

	<b>Term 1 Incredible Me! (7 weeks)</b>	<b>Term 2 Let's Celebrate (7 weeks)</b>	<b>Term 3 On The Farm (6 weeks)</b>	<b>Term 4 Spring into Action (6 weeks)</b>	<b>Term 5 Under the Sea (5 weeks)</b>	<b>Term 6 The Lighthouse Keeper's Lunch (7 weeks)</b>
<b>Possible Trip/curriculum enrichment</b>	<b>Baby visit Grandma visit</b>	<b>Diwali experience in class Gloucester Cathedral Trip</b>	<b>Visit from farmer with tractor (Will)  Living Eggs</b>	<b>Cotswold Farm Park</b>	<b>Art week with exhibition Caterpillar-butterfly  Bristol Aquarium</b>	<b>Visit from RNLI</b>
<b>Phonics</b>	Yr 1- phase 3  Rec – phase 2	Yr 1 – phase 3 repeated with phase 4  Rec- phase 2 repeated	Year 1 – phase 5.1  Rec – phase 3	Year 1 – phase 5.2  Rec – phase 3 repeated	Year 1 – phase 5.3  Rec – phase 4	Review, assess, recap  Review, assess, recap
<b>English  Texts</b>	<u>Main text:</u> Funny Bones <u>Poetry Text-</u> Oi Dog	<u>Main Text:</u> The Christmas story  Read-the snow dragon	<u>Main Text</u> The Little Red Hen (bread making instructions) Hattie Peck	<u>Main Text</u> Jack and the Beanstalk	<u>Main Text</u> Storm Whale	<u>Main Text</u> The Lighthouse Keepers Lunch
<b><u>Narrative</u></b>	Stories with predictable phrasing (3 weeks)  Outcome: sequence and retell the story with a focus on beginning, middle and end. Read and match simple captions and pictures. Write independent sentence to match a story picture using colourful semantics.	Sequenced Story (2 weeks)  Outcome: Write sentences/ a series of sentences to retell a sequenced story. Focusing on beginning, middle and end.	Traditional Tales (2 weeks)  Outcome: To write a retelling of a story by using a series of sentences using joining words. (imitate)	Traditional Tales (3 weeks)  Outcome: To write a innovated retelling of a traditional tale.	(2 weeks)  Outcome: To invent own story based on the story features in 'Storm Whale'	Write a diary entry (3 weeks)  Outcome: to write a diary entry from the point of view of Mr Grinling. To use conjunctions and adjectives.
<b><u>Non-Fiction</u></b>	Labels and lists. (2 week)  Outcome: to write a label, list, caption/simple sentence  All about our family	Create a Diwali fact file (2 weeks)  Outcome: To use a word mat to write a sentence using capital letters, finger spaces and full stops.	Instructions (2 week)  Outcome: write a set of simple instructions for baking bread.	Recount (2 weeks)  Outcome: Following a trip to the Zoo write a recount using time openers.	Information texts (3 weeks)  Outcome: Create an information book on sea creatures. Including a cover page (title, author) a contents page and the use of headings.	Instructions (1 week) Outcome: Design and label a healthy sandwich. Design a lunch menu. Write a shopping list of ingredients.
<b><u>Poetry</u></b>	Rhyming words, rhyming strings, word building, nonsense and real words.  Outcome: Read words, match words, write words	Structure (1 week)  Outcome: to learn and perform a Diwali/Bomb fire night poem.	Vocab Building (1 week)  Read and perform animal poems	Structure (1 week)  -rhyming couplets  Outcome: to write a set of rhyming couplets	Vocab Building (1 week)  Read, write and perform free verse poems.	Poetry appreciation (1 week)  Personal responses to poetry. Recite familiar poems by heart.

<b>SPAG</b>	How words combine to make a sentence  Capital letters (start of sentence and people's names), finger spaces, full stops.	Capital letters (start of sentence people's names AND places, days of the week and I), finger spaces, full stops.	Use adjectives to describe.  using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs	Using the prefix -un  Introduce exclamation marks  using -ing, -ed where no change is needed in the spelling of root words	Joining words and clauses with the word and.  using -er and -est where no change is needed in the spelling of root words	Joining clauses and sentences using conjunctions  And, but, or, because
Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.						
