



Reception Overview 2020 - 2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	7 Sept to 23 Oct 7 weeks Settling in	3 Nov to 18 Dec 6 weeks	4 Jan to 12 Feb 5 weeks	22 Feb to 31 March 5 weeks	19 April to 27 May 6 weeks	7 June to 16 July 6 weeks
Unit title Cornerstones	Do you want to be friends?	What's that sound	Will you read me a story?	Are we there yet?	Why do Ladybirds have spots?	Who lives in in the ocean?
Talk for Writing Text	The lion and the mouse(Usborne reader)	Poetry/rhyming	The Three Billy goats gruff Little red hen	The train ride by June Crebbin Whatever Next by Jill Murphy	Superworm by Julia Donaldson Minibeast facts Lifecycles	Postcards Letters Diary entry Lists
Other books	The lion and the mouse by Mairi Mackinnon Lost and found by Olivers Jeffers The Bumblebear by Nadia Shireen Yeti and Bird by Nadie Shireen Have you filled a bucket today by Carol McCloud People who help us non fiction books	The musical life of Gustav Mole by Kathryn Meyrick What's that noise little mouse by Stephanie Stansby What the ladybird heard by Julia Donaldson What the ladybird hear next by Julia Donaldson The very quiet cricket by Eric Carle Peter and the Wolf by Sergei Prokofiev Poems(a week of Poems) Noisy poems by Jill Bennett Peace at last by Jill Murphy	Goldilocks and the Three bears The Gingerbread man Little Red Riding Hood Three little pigs Jack and the beanstalk Cinderella Rapunzel	Mr Gumpy's Outing by John Birmingham The Journey by Neil Griffiths & Scott Mann Naughty Bus by Jan Oke Tiddler by Julia Donaldson Room on the broom by Julia Donaldson and Axel Scheffler We're going on a Bear Hunt by Michael Rosen The Great Balloon Hullabaloo by Peter Bentley	Aaargh Spider by Lydia Monks Snail Trail by Ruth Brown The very busy bee by Jack Tickle Creepy crawly calypso by Tony Langham Mad about minibeasts by Giles Andreae Minibeast information/non-fiction books Minibeast poems	Rainbow Fish by Marcus Pfister Sharing a Shell by Julia Donaldson and Lydia Monks The singing mermaid by Julia Donaldson and Lydia Monks Flotsam by David Weissner Sally and the Limpet by Simon James Come away from the water Shirley by John Burningham Somebody swallowed Stanley. By Sarah Roberts

						At the beach by Roland Harvey Seaside poems by Jill Bennet Seaside poems on Cornerstones Non-fiction books about seashore animals & the beach
Memorable moment	Tour around the school Meet people who help us at school, take photos and display in class. Teddy bear's picnic	Local walk. Noting and listening to sounds in the environment as well as observing changes	Fairy Tale Tea party Magic Beanstalk	Children bring bikes, scooter, etc to wash	Caterpillars arrive	Set up a rock pool for children to explore(seaweed) Real fish/fishmonger Pirate party
Visits/Visitors	Focus on Key workers: Doctors, Nurses, police, fire service – how they supported during lockdown.	Autumn Walk Possible musician to visit	Fairytale production Pantomime whole school 15 Jan(NM)	Church visit	Mini beast safari(trip) Insectlore caterpillars	
Value of the Month	Resilience Responsibility	Respect Caring	Unity Tolerance	Tolerance Quality	Friendship Courage	Honesty Freedom
Themed days/weeks	UN International Day of Peace Healthy Living Week	Anti-bullying Week UK Parliament Week Road Safety	World Religion Day	International Week		Feeling Good Week My Money Week
RE	<u>Key question:</u> Who am I, and where do I belong? <u>Core Concept:</u> Belonging	<u>Key question:</u> Why do we have celebrations? <u>Core Concept:</u> Celebration	<u>Key question:</u> What makes a place special? <u>Core Concept:</u> Specialness (Belonging)	<u>Key question:</u> What makes something special? <u>Core Concept:</u> Specialness (Celebration)	<u>Key question:</u> What can we learn from stories? <u>Core Concept:</u> Specialness	<u>Key question:</u> What makes our world wonderful? <u>Core Concept:</u> Specialness Belonging
Festivals	Islamic New Year 19.08.20 Equinox 22.9.19	Day light saving time ends 25.10.20 Guy Fawkes/Bon fire night 5.11.20 Remembrance Sunday 8.11.19	New Year 1.1.20 Burn's night 25.1.20 Chinese New Year 12.02.21	Shrove Tuesday 16.2.21 Mother's day 14.03.21 Equinox 20.3.21 Holi 28.3.20	Ramadan 12.4.21 – 11.5.21 St Georges Day 23.4.20 Eid ul Fitr 11.5.20 V day 8.5.20	Healthy eating week Father's day 20.6.20 Celebration Assembly

