

Curriculum Subject/Area

Chapel Street Community Primary School Curriculum Long Term Plan
 "A curriculum worth coming to school for."



EYFS	KS1/2	Term	Nursery	Reception
Communication and Language Development	Speaking and Listening	Autumn 1	<p><u>All about me and my family</u> Can find it difficult to pay attention to more than one thing at a time. I can concentrate for slightly longer periods. (3 minutes) I can join in with rhymes and songs by making sounds and by moving body. I can respond to adults making sounds and moving their bodies I can respond to my own name I can match objects to names and will bring my favourite toy when asked. I can understand more simple questions and instructions. E.g. 'where is your shoe?' and 'show me your nose'. I can identify my own friends. I can copy sounds and words like 'all gone'. I can use everyday words to talk about people I know.</p>	<p><u>All about me and my family</u> I can turn to listen to my friend or my teacher. I can listen to and then follow an instruction. I can remember and join in with rhymes and stories I like. I can show interest in the lives of other people or events. I can show interest in the lives of other people or events. I can see some similarities and differences between people. I can operate a CD player or MP2 plater and show understanding of the remote controls. I can show interest in other technological terms. I can engage in imaginary role play sometimes building stories around toys and objects</p>
		Autumn 2	<p><u>Celebrations & Night time</u> I can respond to very simple requests especially when shown first by an adult. I can anticipate actions and sounds from an action toy. I can explore objects using my senses. I can make requests using two words. I can copy sounds and words a lot. I can use 50 or more single words. These will also become more recognisable to others. I can start to put short sentences together with 2-3 words, such as 'more juice' or 'bye nanny'</p>	<p><u>Celebrations & Night time</u> I can find the right tool for a job. I can follow instructions using prepositions. I can respond to a string of requests one after another (not quickly) I can ask and respond to 'why' questions. I can follow a story with props and pictures. I can start to link simple sentences. I can explain in simple sentences, including ordering, stating what happened and what might happen. I can use tense, intonation and rhythm to enhance meaning. I can use vocabulary to express imaginary events in play.</p>
		Spring 1	<p><u>Winter & Polar Lands</u> I can start to respond to simple questions. I can start to identify objects according to simple properties. I can initiate some actions in play that are familiar from home. I can focus on adults as they read or sing, responding with sounds and movements. Enjoy listening to longer stories and can remember much of what happens I can concentrate for slightly longer periods. (6 minutes) I can respond to my own name and will change my activity when encouraged to by adults I can express feelings, desires and needs. I can begin to hold a conversation. I can remember and use new words. My vocabulary increases rapidly. Sing a large repertoire of songs.</p>	<p><u>Winter & Birds around the world</u> I can listen to a whole story and comment on what is happening. I can ask questions about my favourite books. I can choose a book or game that might be different from my friends and tell you why. I can play and listen to my friends at the same time. Understand how to listen carefully and why listening is important. Engage in story times 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. Listen to and talk about selected non-fiction to develop deep familiarity with new knowledge and vocabulary. I can talk about family routines and special occasions.</p>

		<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver"</p>	<p>I can understand and complete a simple program on a computer. Engage in non-fiction books.</p> <p>I can explore new vocabulary, sounds and intonation. I can use language to create imaginary events, storylines and themes and I can sustain imaginary play situations expressing myself to friends and adults. I can play alongside other children engaged in the same type of imaginary play. Develop social phrases. Use new vocabulary in different contexts</p>
	Spring 2	<p><u>Traditional Tales</u> I can identify characters and actions in my favourite books. I can respond to two requests. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". I can understand between 200 and 500 words. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" I can ask questions and I can respond to questions using simple sentences. I can play make-believe games. Use a wider range of vocabulary.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>May have problems saying: -some sounds: r, j, th, ch, and sh -multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. Use longer sentences of four to six words.</p>	<p><u>Traditional Tales</u> I can respond quickly to a series of instructions. I can laugh at funny rhymes and jokes. I can remember key points from a story told without props or pictures. I can have a conversation and I can respond to other children's opinions. I can use sentences that are well formed. (However, they may still have some difficulties with grammar. For example, saying 'sheeps' instead of 'sheep' or 'goed' instead of 'went') Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities 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.</p>
	Summer 1	<p><u>Growing/ Farm/ Jack and the Beanstalk</u> I can turn my head and focus on adults and friends as I speak and play, responding to comments. I can listen to and follow directions. I can remember and join in with rhymes and familiar stories. I can find the right tool for a job. I can show interest in the lives of other people or events. I can see some similarities and differences between people. I can show interest in other technological items. I can engage in imaginary role play sometimes building stories around toys and objects.</p>	<p><u>Holidays – Past & Present</u> Listen attentively and respond to what they hear with 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>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</p>