<b>Writing Milestones</b>	<ul style="list-style-type: none"> <li>• Say first and then write to tell others about ideas</li> <li>• Sit correctly and hold a pencil correctly.</li> <li>• Begin to form lower-case letters correctly.</li> <li>• Form digits 0-9.</li> <li>• Leave spaces between words.</li> </ul>	<ul style="list-style-type: none"> <li>• Write for a variety of purposes.</li> <li>• Plan by talking about ideas and writing notes.</li> <li>• Name letters of the alphabet in order.</li> <li>• Begin to punctuate using a capital letter for the name of people, places, the days of the week and I.</li> </ul>	<ul style="list-style-type: none"> <li>• Use well-chosen adjectives.</li> <li>• Re-read writing to check it makes sense.</li> <li>• Form capital letters.</li> <li>• Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks).</li> </ul>	<ul style="list-style-type: none"> <li>• Write so that other people can understand the meaning of sentences.</li> <li>• Use spacing between words that reflects the size of the letters.</li> <li>• Use the prefix un.</li> <li>• Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest.</li> </ul>	<ul style="list-style-type: none"> <li>• Organise writing in line with its purpose.</li> <li>• Write about more than one idea.</li> <li>• Form lower-case letters of a consistent size.</li> <li>• Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest.</li> <li>• Use the word 'and' to join words and sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Join sentences with conjunctions</li> <li>• Understand letters that are formed in similar ways.</li> <li>• Use letter names to describe spellings of words.</li> </ul>
<ul style="list-style-type: none"> <li>• Use spacing between words that reflects the size of the letters.</li> <li>• Spell common exception words (the, said, one, two and the days of the week).</li> <li>• Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks,</li> <li>• Use and understand grammatical terminology in discussing writing:</li> </ul> <p>Year 1</p> <ul style="list-style-type: none"> <li>• word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.</li> </ul> <p>Both Year 1 and Year 2:</p> <ul style="list-style-type: none"> <li>• Write, review and improve.</li> <li>• Write simple sentences dictated by the teacher.</li> <li>• Spell by segmenting words into phonemes and represent them with the correct graphemes.</li> <li>• Learn some new ways to represent phonemes.</li> <li>• Spell common exception words correctly.</li> </ul>						
<b>Reading Milestones</b>	• Join in with stories or poems.	• Link reading to own experiences and other books.	• Discuss events. • Predict events.	<ul style="list-style-type: none"> <li>• Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</li> <li>• Read words containing common suffixes.</li> <li>• Recognise and join in with (including role-play) recurring language.</li> </ul>	<ul style="list-style-type: none"> <li>• Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</li> <li>• Read words containing common suffixes.</li> </ul>	<ul style="list-style-type: none"> <li>• Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).</li> </ul>
<ul style="list-style-type: none"> <li>• Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</li> <li>• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> </ul>						

	<ul style="list-style-type: none"> <li>• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> </ul> <p>Both Year 1 and Year 2:</p> <ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the route to decode words.</li> <li>• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>• Listen to and discuss a wide range of texts.</li> </ul>					
<p><b>Communication milestones</b></p>	<ul style="list-style-type: none"> <li>• Seek clarification when a message is not clear.</li> </ul>	<ul style="list-style-type: none"> <li>• Use subject specific vocabulary to explain and describe.</li> </ul>	<ul style="list-style-type: none"> <li>• Speak in a way that is clear and easy to understand.</li> <li>• Understand instructions with more than one point.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure stories have a setting, plot and a sequence of events..</li> <li>• Predict events in a story.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify syllables within words.</li> </ul>	<ul style="list-style-type: none"> <li>• Take turns to talk, listening carefully to the contributions of others.</li> </ul>
<p><b>EYF\$ Communication and Language</b></p>	<ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Listen carefully to rhymes and songs</li> <li>• Learn new vocabulary</li> <li>• Learn rhymes, poems and songs.</li> <li>• Develop social phrases</li> <li>• Engage in story times</li> <li>• Listen to and talk about stories</li> </ul> <p><i>I can join in with our class songs</i> <i>I can join in with our class poems and songs</i> <i>I can use the phrases ‘can I play with you? I don’t like that, can you stop, can I play with that after you?’</i> <i>I can answer questions about a story I have listened to</i></p>	<ul style="list-style-type: none"> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Use new vocabulary through the day.</li> </ul> <p>I can clap a beat with my teacher/class I can ask and answer questions about a story <i>I can use story language in my play- using puppets or other aids</i> <i>e.g., to retell parts of the Christmas story</i></p>	<ul style="list-style-type: none"> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Describe events in some detail.</li> <li>• Use new vocabulary in different contexts</li> <li>• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> </ul> <p><i>I can speak in sentences</i> <i>I can talk about what I did at the weekend</i> <i>I can use new words I have learnt in my play</i> <i>I can tell the story of the three little pigs</i></p>	<ul style="list-style-type: none"> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> </ul> <p><i>I can talk about non-fiction books and how they are different.</i> <i>I can talk to my talking partner and listen to what they have said.</i> <i>I can use connectives when I talk to someone</i> <i>I can present my work to a group and explain what it is</i></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <ul style="list-style-type: none"> <li>• <i>I can ask relevant questions during story time and circle time</i></li> <li>• <i>I can ask questions to make sure I understand something</i></li> <li>• <i>I can have a conversation with my friends and teachers</i></li> </ul>	