		Diwali 14.11.20 Hanukkah 10.12 to 18.12.20 Christmas 25.12.20	Valentine's Day 14.2.20	Day light saving time starts 28.3.21 Easter 1.4.21 – 4.4.21		
Cooking & food tasting	Make a sandwich	Make popcorn	Make porridge fairy cakes	Making pancakes (Shrove Tuesday) cookies/cupcakes for Mother's Day	Ladybug (halved mini tomato & olive head) on savoury biscuits	Fish shaped toast with toppings e.g. cinnamon & sugar, tuna salad & olive eye
Art skill/specific	Self portraits	Instruments from recycled materials	Weaving using natural materials	Mixing colours by finger painting patterns onto a mirror then making a print onto paper	Salt dough mini beasts	Rainbow fish mixed media picture. Build a pirate ship using large construction materials

Statements linked to Cornerstones coverage.

These are skills that will be focused on and does not represent the whole of the Typical Behaviour statements, but main areas that will be focused on.

30 – 50 months

40 – 60 months

ELG skills

Exceeding ELG skill

Personal Social and Emotional Development	Making relationships	<p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Can play in a group, extending and elaborating play ideas. Initiates conversations, attends to and takes account of what others say. Takes steps to resolve conflicts with other children. Play cooperatively. Form positive relationships with adults.</p>	<p>Keeps play going by responding to what others are saying or doing. Initiates conversations, attends to and takes account of what others say Play cooperatively. Listen to others' ideas.</p>	<p>Can play in group, extending and elaborating play ideas. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Initiates conversations, attends to and takes account of what others say. Play cooperatively. Form positive relationships with adults.</p>	<p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Initiates conversations, attends to and takes account of what others say. Listen to others' ideas.</p>	<p>Keeps play going by responding to what others are saying or doing. Takes steps to resolve conflict with other children. Play cooperatively. Play group games with rules</p>	<p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Initiates conversations, attends to and takes account of what others say. Play cooperatively. Form positive relationships with adults. Play group games with rules</p>

Self-confidence & Self awareness		<p>Enjoys responsibility for carrying out small tasks</p> <p>Beginning to talk about self in positive ways as well as abilities.</p> <p>Choose the resources they need for their chosen activities.</p>	<p>Welcomes and values praise for what they have done.</p> <p>Is more outgoing towards unfamiliar people and more confident in new social situations.</p> <p>Beginning to talk about self in positive ways as well as abilities.</p> <p>Confident to speak to others about own needs, wants, interested and opinions.</p> <p>Try new activities with confidence.</p>	<p>Can select and use activities and resource with help.</p> <p>Welcomes and values praise for what they have done.</p> <p>Enjoys responsibility for carrying out small tasks</p> <p>Confident to speak to others about own needs, wants, interested and opinions.</p> <p>Can describe self in positive terms.</p> <p>Choose the resources they need for their chosen activities.</p> <p>Say why they like some activities more than others.</p> <p>Be resourceful in finding support when they need help or information.</p>	<p>Can select and use activities and resource with help.</p> <p>Enjoys responsibility for carrying out small tasks</p> <p>Confident to speak to others about own needs, wants, interested and opinions.</p> <p>Try new activities with confidence.</p> <p>Choose the resources they need for their chosen activities.</p> <p>Be resourceful in finding support when they need help or information.</p>
	Managing feelings & behaviour	<p>Aware of own feelings, and knows that some actions and words can hurt others.</p> <p>Aware of boundaries set, and of behavioural expectations in setting.</p> <p>Understands that own actions affect other people.</p> <p>Talk about others' behaviour and its consequences.</p>	<p>Aware of own feelings, and knows that some actions and words can hurt others.</p> <p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>Can usually tolerate delay when needs are not met immediately met.</p> <p>Understands that own actions affect other people.</p> <p>Beginning to negotiate and solve problems without aggression.</p> <p>Talk about others' behaviour and its consequences.</p> <p>Understands and follows rules</p> <p>Work as part of a group</p>	<p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>Beginning to negotiate and solve problems without aggression.</p> <p>Work as part of a group</p> <p>Understand and follow rules</p> <p>Stop and think before acting and wait for things they want.</p>	