				making use of conjunctions, with modelling and support from their teacher.
		Summer 2	<u>Mini-beasts and Growing</u> I can follow instructions using prepositions. I can respond to a string of requests one after another (not quickly). I can ask and respond to 'why' questions. I can follow a story with props and pictures. I can start to link simple sentences. I can explain in simple sentences what happened and what might happen. I can use tense, intonation and rhythm to enhance meaning. I can use vocabulary to express imaginary events in play. <i>Around the age of 4, is the child using sentences of four to six words – "I want to play with cars" or "What's that thing called?"?</i> <i>Can the child use sentences joined up with words like 'because', 'or', 'and'?</i> For example: "I like ice cream because it makes my tongue shiver". <i>Is the child using the future and past tense: "I am going to the park" and "I went to the shop"?</i> <i>Can the child answer simple 'why' questions?</i>	<u>Mini-beasts and Growing</u> Listen attentively and respond to what they hear with 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. 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.
Personal, Social and Emotional Development	PSHE	Autumn 1	<u>All about me and my family</u> <ul style="list-style-type: none"> I can seek comfort with a familiar adult. I have a growing ability to distract myself when upset. I can explore new toys, but check in with familiar adult. I can separate from my carer. 	<u>All about me and my family</u> I can select and use activities and resources with help. I am confident to talk to other children when playing. I can show confidence in asking adults for help. I can initiate play, offering cues to my friends to join me. I can demonstrate friendly behaviour, initiating conversations and form good relationships.
		Autumn 2	<u>Celebrations & Night time</u> <ul style="list-style-type: none"> I am confident to talk to other children when playing together. I can play cooperatively with a familiar adult. I may form special friendships with another child. 	<u>Celebrations & Night time</u> I can show enthusiasm and excitement when anticipating certain events. I am aware of my own feelings and know that some actions and words can hurt others' feelings. I accept the needs of others and can take turns and share resources. I can tolerate delay when my needs are not immediately met.
		Spring 1	<u>Winter & Polar Lands</u> <ul style="list-style-type: none"> I can respond to a few appropriate boundaries, with encouragement and support. I am starting to engage in pretend play with toys. I can select and use resources with support. 	<u>Winter & Birds around the world</u> I am confident to speak to others about own needs, wants, interests and opinions. I can manage own needs. I can describe myself in positive terms and talk about my abilities. I can usually adapt my behavior to different events, social situations and changes in routine. I can express feelings and consider the feelings of others. I can explain my own knowledge and understanding, and ask appropriate questions of others. I can start conversations, attend to and take account of what others say.
		Spring 2	<u>Traditional Tales</u> <ul style="list-style-type: none"> I am aware of others' feelings. 	<u>Traditional Tales</u> I can show resilience and perseverance in the face of challenge.