<p><b>EYF\$ Literacy</b></p>	<ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Spell words by identifying the sounds and then writing</li> </ul>	<ul style="list-style-type: none"> <li>• Read a few common exception words matched to the school’s phonic programme. (ph.2)</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.(ph.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> </ul> <p><i>I can recognise my phase 3 sounds</i></p>	<ul style="list-style-type: none"> <li>• Read a few common exception words matched to the school’s phonic programme.(ph.3)</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. (ph.3)</li> </ul>	<ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</li> <li>• Write recognisable letters, most of which are correctly formed.</li> </ul>	

	<p>the sound with letter/s. (ph.2)</p> <p><i>I can recognise my phase 2 sounds</i> <i>I can blend the letters I know to make words</i> <i>I can segment words and then write those sounds (phase 2)</i></p>	<ul style="list-style-type: none"> <li>• <i>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</i></li> <li>• Form lower-case letters</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s. (ph.2)</li> </ul> <p><i>I can segment words and then write those sounds (phase 2)</i></p> <p><i>I can read my phase 2 tricky words</i> <i>I can read some phase 2 captions</i> <i>I can re-read my reading books with increased fluency</i> <i>I can write lower case letters with the help of my ditties and visual aids.</i></p>	<ul style="list-style-type: none"> <li>• Spell words by identifying the sounds and then writing the sound with letter/s. (ph.3)</li> <li>• Re-read what they have written to check that it makes sense</li> </ul> <p><i>I can form capital letters correctly.</i> <i>I can segment words and then write those sounds (phase 3)</i> <i>I can read my work and spot my mistakes.</i></p>	<ul style="list-style-type: none"> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Form capital letters and lower case correctly</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> </ul> <p><i>I can read my phase 3 tricky words</i> <i>I can read phase 3 caption and sentences</i> <i>I can re-read my reading books with increased fluency</i> <i>I can write lower case letters, saying the ditties to help me if needed.</i> <i>I can write a super sentence.</i></p>	<ul style="list-style-type: none"> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul> <ul style="list-style-type: none"> <li>• <i>I can say the sounds of the all the letters in the alphabet</i></li> <li>• <i>I can say the sounds for ten digraphs</i></li> <li>• <i>I can sound out and blend words</i></li> <li>• <i>I can read sentences with tricky words in</i></li> <li>• <i>I can form letters correctly</i></li> <li>• <i>I can spell words by segmenting them</i></li> <li>• <i>I can write a super sentence</i></li> </ul>
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Term	EYFS MATHS				YEAR ONE MATHS			
	WK	THEME/BLOCK	FOCUS	SSM CONCEPTS NUMBERBLOCKS	Week	Block White Rose	Objective Small Step	Year 1 NC Outcomes
Autumn 1	1	<b>TEACHER ASSESSMENT &amp; BASELINEGOV NFER ASSESSMENT</b> The assessment consists of: mathematics tasks			Week 1	<b>Place Value - Numbers up to 10</b>	Sort Objects Count Objects Represent Objects	Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 10 in numerals and words. Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
	2	early number early calculation (early addition/subtraction) mathematical language early understanding of pattern			Week 2		Count, read and write forwards from any number 0 to 10, Count, read and write backwards from any number 0 to 10 Count one more Count one less	
	3	Getting to Know You	Match	Same/different	Week 3		One to one correspondence to start to compare groups Compare groups using language such as equal, more/greater, less/fewer Introduce <, > and = symbols	
	4	Just Like Me	Sort and Match	Same/different, colour, size, shape Sorting into groups Numberblocks S1 E10	Week 4		Compare numbers Order groups of objects Order numbers Ordinal numbers (1st, 2 <sup>nd</sup> , 3 <sup>rd</sup> ) The number line	
	5	Just Like Me Compare amount	Equal symbol, equal, more than, fewer than	Counting by rote Counting out loud, clapping and counting, stamping, drumming, etc Counting rhymes and songs Using fingers to represent numbers	Week 5	<b>Addition and Subtraction within 10</b>	Part-whole model Addition symbol Fact families -addition facts Find number bonds for numbers within 10	Represent and use number bonds and related subtraction facts within 10 Read, write and interpret mathematical statements involving

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Autumn 2	6	Just Like Me	Compare size, mass and capacity	Large/small, big/little, short/tall, tallest/shortest	Week 6		Systematic methods for number bonds within 10 Number bonds to 10 Compare number bonds Addition -adding together Addition adding more	addition (+), subtraction (-) and equals (=) signs. Add and subtract one digit numbers to 10, including zero. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.