Communication and language	Listening & attention	<p>Listens to stories with increasing attention and recall.</p> <p>Two channelled attention – can listen and do.</p> <p>Listening to stories</p>	<p>Is able to follow directions (if not intently focused on own choice of activity).</p> <p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Two-channelled attention – can listen and do for short span.</p> <p>Listens attentively in a range of situations.</p>	<p>Listens to stories with increasing attention and recall.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Two-channelled attention – can listen and do for short span.</p> <p>Listens attentively in a range of situations.</p> <p>Respond to what they hear with relevant actions.</p> <p>Respond to what they hear with relevant actions.</p>	<p>Focusing attention – still listen or do, but can shift attention.</p> <p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Two-channelled attention – can listen and do for short span.</p> <p>Listens attentively in a range of situations.</p> <p>Respond to what they hear with relevant actions.</p> <p>Respond to what they hear with relevant actions.</p> <p>Listen in a larger group.</p> <p>Listen attentively with sustained concentrations for follow a story without pictures or props.</p>
	Understanding	<p>Beginning to understand why and how questions</p> <p>Responds to simple instructions</p> <p>Responds to instructions involving a two-part sequence.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Follow instructions involving several ideas or actions.</p>	<p>Responds to simple instructions</p> <p>Shows understanding of prepositions.</p> <p>Beginning to understand why and how questions.</p> <p>Responds to instructions involving a two-part sequence.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Follow instructions involving several ideas or actions.</p> <p>Answer why questions about their experiences and in response to stories.</p>	<p>Responds to simple instructions</p> <p>Shows understanding of prepositions.</p> <p>Beginning to understand why and how questions.</p> <p>Responds to instructions involving a two-part sequence.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Follow instructions involving several ideas or actions.</p> <p>Answer why questions about their experiences and in response to stories.</p>	<p>Shows understanding of prepositions.</p> <p>Beginning to understand why and how questions.</p> <p>Listens and responds to instructions involving a two-part sequence.</p> <p>Follow instructions involving several ideas or actions.</p> <p>Answer why questions about their experiences and in response to stories.</p> <p>Carry out instructions which contain several parts in a sequence.</p>

	Speaking	<p>Beginning to use more complex sentences to link thoughts. Builds up vocabulary that reflects the breadth of their experiences. Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Build ups vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Links statements and sticks to main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Express themselves effectively Develop their own explanations by connecting ideas or events.</p>		<p>Can retell a simple past event in correct order. Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Beginning to use more complex sentences to link thoughts. Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Express themselves effectively. Show an awareness of listener's needs. Develop their own explanations by connecting ideas or events.</p>		<p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Uses vocabulary focused on objects and people that are of particular importance to them. Questions why things happen and how they work. Builds up vocabulary that reflects the breadth of their experiences. Links statements and sticks to main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Express themselves effectively Develop their own explanations by connecting ideas or events. Uses past tense. Recount experiences and imagine possibilities, often connecting ideas.</p>	
	PE Woking Football club (Broadmere Only) See Separate planning	<p>USING BEANBAGS To use space safely To travel with increasing control and co-ordination</p>	<p>USING HOOPS AND QUIOTS To use equipment safely</p>	<p>BALL SKILLS Handles equipment safely and with increased control</p>	<p>MOVEMENT DEVELOPMENT Travel with confidence and skill around, under, over and through balancing and climbing equipment</p>	<p>ME AND MYSELF Move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping sliding, and hopping</p>	<p>SPORTS DAY GAMES Review previously taught skills through practising games for Sports day.</p>

