words to encourage people.  I understand the link between what I learn now and the job I might like to do when I’m older.  I can say how I feel when I achieve a goal and know what it means to feel proud.</p>	<p><b>JIGSAW: Healthy me</b>  I understand that I need to exercise to keep my body healthy.  I understand how moving and resting are good for my body.  I know which foods are healthy and not so healthy and can make healthy eating choices.  I know how to help myself go to sleep and understand why sleep is good for me.  I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.  I know what a stranger is and how to stay safe if a stranger approaches me.</p>	<p><b>JIGSAW: Relationships</b>  I can identify some of the jobs I do in my family and how I feel like I belong.  I know how to make friends to stop myself from feeling lonely.  I can think of ways to solve problems and stay friends.  I am starting to understand the impact of unkind words.  I can use Calm Me time to manage my feelings.  I know how to be a good friend.</p>	<p><b>JIGSAW: Changing me</b>  I can name parts of the body.  I can tell you some things I can do and foods I can eat to be healthy.  I understand that we all grow from babies to adults.  I can express how I feel about moving to Year 1.  I can talk about my worries and/or the things I am looking forward to about being in Year 1.  I can share my memories of the best bits of this year in Reception.</p>
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<p><b>Physical Development</b>  <b>Gross Motor Skills ELG (GM1, GM2,GM3)</b>  PE  <b>Fine Motor Skills ELG (FM1, FM2, FM3)</b></p> 	<p><b>GM1:</b> To be able to keep my head up when moving.  <b>GM1:</b> To be able to stay within marked areas.  <b>GM1:</b> To be able to stop and stand still when asked.</p> <p><b>Introduction to PE</b>  To show a variety of different ways of moving with some control.  How to follow verbal and non-verbal commands safely.  How to take turns.</p>	<p><b>GM1:</b> To be able to share resources with others.  <b>GM1:</b> To be able to share a space with others.</p> <p><b>Fundamental Movement Skills</b>  Agility – Change direction at speed.  Balance – Hold a position and not fall over.  Coordination – Use two different body parts at the same time.</p> <p>To be able to run in different Directions with control.  To be able to jump forwards from 2 feet to 2 feet.  To be able to hop on either foot with control.  To gallop using a preferred leg.  To be able to skip over a rope.  To gain height when jumping.</p>	<p><b>GM1:</b> To be able to understand and follow simple rules.</p> <p><b>Fundamental Movement and Coordination Skills – Gymnastics</b>  Improve body awareness by focusing on how muscles work and adapt using a variety of apparatus.  Log roll, egg roll, tuck hold, straight jump and jumping jacks.</p> <p>To follow instructions safely.  To be able to perform 5 basic shapes with control.  To hold large and small shapes whilst balancing.  To demonstrate a safe (chair) landing from a jump.  To perform a straight jump with control from a bench.  To travel sideways using a roll.  To transfer weight from hands to feet (bunny hop).</p>	<p><b>GM1:</b> To be able to work cooperatively with a partner.</p> <p><b>Fundamental Movement and Coordination Skills – Gymnastics</b>  Improve body awareness by focusing on how muscles work and adapt using a variety of apparatus.  Log roll, egg roll, tuck hold, straight jump and jumping jacks.</p> <p>To follow instructions safely.  To be able to perform 5 basic shapes with control.  To hold large and small shapes whilst balancing.  To demonstrate a safe (chair) landing from a jump.  To perform a straight jump with control from a bench.  To travel sideways using a roll.  To transfer weight from hands to feet (bunny hop).</p>	<p><b>GM1:</b> To begin to shift weight, rather than tilting body when moving hands and feet.</p> <p><b>Fundamental Invasion Skills</b>  To slide a bean bag towards a target.  To roll a ball towards a target.  To bounce and catch a ball with 2 hands.  To throw underarm to a target.  To catch a ball with 2 hands.  To control a ball with dominant foot.  To move a ball towards a target.  To be able to move the rugby ball with 2 hands.</p>	<p><b>GM1:</b> To be able to shift weight, rather than tilting body when moving hands and feet.  <b>ELG GM1: Negotiate space and obstacles safely, with consideration for themselves and others.</b></p> <p><b>Athletics</b>  To be able to run with control.  To be able to change speed when running.  To be able to jump forwards from 2 feet to 2 feet.  To be able to jump in different ways.  To be able to throw objects forwards.  To throw underarm towards a target.  To work with a partner to complete a challenge.  <b>ELG GM2: Demonstrate strength, balance and coordination when playing.</b>  <b>ELG GM3: Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</b></p>
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**FM1:** To know that we use three fingers to hold a pencil.  
**FM1:** To know that our pointing finger and our thumb hold the pencil.  
**FM1:** To know that our middle finger supports the pencil.

**FM2:** To know how to use whole hand grasp scissors (loop scissors).  
**FM2:** To know how to hold a paintbrush  
**FM2:** To be able to use a spoon to scoop.  
**FM2:** To begin to use a good cutlery grasp.

**FM3:** To use drawing tools to make marks.  
**FM3:** To select and use different tools for mark making.  
**FM3:** To use lines to enclose a space.

**FM1:** To be able to pick up a pencil with 3 fingers with my dominant hand.  
**FM1:** To sit correctly on a chair when writing. (RWI signal)

**FM2:** To know how to use long loop scissors.  
**FM2:** To begin to know how to hold a pair of scissors using the conventional hold.  
**FM2:** To be able to create vertical and horizontal strokes with a paintbrush.  
**FM2:** To more confidently use a good cutlery grasp.