			<ul style="list-style-type: none"> I can express my own feelings Begin to understand others' feelings. Do not always need an adult to remind them of a rule. I can show affection and concern for people who are special to me. 	<p>I understand that my own actions affect other people.</p> <p>I can start to negotiate and solve problems without aggression.</p> <p>I am aware of boundaries set and of behavioural expectations.</p> <p>I can moderate their own feelings socially and emotionally.</p> <p>I can play in a group, extending and elaborating play ideas.</p> <p>Build constructive and respectful relationships.</p>
		Summer 1	<p><u>Growing/ Farm/ Jack and the Beanstalk</u></p> <ul style="list-style-type: none"> I am aware of my own feelings, and know that some actions and words can hurt others' feelings. With support, can find solutions and rivalries. I can play in group, extending and elaborating play ideas. 	<p><u>Holidays – Past & Present</u></p> <p>I can manage own basic hygiene and personal needs, including dressing and going to the toilet.</p> <p>I am confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>I show an understanding of their own feelings and those of others, and begin to regulate their behavior.</p> <p>I can work and play cooperatively and take turns with others.</p> <p>I form positive attachments to adults and friendships with peers.</p>
		Summer 2	<p><u>Mini-beasts and Growing</u></p> <ul style="list-style-type: none"> I can adapt my behaviour to different events. I can usually tolerate delay when my needs are not immediately met. I can take turns and share, sometimes with support from others. I enjoy the responsibility of carrying out small tasks. I am confident to talk to other children when playing and will communicate about my home. 	<p><u>Mini-beasts and Growing</u></p> <p>I can explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>I understand the importance of healthy food choices.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses.</p> <p>I can give focused attention to what the teacher says, responding appropriately even when engage in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>I can show sensitively to their own and to others' needs.</p>
Physical Development	PE	Autumn 1	n/a	Intro to PE Unit 2
		Autumn 2	Intro to PE Unit 1	Fundamentals Unit 2
		Spring 1	Intro to PE Unit 1	Dance Unit 2
		Spring 2	Fundamentals Unit 1	Gymnastics Unit 2
		Summer 1	Fundamentals Unit 1	Ball skills Unit 2
		Summer 2	Dance Unit 1	Games Unit 2
Literacy Development	Reading	Autumn 1	<p><u>All about me and my family</u></p> <p>I can repeat songs, rhymes, stories and repeat familiar phrases.</p> <p>I can fill in missing words from well-known rhymes.</p>	<p><u>All about me and my family</u></p> <p>I can join in with rhymes and stories.</p> <p>I can join in with the rhythm of well-known rhymes and songs.</p> <p>I can recognise my own name.</p> <p>I can identify sounds in words, in particular, initial sounds.</p> <p>I can segment and blend simple words demonstrating my knowledge of sounds (with support).</p>
		Autumn 2	<p><u>Celebrations & Night time</u></p> <p>I can show a preference for a book or a song or a rhyme.</p> <p>I can identify myself in a story and show enjoyment for stories about familiar people.</p>	<p><u>Celebrations & Night time</u></p> <p>I can link sounds to letters in the alphabet</p> <p>I can hold a book, turn the pages and indicate an understanding of pictures and print.</p>

		I can tell a story to friends.
Spring 1	<u>Winter & Polar Lands</u> I can notice and repeat sounds. I can identify signs and symbols in the environment and recall what they mean. Understand the five key concepts about print: 1. print has meaning 2. print can have different purposes Develop their phonological awareness, so that they can: -spot and suggest rhymes -count or clap syllables in a word -recognise words with the same initial sound, such as money and mother	<u>Winter & Birds around the world</u> I can identify rhymes. I can find my own rhyme. Read individual letters by saying the sounds for them. I can segment and blend simple words demonstrating my knowledge of sounds (independently). Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
Spring 2	<u>Traditional Tales</u> Engage in extended conversations about stories, learning new vocabulary. Understand the five key concepts about print: 3. we read English text from left to right and from top to bottom 4. the names of the different parts of a book 5. page sequencing Develop their phonological awareness, so that they can: -spot and suggest rhymes -count or clap syllables in a word -recognise words with the same initial sound, such as money and mother	<u>Traditional Tales</u> I can read simple words and simple sentences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words I can talk about events and characters in books. I can make suggestions about what might happen next in a story. I can talk about my favourite book. I can use vocabulary and events from stories in my play. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
Summer 1	<u>Growing/ Farm/ Jack and the Beanstalk</u> Word reading I can join in with rhymes and stories. I can join in with the rhythm of well-known rhymes and songs. I can recognise my own name. Comprehension I can hold a book, turn the pages and indicate an understanding of pictures and print. I can tell a story to friends.	<u>Holidays – Past & Present</u> Word Reading 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 Comprehension 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.
Summer 2	<u>Mini-beasts and Growing</u> Word reading I can identify rhymes. I can recognise my own name. Comprehension I can talk about events and characters in books. I can make suggestions about what might happen next in a story.	<u>Mini-beasts and Growing</u> Word Reading 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 Comprehension