Physical Development	Moving & handling fine motor	<p>Uses one handed tools and equipment. Holds pencil between thumb and two-fingers, no longer using whole hand grasp. Draws lines and circles using gross motor movements Shows preference for using dominant hand. Uses a pencil and holds it effectively to form recognisable letters.</p>	<p>Uses one handed tools and equipment. Holds pencil between thumb and two-fingers, no longer using whole hand grasp. Draws lines and circles using gross motor movements Shows preference for using dominant hand. Begins to form recognisable letters. Handle pencils effectively for writing.</p>	<p>Uses one handed tools and equipment. Holds pencil between thumb and two-fingers, no longer using whole hand grasp. Holds pencil near the point between the first two fingers and thumb and uses it with good control. Shows preference for using dominant hand. Uses Handle pencils effectively for writing. Forming letters correctly</p>
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	Moving & handling gross motor	<p>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Moves freely and with confidence and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking.</p> <p>Show increasing control over and object in pushing, patting, throwing, catching, or kicking it.</p> <p>Experiments with different ways of moving.</p> <p>Uses tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Show good co-ordination in large and small movements.</p> <p>Safely negotiate space.</p> <p>Move confidently in a range of ways.</p>	<p>Moves freely and with confidence and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking.</p> <p>Mounts stairs, steps or climbing equipment using alternate feet.</p> <p>Experiments with different ways of moving.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Show increasing control over and object in pushing, patting, throwing, catching, or kicking it.</p> <p>Uses simple tools to effect changes to materials.</p> <p>Show good co-ordination in large and small movements.</p> <p>Safely negotiate space.</p> <p>Move confidently in a range of ways.</p> <p>Handle equipment and tools effectively.</p>	<p>Moves freely and with confidence and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking.</p> <p>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Can stand momentarily on one foot.</p> <p>Can catch a large ball.</p> <p>Experiments with different ways of moving.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment with increasing control.</p> <p>Uses simple tools to effect changes to mate Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Jumps off an object and lands appropriately.</p> <p>Show increasing control over and object in pushing, patting, throwing, catching, or kicking it.</p> <p>Show good co-ordination in large and small movements.</p> <p>Handle equipment and tools effectively.</p>
	Health & Self care	<p>Dress with help</p> <p>Usually dry and clean during the day.</p> <p>Manage their own personal needs.</p>	<p>Dresses with help</p> <p>Can tell the adult when hungry or tired or when they want a rest or a play.</p> <p>Can usually manage to wash and dry their hands.</p> <p>Usually dry and clean during the day.</p> <p>Talk about ways to keep safe.</p>	<p>Observes the effects of activity in their body.</p> <p>Shows understanding for the needs of safety when tackling new challenges, and considers and manages taking risks.</p> <p>Talk about ways to keep safe.</p>

	Phonics RWI	m,a,s,d,t i,n,p,g,o c,k,u,b f,e,l,h,sh ck,r,j,v,y,w	th,z,ch,qu,x,ng/nk Blending Speed Sound Set 1 Speed Sound set 2	Speed Sound set 2	Speed Sound set 2
	Handwriting as part of early morning work	Practicing writing names Funky fingers (fine motor skills) Letter patterns Writing letters as they are covered by read write inc. Writing numbers 1-5	Funky fingers (fine motor skills) Letter 'shape families' (long ladder, one-armed robot, curly caterpillar, zigzag letters) Writing a few Keywords/HFW a day as per lists below Writing numbers 0-10	Funky fingers become an intervention for children not confident. Writing a few CVC/Keywords/HFW a day as per lists below Writing a sentence once a week	Funky fingers become an intervention for children not confident. Writing a few CVC/CVCC/Keywords/HFW a day as per lists below Writing a sentence twice a week

Key words/HFW

<u>Red Ditty words:</u>	<u>Other high frequency words:</u>
I	a
of	dad
the	mum
my	big
to	it
no	at
me	on
	up
	back
	If
	but
	into
	and
	his
	him
	had
	in
	got
	an
	as
	can
	off
	not
	get

<u>Green Ditty words:</u>	<u>Other high frequency words:</u>
your	will
said	that
you	then
he	now
are	this
	with
<u>Purple Ditty words:</u>	for
go	them
baby	down
you	see
paint	too
	look
<u>Pink Ditty words:</u>	
all	
like	
I've	
want	
call	
we	
be	
her	
she	
washing	
some	
there	
so	

<u>Orange Ditty words:</u>	<u>Other tricky words:</u>	<u>Other high frequency words:</u>
what	have	went
they	come	from
do	little	children
old	when	little
was	out	It's
all	people	just
	called	help
<u>Yellow Ditty words:</u>	looked	out
one	asked	have
saw	could	when
watch	oh	made
watches	Mr	came
school	Mrs	don't
small		very
by		make
wall		put
who		old
tall		about
brother		house
I'm		time
I've		day
their		here
any		
fall		
were		