**FM3:** To create simple representations of objects.  
**FM3:** To be able to draw circles in my drawings.

To link 2 skills on the floor.  
 To know how to use apparatus Safely.  
 To link 2 skills on floor and apparatus.

**FM1:** To maintain a tripod grip when writing for short periods of time with an adult.  
**FM1:** To mainly use my dominant hand when writing.  
**FM1:** To be able to use my non-dominant hand to support the paper.

**FM2:** To know how to use scissors to cut straight lines.  
**FM2:** To be able to create the desired strokes with a paintbrush.  
**FM2:** To cut food – with support.

**FM3:** To create simple representations of people.  
**FM3:** To be able to draw squares and rectangles in my drawings.

To link 2 skills on the floor.  
 To know how to use apparatus Safely.  
 To link 2 skills on floor and apparatus.

**FM1:** To maintain a tripod grip when writing for short periods of time independently.  
**FM1:** To consistently use my dominant hand when writing.

**FM2:** To know how to use scissors to cut curved lines.  
**FM2:** To be able to thread and weave on a large scale.  
**FM2:** To know how to use a toothbrush effectively.  
**FM2:** To cut food independently.

**FM3:** To explore the use of observational drawing to record what is seen.  
**FM3:** Be able to draw triangles in my drawings.

**FM1:** To most consistently maintain a tripod grip when writing for longer periods.  
**FM1:** To be able to form most lowercase letters with accuracy.

**FM2:** To be able to use scissors to cut through a range of materials.  
**FM2:** To confidently know how to cut and prepare food using cutlery.

**FM3:** To begin to draw for a purpose and to add details to my drawings.

**FM1:** To maintain a tripod grip when writing for longer periods.  
**ELG FM1: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.**

**FM2:** To be able to cut out more complex shapes with scissors.  
**FM2:** To know how to use graters, strainers, squeezers and other utensils.  
**FM2:** To be able to thread and weave on a small scale.  
**ELG FM2: Use a range of small tools, including scissors, paint brushes and cutlery.**

**FM3:** To be able to add details to my drawings.  
**ELG FM3: Begin to show accuracy and care when drawing.**

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.

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 spoon.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Develop overall body-strength, balance, co-ordination, and agility.



**Literacy**

**Comprehension ELG (C1, C2, C3)**

**Word Reading ELG (WR1, WR2, WR3)**

**Writing ELG (W1, W2, W3)**



**C1:** To be able to recall the characters and some key events from a story.  
**C1:** Explain in simple terms what is happening in a picture in a familiar story.

**C2:** To comment on the predictions of key event in stories made by my teacher.  
**C2:** To offer simple predictions about characters or settings – with support.

**C3:** To say and use some new vocabulary in my comments.  
**C3:** To begin to use new vocabulary in the correct context.  
**C3:** To begin to understand the meaning of vocabulary.

**C1:** To be able to order and sequence a familiar story.  
**C1:** Experience and respond appropriately to different types of books, e.g., story books, non-fiction books, rhyming and non-rhyming stories, realistic and fantasy stories.  
**C1:** Respond to questions linked to text and illustrations.  
**C1:** Make simple inferences to answer yes/no questions about characters' emotions in a familiar book read aloud to them, with prompts.

**C2:** To offer simple predictions about characters or settings.

**C3:** To use new vocabulary when speaking to a partner.  
**C3:** To independently use new vocabulary in group tasks – (after modelling).

**C1:** To be able to retell the key parts of a story in my own words. (beginning, middle, end)  
**C1:** Show understanding of some words and phrases in a story that is read aloud to them.  
**C1:** Give a simple opinion on a book they have read, when prompted.

**C2:** To offer simple predictions about key events in stories.  
**C2:** To begin to justify predictions about characters or settings with reason.

**C3:** To use new vocabulary into my play.  
**C3:** To use new vocabulary within structure sentences (sentence stems).

**C1:** To be able to use some story language to retell a familiar story. (Key events)  
**C1:** To be able to use new vocabulary when retelling familiar stories (to add detail).

**C2:** To provide relevant predictions about key events in unfamiliar stories.  
**C2:** To confidently discuss and make comments about key events in stories.

**C3:** To use new vocabulary with accuracy within the answers I provide.

**C1:** To be able to use new vocabulary when retelling familiar or unfamiliar stories. (to add detail).

**C2:** To listen and respond to the predictions made by others.  
**C2:** To offer appropriate responses based on the predictions made by others.

**C3:** To be able to recall facts using target vocabulary.  
**C3:** To use new vocabulary with accuracy within the answers I provide and be able to reason.

**C1:** To be able to retell stories and narratives to others using my words /new and target vocabulary  
**ELG C1: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.**

**C2:** To be able to provide accurate or relevant predictions for key events in stories.  
**C2:** To be able to offer reasonable explanations for my predictions.  
**ELG C2: Anticipate – where appropriate – key events in stories.**

**C3:** To be able to use new vocabulary with accuracy in lessons and play.  
**ELG C3: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.**