			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.
Writing	Autumn 1	<u>All about me and my family</u> I can randomly scribble on the page, sometimes with both hands. I can begin to balance when sitting. I can make connections between my actions and the marks being made.	<u>All about me and my family</u> I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body. I can use tools for mark making with control. I can tell an adult what I have drawn or painted. I can give meaning to my marks as I write. I can create representations of people, events and objects. I can identify sounds from my own name in other words. I can ascribe meaning to other marks like on signage. I can recognise a capital letter at the start of my name.
	Autumn 2	<u>Celebrations & Night time</u> I can hold mark making equipment using the palmer grip. I can control the marks on the page. I can distinguish between the different marks I make.	<u>Celebrations & Night time</u> I can grip using five fingers or preferably two fingers and thumb for control. I can use pincers, tweezers and threading equipment with increasing control and confidence. I can copy shapes, letter and pictures I can create representations of people, events and objects.
	Spring 1	<u>Winter & Polar Lands</u> I can turn pages in a book. I can control equipment like a jug and show increasing control over tools like pencils and crayons. I can use a range of tools to make marks and show an interest in my own marks and others marks.	<u>Winter & Birds around the world</u> I can sit on a chair with a straight back and my feet on the floor. I can control finer tools when playing with dough. I can form recognisable letters, some of them correctly. I can use a tripod grasp. Form lower-case and capital letters correctly. I can use some identifiable letters to communicate meaning and uses them to write captions and labels. I can begin to rehearse what I write orally before writing. I can start to write identifiable shapes and letters. I can segment and blend the sounds in simple words and name sounds. Spell words by identifying the sounds and then writing the sound with letter/s
	Spring 2	<u>Traditional Tales</u> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name. Write some letters accurately.	<u>Traditional Tales</u> Re-read what they have written to check that it makes sense. I can read back my writing. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop I can talk about sentences and start to write short sentences. I can start to use full stops and capital letters in the correct places
	Summer 1	<u>Growing/ Farm/ Jack and the Beanstalk</u> Composition • I can tell an adult what I have drawn or painted. Spelling	<u>Holidays – Past & Present</u> Writing Children at the expected level of development will: Write recognisable letters, most of which are correctly formed;

			<ul style="list-style-type: none"> • I can identify sounds from my own name in other words. • I can ascribe meaning to other marks, like on signage. <p>Handwriting</p> <ul style="list-style-type: none"> • I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body. • I can use tools for mark making with control. 	<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>Write simple phrases and sentences that can be read by others.</p>
		Summer 2	<p><u>Mini-beasts and Growing</u></p> <p>Grammar, Punctuation</p> <ul style="list-style-type: none"> • I can recognise a capital letter at the start of my name. <p>Spelling</p> <ul style="list-style-type: none"> • I can start to write identifiable shapes and letters. <p>Handwriting</p> <ul style="list-style-type: none"> • I can grip using five fingers or preferably two fingers and thumb for control. • I can use pincers, tweezers and threading equipment with increasing control and confidence. 	<p><u>Mini-beasts and Growing</u></p> <p>Writing</p> <p>Children at the expected level of development will:</p> <p>Write recognisable letters, most of which are correctly formed;</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>Write simple phrases and sentences that can be read by others.</p>
Mathematics	Maths	Autumn 1	<p><u>All about me and my family</u></p> <p>I can recite some number names in sequence (not necessarily understand at this stage).</p> <p>I can mark make and ascribe some concept of number to the marks (attempts at digits from the environment, making dots, lines etc).</p> <p>I can start to fit shapes into board puzzles or shape sorters.</p> <p>I can begin to build using simple blocks.</p> <p>I can fill and empty a container.</p>	<p><u>All about me and my family</u></p> <p><u>Power Maths</u></p> <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5. Recognise the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Subitise (recognise quantities without counting) up to 5.</p> <p><u>Smaller steps</u></p> <p>I can count up to three or four objects by saying one number name for each item.</p> <p>I can recognise an amount and show this on fingers (subitise).</p> <p>I can select the correct numeral to represent 1 to 5</p> <p>I can recognise some numerals of personal significance</p> <p>I can compare numbers within 5.</p> <p>I can say 1 more/ 1 less than a number within 5.</p> <p>I can talk about the routine of the day and use language like before, after.</p> <p>I can start to find appropriate shapes for certain tasks.</p> <p>I can start to make more meaningful pictures, patterns and arrangements with shapes</p>
		Autumn 2	<p><u>Celebrations & Night time</u></p> <p>I can show understanding of conservation.</p> <p>I can sort objects using one simple criteria.</p> <p>I can bring one or two objects when an adult requests.</p> <p>I can show some understanding of 'now' and 'next'.</p> <p>I can see some shapes in pictures and can start to make pictures using shapes.</p> <p>I can ask questions about the routine and what is happening next.</p> <p>I can use small world play to experiment with size, shape, differences and similarities.</p>	<p><u>Celebrations & Night time</u></p> <p>Power Maths</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Have a deep understanding of number to 10, including the composition of each number. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 and some number bonds to 10, including double facts.</p> <p>Smaller steps</p> <p>I can find one more or one less from a group of up to five objects.</p> <p>I fully understand 1,2,3,4,5 etc and all manipulations of the number.</p>

