

## Glenfield Infant School Year R Long Term Plan

New learning is listed for each term, with the understanding that learning from previous terms is then revisited and embedded across the rest of the year.

Areas of Learning	Autumn 1 Feelings and Friendships	Autumn 2 Celebrations and Festivals	Spring 1 People Who Help Us	Spring 2 Spring into Space	Summer 1 Our amazing planet	Summer 2 Under the sea and Pirates
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>★ I listen to new vocabulary.</li> <li>★ I am using sentences of 4 to 6 words</li> <li>★ I can use social phrases such as <i>hello, good morning</i> and <i>thank you</i>.</li> <li>★ I can answer simple 'why' questions</li> <li>★ I can listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>★ I know some rhymes, poems and songs, particularly counting songs</li> <li>★ I can engage in story times.</li> </ul>	<ul style="list-style-type: none"> <li>★ I am using new vocabulary, when appropriate, throughout the day. I may need modelling for this.</li> <li>★ I am speaking in well-formed sentences, though there may be some grammatical errors e.g. with irregular tenses</li> <li>★ I know how to join up a sentence with words like 'because', 'or', 'and'</li> <li>★ I can ask questions to find out more and to check I understand what has been said</li> <li>★ I know how to listen carefully and why listening is important</li> <li>★ I know some rhymes, poems and songs, particularly those linked to Christmas.</li> </ul>	<ul style="list-style-type: none"> <li>★ I know and can describe events in some detail.</li> <li>★ I use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>★ I know some rhymes, poems and songs, particularly those linked to People Who Help Us</li> <li>★ I know how to retell the story, including story language and the sequence of a text.</li> <li>★ I know the different between a fiction and non-fiction books.</li> </ul>	<ul style="list-style-type: none"> <li>★ I know new vocabulary and use it in context throughout the day.</li> <li>★ I can connect one idea or action to another using a range of connectives.</li> <li>★ I know some features of non-fiction books</li> <li>★ I can listen to and talk about non-fiction texts to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<p><b>Listening, Attention and Understanding ELG</b></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> <p><b>Speaking ELG</b></p> <ul style="list-style-type: none"> <li>★ Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>★ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>★ 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.</li> </ul>	
<b>Personal, Social and Emotional Development</b> <i>Including SCARF RSHE and My Happy Mind</i>	<ul style="list-style-type: none"> <li>★ I can wait for short periods of time for my turn</li> <li>★ I can show awareness of others' feelings</li> <li>★ I can articulate feelings – happy / sad / anger</li> <li>★ I respond appropriately in a variety of situations – switching places in a line / carpet spot or change in main adult in room / daily routine e.g. flu spray or nativity</li> </ul>		<ul style="list-style-type: none"> <li>★ I can sometimes use taught strategies to help me self-regulate</li> <li>★ I use Behaviours for Learning during carpet time and small group work</li> <li>★ I can articulate a range of feelings (autumn emotions plus worried, excited, envy) and begin to say why</li> </ul>		<p><b>Self-Regulation</b></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,</li> </ul>	