<p><b>Literacy Word Reading</b></p>	<p><b>WR1:</b> To be able to read the following individual graphemes: m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e</p> <p><b>WR2:</b> Be able to hear initial sounds. <b>WR2:</b> Begin to blend sounds into words orally. <b>WR2:</b> To read word time 1.1-1.3 words.</p> <p><b>WR3:</b> To be able to read My Speed Set 1 Sounds Book.</p>	<p><b>WR1:</b> To be able to read the following individual graphemes and double consonants: l, h, r, j, v, y, w, x, z ff, ll, ss, ck</p> <p><b>WR2:</b> Be able to blend sounds into words orally. <b>WR2:</b> Be able to read CV and CVC words containing the sounds I know. <b>WR2:</b> To read word time 1.3-1.5 words.</p> <p><b>WR3:</b> To be able to read Sound Blending books 1-4.</p>	<p><b>WR1:</b> To be able to read the following Set 1 special friend sounds: sh, th, ch, qu, ng, nk, ck</p> <p><b>WR2:</b> To be able to read CVC words containing the sounds I know. <b>WR2:</b> To be able to read words containing taught special friends. <b>WR2:</b> To read 3 sound nonsense words. <b>WR2:</b> To read word time 1.5 words. <b>WR2:</b> To be able to identify taught graphemes in words.</p> <p><b>WR3:</b> To be able to read simple phrases containing the sounds I know. <b>WR3:</b> To be able to read a few common exception words. <b>WR3:</b> To be able to read Ditty PCM worksheets. <b>WR3:</b> To be able to read Sound Blending books 5-10.</p>	<p><b>WR1:</b> To be able to read the all Set 1 sounds.</p> <p><b>WR2:</b> To be able to read words containing all taught sounds. <b>WR2:</b> To read 4 and 5 sounds words. <b>WR2:</b> To read 3 and 4 sound nonsense words. <b>WR2:</b> To read word time 1.6 &amp; 1.7 words.</p> <p><b>WR3:</b> To be able to read simple sentences from Red level books. <b>WR3:</b> To be able to read the common exception words that appear in red level books. <b>WR3:</b> To be able to read the red words that appear in Red level books.</p>	<p><b>WR1:</b> To be able to read the following Set 2 special friends by saying a sound for them: ay, ee, igh, ow, oo, oo</p> <p><b>WR2:</b> To be able to read words containing Set 2 special friends.</p> <p><b>WR3:</b> To be able to read simple sentences from Green level books. <b>WR3:</b> To be able to read the common exception words that appear in green level books. <b>WR3:</b> To be able to read the red words that appear in green level books.</p>	<p><b>WR1:</b> To be able to read all Set 1 single sounds and 10 of the following graphemes: sh, th, ch, qu, ng, nk, ck, ay, ee, igh, ow, oo, oo</p> <p><b>ELG WR1:</b> Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p><b>WR2:</b> To be able to read words containing Set 1 and 2 sounds. <b>ELG WR2:</b> Read words consistent with their phonic knowledge by sound-blending.</p> <p><b>WR3:</b> To be able to read simple sentences from Green level books. <b>WR3:</b> To be able to read the common exception words that appear in green level books. <b>WR3:</b> To be able to read the red words that appear in green level books. <b>ELG WR3:</b> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
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Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.

<p><b>Phonics Read Write Inc.</b></p>	<p><b>Set 1:</b> m, a, s, d</p> <p>t, i, n, p – word time 1.1</p> <p>g, o, c, k – word time 1.1 &amp; 1.2</p> <p>u, b, f, e – word time 1.2 &amp; 1.3</p>	<p><b>Set 1:</b> l, h, r, j – word time 1.3 &amp; 1.4</p> <p>v, y, w, x – word time 1.4 &amp; 1.5</p> <p>z word time 1.5</p> <p>ff, ll, ss, ck</p>	<p><b>Ditty PCM</b> <b>Set 1:</b> sh, th, ch, qu – word time 1.5</p> <p>ng, nk, ck – word time 1.5</p> <p>Read 3-sound nonsense words</p>	<p><b>Red Ditty Books</b></p> <p>Read 4 and 5 sounds words</p> <p>Read 3 and 4 sound nonsense words</p> <p>Word time 1.6 &amp; 1.7</p>	<p><b>Green</b></p> <p><b>Set 2:</b> ay, ee, igh</p> <p>ow, oo, oo</p> <p>Read Set 2 sounds and matching Phonics Green Words including longer words</p>	<p><b>Green</b></p> <p><b>Set 2:</b> ay, ee, igh</p> <p>ow, oo, oo</p> <p>Read Set 2 sounds and matching Phonics Green Words including longer words</p>
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Speedy Word Reading

Speedy Word Reading

Read nonsense words

Read nonsense words

Children are introduced to 'alien words', after they have secured set 1 sounds.

Main target: - Children confidently read real words and alien words that contain set 1 and set 2 sounds.

Literacy

**W1:** To attempt to write the taught graphemes with the correct formation:  
m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e

**W2:** To be able to hear the initial sound in words.

**W2:** To begin to attempt to segment CV and CVC words containing the single letter sounds I know after modelling from an adult.