	7	Just Like Me	Exploring Pattern	Making simple patterns Exploring more complex patterns NB S3 EP 8 17	Week 7		Finding a part Subtraction -taking away, how many left? Crossing out Introducing the subtraction symbol Subtraction -finding a part, breaking apart	
	8	It's Me 1, 2, 3!	Introduce 1 and 0 Representing 1,2,3 Comparing 1,2,3	Equal/not equal, circle, 1p Numberblocks- S1 E1 (One) and NCETM ppt. NB S3 E5 (Zero)	Week 8		Fact families -the 8 facts Subtraction— counting back Subtraction —finding the difference	
	9	It's Me 1, 2, 3!	Introduce 2 Composition of 1,2,3	Addition, 2 step patterns, 2p NB S1 E2 (Another One) and NCETM ppt	Week 9		Comparing addition and subtraction statements $a+b > c+d$	
	10	It's Me 1, 2, 3!	Introduce 3 Circles & triangles Spatial Awareness	3 step patterns, triangles NB S1 E3 (Two) and NCETM ppt	Week 10	<b>Geometry - Shape</b>	Recognise and name 3D shapes Sort 3D shapes Recognise and name 2D shapes Sort 2D shapes Patterns with 3D and 2D shapes	Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles) Recognise and name common 3-D shapes including: (for example, cuboids (including cubes), pyramids and spheres)
	11	Light and Dark	Introduce 4	Squares and rectangles NB S1 E4 (Three) and NCETM ppt NB S1 E5 (One, Two, Three!) and NCETM ppt NB S1 E6 (Four) and NCETM ppt NB S1 E8 (Three Little Pigs) and NCETM ppt	Week 11	<b>Place Value - Numbers up to 20</b>	Count forwards and backwards and write numbers to 20 in numerals and words Numbers from 11 to 20	Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number. Count, read and write numbers to 20 in numerals and words. Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
	12	Light and Dark	Introduce 5	Pentagons NB S1 E9 (Off We Go!) and NCETM ppt	Week 12		Tens and ones Count one more and one less	
	13	Light and Dark	1 more/1 less	+ - symbols One more/One less NB S1 E13	Week 13		Compare groups of objects Compare numbers Order groups of objects Order numbers	
	14	Light and Dark	Comparing Shapes, Digging Deeper Night & Day/Time- Measurement		Week 14		ASSESSMENT /REVISION	

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	Spring 1	1	Alive in 5!	Introducing 0 Comparing numbers to 5	NB S3 E1 (Once Upon a Time)	Week 1	<b>Addition and Subtraction with 20</b>	Add by counting on Find & make number bonds	Represent and use number bonds and related subtraction facts within 20 Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one digit and two digit numbers to 20, including zero. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$		
		2	Alive in 5!	Composition of 4 & 5	NB S3 E3 (The Numberblocks Express)	Week 2		Add by making 10			
		3	Alive in 5!	Compare Mass & Capacity		Week 3		Subtraction — Not crossing 10			
		4	Growing 6, 7, 8	Introduce 6 Making pairs Doubling	NB S2 E1 (Six) NB S2 E8 (Counting Sheep) NB S2 E9 (Double Trouble) Symmetry	Week 4		Subtraction — Crossing 10 (1) Subtraction — Crossing 10 (2)			
		5	Growing 6, 7, 8	Introduce 7	NB S2 E2 (Seven) 1 more 1 less	Week 5		Related Facts Compare Number Sentences  ASSESSMENT			
		6	Growing 6, 7, 8	Introduce 8 Combining two groups	NB S2 E3 (Eight) + symbol Number sentences	Week 6		<b>Place Value - Numbers to 50</b> Numbers to 50 Tens and ones			
	Spring 2	7	Growing 6, 7, 8	Length & Height Time	Clock faces Sand timers Rulers / feet / hands	Week 7	<b>Measurement Length &amp; Height</b>	One more one less Represent numbers to 50 Compare objects within 50	Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. Count, read and write numbers to 50 in numerals. Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Count in multiples of twos, fives and tens.		
		8	Building 9 and 10	Introduce 9 & 10 Comparing numbers to 10	NB S2 E4 (Nine) NB S2 E10 (The Three Threes) NB S2 E5 (Ten) 10p coin	Week 8		Order numbers within 50 Count in 2s Count in 5s  ASSESSMENT			
		9	Building 9 and 10	Number bonds to 10	NB S2 E7 (Blast Off) NB S2 E12 (Ten Green Bottles)	Week 9		Compare Lengths and heights Measure length (1) Measure Length (2)		Measurement: Length and Height Measure and begin to record lengths and heights. Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)	
		10	Building 9 and 10	3D shapes	2D shape faces	Week 10		<b>Measurement Weight &amp; Capacity</b>		Introduce weight and mass Measure mass Compare mass	Measurement: Weight and Volume Measure and begin to record mass/weight, capacity and volume. Compare, describe and solve practical problems for mass/weight: [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
		11	Building 9 and 10	Patterns	NB S3 S17 (Pattern Palace)	Week 11				Introduce capacity Measure capacity Compare capacity  ASSESSMENT	

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	Summer 1	1	To 20 and Beyond	Building numbers to 20	NCETM numeral meanings NB S3 (11-15)	Week 1	<b>Multiplication &amp; Division</b>	Count in 10s Make equal groups Add equal groups	Count in multiples of twos, fives and tens. Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	
		2	To 20 and Beyond	Counting patterns beyond 20	NB S4 (16-20)	Week 2		Make arrays Make doubles		
		3	To 20 and Beyond	Match rotate and manipulate	NCETM matching amounts that are the same NB S5 Many friends of 20	Week 3		Make equal groups grouping Make equal groups sharing ASSESSMENT		
		4	First Then Now	Adding more	One more	Week 4	<b>Fractions</b>	Halving shapes or objects Halving a quantity	Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Compare, describe and solve practical problems for: lengths and heights (for example, long/short, Longer/shorter, tall/short, double/half) Compare, describe and solve practical problems for: mass/weight [for example heavy/Light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]	
		5	First Then Now	Taking away	One less NCETM inverse operations	Week 5		Find a quarter of a shape or object Find a quarter of a quantity ASSESSMENT		
		6	First Then Now	Compose and decompose	Tangrams NB S5 Making Patterns	Week 6		<b>Position &amp; Direction</b>		Describe turns Describe Position (1) Describe Position 2
	Summer 2	7	Find my Pattern	Doubling Sharing and grouping	NCETM numbers to be partitioned into different pairs NB S4 The fair of shares NB S4 Sign of the times	Week 7	<b>Place Value - Numbers to 100</b>	Counting to 100 Partitioning numbers		Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals and words. Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
		8	Find my Pattern	Even and odd	NB S5 Odd Side Story	Week 8		Comparing numbers (1) Comparing numbers (2)		
		9	Find my Pattern	Visualise and build	Positional language	Week 9		Ordering numbers One more, one less		
		10	On the Move	Deepening understanding	NB S4 E23-E30	Week 10	<b>Money</b>	Recognising coins Recognising notes Counting in coins	Recognise and know the value of different denominations of coins and notes.	