	<ul style="list-style-type: none"> <li>★ I am able to appropriately express if I dislike something, e.g. "stop I don't like that"</li> <li>★ I come into school – transitioning from parent effectively</li> <li>★ I can show positive carpet behaviours</li> <li>★ I play in more than one area of the classroom</li> <li>★ I can identify my basic needs e.g. hot, cold, toilet, hungry, some of the time though I may not always act on these need</li> <li>★ I am able to manage own needs independently e.g. put on own coats (with guidance)</li> <li>★ I know there are rules</li> <li>★ I follow classroom routines with visual cues</li> <li>★ I know what makes me happy or sad</li> <li>★ I acknowledge children and adults (wave, smile, make eye-contact)</li> <li>★ I seek an adult for support when needed</li> <li>★ I seek out more than one person to interact with</li> <li>★ I can make decisions about my own play</li> <li>★ I will let an adult know if someone else is sad or angry most of the time</li> <li>★ I am able to wait for a short period of time and am beginning to be less ego-centric</li> </ul>	<ul style="list-style-type: none"> <li>★ I manage my own needs with increased independence such as personal hygiene, using a tissue, washing hands before lunch, putting on and zipping up coats, changing for PE.</li> <li>★ I am able to locate own belongings and organise where to put them when not in use</li> <li>★ I recognise how to keep myself healthy (coats, teeth, sleep, actions and words)</li> <li>★ I have a clear understanding of right and wrong with class rules</li> <li>★ I can anticipate classroom routines and expectations</li> <li>★ I am developing skills I need to manage the day successfully</li> <li>★ With encouragement I can show resilience to overcome difficulties</li> <li>★ I am happy to explore new activities</li> <li>★ I am beginning to consider other's feelings and perspectives</li> <li>★ I interact socially with other children (verbal / non-verbal)</li> <li>★ I demonstrate self-led turn taking during play</li> <li>★ I will ask for help from a less familiar adult</li> <li>★ I am beginning to use my own voice to solve conflicts</li> <li>★ I am beginning to build wider friendships with supported interactions.</li> </ul>	<p>responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <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> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <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>			
<p><b>SCARF</b></p> <p><b>Those in purple link to UTW</b></p>	<p><b>Me and My Relationships</b> Children will be able to:</p> <ul style="list-style-type: none"> <li>★ Talk about similarities and differences</li> <li>★ Name special people in their lives</li> <li>★ Describe different feelings</li> <li>★ Identify who can help if they are sad, worried or scared</li> </ul>	<p><b>Valuing Difference</b> Children will be able to:</p> <ul style="list-style-type: none"> <li>★ Be sensitive towards others and <b>celebrate</b> what makes each person unique</li> <li>★ Recognise that we can have things in common with others</li> <li>★ Use speaking and listening skills to learn</li> </ul>	<p><b>Keeping Safe</b> Children will be able to:</p> <ul style="list-style-type: none"> <li>★ <b>Talk about how to keep their bodies healthy and safe</b></li> <li>★ Name ways to stay safe around medicines</li> <li>★ Know how to stay safe in their home, classroom and outside</li> </ul>	<p><b>Rights and Respect</b> Children will be able to:</p> <ul style="list-style-type: none"> <li>★ Understand that they can make a difference</li> <li>★ Identify how they can care for their home, school and special people</li> <li>★ <b>Talk about how they can make an impact on the natural world</b></li> </ul>	<p><b>Being my best</b> Children will be able to:</p> <ul style="list-style-type: none"> <li>★ Feel resilient and confident in their learning</li> <li>★ Name and discuss different types of feelings and emotions</li> <li>★ Learn and use strategies or skills in approaching challenges</li> </ul>	<p><b>Growing and Changing</b> Children will be able to:</p> <ul style="list-style-type: none"> <li>★ <b>Understand that there are changes in nature and humans</b></li> <li>★ Name the different stages in childhood and growing up</li> <li>★ Understand that babies are made by a man and a woman</li> </ul>

	<ul style="list-style-type: none"> <li>★ Identify ways to help others or themselves if they are sad or worried.</li> </ul>	<ul style="list-style-type: none"> <li>about the lives of their peers</li> <li>★ Know the importance of showing care and kindness towards others</li> <li>★ Demonstrate skills in building friendships and cooperation.</li> </ul>	<ul style="list-style-type: none"> <li>★ Know age-appropriate ways to stay safe online</li> <li>★ Name adults in their lives and those in their community who keep them safe.</li> </ul>	<ul style="list-style-type: none"> <li>★ Talk about similarities and differences between themselves</li> <li>★ Demonstrate building relationships with friends.</li> </ul>	<ul style="list-style-type: none"> <li>★ Understand that they can make healthy choices</li> <li>★ Name and recognise how healthy choices can keep us well.</li> </ul>	<ul style="list-style-type: none"> <li>★ Use the correct vocabulary when naming the different parts of the body</li> <li>★ Know how to keep themselves safe.</li> </ul>
<b>My Happy Mind</b>						
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>★ I know the skills I need to manage the school day successfully: <ul style="list-style-type: none"> <li>• lining up and queuing</li> <li>• mealtimes</li> <li>• personal hygiene</li> </ul> </li> <li>★ I can use my core muscle strength to achieve good posture when sitting at a table or sitting on the floor.</li> <li>★ I can move around the space safely including walking, running, crawling and rolling</li> <li>★ I can demonstrate strength from my shoulder joint to be able to complete activities using coordination e.g. large painting or sweeping.</li> <li>★ I can use scissors to snip, with adaption, e.g. looped scissors / adult child shared scissors correctly.</li> <li>★ I am using a pencil with an improved grip when prompted and have intentional mark making e.g. person, house.</li> <li>★ I am beginning to hold a paintbrush effectively and use it with purpose.</li> <li>★ I am beginning to draw with intention and care</li> <li>★ I can use cutlery with control</li> </ul>	<ul style="list-style-type: none"> <li>★ I have the strength in my core and limbs to be able to navigating obstacle courses, climb, and build with and navigate large, loose parts construction</li> <li>★ I have coordination which allows me to engage in activities using apparatus, eg bean bag, ball, hoop</li> <li>★ I am developing control when hopping, skipping and jumping</li> <li>★ I can use my core muscle strength to achieve good posture when sitting at a table or on the floor, without reminders</li> <li>★ I have intentional control over my movements eg running and avoiding obstacles</li> <li>★ I can pencil roll maintaining core strength</li> <li>★ I can use scissors with greater control, including cutting around basic shapes with straight lines</li> <li>★ I am using a tripod grip with minimal prompts to complete a variety of writing, drawing and colouring tasks</li> <li>★ I can engage in purposeful drawing with a growing level of detail</li> <li>★ I can write a growing number of letters correctly</li> <li>★ I can use cutlery effectively</li> </ul>	<p><b>Gross Motor Skills ELG</b></p> <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><b>Fine Motor Skills ELG</b></p> <ul style="list-style-type: none"> <li>★ Hold a pencil effectively in preparation for fluent writing – using the tripod grip</li> <li>★ in almost all cases.</li> <li>★ Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>★ Begin to show accuracy and care when drawing.</li> </ul>			
<b>PE Hub Syllabus</b>	<b>Gymnastics</b>	<b>Dance</b>	<b>Body management</b> <b>Attack, defend, shoot</b>	<b>Cooperate and solve problems</b> <b>Hit catch run</b>	<b>Manipulation and coordination</b> <b>Send and return</b>	<b>Speed agility travel</b> <b>Run jump throw</b>
	<ul style="list-style-type: none"> <li>★ I can take off and land on two feet.</li> </ul>	<ul style="list-style-type: none"> <li>★ I can use my imagination to move my body in different</li> </ul>	<ul style="list-style-type: none"> <li>★ I can stand and balance for short periods on one foot.</li> </ul>	<ul style="list-style-type: none"> <li>★ I can move objects in a variety of ways.</li> </ul>	<ul style="list-style-type: none"> <li>★ I can recognise the difference between actions such as moving</li> </ul>	<ul style="list-style-type: none"> <li>★ I can jump using a variety of take-offs/landings, using</li> </ul>

