



EYFS CURRICULUM

Skills and Knowledge throughout the year

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Percy's Helpers		Dinosaur Island		Fairy Tale Fixers	
Mantle of the Expert						
High Quality Texts	The Secret Path The Treasure Hunt After the Storm The Rescue Party One Snowy Night The Very Hungry Caterpillar Owl Babies The Gruffalo		How To Look After Your Dinosaur The Dinosaur's Diary If I Had a Dinosaur Am I Yours? Here We Go Digging for Dinosaur Bones Stomp Dinosaur Stomp		Hansel and Gretel Goldilocks and the Three Bears Jack and the Beanstalk Little Red Riding Hood The Three Little Pigs Rapunzel	
Wow Moments	Harvest Festival	Diwali Bonfire Night Remembrance Day Christmas	Chinese New Year Valentine's Day	Mother's Day Pancake Day Easter	Eid	Father's Day
Trips	Visit the Church	Christmas events in school such as Pantomime	Chinese Buffet Park Themed days in school	Church Salcey Forest Walk around the village	Farm Picnic	Theatre Wet Play

<p><u>Characteristics of Effective Learning</u></p>	<p>Playing and Exploring- Play acts as a catalyst for active learning, creating and thinking critically and it is often through play that children will choose to engage at the edge of their ability, thus challenging themselves and further developing their learning power.</p> <p>Active Learning – Active learners are involved, excited and interested; they use and apply what they are learning, become deeply involved, and bounce back easily from difficulties. Active learning is all about the individual; it is not something that can be done to you. For children to develop into self-regulating, lifelong learners they are required to take ownership, be motivated, accept challenge and learn persistence.</p> <p>Creating and thinking critically- Creating and thinking critically refers to children creating ideas, thinking flexibly and drawing on their previous experiences and then using a rational approach, or thinking critically to choose the best idea to solve a problem. This is why it is essential for children to have opportunities to play and explore with resources and ideas in a range of contexts so that they are able to discover connections and develop better understanding.</p>
<p><u>Our Principles</u></p>	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates.</p> <p>PLAY: At Little Houghton CEVA School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play'.</p> <p>PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.</p>

	Baseline	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Year 1 Autumn 1
Literacy	The New Early Years Framework: 2021 It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)							
Literacy – Writing Focus	<p>To Tell an adult what they have drawn or painted</p> <p>To recognise a capital letter at the start of their name</p> <p>To identify sounds from own name in other words</p> <p>To ascribe meaning to other marks, like on signage</p> <p>To start to write identifiable shapes and letters</p> <p>To draw raw lines and circles in the air, on the floor or on large sheets of paper</p> <p>To use tools for mark making with control</p> <p>To grip using 5 fingers or preferably 2 fingers and thumb for control</p> <p>To copy shapes, letters and pictures</p>	<p>To copy their name.</p> <p>To give meanings to the marks they make.</p> <p>To copy taught letters. To write initial sounds.</p> <p>To begin to write CVC words using taught sounds.</p>	<p>To write their name.</p> <p>To use the correct letter formation of taught letters.</p> <p>To write words and labels using taught sounds.</p> <p>To begin to write captions using taught sounds.</p>	<p>To form lower-case letters correctly.</p> <p>To begin to write sentences using finger spaces.</p> <p>To understand that sentences start with a capital letter and end with a full stop.</p> <p>To spell words using taught sounds.</p> <p>To spell some taught tricky words correctly.</p>	<p>To form lower-case letters correctly and begin to form capital letters.</p> <p>To write sentences using finger spaces and full stops.</p> <p>To spell words using taught sounds.</p> <p>To spell some taught tricky words correctly.</p>	<p>To form lower-case and capital letters correctly.</p> <p>To begin to write longer words which are spelt phonetically.</p> <p>To begin to use capital letters at the start of a sentence.</p> <p>To use finger spaces and full stops when writing a sentence.</p> <p>To spell some taught tricky words correctly.</p> <p>To begin to read their work back.</p>	<p>To form lower-case and capital letters correctly.</p> <p>To begin to write longer words and compound words which are spelt phonetically.</p> <p>To begin to use capital letters at the start of a sentence.</p> <p>To use finger spaces and full stops when writing a sentence.</p> <p>To spell some taught tricky words correctly.</p> <p>To read their work back and check it makes sense.</p>	<p>To form lower-case and capital letters correctly and start to position them correctly on the line</p> <p>To make phonetically plausible attempts at spelling longer words.</p> <p>To spell some tricky words correctly in writing</p> <p>To write a sentence independently, with finger spaces, a capital letter and full stops</p>