			<p>Understand position through words alone –for example, “The bag is under the table,” –with no pointing. Describe a familiar route. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones -an arch, a bigger triangle etc.</p>	<p>Count objects, actions and sounds. I can find the total number of items in two groups by counting all of them and starting to use 'counting on'. I can begin to use the vocabulary involved in adding and subtracting including counting on and back.</p> <p>I can use comparative language like taller, shorter, the same I can start to identify shapes in the environment.</p>
	Spring 1		<p><u>Winter & Polar Lands</u> I can show an understanding of simple comparisons like 'more'. Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p>	<p><u>Winter & Birds around the world</u> <u>Power Maths</u> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Verbally count, (recognising the pattern of the counting system) Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Compare quantities up to 10 in different contexts, (recognising when one quantity is greater than, less than or the same as the other quantity). Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity <u>Smaller steps</u> I can count objects to 10 I can count out up to six objects from a larger group. I can select the correct numeral to represent 1 to 10 objects. I can count an irregular arrangement of up to ten objects. I can find one more or one less from a group of up to ten objects. I can use the language of 'more' and 'fewer' to compare two sets of objects. I fully understand 5, 6, 7 etc and all manipulations of the number. Link the number symbol (numeral) with its cardinal number value. Understand the 'one more than/one less than' relationship between consecutive numbers. Continue, copy and create repeating patterns I can find the total number of items in two groups by counting all of them and starting to use 'counting on'. I can begin to use the vocabulary involved in adding and subtracting including counting on and back. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10 I can show some understanding of doubling and halving in familiar contexts</p> <p>I can experiment with length, height, capacity and use my findings to order and group items.</p>

			I can ask questions about their observations of differences and similarities.
Spring 2	<p><u>Traditional Tales</u> Recite numbers past 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns –stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity.</p>	<p><u>Traditional Tales</u> <u>Power Maths</u> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. <u>Smaller Steps</u> I can begin to count beyond 10. I can begin to use 'teens' to count beyond 10.</p> <p>I can identify money and I can start to use money in my play. I can recall routines and start to relate them to the time on the clock. I can recall names for 2D and 3D shapes and I can use some of the terms to describe their properties. I can order and sort according to simple properties. I can use the language of direction when programming toys</p>	
Summer 1	<p><u>Growing/ Farm/ Jack and the Beanstalk</u> Number and place value • I can represent numbers using marks, fingers or digits. Calculation • I can say when two small groups have the same number of objects. Compare quantities using language: 'more than', 'fewer than'. Measurement • I can talk about the routine of the day and use language like 'before' and 'after'. • I can use comparative language like 'taller', 'shorter', 'the same'. Geometry –properties of shapes • I can start to identify shapes in the environment.</p>	<p><u>Holidays – Past & Present</u> <u>Power Maths</u> Verbally count beyond 20, recognising the pattern of the counting system. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</p> <p>ELG: Number Children at the expected level of development will: Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>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;</p>	

				Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally
		Summer 2	<u>Mini-beasts and Growing</u> Number and place value <ul style="list-style-type: none"> I can use number names to 10 and sometimes count accurately. I can represent numbers using marks, fingers or digits. Calculation <ul style="list-style-type: none"> I can identify numerals in the environment. Geometry –properties of shapes <ul style="list-style-type: none"> I can start to find appropriate shapes for certain tasks. I can ask questions about my observations of differences and similarities. Geometry –position and direction <ul style="list-style-type: none"> I can start to make more meaningful pictures, patterns and arrangements with shapes. 	<u>Mini-beasts and Growing</u> ELG: Number Children at the expected level of development will: Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 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 I can experiment with length, height, capacity and use my findings to order and group items.
Understanding the world	Science The Natural World	Autumn 1	<u>All about me and my family</u> I can notice features of objects in the environment. I can use all my sense in hands on exploration of natural materials.	<u>All about me and my family</u> Across the year: understand the effect of changing seasons on the natural world and themselves. I can talk about things I have observed – plants, animals, natural and found objects. I can ask questions about my familiar world - I see, I notice, I wonder
		Autumn 2	<u>Celebrations & Night time</u>	<u>Celebrations & Night time</u>
		Spring 1	<u>Winter & Polar Lands</u>	<u>Winter & Birds around the world</u> I can describe what I can see, hear and feel whilst outside. I recognise some environments are different to the ones in which I live. I can understand changing states - ice
		Spring 2	<u>Traditional Tales</u>	<u>Traditional Tales</u> I can understand changing states – melting chocolate
		Summer 1	<u>Growing/ Farm/ Jack and the Beanstalk</u> Plant seeds and care for growing plants. Understand key features of the life cycle of plants and animals.	<u>Holidays – Past & Present</u> I can talk about why things happen and how things work. I start to develop an understanding of growth, decay and changes over time.