		11	On the Move	Patterns and relationships		Week 11	<b>Time</b>	Before and after Dates Time to the hour Time to the half hour	Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.	
		12	On the Move	Mapping	Directions	Week 12		Writing time Comparing time ASSESSMENT	Recognise and use Language relating to dates, including days of the week, weeks, months and years. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Compare, describe and solve practical problems for	

									<p>time [for example, quicker, slower, earlier, later] Measure and begin to record time (hours, minutes, seconds)</p>
<p><b>Maths Milestones</b></p>	<ul style="list-style-type: none"> <li>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</li> <li>Count, read and write numbers to 100 in numerals.</li> <li>Given a number, identify one more and one less.</li> <li>Identify, represent and estimate numbers using different representations, including the number line.</li> <li>Read and write numbers initially from 1 to 20 in numerals and in words.</li> <li>Use the language of: equal to, more than, less than (fewer), most and least.</li> <li>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</li> <li>Recognise odd and even</li> <li>Recognise and name common 2D and 3D shapes.</li> <li>Identify 2-D shapes on the surface of 3-D shapes.</li> <li>Compare and sort common 2-D and 3-D shapes and everyday objects.</li> </ul>			<ul style="list-style-type: none"> <li>Count in steps of 2, 5 and 10 from 0 or 1 and in tens from any number, forward and backward.</li> <li>Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs.</li> <li>Solve one-step problems with addition and subtraction: <ul style="list-style-type: none"> <li>Using concrete objects and pictorial representations including those involving numbers, quantities and measures.</li> <li>Using the addition (+), subtraction (-) and equals (=) signs.</li> <li>Applying their increasing knowledge of mental and written methods.</li> </ul> </li> <li>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> <li>One-digit and two-digit numbers to 20, including zero.</li> <li>A two-digit number and ones.</li> </ul> </li> <li>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> <li>Represent and use number bonds and related subtraction facts within 20.</li> <li>Solve addition and subtraction problems involving missing numbers.</li> </ul>			<ul style="list-style-type: none"> <li>Recognise the place value of each digit in a two-digit number (tens, ones).</li> <li>Use place value and number facts to solve problems.</li> <li>Recall and use addition and subtraction facts to 20 fluently</li> <li>Solve one-step (two-step at greater depth) problems involving multiplication and division.</li> <li>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</li> <li>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> <li>Describe position, direction and movement, including whole, half, quarter and three-quarter turns.</li> <li>Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter,</li> <li>Compare, describe and solve practical problems for: <ul style="list-style-type: none"> <li>lengths and heights</li> <li>mass/weight</li> <li>capacity and volume</li> <li>time.</li> </ul> </li> <li>Recognise and know the value of different denominations of coins and notes.</li> <li>Sequence events in chronological order using language.</li> <li>Recognise and use language relating to dates, including days of the week,</li> <li>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> </ul>		
<p><b><u>EYF\$</u></b> <b><u>Number</u></b></p>	<ul style="list-style-type: none"> <li>Count objects, actions and sounds. Subitise.</li> <li>Link the number symbol (numeral) with its cardinal number value.</li> </ul> <p><i>I can count carefully beyond ten objects</i></p>	<ul style="list-style-type: none"> <li>Count beyond ten.</li> <li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li> </ul> <p><i>I can count up to 15 I know which number is bigger/smaller 0-3</i></p>	<ul style="list-style-type: none"> <li>Compare numbers. 0-8</li> <li>Understand the 'one more than/one less than' relationship between consecutive numbers. 0-8</li> </ul> <p><i>I know which number is bigger/smaller</i></p>	<ul style="list-style-type: none"> <li>Automatically recall number bonds for numbers 0-10.</li> <li>Explore the composition of numbers to 10</li> </ul> <p><i>I can say all number bonds to 10 I can make 10 in different ways using objects to help me</i></p>	<ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>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.</li> </ul> <ul style="list-style-type: none"> <li><i>I know my numbers to ten and how they are made</i></li> <li><i>I recognise different pictures of numbers up to 5</i></li> </ul>				



	<i>I can subitise 1-6 I can match the amount to the correct number card</i>	<i>I can order three numbers, know which is ones less/one (0-3)</i>	<i>I can order three numbers, know which is ones less/one more and the number in between.</i>		<ul style="list-style-type: none"> <li><i>I know my number bonds to 5</i></li> <li><i>I know some of my number bonds to 10</i></li> <li><i>I can say what the double is of some numbers</i></li> </ul>	