<p>Literacy – Comprehension</p>	<p>To hold a book, turn the page and indicate an understanding of pictures and print</p> <p>To tell a story to friends</p> <p>To talk about events and characters in books</p> <p>To make suggestions about what might happen next in a story</p>	<p>To hold a book, turn the pages and indicate an understanding of pictures and print</p>	<p>To tell a story to friends</p>	<p>To talk about events and characters in books</p> <p>To make suggestions about what might happen next in a story</p> <p>To read simple words and sentences</p> <p>To talk about their favourite book</p>	<p>To use vocabulary and events from stories in their play</p> <p>To re-read books to build up their confidence, their fluency and their understanding and enjoyment in word reading.</p>	<p>To demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>To answer questions about what they have read</p> <p>To know that information can be retrieved from books.</p>	<p>To answer simple retrieval questions about a book they can read.</p> <p>To ask and answer questions about a book that is read to them.</p> <p>To express their opinion about a book that is read to them.</p>
<p>Literacy – Phonics Focus</p>	<p>To join in with rhymes and stories</p> <p>To identify rhymes</p> <p>To join in with the rhythm of well-known rhymes and songs</p> <p>To recognise own name</p>	<p>Phase 2 – s -ll</p> <p>To read individual letters by saying the sounds for them.</p> <p>To identify sounds in words, in particular initial sounds</p>	<p>Phase 3 – j-oa</p> <p>To blend sounds into words, so that they can read short words made up of known letter-sound correspondences</p> <p>To segment and blend simple words, demonstrating knowledge of sounds (with support)</p> <p>To link sounds to letters in the alphabet</p>	<p>Phase 3-4 – ar-ow</p> <p>To read some letter groups that each represent one sound and say sounds for them.</p> <p>To read a few common exception words matched to the school’s phonic programme.</p> <p>To read individual letters by saying the sounds for them</p>	<p>Phase 3-4 – review</p> <p>To read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>To read books to build up their confidence in word reading, their fluency and their</p>	<p>Phase 4 – CVVCC, CCVC, CCVC, CCCVC, CCCVCC</p> <p>To form lower-case and most capital letters correctly.</p> <p>To spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Phase 5 – introduction</p> <p>To write short sentences with words with known letter-sound correspondences using a capital letter and beginning to use full stop.</p> <p>To re-read what they have written to check that it makes sense.</p>	<p>Baseline assessment.</p> <p>Revisiting phases 3, 4 and 5 as dictated by assessment.</p> <p>To use one way of spelling each of the 40+ sounds in their writing.</p> <p>To read books consistent with their phonic knowledge,</p>