			I can talk about things I have observed I.e., plants, animals, natural and found objects. I can start to understand growth and decay.	
		Summer 2	<u>Mini-beasts and Growing</u> Begin to understand the need to respect and care for the natural environment and all living things. I can show care and concern for living things and the environment.	<u>Mini-beasts and Growing</u> I can show care and concern for living things and the environment.
History Past & Present		Autumn 1	<u>All about me and my family</u> Myself. Understanding who I am and who is in my family. <ul style="list-style-type: none"> I can imitate everyday actions and events from own family and cultural background in play. I can begin to make sense of own life-story and family's history. 	<u>All about me and my family</u> Who is important to me? (Immediate family and community) People who help us <ul style="list-style-type: none"> I can talk about the lives of the people around them and their roles in society.
		Autumn 2	<u>Celebrations & Night time</u> My family story – link to celebration – link to RE topic <ul style="list-style-type: none"> I can talk about my family, places I've lived or been. 	<u>Celebrations & Night time</u> My family story – link to celebration – link to RE topic <ul style="list-style-type: none"> I can describe special times or events for families or friends.
		Spring 1	<u>Winter & Polar Lands</u>	<u>Winter & Birds around the world</u>
		Spring 2	<u>Traditional Tales</u>	<u>Traditional Tales</u> History through stories <ul style="list-style-type: none"> I can compare and contrast characters from stories, including figures from the past.
		Summer 1	<u>Growing/ Farm/ Jack and the Beanstalk</u>	<u>Holidays – Past & Present</u> <ul style="list-style-type: none"> I know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; I understand the past through settings, characters and events encountered in books read in class and storytelling
		Summer 2	<u>Mini-beasts and Growing</u>	<u>Mini-beasts and Growing</u>
Geography The Natural World		Autumn 1	<u>All about me and my family</u> <ul style="list-style-type: none"> I can use small world models to engage with the world around us. 	<u>All about me and my family</u> <ul style="list-style-type: none"> I explore the natural world and describe what I see, hear and feel whilst outside. I understand the effect of changing seasons on the world around them.
		Autumn 2	<u>Celebrations & Night time</u>	<u>Celebrations & Night time</u>
		Spring 1	<u>Winter & Polar Lands</u> <ul style="list-style-type: none"> I know that there are different countries in the world and talk about the differences – experience/ photos/ videos 	<u>Winter & Birds around the world</u> <ul style="list-style-type: none"> I recognise that some environments are different than the one in which they live. Birds around the world – Izzy's journey I can understand simple maps to find out where places are. I understand simple similarities and differences between life in this country and life in other countries.
		Spring 2	<u>Traditional Tales</u> <ul style="list-style-type: none"> I can observe simple story maps being modelled and used in play. I show an interest in creating my own maps. 	<u>Traditional Tales</u> <ul style="list-style-type: none"> I can draw information from a simple map. Link to story maps.