Literacy	Reading	<p>Shows interest in illustrations and print in books and print in the environment.</p> <p>Joins in with repeated refrains and anticipates key events and phrase in rhymes and stories.</p> <p>Looks at books independently</p> <p>Knows that print carries meaning and that English is read from left to right and top to bottom.</p> <p>Hears and says initial sounds in words.</p> <p>Link sounds to letters, naming and sounding out the letters in the alphabet</p> <p>Begins to read words and simple sentences.</p> <p>Enjoys an increasing range of books.</p> <p>Read simple sentences</p> <p>Use phonics knowledge to decode regular words and read them aloud accurately.</p> <p>Demonstrate understanding when talking to others about what they have read.</p>	<p>Describes main story settings, events and principal characters.</p> <p>Beginning to be aware of the way stories are structured.</p> <p>Knows information can be relayed in the form of print.</p> <p>Knows that print carries meaning and that English is read from left to right and top to bottom.</p> <p>Begins to read words and simple sentences.</p> <p>Enjoys an increasing range of books.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Knows that information can be retrieved from books and computers.</p> <p>Read simple sentences</p> <p>Use phonics knowledge to decode regular words and read them aloud accurately.</p> <p>Read some common irregular words.</p> <p>Demonstrate understanding when talking to others about what they have read.</p>	<p>Enjoys rhyming and rhythmic activities.</p> <p>Shows awareness of rhyme and alliteration.</p> <p>Listens to and joins in with stories and poems, one-to one and also in small groups.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Knows that print carries meaning and that English is read from left to right and top to bottom.</p> <p>Continues a rhyming string</p> <p>Begins to read words and simple sentences.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Understand simple sentences.</p> <p>Demonstrate understanding when talking to others about what they have read.</p> <p>Read phonically regular words of more than 1 syllable as well s many irregular but high frequency words.</p>
	Writing	<p>Sometimes they give meaning to marks as they draw and paint.</p> <p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Writes own name and other things such as labels.</p> <p>Attempts to write short sentences in meaningful context.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Use their phonic knowledge to write words in ways that match their spoken word.</p> <p>Write simple sentences that can be read.</p> <p>Spell some words that are phonetically plausible.</p> <p>Begin to spell some words correctly.</p> <p>Spell phonetically regular words of more than 1 syllable as well as many irregular but high frequency words.</p> <p>Use key features of narrative in their own writing.</p>		

Mathematics	Maths Hub White Rose. Teaching focus	<p>Number and place value: numbers up to 5</p> <p>Addition and subtraction: sorting</p> <p>Number and place value: comparing groups</p> <p>Additions and subtraction: change within 5</p> <p>Measurement: Time</p>	<p>Addition and subtraction: numbers to 5</p> <p>Number and place value: numbers to 10</p> <p>Addition and subtraction: addition to 10</p> <p>Geometry: shape and space</p>	<p>Geometry: exploring patterns</p> <p>Addition and subtraction: count on & back</p> <p>Number and place value: numbers to 20</p> <p>Multiplication and division: numerical patterns</p> <p>Measurement: measure</p>
	Number Covered through topic	<p>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p> <p>Realises that not only objects, but anything can be counted, including steps, claps or jumps.</p> <p>Counts objects to 10, and beginning to count beyond 10.</p> <p>Counts actions or objects that cannot be moved.</p> <p>Solve problems by sharing.</p> <p>Count reliably to 20</p>	<p>Knows that numbers identify how many objects in a set.</p> <p>Sometimes matches numeral and quantity correctly.</p> <p>Shows curiosity about numbers by offering questions or statements.</p> <p>Counts up to three or four objects by saying a number name for each item.</p> <p>Counts objects to 10, and beginning to count beyond 10.</p> <p>Begin to identify won mathematical problems based on own interests and fascinations.</p> <p>Estimates how many objects they can see and checks by counting them.</p> <p>Count reliable 1- 10 then 1 – 20</p> <p>Use quantities and objects to add two single digit numbers.</p>	<p>Recites number names to 10.</p> <p>Knows that numbers identify how many objects in a set.</p> <p>Compares two groups of objects, saying when the same number have.</p> <p>Counts objects to 10, and beginning to count beyond 10.</p> <p>Says the number that is one more than a given number.</p> <p>In practical activities and discussion, beginning to use vocabulary involved in adding and subtracting.</p> <p>Place numbers in order 1-10 an then 10 – 20</p> <p>Count on to find the answer.</p> <p>Estimate a number of objects and check quantities by counting up to 20.</p> <p>Solve practical problems involving combining groups of 2,5 or 10 or sharing groups into equal amounts.</p>