				<p>To read simple words and simple sentences</p> <p>To identify rhymes</p> <p>To blend sounds into words, so that they can read short words made up of letter-sound correspondences</p>	<p>understanding and enjoyment.</p> <p>To read some letter groups that each represent one sound and say sounds for them</p> <p>To read a few common exception words linked to the school's phonic programme</p> <p>To read simple phrases and sentences made up of letters with known letter-sound correspondences and, where necessary, a few exception words</p>	<p>To say a sound for each letter in the alphabet and at least 10 digraphs</p>	<p>To read words consistent with their phonic knowledge by sound-blending</p> <p>To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>re-reading them to build confidence and fluency</p>
Maths	<p>The New Early Years Framework: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes</p>							
	<p>To use number names to 10 and sometimes count accurately</p> <p>To represent numbers using marks, fingers or digits</p> <p>To say when two groups have the same number of objects</p>	<p>To match objects.</p> <p>To sort objects.</p> <p>To compare capacity, length, height, size.</p> <p>To finish a repeating pattern of 2 objects or colours.</p>	<p>To finish a repeating pattern of 2 objects or colours.</p> <p>To recognise and name circle and triangle.</p>	<p>To count objects to 10.</p> <p>To compare quantities to 8.</p> <p>To begin to understand the different between odd and even numbers up to 8.</p>	<p>To count to 10.</p> <p>To compare quantities to 10.</p> <p>To order numbers to 10.</p> <p>To count back from 10.</p>	<p>To add numbers.</p> <p>To subtract numbers.</p> <p>To find the missing number.</p>	<p>To solve simple number problems.</p> <p>To recap the composition of each number to 10.</p>	<p>To count forwards and backwards within 20</p> <p>To count up to 20 objects.</p>

	<p>To identify numerals in the environment</p>	<p>To recognise and name circle and triangle.</p>		<p>To combine two groups of objects.</p> <p>To order objects by height and length.</p> <p>To order the days of the week.</p> <p>To measure height using cubes.</p> <p>To measure time.</p> <p>To begin to name 3D shapes.</p> <p>To explore the properties of 3D shapes</p>	<p>To take away objects and count how many are left.</p> <p>To find the missing number.</p> <p>To measure capacity.</p> <p>To begin to name 3D shapes.</p> <p>To explore the properties of 3D shapes.</p>	<p>To order numbers e.g. 4, 7, 9</p> <p>To find the missing number in an addition and subtraction sentence problems.</p> <p>To describe the properties of 3D shapes.</p> <p>To make pictures with shape arrangements.</p>	<p>To know addition and subtraction facts to 10.</p> <p>To double numbers up to 10.</p> <p>To begin to count to 20 and beyond</p> <p>To find half of numbers up to 10.</p> <p>To share quantities equally.</p> <p>To explore odd and even numbers.</p> <p>To finish a repeating pattern.</p> <p>To make patterns using shapes.</p> <p>To name and describe 2D and 3D shapes.</p>	<p>To write numerals to 20</p> <p>To find 1 more and 1 less up to 20</p> <p>To represent a number to 20 in 10s and 1s.</p> <p>To compare and order numbers to 20.</p> <p>To add two 1-digit numbers together</p> <p>To understand and use a part-whole model</p> <p>To find and represent number bonds within 10</p> <p>To add and subtract by counting on or back.</p> <p>To add and subtract using pictorial</p>
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								representations.
SCHEME WHITEROSE		Getting to Know You Teacher assessment/baseline - Mathematics tasks, early number, early calculation (addition/subtraction), mathematical language, early understanding of pattern. Just Like Me! Matching Sorting Comparing amounts Compare size/mass/capacity Exploring patterns	It's Me 1, 2, 3! Introducing 1 and 0 Representing and comparing 1,2,3 Introducing 2 Composition of 1,2,3 Introducing 3 Circles and triangles & Spatial awareness Light and Dark Introducing 4 and 5 One more one less Comparing shapes Night and day (routines/time)	Alive in 5! Zero and comparing numbers to 5 Composition of 4 and 5 Compare Mass Compare Capacity Growing 6, 7, 8 Learning about and representing 6,7 and 8 Pairs and combining groups Comparing Length and height Time	Building 9 & 10 Learning about and representing 9 and 10 Ordering numerals to 10 Comparing numbers to 10 Number bonds to 10 (2 weeks) 3D shape Pattern Consolidation week 1 + week 2 Assessment week (respond to what the children need more support with)	To 20 and Beyond Numbers to 10 (We have adapted this unit inline with the new EYFS) Understanding number Counting patterns/spatial reasoning First Then Now Adding more x2 weeks Taking away x2 weeks	Find my Pattern Doubling Sharing and grouping Even and Odd Spatial reasoning On the Move Deepening understanding x2 weeks Patterns and Relationships Consolidation	Place Value within 20 Addition and subtraction within 20
Personal, Social, Emotional Development (PSED)	The New Early Years Framework: Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.							
	To select and use activities and resources To enjoy the responsibility of carrying out small tasks	To recognise different emotions To understand how people, show emotions To focus during short whole class activities.	To talk about how they are feeling. To begin to consider the feelings of others.	To focus during longer whole class lessons. To follow two-step instructions.	To identify and moderate their own feelings socially and emotionally. To consider the feelings and needs of others.	To control their emotions using a range of techniques. To set a target and reflect on	To maintain focus during extended whole class teaching. To follow instructions of three steps or more.	To talk about similarities and differences; To name special people in their lives;