<b><u>EYFS</u></b> <b><u>NUMERICAL</u></b> <b><u>PATTERN</u></b>	<ul style="list-style-type: none"> <li>•Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>•Continue, copy and create repeating patterns</li> </ul> <p><i>I can continue, copy and create repeating patterns</i></p>	<ul style="list-style-type: none"> <li>•Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>•Continue, copy and create repeating patterns</li> <li>•Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> </ul> <p><i>I can make shapes inside bigger shapes</i> <i>I know what I do in the day and night and order some events using now, next later and earlier.</i> <i>I can find shapes that are the same when in different rotations</i></p>	<ul style="list-style-type: none"> <li>•Compare weight and capacity.</li> </ul> <p><i>I know which is heavier/lighter</i> <i>I know which is fullest/emptiest</i></p>	<ul style="list-style-type: none"> <li>•Compare length and height.</li> </ul> <p><i>I know which is longer/shorter</i></p> <ul style="list-style-type: none"> <li>•Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> </ul>	<p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <ul style="list-style-type: none"> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. <ul style="list-style-type: none"> <li><i>I can count past 20</i></li> <li><i>I can see the patterns in numbers up to 20</i></li> <li><i>I can compare numbers up to 10 by using words greater than, less than, same as</i></li> <li><i>I can say which numbers are even</i></li> <li><i>I can say which numbers are odd</i></li> <li><i>I know some double facts</i></li> <li><i>I can talk about sharing numbers equally</i></li> </ul> </li> </ul>	
<b>Science</b>	<p>Sc1/2.2d identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<p>Sc1/3.1a distinguish between an object and the material from which it is made Sc1/3.1b identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Sc1/3.1c describe the simple physical properties of a variety of everyday materials Sc1/3.1d compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>Sc1/1.1 asking simple questions and recognising that they can be answered in different ways Sc1.3- performing simple tests</p> <p>Sc1/4.1a observe changes across the 4 seasons Sc1/4.1b observe and describe weather associated with the seasons and how day length varies. Autumn to Winter</p>	<p>Sc1/2.2a identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals</p> <p>Sc1/2.2b identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Sc1/2.2c describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p>	<p>Sc1/2.1a identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Sc1/2.1b identify and describe the basic structure of a variety of common flowering plants, including trees</p>	<p>Sc1/1.5 using observations and ideas to suggest answers to questions</p> <p>Sc1/1.6 gathering and recording data to help in answering questions</p>	<p>Sc1/4.1a observe changes across the 4 seasons Sc1/4.1b observe and describe weather associated with the seasons and how day length varies. Spring to Summer</p>

<p><b>Science Milestones</b></p>	<ul style="list-style-type: none"> <li>• Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between an object and the material from which it is made.</li> <li>• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</li> <li>• Describe the simple physical properties of a variety of everyday materials.</li> <li>• Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates</li> <li>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.</li> <li>• Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.</li> </ul>		<ul style="list-style-type: none"> <li>• Observe changes across the four seasons.</li> <li>• Observe and describe weather associated with the seasons and how day length varies.</li> </ul>
<p><b>Working scientifically milestones</b></p>	<ul style="list-style-type: none"> <li>• Ask simple questions.</li> <li>• Observe closely, using simple equipment.</li> <li>• Perform simple tests.</li> <li>• Identify and classify.</li> <li>• Use observations and ideas to suggest answers to questions.</li> <li>• Gather and record data to help in answering questions.</li> </ul>					

<p><b>History</b></p>	<p><b>Understand Chronology:</b> Changed within living memory</p> <ul style="list-style-type: none"> <li>Place events and artefacts in order on a time line.</li> <li>Label time lines with words or phrases such as: past, present, older and newer.</li> </ul>		<p><b>Communicate historically</b></p> <ul style="list-style-type: none"> <li>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> </ul> <p><b>Investigate and interpret the past</b></p> <ul style="list-style-type: none"> <li>Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>Ask questions such as: What was it like for people? What happened? How long ago? (farm machinery)</li> </ul>			<p><b>Build an overview of world history:</b> Study the life of a historical figure- Grace Darling</p> <ul style="list-style-type: none"> <li>Describe historical events.</li> <li>Describe significant people from the past.</li> </ul>
<p><b>Geography</b></p> <ul style="list-style-type: none"> <li></li> </ul>		<p><b>Investigate Places</b> Name the countries in the UK</p> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul>		<p><b>Communicate geographically + Investigate Places + Communicate geographically</b></p> <p>Use basic geographical vocab to refer to local and familiar features in own locality.</p> <ul style="list-style-type: none"> <li>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> <li>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> <li>Identify land use around the school.</li> </ul>	<p><b>Investigate patterns:</b> Place Knowledge. Human and physical geography of a small UK a contrasting non-euro country.</p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</li> </ul>	
<p><b>Computing</b></p>	<p>To code:</p> <p><b>Sound:</b> • Select sounds and control when they are heard, their duration and volume.</p> <p><b>Motion:</b> • Control motion by specifying the number of steps to travel, direction and turn.</p> <p><b>Looks:</b> • Add text strings, show and hide objects and change the features of an object.</p>		<p><b>To connect- internet safety</b></p> <ul style="list-style-type: none"> <li>Understand online risks and the age rules for sites</li> </ul> <p><b>(cover PSHCE from term 4 through this)</b></p>		<p>To collect:</p> <ul style="list-style-type: none"> <li>Use simple databases to record information in areas across the curriculum.</li> </ul>	