	Shape, space and measure Covered through topic	<p>Shows an interest in shape and space by playing with shapes or making arrangements with objects. Beginning to talk about the shapes of everyday objects.</p> <p>Orders two or three items by length or height. Use everyday language to talk about size. Using positional language Orders two or three items by length or height. Orders w or 3 items by capacity. Use everyday language to talk about capacity.</p>	<p>Shows an interest in shape and space by playing with shapes or making arrangements with objects. Uses everyday language related to time. Use everyday language to talk about size. Shows an interest in shape and space by playing with shapes or making arrangements with objects. Uses shapes appropriately for tasks. Select particularly names shape Describe shapes using mathematical language. Use everyday language to talk about size and time.</p>	<p>Using positional language Shows an interest in shape and space by playing with shapes or making arrangements with objects. Orders two or three items by length or height. Can describe their relative position such as behind or next to. Uses everyday language to talk about size. Estimates, measure, weigh and compare and order objects and talk about properties, position and time.</p>
Understanding the World	Technology	<p>Knows how to operate simple equipment. Knows how to operate simple equipment. Shows interest in technological toys with knows or pulleys, or real objects. Interacts with age – appropriate computer software. Completes a simple program on the computer. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Select and use technology for particular purpose. Find out about and use a range of everyday technology. Select appropriate applications that support an identified need.</p>		

	<p style="text-align: center;">The world</p>	<p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Developing an understanding of growth, decay and changes over time.</p> <p>Looking closely at similarities, differences, patterns and change.</p> <p>Say how objects are different or the same.</p> <p>Say how materials are different or the same.</p> <p>Talk about features of the immediate environment.</p> <p>Explain why things happen</p>	<p>Talk about why things happen and how things work.</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>Say how materials are different or the same.</p> <p>Make observations about plants.</p> <p>Explain why things happen.</p>	<p>Can talk about some of the things they observed such as plants, animals, natural and found objects.</p> <p>Talks about why things happen and how they work.</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>Say how places, objects and materials are the same or different.</p> <p>Explain why things happen.</p>	<p>Developing an understanding of growth, decay and changes over time.</p> <p>Show care and concern for living things.</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Talks about why things happen and how things work.</p> <p>Shows care and concern for living things and the environment.</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>Say how living things are the same or different.</p> <p>Make observations about plants and animals.</p> <p>Be familiar with basic scientific concepts such as floating, sinking, and experimenting.</p> <p>Know that the environment and living things are influenced by human activity.</p>
	<p style="text-align: center;">People and communities</p>	<p>Remembers and talks about significant events in their own experience.</p> <p>Shows interest in different occupations and ways of life.</p> <p>Recognises and describes special times of events for family or friends.</p> <p>Enjoy joining in with family customs and routines.</p> <p>Begin to show sensitivity to other children's likes and dislikes.</p> <p>Say how others are the same or different than them.</p>	<p>Shows interest in different occupations and ways of life.</p> <p>Enjoy joining in with family customs and routines.</p> <p>Say how others are the same or different than them.</p>		<p>Shows interest in different occupations and ways of life.</p> <p>Knows some of the things that make them unique.</p> <p>Enjoy joining in with family customs and routines.</p>