	<p>To be outgoing towards unfamiliar people and be more confident in new social situations</p> <p>To show confidence when asking adults for help</p> <p>To welcome and value praise for what they have done.</p> <p>To be aware of own feelings, and know that some actions and words can help others feelings.</p> <p>To begin to accept the needs of others, taking turns and sharing resources, sometimes with support from others</p> <p>To usually tolerate delay when their needs are not immediately met.</p> <p>To keep play going by responding to what others are saying.</p>	<p>To follow one-step instructions.</p> <p>To wash hands independently. To put a coat on independently. To get changed for PE with support.</p> <p>To explore different areas of the class. To use the toilet independently.</p> <p>To seek support of adults when needed.</p> <p>To gain confidence to speak to peers and adults.</p>	<p>To adapt behaviour to a range of situations.</p> <p>To develop rules and understanding the need to have rules.</p> <p>To put PE kit on independently.</p> <p>To have confidence to try new activities.</p> <p>To play with children who are playing with the same activity.</p> <p>To begin to develop friendships.</p> <p>To have positive relationships with all classroom staff.</p>	<p>To begin to show resilience and perseverance in the face of challenge.</p> <p>To practise doing up a zipper.</p> <p>To practise doing buttons.</p> <p>To practise doing up buckles.</p> <p>To begin to work as a group with support.</p> <p>To use taught strategies to support turn taking.</p>	<p>To develop independence when dressing and undressing for activities such as PE.</p> <p>To listen to the ideas of other children and agree on a solution and compromise.</p>	<p>progress throughout.</p> <p>To identify and name healthy foods.</p> <p>To manage own basic needs independently. To put uniform on and do up zippers, buttons and buckles with minimal support.</p> <p>To work as a group.</p> <p>To begin to develop relationships with other adults around the school.</p>	<p>To understand and importance of healthy food choices.</p> <p>To show resilience and perseverance in the face of challenge.</p> <p>To show a 'can do' attitude.</p> <p>To have confidence to communicate with adults around the school.</p> <p>To have strong friendships.</p>	<p>To describe different feelings;</p> <p>To identify who can help if they are sad, worried or scared;</p> <p>To identify ways to help others or themselves if they are sad or worried.</p>
<p>Scheme</p> <p>SCARF</p>		<p>SCARF: Me and My Relationships All about me What makes me special Me and my special people Who can help me? (selfregulation) Me and my feelings 1 & 2 (naming different feelings, thinking</p>	<p>SCARF: Valuing Difference I'm special you're special Same and different Same and different families Same and different homes I am</p>	<p>SCARF: Keeping myself safe What's safe to go onto my body? What's safe to go in my body? Safe indoors and outdoors Listening to my</p>	<p>SCARF: Rights and responsibilities Looking after my special people: I know that caring relationships are at the heart of happy families Looking after my</p>	<p>SCARF: Being my best Bouncing back when things go wrong: resilience Yes, I can: confidence and resilience Healthy eating</p>	<p>SCARF: Growing and changing Seasons Life stages, plants, animals, humans Life stages, human life</p>	<p>SCARF: Me and my Relationships</p>