			<ul style="list-style-type: none"> I understand similarities and differences between life in this country and life in other countries.
	Summer 1	<u>Growing/ Farm/ Jack and the Beanstalk</u>	<u>Holidays – Past & Present</u> <ul style="list-style-type: none"> I can show care and concern for living things and the environment.
	Summer 2	<u>Mini-beasts and Growing</u>	<u>Mini-beasts and Growing</u> <ul style="list-style-type: none"> I can ask questions about aspects of my familiar world.
Computing	Autumn 1		
	Autumn 2		
	Spring 1		
	Spring 2		
	Summer 1		
	Summer 2		
RE People, Culture & Communitie s	Autumn 1	<u>Special People</u> <ul style="list-style-type: none"> I can recognise my own immediate family and relatives. I can see my new friends have similarities and differences I can recognise my immediate family I show an interest in different occupations 	<u>Special People</u> <ul style="list-style-type: none"> I show an interest in the lives of people who are familiar to me. I show an interest in different occupations and ways of life. I can talk about members of their immediate family and community. I can name and describe people who are familiar to me. Am I a good friend? Reflect on Jesus as a friend to others. Special people in other religions.
	Autumn 2	<u>Special Times</u> <ul style="list-style-type: none"> I am beginning to make sense of own life stories and family history. I can recognise and describe special times or events for families or friends. Use resources to encourage exploration of celebrations and beliefs. 	<u>Special Times</u> <ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways. Know some similarities and differences between different religious and cultural communities in this country. Christmas, Diwali, Eid What makes a good celebration?
	Spring 1	<u>Special Stories</u> <ul style="list-style-type: none"> I continue to develop positive attitudes about differences between people. I can start to show an interest in different occupations and ways of life. 	<u>Special Stories</u> <ul style="list-style-type: none"> To identify different religions across the world. Note similarities and differences, sacred texts, key religious words, key stories. To be able to talk about what Jesus teaches about saying 'thank you' and why it is good to thank and be thanked.
	Spring 2	<u>Special Places</u> <ul style="list-style-type: none"> Vist local places of worship Make and eat food from different cultures. 	<u>Special Places</u> <ul style="list-style-type: none"> To talk about a place that is special to them, say why. Religious places. Special and valued objects within places of worship. Significant features of sacred places. To use appropriate words to talk about their thoughts, when visiting a place of worship.
	Summer 1	<u>The Natural world</u> <ul style="list-style-type: none"> Notice the changing world and develop awareness of changes. 	<u>The Natural World</u> <ul style="list-style-type: none"> To be able to think about the wonders of the natural world, expressing ideas and feelings. To be able to talk about what people do to mess up the world and what they do to look after it. To be able to express ideas for how to look after animals and plants.

		Summer 2	<u>Belonging and Special People to Me</u> <ul style="list-style-type: none"> Understanding self, growing number of special people, places – transition. 	<u>Belonging and Special People to Me</u> <ul style="list-style-type: none"> To be able to share and record occasions when things have happened in their lives that made them feel special. To be able to recall religious ways of welcoming an individual into a religion.
	MFL	Autumn 1		
		Autumn 2		
		Spring 1		
		Spring 2		
		Summer 1		
		Summer 2		
Expressive Arts and Design	Art	Autumn 1	<u>All about me and my family.</u> Developing drawing skills: Self portraits <ul style="list-style-type: none"> I can use representations to communicate – assigning meaning to marks. I can draw a face as a circle and some details inside. ARTIST FOCUS	<u>All about me and my family</u> Developing drawing skills: Self portraits <ul style="list-style-type: none"> I understand that I can use lines to enclose a space, and then begin to use these shapes to represent objects. I can explore with artistic effects to express ideas and feelings. I can engage in imaginative role-play based on first hand experiences. ARTIST FOCUS
		Autumn 2	<u>Celebrations & Night time</u> Colour Palettes: <ul style="list-style-type: none"> I can experiment with colour. I can explore colour and colour-mixing. I can use different colours to express feelings. ARTIST FOCUS	<u>Celebrations & Night time</u> Colour Palettes: <ul style="list-style-type: none"> I can explore colour and how colours can be changed. ARTIST FOCUS
		Spring 1	<u>Winter & Polar Lands</u> Printing: polar lands ARTIST FOCUS	<u>Winter & Birds around the world</u> Developing drawing skills: observational drawing Form: construct landmarks from around the world <ul style="list-style-type: none"> I can create collaboratively sharing ideas, resources and skills. ARTIST FOCUS
		Spring 2	<u>Traditional Tales</u> Developing drawing skills: <ul style="list-style-type: none"> I can use drawing to represent movement or loud noises. I can draw a face as a circle and some details inside. I can show different emotions in my drawings. ARTIST FOCUS	<u>Traditional Tales</u> Printing: fruit printing – Handa's Surprise Textiles: Creating book marks <ul style="list-style-type: none"> I can use resources to create props to support role-play. I can use pipe cleaners and simple sewing techniques to create a hessian book mark. ARTIST FOCUS
		Summer 1	<u>Growing/ Farm/ Jack and the Beanstalk</u> Form: Construct farm buildings, tractors ARTIST FOCUS	<u>Holidays – Past & Present</u> Form: Beach huts Texture and Material: junk modelling