**W2:** To be able to build CV and CVC words (magnetic tiles) after modelling from an adult – RWI lessons.

**W1:** To more confidently write the taught graphemes with the correct formation:  
m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e

**W1:** To attempt to write the taught graphemes: l, h, r, j, v, y, w, x, z ff, ll, ss, ck

**W2:** To be able to segment CV and CVC words containing the single letter sounds I know after modelling from an adult.

**W2:** To be able to build CV and CVC words (magnetic tiles) after modelling from an adult – RWI lessons.

**W2:** To use my 'Fred fingers' to help me segment words.

**W1:** To more confidently write the taught graphemes with the correct formation:  
m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, x, z, ff, ll, ss, ck

**W1:** To attempt to write the taught special friend sounds: sh, th, ch, qu, ng, nk, ck

**W2:** To be able to segment CVC words with some independence.

**W2:** To begin to write some words containing special friends.

**W2:** To use my 'Fred fingers' to help me segment words.

**W3:** To be able to orally hold a simple sentence and try to write it.

**W3:** To begin to write short phrases and captions.

**W3:** To begin to use spaces between my words.

**W1:** To be able to write most letters using taught formation.

**W2:** To be able to write some words containing special friends.

**W2:** To begin to write some 4 and 5 sound words.

**W2:** To be able to write some red words with accuracy.

**W3:** To be able to write short phrases containing taught red words.

**W3:** To be able to write simple instructions using short phrases and captions.

**W3:** To be able to use spaces between my words.

**W3:** To begin to write a short, simple narrative using vocabulary I have been taught – with support.

**W1:** To be able to write some capital letters.

**W2:** To be able to write some words containing Set 2 special friends.

**W2:** To confidently be able to use 'Fred fingers' to count the sounds in unfamiliar words when segmenting.

**W2:** To be able to write some red words with accuracy.

**W3:** To be able to hold and write a short sentence.

**W3:** To be able to re-read my writing.

**W3:** To identify and start to self-correct my writing.

**W3:** To begin to write a short, simple narrative using vocabulary I have been taught.

**W3:** To be able to write for a range of purposes.

**W1:** To be able to write some capital letters.

**ELG W1:** Write recognisable letters, most of which are correctly formed.

**W2:** To confidently write some words containing Set 2 special friends.

**W2:** To confidently be able to use 'Fred fingers' to count the sounds in unfamiliar words when segmenting.

**W2:** To be able to write some red words with accuracy.

**ELG W2:** Spell words by identifying sounds in them and representing the sounds with a letter or letters.

**W3:** To be able to use a capital letter at the beginning of a sentence.

**W3:** To be able to use a full stop at the end of a sentence.

**W3:** To be able to hold and write a sentence.

**W3:** To begin to write a short, simple narrative using vocabulary I have been taught.

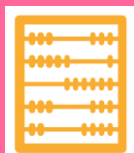
**W3:** To write factual sentences using vocabulary and information that I have been taught.

**ELG W3: Write simple phrases and sentences that can be read by others.**

**Mathematics**

**Number ELG (N1, N2, N3)**

**Numerical Patterns ELG (NP1, NP2, NP3)**



**Getting to know you** (2 weeks baseline)  
Establish maths through routines.

**Match, Sort & Compare**

- Match objects
- Match pictures and objects
- Identify a set
- Sort objects to a type
- Explore sorting techniques
- Create sorting rules
- Compare amounts

**Talk about measure and patterns**

- Compare size
- Compare mass
- Compare capacity
- Explore simple patterns
- Copy and continue simple patterns
- Create simple patterns

**It's Me 1, 2, 3**

- Find 1, 2 and 3
- Subitise 1, 2 and 3
- Represent 1, 2 and 3
- 1 more
- 1 less
- Composition of 1, 2 and 3

**Circles and triangles**

- Identify and name circles and triangles
- Compare circles and triangles
- Shapes in the environment
- Describe position

**1, 2, 3, 4, 5**

- Find 4 and 5
- Subitise 4 and 5
- Represent 4 and 5
- 1 more
- 1 less
- Composition of 4 and 5
- Composition of 1-5

**Shapes with 4 sides**

- Identify and name shapes with 4 sides
- Combine shapes with 4 sides
- Shapes in the environment
- My day and night

**Alive in 5**

- Introduce zero
- Find 0 to 5
- Subitise 0 to 5
- Represent 0 to 5
- 1 more
- 1 less
- Composition
- Conceptual subitising to 5

**Mass and Capacity**

- Compare mass
- Find a balance
- Explore capacity
- Compare capacity

**Growing 6, 7, 8**

- Find 6, 7 and 8
- Represent 6, 7, and 8
- 1 more
- 1 less
- Composition of 6, 7 and 8
- Make pairs-odd and even
- Double to 8 (find a double)
- Double to 8 (make a double)
- Combine 2 groups
- Conceptual subitising

**Length, Height and Time**

- Explore length
- Compare length
- Explore height
- Compare height
- Talk about time
- Order and sequence time

**Building 9 and 10**

- Find 9 and 10
- Compare numbers to 10
- Represent 9 and 10
- Conceptual subitising to 10
- 1 more
- 1 less
- Composition to 10
- Bonds to 10 (2 parts)
- Make arrangements of 10
- Bonds to 10 (3 parts)
- Doubles to 10 (find a double)
- Doubles to 10 (make a double)
- Explore even and odd

**Explore 3D shapes**

- Recognise and name 3D shapes
- Find 2D shapes within 3D shapes
- Use 3D shapes for tasks
- 3D shapes in the environment
- Identify more complex patterns
- Copy and continue patterns
- Patterns in the environment

**To 20 and beyond**

- Build numbers beyond 10 (10-13)
- Continue patterns beyond 10 (10-13)
- Build numbers beyond 10 (14-20)
- Continue patterns beyond 10 (14-20)
- Verbal counting beyond 20
- Verbal counting patterns

**How many now?**

- Add more
- How many did I add?
- Take away
- How many did I take away?