		about how to feel with 'not so good feelings', know some self-care techniques) Know that some actions and words can hurt others feelings.	caring Kind and caring	feelings Keeping safe online People who help to keep me safe	friends: I know what makes a good friend Being helpful at home and caring for our classroom Caring for our world Looking after money Looking after money (2)	(2 weeks) Move your body A good night's sleep	stage, who will I be? Where do babies come from? Getting bigger Me and my body, girls and boys	
Physical Development (PD)	The New Early Years Framework: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with handeye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.							
	To balance and ride a trike or scooter. To use stairs using alternate feet. To respond to music using appropriate movement and rhythm. To make simple models using small pieces such as lego To make small cuts in paper with scissors	To further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene To show increasing control when linking movements together. To know that it is good to be active and sometimes get out of breath.	To revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. To walk down stairs two feet to each step.	To further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.	To know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	To combine different movements with ease and fluency To develop the foundations of a handwriting style which is fast, accurate and efficient. To negotiate space and obstacles safely, with	To hold scissors correctly and cut various materials. To create drawings with accuracy. To develop the foundations of a handwriting style which is	PE units - Games: Agility, balance, co-ordination Ball skills: throwing, catching, aiming, rolling. Running skills: Speeding up, slowing

	<p>To use a comfortable grip with good control when holding pens, pencils and paint brushes</p> <p>To begin to show a preference for a dominant hand</p>	<p>To move freely with confidence in a range of ways.</p> <p>To mount stairs, steps or climbing equipment using alternative steps.</p> <p>To draw lines and circles using gross motor movements.</p> <p>To use one handed tools and equipment, eg. child scissors</p> <p>To hold pencils between thumb and two fingers instead of whole hand.</p>	<p>To stand momentarily on one foot.</p> <p>To run skilfully whilst negotiating space successfully, adjusting speed and direction as needed.</p> <p>To begin to hold pencil correctly and show good control.</p> <p>To copy some letters, especially from their own name.</p>	<p>To start to experiment with different types of movements.</p> <p>To recognise how they can refine a range of physical actions such as rolling, running, skipping etc</p> <p>To jump off objects safely and carefully.</p> <p>To handle tools, objects, construction and malleable materials safely and with increasing control.</p> <p>To show a preference for a dominant hand.</p>	<p>To negotiate space carefully.</p> <p>To travel with confidence and skill when moving around under, over and through various equipment.</p> <p>To show increasing control when throwing, catching and kicking a ball.</p> <p>To begin to show anti-clockwise movements and retrace vertical lines.</p> <p>To begin to form recognisable letters.</p> <p>To use a pencil and hold it effectively to form recognisable letters, especially in their own name.</p>	<p>consideration for themselves and others</p> <p>To hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>	<p>accurate and efficient.</p> <p>To develop accuracy when throwing and practise keeping score.</p> <p>To follow instructions and move safely when playing games.</p> <p>To learn to play against an opponent.</p> <p>To play by the rules and develop coordination.</p> <p>To work co-operatively as a team.</p>	<p>down, changing direction.</p> <p>Bat and ball skills: Holding a bat, balancing a ball on a bat, walking with a bat and ball.</p>
<p>SCHEME</p> <p>Cambridgeshire PE</p>		<p>Gymnastics – Fun Gym Shapes</p>	<p>Gymnastics – Move & Hold</p>	<p>Dance – On Parade</p>	<p>Dance – Toys</p>	<p>Fundamentals 1</p>	<p>Fundamentals 2</p>	<p>Games.</p>
<p>Communication and Language (CL)</p>	<p>The New Early Years Framework: The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging</p>							