<p><b>RE</b></p>	<p>F1: Why is the word 'God' special to Christians?</p>	<p>F2: Why is Christmas special to Christians?</p>	<p>F3: Why is Easter special for Christians? <b>(Add into term 4)</b></p>	<p>F4: Being special, where do we belong?</p>	<p>F5: Which places are special and why?</p>	<p>F6: Which stories are special and why?</p>

<p><b><u>EYFS</u></b> <b><u>UNDERSTANDING</u></b> <b><u>THE WORLD</u></b></p>	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>•</li> </ul> <p><i>I can talk about my family and friends</i> <i>I can explore and talk about forest school</i></p>	<ul style="list-style-type: none"> <li>• Name and describe people who are familiar to them. Recognise some environments that are different to the one in which they live.</li> </ul> <p><i>I can describe my family and some friends</i> <i>I can compare forest school to my classroom and house</i></p>	<ul style="list-style-type: none"> <li>• Compare and contrast characters from stories, including figures from the past</li> <li>• Understand the effect of changing seasons on the natural world around them</li> <li>• Draw information from a simple map</li> </ul> <p><i>I can talk about characters I stories who lived in the past</i></p> <p><i>I can find symbols on a map</i></p> <p><i>I can explain what trees look like in different seasons</i></p>	<ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> </ul> <p><i>I can look at photos of the past and talk about them</i> <i>I know that some places are special</i> <i>I know that people believe and celebrate different things</i> <i>I know that people in different countries are same and different to me</i></p>	<p><b><u>Past and Present</u></b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b><u>People, Culture and Communities</u></b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p><b><u>The Natural World</u></b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	
<p><b>PE</b></p>	<p>Fundamentals 6 weeks (Reception focus)</p>	<p>Dance: The Nutcracker (milestones)</p> <ul style="list-style-type: none"> <li>• Copy and remember moves and positions.</li> <li>• Move with careful control and coordination.</li> <li>• Link two or more actions to perform a sequence.</li> <li>• Choose movements to communicate a mood, feeling or idea.</li> </ul>	<p>Multiskills KS1 6 weeks</p>	<p>Happy Healthy Heart KS1 6 weeks</p>	<p>Principles of Play (reception focus) 6 weeks</p>	<p>Mini golf</p>
<p><b>Forest School</b></p>	<p>Shape Compass points Funny bones story sticks Funny bones stick skeletons</p>	<p>Use tools safely and correctly Order and measure sticks Create Christmas mobiles</p> <p>Whittling sticks and fire making</p>	<p>Shelter Building. Different types of dens. Lean-to and tipis.</p>	<p>Leaf and plant identification</p> <p>Link maths- measuring and sawing sticks to a given length. Ordering sticks and leaves.</p>	<p>Whittling sticks and fire making</p>	<p>Knots. Make photo frame</p>
<p><b><u>EYFS</u></b> <b><u>Physical</u></b> <b><u>Development</u></b></p>	<ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping -</li> </ul>	<ul style="list-style-type: none"> <li>•Progress towards a more fluent style of moving, with developing control and grace.</li> </ul>	<ul style="list-style-type: none"> <li>•Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul>	<ul style="list-style-type: none"> <li>•Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and</li> </ul>	<ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	

	<p>running - hopping - skipping – climbing</p> <ul style="list-style-type: none"> <li>● Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>● Combine different movements with ease and fluency</li> <li>● Develop overall body-strength, balance, co-ordination and agility.</li> </ul> <p><i>I can roll, crawl, walk, jump, run, hop, skip, climb</i> <i>I can sit with my legs crossed</i> <i>I can play on the climbing frame confidently</i></p>	<ul style="list-style-type: none"> <li>● Further develop and refine a range of ball skills including: throwing, catching,</li> <li>● Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene</li> <li>different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian</li> <li>● Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>● Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul> <p><i>I can climb a tree in forest school</i> <i>I can throw and catch a big ball</i> <i>I can line up sensibly</i> <i>I can eat my meals sensibly</i> <i>I can say some things that keep me healthy</i> <i>I can walk safely along a footpath</i> <i>I can cut straight lines with scissors</i> <i>I can form my letters correctly saying the ditty with support</i> <i>I can hold my pencil correctly when reminded when writing and drawing</i></p>	<ul style="list-style-type: none"> <li>● Further develop and refine a range of ball skills including: kicking, passing, batting, and aiming.</li> <li>● Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>● Use a range of small tools, including scissors, paintbrushes and cutlery.</li> </ul> <p><i>I can ride a trike</i> <i>I can ride a balance bike</i> <i>I can kick, pass, bat and aim a ball</i> <i>I can cut around an object with scissors</i> <i>can eat using knives, forks and spoons</i></p>	<p>other physical disciplines including dance, gymnastics, sport and swimming.</p> <ul style="list-style-type: none"> <li>● Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>● Begin to show accuracy and care when drawing</li> </ul> <p><i>I can spin, fall, tilt, rock and bounce</i> <i>I can use a wheelbarrow</i> <i>I can lift and construct crates</i></p> <ul style="list-style-type: none"> <li>● <i>I can form my letters correctly saying the ditty</i></li> <li>● <i>I can hold my pencil correctly when writing and drawing</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>I can use the bikes and trikes on the playground safely and use the climbing frame with others.</i></li> <li>● <i>I can demonstrate the skills we are learning during PE sessions and at forest school</i></li> </ul>