**Manipulate, compose and decompose**

- Select shapes for a purpose
- Rotate shapes
- Manipulate shapes
- Explain shape arrangements
- Compose shapes
- Decompose shapes
- Copy 2D shape pictures
- Find 2D shapes within 3D shapes

**Sharing and grouping**

- Explore sharing
- Sharing
- Explore grouping
- Grouping
- Even and odd sharing
- Play with and build doubles

**Visualise, build and map**

- Identify units of repeating patterns
- Create own pattern rules
- Explore own pattern rules
- Replicate and build scenes and constructions
- Visualise from different positions
- Describe positions
- Give instructions to build
- Explore mapping
- Represent maps with models
- Create own maps from familiar places
- Create own maps and plans from story situations

**Make connections**

- Deepen understanding
- Patterns and relationships

**ELG N1: Have a deep understanding of number to 10, including the composition of each number.**

**ELG N2: Subitise (recognise quantities without counting) up to 5.**

**ELG N3: 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 NP1: Verbally count beyond 20, recognising the pattern of the counting system.**


ELG NP2: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

ELG NP3: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Ongoing throughout the year

*Link the number symbol with its cardinal number value.*  
*Count beyond ten. Compare numbers*  
*Understand the 'one more/one less than' relationship between consecutive numbers.*  
*Compare length, weight, and capacity.*

*Select, rotate, and manipulate shapes to develop spatial reasoning skills*  
*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.*

<p>Understanding the World</p> <p>RE</p> <p>Past and Present ELG (PP1, PP2, PP3)</p> <p>People Culture and Communities ELG (PCC1, PCC2, PCC3)</p> <p>The Natural World ELG (NW1, NW2, NW3)</p> 	<p><b>Believing</b></p> <p><b>Key Questions:</b>            What is Religion?            What do people believe about God, people and the natural world?            Who am I?  <b>Judaism</b> – Yom Kippur &amp; Sukkot</p>	<p><b>Believing</b></p> <p><b>Key Question:</b>            How and why are some stories and books sacred and important in religion?  <b>Sikhism /Hinduism</b> - Diwali  <b>Christianity</b> - Christmas  <b>Judaism</b>- Hanukkah</p>	<p><b>Behaving</b></p> <p><b>Key question:</b>            What can people learn from religious leaders and teachers?  <b>Buddhism</b> – Lunar New Year</p>	<p><b>Belonging</b></p> <p><b>Key Question:</b>            What does it mean to belong?  <b>Sikhism</b> – New Year  <b>Sikhism</b> – Vaisakhi  <b>Hinduism</b> - Holi  <b>Islam</b> – Ramadan  <b>Christianity</b> - Easter</p>	<p><b>Belonging</b></p> <p><b>Key Question:</b>            How and why are religious celebrations important to people?  <b>Islam</b> - Eid</p>	<p><b>Belonging</b></p> <p><b>Key Question:</b>            How and why do symbols express religious meaning?  <b>Islam</b> - Eid</p>
	<p><b>PP1:</b> To be able to name the people that are important to me.            PP1: To be able to name the people that live in my home.</p> <p><b>PP2:</b> To be able to name and talk about what is happening in my life now.</p>	<p><b>PP1:</b> To offer comments about the people that are important to me.  <b>PP1:</b> To be able to name and describe my wider family unit.</p> <p><b>PP2:</b> To be able to recall some events that happened in the recent past.  <b>PP2:</b> I can name someone who lived before I was born.</p>	<p><b>PP1:</b> To offer comments and explanations about the important people in my life.</p> <p><b>PP2:</b> To be able to use photos to discuss memories within my own past.  <b>PP2:</b> To be able to describe events from the recent past using target vocabulary: yesterday, last week, after, the, past etc.</p>	<p><b>PP1:</b> To be able to name and describe some of the different roles in society.  <b>PP1:</b> To be able to name and think about the roles I would like to do in the future.</p> <p><b>PP2:</b> To know and name how I have changed over time.  <b>PP2:</b> I can talk about the timeline in my class and the change over the year.</p>	<p><b>PP1:</b> To make links between roles in society and the people that are important to me.  <b>PP1:</b> To be able to name some similarities and differences between roles.  <b>Visitors into school to talk about different occupations.</b>  <b>Visits to local businesses.</b></p> <p><b>PP2:</b> To be able to name some similarities and differences in myself and others from the past and present.  <b>PP2:</b> To be able to talk about why I might remember someone from the past.</p>	<p><b>PP1:</b> To be able to talk confidently about the people around me and their roles in society.  <b>PP1:</b> To be able to use target vocabulary with accuracy when describing different roles.  <b>ELG PP1: Talk about the lives of the people around them and their roles in society.</b></p> <p><b>PP2:</b> To be able to talk about the similarities and differences between the past and present in a range settings (people, places etc).  <b>ELG PP2: Know some similarities and differences between things in the past and now, drawing on their</b></p>