	<p>them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>							
	<p>To listen and follow directions and look at someone when they are speaking.</p> <p>To use prepositions when following instructions.</p> <p>To ask and respond to 'why' questions.</p> <p>To follow stories read to them and talk about the pictures in the book.</p> <p>To know many rhymes, be able to talk about familiar books and be able to tell a long story Develop their communication but may struggle with using tenses accurately</p> <p>To begin to use sentences with 4-6 words</p> <p>To begin to start a conversation with an adult or a friend and continue it in turns.</p>	<p>To understand how to listen carefully.</p> <p>To understand why listening is important</p> <p>To be able to follow directions.</p> <p>To talk in front of a small group.</p> <p>To talk to class teacher and other adults.</p> <p>To learn new vocabulary</p>	<p>To engage in story times, joining in with repeated phrases and actions.</p> <p>To begin to understand how and why questions.</p> <p>To respond to instructions with more than one step.</p> <p>To answer questions in front of a whole class.</p> <p>To use new vocabulary throughout the day.</p>	<p>To ask questions to find out more.</p> <p>To begin to understand humour.</p> <p>To understand a range of complex sentence structures.</p> <p>To develop the confidence to talk to other adults they see on a daily basis.</p> <p>To talk in sentences using conjunctions e.g. and, because.</p>	<p>To retell a story.</p> <p>To follow a story without pictures or props.</p> <p>To share their work to the class – standing up at the front.</p> <p>To use new vocabulary in different contexts.</p> <p>To engage in non-fiction books.</p>	<p>To understand questions such as who, what, where, when, why and how.</p> <p>To link statements and stick to a main theme.</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>To have conversations with adults and peers with back and forth exchanges.</p> <p>To talk to different adults around the school.</p> <p>To talk about why things, happen.</p> <p>To talk in sentences using a range of tenses.</p>	<p>To listen and respond appropriately to adults and peers.</p> <p>To ask relevant questions to expand their knowledge.</p> <p>To maintain attention and participate actively in collaborative conversations</p> <p>To speak audibly and fluently</p>
<p>Understanding the World (UW)</p>	<p>The New Early Years Framework: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-</p>							

	fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.							
<p>To begin to have an understanding for terms like: yesterday, last week and last year</p> <p>To appreciate that they may have siblings that are older than them and that they may be older than a younger sibling</p> <p>To appreciate that certain artefacts and resources are old and have been used before.</p> <p>To show interest in the lives of people who are familiar to them</p> <p>To remember and talk about significant events in their own experience</p> <p>To recognise and describe special times or events for family or friends</p> <p>To start to show an interest in different occupations and ways of life</p> <p>To ask questions about aspects of their familiar world such as</p>	<p>Past and Present: To remember and talk about significant events in their own experiences, eg. birthdays</p> <p>To know and understand that their grandparents are older than their parents</p> <p>People, Culture and Communities: To show an increased interest in the lives of people who are familiar to them</p> <p>To begin to understand that not all people celebrate the same things as them</p> <p>The Natural World: To talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>To have a greater awareness of seasonal change</p>	<p>Past and Present: To begin to be familiar with words and phrases associated with long ago such as ‘in the past’ or ‘a long time ago.’</p> <p>To begin to understand that some familiar stories were set in a time before they were born.</p> <p>People, Culture and Communities: To have a greater understanding about why certain events are being celebrated</p> <p>To talk about people that are helpful to them both from within and outside of their family</p> <p>The Natural World: To ask questions about aspects of their familiar world such as the place where they</p>	<p>Past and Present: To recognise and describe special times or events for family and friends, e.g Eid, christening and Christmas</p> <p>To begin to compare and contrast characters in stories about the past</p> <p>People, Culture and Communities: To draw information from a simple map</p> <p>To recognise differences and similarities between life in this country and life in other countries</p> <p>To recognise that people, have different beliefs and celebrate special times in different ways</p>	<p>Past and Present: To understand that people celebrated events like Eid and Christmas before they were born</p> <p>To use appropriate language to describe the past, such as ‘in the past’.</p> <p>People, Culture and Communities: To start to show an interest in different occupations and ways of life</p> <p>To talk about members of their immediate family and community</p> <p>To name and describe people who are familiar to them</p> <p>The Natural World: To describe what they see, hear and feel whilst outside</p>	<p>Past and Present: To talk about the lives of the people around them and their roles in society;</p> <p>To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>People, Culture and Communities: To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>The Natural World: To explore the natural world around them,</p>	<p>Past and Present: Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities: To know that people in other countries may speak different languages.</p> <p>To be able to read and identify features on a map.</p> <p>The Natural World: To know some important processes and changes in the natural world – floating and sinking.</p>	<p>Dependent upon the current class topic.</p> <p>See whole school progression maps for KS1 endpoints.</p>	