Expressive Art and Design	Exploring & using media and materials	<p>Taps out simple repeating rhythms. Enjoys joining in with dancing and ring games Explores how sounds can be changed. Understand that they can use lines to enclose a space, and then begin to sue these shapes to represent objects. Uses various construction materials. Realise tools can be used for a purpose. Explores different sounds of instruments. Explores what happens when they mix colours. Use simple tools and techniques competently and appropriately. Begins to build up a repertoire of songs. Sing a song. Make music. Safely use tools. Use a variety of tools and techniques.</p>	<p>Uses various construction materials Joins construction pieces to build and balance. Realises tools can be used for a purpose. Manipulates materials to achieve a planned effect. Safely use tools. Use a variety of materials and techniques. Experiments with form.</p>	<p>Uses various construction materials. Sings a few familiar songs. Explores colour and how they can be changed. Explores what happens when they mix colours. Begins to build up a repertoire of songs and dances. Constructs with a purpose in mind. Sing a songs, safely use tools and experiment with colour.</p>	<p>Explores colour and how colours can be changed. Beginning to be interested in describing textures. Using various construction materials. Beginning to move rhythmically. Imitates movement in response to music. Understand that they can use lines to enclose a space, and then begin to sue these shapes to represent objects. Explores what happens when they mix colour. Experiment to create different textures. Understand that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Experiments with colour, design, textures and form. Develop their own ideas through selecting and using materials and working processes that interest them.</p>
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	Being imaginative	<p>Uses movement to express feelings. Engages in imaginative role play based on own first-hand experiences. Builds stories around toys. Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Plays alongside children who are engaged in the same theme. Use what they have learnt about media and materials in original ways thinking about uses and purposes. Represent their own ideas and processes which have led them to make music, design, images or products.</p>	<p>Developing preferences for forms of expression. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Represent their own ideas and processes which have led them to make music, design, images or products.</p>	<p>Builds stories around toys. Uses available resources to create props to support role play. Engages in imaginative play based on own first-hand experiences. Introduce a narrative into their play. Create simple representations of events, people and objects. Plays alongside children who are engaged in the same theme. Represent their own ideas and processes which have led them to make music, design, images or products.</p>	<p>Uses available resources to create props to support role play. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. Create simple representations of events, people and objects. Plays alongside children who are engaged in the same theme. Represent their own ideas and processes which have led them to make music, design, images or products.</p>	<p>Creates movement in response to music. Build stories around toys. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Plays alongside children who are engaged in the same theme. Represent their own ideas and processes which have led them to make music, design, images or products.</p>	<p>Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. Create simple representations of events, people and objects. Plays cooperatively as part of a group to develop and act out a narrative. Use what they have learnt about media and materials in original ways thinking about uses and purposes. Represent their own ideas and processes which have led them to make music, design, images or products. Talk about ideas and processes which have led them to make music, designs, images or products.</p>
SMCS		Spiritual		Spiritual		Spiritual	

		<p>Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.</p> <p>Sense enjoyment and fascinations when learning about themselves, others and the world around them.</p> <p>Use imagination and creativity in their learning.</p> <p>Reflect on their experiences.</p> <p>Moral</p> <p>Know about and respect the public institutions and services in England.</p> <p>Social</p> <p>Use a range of social skills in difference contexts.</p> <p>Participate in a variety of communicates and social settings.</p> <p>Cooperate well with others and be able to resolve conflicts effectively.</p> <p>Know that the rule of law protects the rights of individual citizens and is essential for their well-being and safety.</p> <p>Cultural</p> <p>Participate in and respond positively to artistic, musical, sporting and cultural opportunities.</p>	<p>Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.</p> <p>Sense enjoyment and fascinations when learning about themselves, others and the world around them.</p> <p>Use imagination and creativity in their learning.</p> <p>Reflect willingness on their experiences.</p> <p>Moral</p> <p>Recognise the difference between right and wrong readily apply this understanding in their lives.</p> <p>Understand the consequences of their behaviour and actions.</p> <p>Investigate and offer reasoned views about moral and ethical issues and understand and appreciate the viewpoints of others on these issues.</p> <p>Social</p> <p>Use a range of social skills in different contexts.</p> <p>Participate in a variety of communities and social settings.</p> <p>Cooperate well with others and be able to resolve conflicts effectively.</p> <p>Know that the rule of law protects the rights of individual citizens and is essential for their well-being and safety.</p> <p>Cultural</p> <p>Participate in and respond positively to artistic, musical, sporting and cultural opportunities.</p>	<p>Sense enjoyment and fascinations when learning about themselves, others and the world around them.</p> <p>Use imagination and creativity in their learning.</p> <p>Reflect on their experiences.</p> <p>Moral</p> <p>Recognise the difference between right and wrong readily apply this understanding in their lives.</p> <p>Understand the consequences of their behaviour and actions.</p> <p>Investigate and offer reasoned views about moral and ethical issues and understand and appreciate the viewpoints of others on these issues.</p> <p>Social</p> <p>Use a range of social skills in different contexts.</p> <p>Participate in a variety of communities and social settings.</p> <p>Cooperate well with others and be able to resolve conflicts effectively.</p> <p>Cultural</p> <p>Participate in and respond positively to artistic, musical, sporting and cultural opportunities.</p>
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			Explore and show respect for different faiths, religious, ethnic and socio-economic groups, national and global communities.	
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