	<p><b>PP3:</b> To be about to recall character names and settings in books.</p>	<p><b>PP3:</b> To be able to name what is happening in the present within stories.</p>	<p><b>PP2:</b> I can name an event that happened before I was born.</p> <p><b>PP3:</b> To be able to put events in order within a story.  <b>PP3:</b> To begin to ask questions about past events.  <b>PP3:</b> To know that an adult can support me to learn about the past using book or the internet.</p>	<p><b>PP2:</b> I can talk about something that happened in my life and the reason why.</p> <p><b>PP3:</b> To be able to recognise when a story is set.  <b>PP3:</b> To know when a story is referring to the past.  <b>PP3:</b> To begin to understand where someone could look for answers about questions to the past.</p>	<p><b>PP2:</b> To be able to name some similarities and differences from present and past – based on information and books I have been read.</p> <p><b>PP3:</b> To be able to offer comments and show an understanding of the past when encountered in stories.  <b>PP3:</b> To know the names and roles of some significant individuals from the past.</p>	<p><b>experiences and what has been read in class.</b></p> <p><b>PP3:</b> To be able to offer explanations about the past when encountered in stories.  <b>PP3:</b> To know the names and roles of some significant individuals from the past.  <b>ELG PP3: Understand the past through settings, characters and events encountered in books read in class and storytelling.</b></p>
	<p><b>PCC1:</b> To be able to name familiar places, buildings and settings.  <b>PCC1:</b> I can name and recognise: a farm, a house and a shop.  <b>PCC1:</b> I can say what usually happens at each place.  <b>PCC1:</b> I can describe the school site.</p> <p><b>PCC2:</b> To be able to name and talk about some special times in my life.  <b>PCC2:</b> To begin to talk about what Religion is.  <b>PCC2:</b> To begin to talk God, people and the natural world.  <b>PCC2:</b> To know some facts and information about Judaism – Yom Kippur &amp; Sukkot.</p> <p><b>PCC3:</b> To be able to make comments about my life: food, home, routines, weather, where I live etc.</p>	<p><b>PCC1:</b> To be able to describe familiar settings (my home, my school, my road).  <b>PCC1:</b> To be able to name the town I live in.</p> <p><b>PCC2:</b> To name some religious celebrations.  <b>PCC2:</b> To name some religious stories.  <b>PCC2:</b> To know that some books are sacred in religion.  <b>PCC2:</b> To know some facts and information about:  Sikhism /Hinduism - Diwali  Christianity - Christmas  Judaism - Hanukkah</p> <p><b>PCC3:</b> To be able to locate land and water on a map or globe.</p>	<p><b>PCC1:</b> To be able to talk about the town that I live in.  <b>PCC1:</b> To be able to use simple maps.</p> <p><b>PCC2:</b> To make comments on some of the groups that I belong to.  <b>PCC2:</b> To talk about the interests I share with others.  <b>PCC2:</b> To know about the role of religious leaders and teachers.  <b>PCC2:</b> To know some facts and information about Buddhism.</p> <p><b>PCC3:</b> To name the country I live in.</p>	<p><b>PCC1:</b> To be able to use key vocabulary when making observations.  <b>PCC1:</b> To be able to draw and use maps within my play.</p> <p><b>PCC2:</b> To make comments and show an understanding of religious groups in the community.  <b>PCC2:</b> To talk about belonging to the community.  <b>PCC2:</b> To know some facts and information about:  Sikhism – New Year/Vaisakhi  Hinduism - Holi  Islam – Ramadan  Christianity - Easter</p> <p><b>PCC3:</b> Name wo countries within the UK.</p>	<p><b>PCC1:</b> To be able to make comments about the different environments found in texts.  <b>PCC1:</b> To be able to draw and use maps within my play.</p> <p><b>PCC2:</b> To be able to talk about how religious celebrations are important to people.  <b>PCC2:</b> To be able to talk about why religious celebrations are important to people.  <b>PCC2:</b> To know some facts and information about Islam - Eid.</p> <p><b>PCC3:</b> To be able to recall some facts about life in other countries.</p>	<p><b>PCC1:</b> To be able to compare Newport Pagnell to the environments found in stories / non-fiction texts.  <b>PCC1:</b> To be able to locate features of my immediate environment on a map.  <b>ELG PCC1: Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.</b></p> <p><b>PCC2:</b> To be able to retell some religious stories.  <b>PCC2:</b> To be able to talk about how and why symbols express religious meaning.  <b>ELG PCC2: 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.</b></p> <p><b>PCC3:</b> To be able to explain some similarities and differences between</p>

**PCC3:** I can talk about another place that I have visited.  
**PCC3:** I can explore with a globe, map and atlas.

**NW1:** To know the names of natural objects.  
**NW1:** To be able to name different animals.

**NW2:** To be able to name different types of weather.

**NW3:** To be able to name the current season.  
**NW3:** To be able to explore the texture and movement of water.  
**NW3:** To explore the sounds that different objects make.  
**NW3:** To know how to use a torch.  
**NW3:** To explore magnets.  
**NW3:** Identify and name different body parts.  
**NW3:** Identify and name the 5 different senses.

**PCC3:** I can talk about another place that I have visited and how it is different to where I live.  
**PCC3:** I am beginning to understand what a globe, map and atlas are for.

**NW1:** To be able to use the senses to describe natural objects.  
**NW1:** To observe, explore and draw natural objects.  
**NW1:** To be able to describe the sound objects make.

**NW2:** To be able to name and describe the daily weather.  
**NW2:** To be able to describe what they see, hear and feel outside.  
**NW2:** I can recognise and name: a beach, forest, mountains and sea.

**NW3:** To be able to make comments about autumnal changes.  
**NW3:** To be able to describe and explore ice.  
**NW3:** To know how to create a shadow with a torch.  
**NW3:** To make comments on the materials that magnets attract.  
**NW3:** Practical Science experiment. Predicting, recording and observing simple reactions.

**PCC3:** I am begin to talk about places on a globe, map and atlas are for.

**NW1:** To be able to name the different parts of a plant.

**NW2:** To be able to describe and make comments on the different settings found in books and nursery rhymes.

**NW3:** To be able to offer comments on freezing and melting water.  
**NW3:** To be able offer comments about the differences between Autumn / Winter.  
**NW3:** To know how to make changes to sounds – softer, louder.  
**NW3:** Identify some different materials.  
**NW3:** Talk about the basic properties of these materials.  
**NW3:** Begin to explore and understand capacity.