	<p>the place where they live and the natural world</p> <p>To talk about some of the things they have observed such as plants, animals, natural and found objects</p> <p>To talk about why things, happen and how things work</p> <p>To start to develop an understanding of growth, decay and changes over time</p> <p>To show care and concern for living things and the environment.</p>		<p>live or the natural world</p> <p>To ask questions about some of the things they have observed such as plants and animals.</p>	<p>The Natural World: To talk about why things happen and how things work</p> <p>To understand more about growth, decay and changes over time</p> <p>To identify features of living things such as animals with legs or those with wings</p> <p>To explore the natural world around them</p>	<p>To recognise some environments which are different to the one in which they live</p> <p>To understand the changing seasons on the natural world around them</p>	<p>making observations and drawing pictures of animals and plants</p>	<p>To know about and recognise the signs of Summer.</p> <p>To know that some things are man-made and some things are natural.</p> <p>To know how to sort materials.</p>	
<p>SCHEME</p> <p>Understanding Christianity and The Diocese of Peterborough</p>		<p>Why is the word 'God' so important to Christians?</p>	<p>Why do Christians perform nativity plays at Christmas?</p>	<p>Being special: where do we belong?</p>	<p>Why do Christians put a cross in a Easter garden?</p>	<p>Which places are special and why?</p>	<p>Which places are special and why?</p>	<p>Year A: Who Made the World?</p> <p>Year B: Who is Muslim and how do they live?</p>
<p>Expressive Arts and Design (EAD)</p>	<p>The New Early Years Framework: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>							
	<p>To explore colour and how colours can be changed</p>	<p>Pumpkin Art Literacy Linked Art Sing in a group or on their own, increasingly matching</p>	<p>Remembrance Art Diwali Art</p>	<p>Chinese New Year Art Literacy Linked Art</p>	<p>Literacy Linked Art Explore and engage in music making and</p>	<p>Literacy Linked Art Explore, use and refine a variety of</p>	<p>Literacy Linked Art Create collaboratively , sharing</p>	<p>Dependent upon the current class topic. See whole school</p>