Design and Technology	Summer 2	<u>Mini-beasts and Growing</u> Texture: Printing: Developing drawing skills: <ul style="list-style-type: none"> I can explore colour and how colours can be changed. I can understand how to use lines to enclose a space and then begin to use these shapes to represent objects. 	ARTIST FOCUS <u>Mini-beasts and Growing</u> Texture and Material & Form: Mini-beast hotels/ clay structures Developing drawing skills: observational drawings <ul style="list-style-type: none"> I can explore with tools, techniques, colour, design, texture, form and function. I can explain the process I have used. I can use props and materials in role play.
	Autumn 1	<u>All about me and my family</u> <ul style="list-style-type: none"> I can explore different materials freely, in order to develop ideas about how to use them and what to make. 	<u>All about me and my family</u> <ul style="list-style-type: none"> I show an interest in and describe the texture of things.
	Autumn 2	<u>Celebrations & Night time</u> <ul style="list-style-type: none"> I can make imaginative small worlds with blocks. I can develop stories using small world equipment. 	<u>Celebrations & Night time</u> <ul style="list-style-type: none"> I can join construction pieces together to build and balance. I can construct, stacking blocks vertically, horizontally, making enclosures and creating spaces.
	Spring 1	<u>Winter & Polar Lands</u> <ul style="list-style-type: none"> I can develop my ideas and decide which materials to use to express them. I can join different materials and explore different textures. 	<u>Winter & Birds around the world</u> <ul style="list-style-type: none"> I can join by weaving – sewing.
	Spring 2	<u>Traditional Tales</u> <ul style="list-style-type: none"> I show interest in and describe the texture of things. I can use various construction materials. 	<u>Traditional Tales</u> <ul style="list-style-type: none"> I can build stories around toys. I can use resources to create props to support role-play. I can develop storylines in our pretend play.
	Summer 1	<u>Growing/ Farm/ Jack and the Beanstalk</u> Form: Construct farm buildings, tractors <ul style="list-style-type: none"> I can begin to construct stacking blocks vertically and horizontally, making enclosures and creating spaces. I can join construction pieces together to build and balance. 	<u>Holidays – Past & Present</u> <ul style="list-style-type: none"> I can safely use tools to explore and join materials. I can join material to create a beach hut
	Summer 2	<u>Mini-beasts and Growing</u> <ul style="list-style-type: none"> I can engage in imaginative role play. I can build stories around toys. I can use available resources to create props to support role play. I can join material to create mini-beasts/ bug houses. 	<u>Mini-beasts and Growing</u> <ul style="list-style-type: none"> I can safely use tools to explore and join materials. I can share my creations, explaining the process I have used. I can use props and materials when role playing.
	Music	Autumn 1	<u>All about me and my family</u> I can join in singing favourite songs. I listen attentively to sounds. I can create songs by banging, shaking, tapping or blowing.
	Autumn 2	<u>Celebrations & Night time</u>	<u>Celebrations & Night time</u>

		Remember and sing an entire song. Match pitch to another person. Sing the melodic share of a song.	Me! Style of song: nursery rhymes Unit theme: Growing, Homes, Colour, Toys and How I look
Spring 1	<u>Winter & Polar Lands</u>	I can show an interest in the way musical instruments sound. I can create my own songs or improvise around one I know. I can match pitch to another person. I can sing the melodic shape of a familiar song. I can play instruments with increasing control to express feelings and ideas.	<u>Winter & Birds around the world</u> I explore how sounds can change. I can listen attentively, move to and talk about music, expressing their feelings and responses. I can sing in a group or on their own, incredibly matching the pitch and following the melody. I can play pitch matching games, humming or singing shorts.
Spring 2	<u>Traditional Tales</u>		<u>Traditional Tales</u> Our World! Style of song: Action songs Unit theme: Animals, Jungle Mini beasts, Night and day, Sand and water Seaside, Seas #ns, Weather, Sea and Space Perform solo or groups of dance/ music making.
Summer 1	<u>Growing/ Farm/ Jack and the Beanstalk</u>	I enjoy dancing to respond to music. I can sing a few familiar songs. I can begin to move rhythmically. I can tap out simple repeated rhythms. I can explore and learn how sounds can be changed.	<u>Holidays – Past & Present</u> Voice sound sea soundscape Our World! Style of song: Action songs Unit theme: Animals, Jungle Mini beasts, Night and day, Sand and water Seaside, Seas #ns, Weather, Sea and Space
Summer 2	<u>Mini-beasts and Growing</u>	I sing to myself.	<u>Mini-beasts and Growing</u> Big Bear Funk! Style of song: Funk music Unit theme: Transition unit to prepare children for ks1 music learning I can sing a range of well-known nursery rhymes and songs. I can perform songs with others. Mini-beast ball