**PCC3:** To be able to name other countries in the world.

**NW1:** To be able to name the different parts of a plant.  
**NW1:** To be able to take care of a plant and animal.  
**NW1:** To be able to draw and label a plant.  
**NW1:** Observe the life cycle of a chick.

**NW2:** To be able to use target vocabulary to name and describe natural and man-made features found outside.

**NW3:** To be able to recall and observe the changes from seed / bulb to plant.  
**NW3:** To recall some purposes of water.  
**NW3:** To know the names of the 4 seasons.  
**NW3:** To identify my own shadow.  
**NW3:** To offer explanations on the materials magnets attract / repel.  
**NW3:** To discuss the features of a simple life cycle.

**British Science Week**

**NW1:** To be able to make detailed observations of animals, plants and natural objects.  
**NW1:** To be able to compare animals and plants.

**NW2:** To make comments about the similarities of my immediate environment and another environment.

**NW3:** To be able to identify objects that float and sink.  
**NW3:** To be able to talk and the differences between Autumn and Spring.  
**NW3:** To explore how sound can cause vibrations  
**NW3:** To comment and demonstrate how a shadow is made.  
**NW3:** To be able to describe the process of melting food.  
**NW3:** To begin to understand food journeys – how food gets to a supermarket.

life in this country and another country.  
**ELG PCC3: 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.**

**NW1:** To be able to name different parts of an animal.  
**NW1:** To be able to recall the names of an animal's young.  
**NW1:** To know how farm animals are different to wild animals.  
**NW1:** To be able to draw animals.  
**ELG NW1: Explore the natural world around them, making observations and drawing pictures of animals and plants.**

**NW2:** To recognise the similarities and differences between the immediate environment and a contrasting environment.  
**ELG NW2: 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.**

**NW3:** To be able to offer comments about how objects float and sink.  
**NW3:** To explore and explain how light can travel through different materials.  
**NW3:** To be able to make comments about the differences between Spring and Summer.  
**NW3:** To understand how to stay safe in water.  
**NW3:** To understand how to stay safe in the sun.  
**ELG NW3: Understand some important processes and changes in the natural world around them,**

**NW3:** To know what medicine is used for.

including the seasons and changing states of matter.

**Communication:** Comment on what they notice about the environment where they live and *understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.*  
**Observation:** *Explore the natural world around them* by taking part in forest school sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.

**Expressive Arts and Design**

**Creating with materials ELG (CM1, CM2, CM3)**

**Being Imaginative and Expressive ELG (BIE1, BIE2, BIE3)**

Music

DT

Artist Study



**CM1:** To be able to select and mix paint to create different colours.  
**CM1:** To hold and carry tools in a safe manner.  
**CM1:** To know why we need to be sensible and safe with tools.  
**CM1:** To be able to create patterns with natural materials.

**CM2:** To be able to have a purpose for my creation.  
**CM2:** To be able to give meaning to the marks I make.  
**CM2:** To be able to say what I like about my creation.

**CM3:** To be able to use available props to support my play.

**BIE1:** To be able to use small word to engage in imaginative play – with adult support.

**CM1:** To be able to use tools to mould, shape and add texture to clay.  
**CM1:** To be able to add water to clay to support moulding.  
**CM1:** To be able to create vertical and horizontal strokes with a paintbrush.

**CM2:** To be able to name some of the steps taken to make my creation.

**CM3:** To be able to select appropriate resources for props.

**BIE1:** To be able to use small word to engage in imaginative play – small group.

**CM1:** To make copies using printing technique.  
**CM1:** To be able to use an ink roller to create a desired effect.

**CM2:** To be able to talk about the process in 3 steps: First, Next, Then.

**CM3:** To be able to make simple props using a range of materials.  
**CM3:** To be able to form my own ideas for props.

**BIE1:** To independently use small word to engage in imaginative play.

**CM1:** To be able to select and gather my own materials for purpose.  
**CM1:** To be able to join 2 materials together (tape).

**CM2:** To be able to plan a creation and follow the steps to create it.

**CM3:** To be able to create costumes to support my role play

**BIE1:** To be able to make and create props to support storytelling.

**CM1:** To be able to carve and shape natural materials.

**CM2:** To be able to plan, make and discuss my creation.  
**CM2:** To be able to adapt my plans, if necessary.

**CM3:** To be able to use joining techniques to join materials together to make props.

**BIE1:** To be able to negotiate different roles within role play / story telling.

**ELG CM1:** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**CM2:** To be able to reflect on and improve my creation.  
**ELG CM2:** Share their creations, explaining the process they have used.

**CM3:** To be able to create and explain how a costume supports my role play.  
**ELG CM3:** Make use of props and materials when role playing characters in narratives and stories.

**BIE1:** To be able to take on different roles within storytelling.  
**ELG BIE1:** Invent, adapt and recount narratives and stories with peers and their teacher.



**BIE2:** To sing along with a pre-recorded song and add actions  
**BIE2:** To be able to copy rhythm patterns with simple actions.  
**BIE2:** To explore the sounds different instruments make.

**Kapow Music – Exploring Sound**  
Explore using voices to make a variety of sounds.  
Use our bodies to make.  
Explore the sounds of different instruments.  
Identify sounds in the environment and differentiate between them.  
Use voices to imitate nature sounds.