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<p><b>P SHCE</b></p>	<p>(Relationship Ed) Understanding personal change and responsibility- All about me</p>	<p>(Relationship Ed) Health and well-being- Keeping safe, People who help us</p>	<p>(Relationship Ed) Relationships- Friends and Family (<b>move to term 4 when at school</b>)</p>	<p>Living in the wider world- internet safety Media influence (<b>cover during computing</b>)</p>	<p>Living in the wider world- financial capability Social issues</p>	<p>Living in the wider world- citizenship and British Values</p>
<p><b>EVFS</b> <b>P SED</b></p>	<ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Manage their own needs.</li> <li>• Build constructive and respectful relationships.</li> </ul> <p><i>I can talk about my family I can say what I like and don't like I can ask when I need to go to the toilet I can listen to people my friends and my teachers when they are talking to me. (looking at them as they speak) I can share with my friends. I can ask friends to 'please stop' when I don't like something.</i></p>	<ul style="list-style-type: none"> <li>• Manage their own needs.</li> <li>• Build constructive and respectful relationships.</li> </ul> <p><i>I can remember when it is important to wash my hands I can make healthy food choices I can show kindness to my friends I can say 'yes...after me' to the question 'can I play with that?'</i></p>	<ul style="list-style-type: none"> <li>• Express their feelings and consider the feelings of others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Think about the perspectives of others. (link to self-regulation)</li> </ul> <p><i>I can say when I feel happy, sad and cross I can use our class moto when I find something tricky (If I try, try, try I can, can, can.) I can put back the things that I have been using</i></p>	<ul style="list-style-type: none"> <li>• Express their feelings and consider the feelings of others.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> </ul> <p><i>I can explain how a character in a story is feeling and why I can calm myself down when I feel cross</i></p>	<ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• 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.</li> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>I can see when someone is sad and try to care or help them. I can tell someone how I am feeling.</i></li> <li>• <i>I can wait my turn when playing games I can share a book or toy with a friend</i></li> <li>• <i>I can stop what I am doing when I hear the tambourine and help put the toys back how I found them when asked by my teacher</i></li> <li>• <i>I can have a go at new things even when I am unsure, remembering our moto</i></li> <li>• <i>I can make good choices in the classroom and around the school and can talk about why we should make these choices.</i></li> <li>• <i>I can remember to wash and flush when using the toilet, I can get myself dressed for school, I know why we need to make healthy food choices</i></li> <li>• <i>I can play with my friends, join in with games, take turns and accept when I don't win</i></li> <li>• <i>I have got a friend or others I get on well with.</i></li> <li>• <i>I can care for others, and I can join in celebrating when someone else succeeds.</i></li> </ul>

<b>DT</b>	<b>Construction;</b> • Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.		<b>Food:</b> • Cut, peel or grate ingredients safely and hygienically. • Measure or weigh using measuring cups or electronic scales. • Assemble or cook ingredients.		<b>Materials;</b> • Cut materials safely using tools provided. • Measure and mark out to the nearest centimetre. • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).	
<b>Art</b>	Line drawing Pattern and texture, tones and colouring, lines portraits <b>Medigliani</b>	Print mono <b>Marc Chagall</b>		Collage Sort and arrange materials <b>Matisse</b> The Snail	Painting brushwork and colour <b>Van Gogh</b>	<b>Sculpture</b> • Include lines and texture. • Use rolled up paper, straws, paper, card as materials <b>Ed Ruschal</b>
<b>Music</b>	Charanga Rec-Me	Charanga Rec – My stories	Charanga Rec – everyone	Charanga Rec –our world	Charanga Rec –big bear funk	Charanga Rec –reflect, rewind, and replay
<b>EYF\$ EAD</b>	Create collaboratively sharing ideas, resources and skills. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play.  <i>I can work with my friends to make my design I can sing on my own or with my friends I can play pretend using stories I know</i>	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.  <i>I can use different materials to create my art pieces I can explore the musical instruments, making different sounds. I can perform my music and songs I can make up my own dances</i>	• Listen attentively, move to and talk about music, expressing their feelings and responses  <i>I can listen carefully to music I can talk about my feelings in response to music</i>	• Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Watch and talk about dance and performance art, expressing their feelings and responses  <i>I can go back to my models and improve them I can watch other people dance and say how I feel</i>	<b>Creating with Materials</b> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories  <b>Being Imaginative and Expressive</b> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	