<p>To understand that they can use lines to enclose a space and then use these shapes to represent objects</p> <p>To show interest in and describe the texture of things</p> <p>To use various construction materials</p> <p>To begin to construct by stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>To join construction pieces together to build and balance.</p> <p>To develop preferences for forms of expression.</p> <p>To use movement to express feelings.</p> <p>To create movement in response to music.</p> <p>To sing to self and make up simple songs</p> <p>To notice what adults, do, imitate it when it has been observed and do it spontaneously when the adult is not there</p>	<p>pitch and following the melody.</p> <p>To name colours.</p> <p>To experiment with mixing colours.</p> <p>To create simple representations of people and objects.</p> <p>To draw and colour with pencils and crayons.</p> <p>To role play using given props and costumes.</p> <p>To explore different techniques for joining materials (Glue Stick)</p> <p>To use different construction materials.</p> <p>To sing and perform nursery rhymes.</p> <p>To move in time to music.</p> <p>To talk about whether the like or dislike a piece of music.</p> <p>To create musical patterns using body percussion.</p> <p>To use costumes and resources to act out narratives.</p>	<p>Christmas Art Literacy Linked Art</p> <p>To use colours for a particular purpose.</p> <p>To create simple representations of people and objects.</p> <p>To learn about the artist Kandinsky and produce a piece of artwork in his style.</p> <p>To share their creations. To explore different techniques for joining materials (Glue Stick, PVA).</p> <p>To know how to work safely and hygienically.</p> <p>To use non-statutory measures (spoons, cups)</p> <p>To use some cooking techniques (mixing, kneading, rolling, cutting) – Gingerbread.</p>	<p>Develop storylines in their pretend play.</p> <p>To experiment with different mark making tools such as art pencils, pastels, chalk.</p> <p>To learn about and compare the artists Van Gogh and Peter Thorpe.</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape).</p> <p>To know how to work safely and hygienically.</p> <p>To use some cooking techniques (mixing, kneading, rolling, cutting) - Pizzas.</p> <p>To know the names of tools.</p> <p>To join in with singing in assemblies.</p>	<p>dance, performing solo or in groups.</p> <p>To use colours to create a piece of art in the style of the artist Alma Woodsey Thomas.</p> <p>To share creations and talk about the process.</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins).</p> <p>To make and use props and costumes for different role play scenarios.</p> <p>To join in with singing in assemblies.</p> <p>To create musical patterns using untuned percussion instruments I can keep a steady beat whilst playing an instrument.</p>	<p>artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>To know which primary colours you mix together to make secondary colours.</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feeling.</p> <p>To draw more detailed pictures of people and objects. To manipulate materials.</p> <p>To learn about the artist Van Gogh.</p>	<p>ideas, resources and skills.</p> <p>To know some similarities and differences between materials.</p> <p>To plan what they are going to make (construction, junk modelling).</p> <p>To share creations, talk about process and evaluate their work.</p> <p>To adapt work where necessary. To know how to work safely and hygienically.</p> <p>To use some cooking techniques (mixing, spreading) – cakes.</p> <p>To join in with singing in assemblies.</p>	<p>progression maps for KS1 end points.</p>
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	<p>To engage in imaginative role play based on own first-hand experience</p> <p>To build stories around toys, e.g. firefighters rescuing trapped people.</p> <p>To using available resources to create props to support role play.</p>		<p>To perform songs in the Christmas Play.</p> <p>To join in with singing in assemblies.</p> <p>To identify changes in pitch – high / low.</p> <p>To sing familiar songs.</p> <p>To begin to build up a repertoire of songs.</p> <p>To use costumes and resources to act out narratives.</p> <p>To listen to and enjoy poems.</p>	<p>To learn dance routines.</p> <p>To experiment with different instruments and their sounds.</p> <p>To move in time with the pulse.</p> <p>To know that we can move with the pulse to the music.</p> <p>To begin to create costumes and resources for role play.</p> <p>To join in with poetry using actions.</p>	<p>To act out well know stories.</p> <p>To create narratives based around stories.</p>	<p>To create observational drawings.</p> <p>To join in with singing in assemblies.</p> <p>To combine moving, singing and playing instruments.</p> <p>To create rhythms using instruments and body percussion.</p> <p>To create narratives based around stories.</p> <p>To listen to poems and create their own.</p>	<p>To pitch match i.e. reproduce with my voice, the pitch of a tone, sung by another.</p> <p>To explore and learn how sounds can be changed – loud and quiet.</p> <p>To lead or be led by other children in my music making i.e. being a conductor.</p> <p>To know songs, have sections.</p> <p>To invent their own narratives and make resources.</p> <p>To perform poems, songs, and stories.</p>	
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Early Learning Goals – for the END of the year – best fit judgement						
Communication and Language	Personal, Social, Emotional Development	Physical Development	Literacy	Maths	Understanding the World	Expressive Arts and Design
<p>LG: Listening, Attention and Understanding</p> <p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced</p>	<p>ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>	<p>ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent</p>	<p>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within</p>	<p>ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.</p> <p>Know some similarities and</p>	<p>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to</p>

<p>vocabulary from stories, nonfiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p>	<p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs</p>		<p>with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>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.</p> <p>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around</p>	<p>move in time with music.</p>
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