**BIE2:** To be able to find the pulse in music by following the lead of an adult.  
**BIE2:** To be able to copy basic rhythm patterns of single words  
**BIE2:** To be able to explore high and low using voices and sounds of characters in the songs.  
**BIE2:** To play a piece of percussion in time with music.

**Kapow Music – Celebration Music**  
Learn about music from another culture, particularly when related to the festival of Diwali.  
Respond to music with movement.  
Learn about music from another culture, particularly when related to the festival of Hanukkah.  
Learn the names of some traditional Jewish musical instruments.  
Play and move to traditional Jewish Hanukkah music.  
Learn about music from another culture, particularly when related to the festival of Kwanzaa.  
Take part in a traditional call and response song.  
Find classroom objects to use as drums and play in response to African music.

**BIE1:** To be able to make and create props to support storytelling – with adult support.

**BIE2:** To be able to recognise high and low pitch sounds.  
**BIE3:** To be able to perform taught nursery rhymes, adding actions or dance.  
**BIE2:** To be able to find the pulse in music by following the lead of an adult.

**Kapow Music – Musical Stories**  
Listen to the lyrics and melody: ‘Teddy Bear’s Picnic’ by John Walter Bratton and Jimmy Kennedy and recall part of the story.  
Move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece.  
Talk about how a piece of music makes you feel.  
Listen to the classical piece and narrated story of “Peter and the Wolf” by Sergei Prokofiev and recall the characters from the story.  
Understand that music and instruments can be used to convey moods or represent characters. Talk about how a piece of music makes you feel.

**BIE2:** To be able to listen to and make comments about high quality music.  
**BIE2:** To sing along with a backing track.  
**BIE2:** To be able to find the pulse when listening to music. (through actions)

**BIE1:** To be able to engage in imaginative play in a number of settings.

**BIE2:** To be able to invent a pattern using one pitched note.  
**BIE2:** To be able to copy basic rhythm patterns with short phrases from songs.  
**BIE3:** To be able to perform a range of nursery rhymes, adding a simple instrumental part.

**Kapow Music – Big Band**  
Discuss what makes a musical instrument.  
Use recyclable materials to create a simple representation of a musical instrument.  
Copy and follow a beat.  
Follow a beat using an untuned instrument.  
Experiment with playing tuned and untuned instruments.  
Play in time to familiar songs.  
Choose appropriate instruments to represent different parts of a song.  
Perform a practised song to a small audience.

**BIE3:** To be able to play some tuned and untuned instruments musically.  
**BIE2:** To be able to create simple 2-note patterns to accompany a song.  
**BIE3:** To be able to play with two pitched notes to invent musical patterns.  
**BIE3:** To be able to use my voice expressively when singing and chanting familiar songs and rhymes.  
**ELG BIE2: Sing a range of well-known nursery rhymes and songs.**  
**ELG BIE3: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.**

		<p>Learn about traditional Christmas music. Take part in a group song involving singing, voice sounds and playing instruments. Sing and move to a Christmas song.</p>	<p>Use actions to retell a story to music. Sing and perform a group song. Learn how instruments can represent a certain mood, character or action. Experiment with the sounds of different instruments. Create a musical story based upon a familiar routine. Use instruments to represent moods or actions. Play instruments as part of a story group. Create a musical story based upon a familiar routine. Use movement to express moods or actions within a musical story.</p>			
	<p><b>Artist study</b> – Wassily Kadinsky Concentric Circle Art Primary Colours Portrait skills – drawing themselves, observational work.</p>	<p><b>Kapow DT – Structures – Junk Modelling</b> Explore and investigate the tools and materials in the junk modelling area. Develop scissor skills. Investigate cutting different materials. Learn how to plan and select the correct resources needed to make a model. Verbally plan and create a junk model. Share a finished model and talk about the processes in its creation. Explore different ways to temporarily join materials together.</p> <p><b>Artist study</b> – Piet Mondrain Line Art Squares and rectangles Primary Colours and secondary colours</p>	<p><b>Kapow DT – Cooking and nutrition</b> Explore fruits and vegetables and the differences between them. Use adjectives to describe how fruits and vegetables look, feel, smell and taste. Explore food and describe it using the five senses. Design a food recipe. Use a knife safely. Observe and help (where appropriate) with the use of tools to prepare ingredients. Describe the finished product and evaluate the process. Design food packaging.</p> <p><b>Artist Study</b> – George Seurat Pointillism</p>	<p><b>Kapow DT – Textiles</b> Develop threading and weaving skills. Practise and apply weaving skills to a specific material. Practise and apply threading skills with specific materials. Use threading or sewing to design a product (bookmark). Create a textiles product (bookmark) following their own design. Reflect with children on how they have achieved their aims.</p> <p><b>Artist Study</b> – Giuseppe Arcimboldo Imaginative portraits</p>	<p><b>Artist Study</b> – Roy Lichtenstein Explosive Art Cartoon, comic and big bang art.</p>	<p><b>Kapow DT – Structures – Boats</b> Understand what waterproof means and to test whether materials are waterproof. Test and make predictions for which materials float or sink. Compare the uses of boats. Investigate how the shape and structure of boats affects the way they move. Design a boat. Create a boat based upon their own design.</p> <p><b>Artist Study</b> – Jackson Pollock History of Art Splatter Art</p>

			Heads made entirely of objects such as fruits, vegetables, flowers, fish and books.		
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*Explore, use, and refine a variety of artistic effects to express their ideas and feelings*

*Explore and engage in music making and dance, performing solo or in groups.* Singing – well known nursery rhymes, familiar songs and chants.