	<ul style="list-style-type: none"> <li>★ I can balance and move balls and beanbags.</li> <li>★ I can travel on mats and benches.</li> <li>★ I can copy and repeat actions.</li> <li>★ I can perform simple shapes and balances.</li> </ul>	<p>ways e.g a car, boat or train, house or fire</p>	<ul style="list-style-type: none"> <li>★ I can climb stairs and move over large and small steps.</li> <li>★ I can use my hands and feet to negotiate obstacles.</li> <li>★ I can make bridges and tunnels with our bodies.</li> <li>★ I can travel over and under apparatus including hoops</li> </ul>	<ul style="list-style-type: none"> <li>★ I can begin to skip with a rope.</li> <li>★ I can work with others to make patterns.</li> </ul>	<ul style="list-style-type: none"> <li>softly, quietly, quickly, powerfully, etc. to handle a balloon.</li> <li>★ I can handle, send and kick a ball or beanbag.</li> <li>★ I can hop, jump and step.</li> </ul>	<p>hands and feet in different combinations.</p> <ul style="list-style-type: none"> <li>★ I will participate in a variety of small group cooperative activities which require me to listen, respond quickly and stop safely.</li> <li>★ I can move my body at different speeds, fast and slow, and stay in control.</li> </ul>
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Literacy ELS content		Reception/Primary 1 Autumn 1: Phase 2						Reception/Primary 1 Spring 1: Phase 3-4						Reception/Primary 1 Summer 1: Phase 4							
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		
/s/ <s> /a/ <a> /t/ <t> /p/ <p>	/i/ <i> /m/ <m> /d/ <d>	/g/ <g> /d/ <d> /j/ <c> <k>	/k/ <c> /e/ <e> /u/ <e>	/s/ <ss> Assess and review week R:1	/h/ <h> /b/ <b> /f/ <f> <ff> /l/ <l> <ll>			/ar/ <ar> /ur/ <ur> /oo/ <oo> /ear/ <ear> /at/ <air>	/ow/ <ow> /oi/ <oi> /ear/ <er> /oa/ <ow>					Review week R:6	Phase 4:2 CCVC -ed /t/	Phase 4:3 CCVCC -ed /d/	Phase 4:4 CCCVC Assess and review week R:13	Phase 4:5 CCCVCC -er -est			
I, the, no	put, of, is	to, go, into	pull	as, his				they, all, are		ball, tall	when, what										
Reception/Primary 1 Autumn 2: Phase 3*																					
Week 1		Week 2	Week 3	Week 4	Week 5	Week 6	Reception/Primary 1 Spring 2: Phase 3-4						Reception/Primary 1 Summer 2: Phase 5 introduction								
/j/ <j> /v/ <v> /w/ <w> /ks/ <x>	/y/ <y> /z/ <z> <zz> /kw/ <qu> /ch/ <ch>	/sh/ <sh> /th/ <th> (voiced and unvoiced) /ng/ <ng> /nk/ <nk>	/ai/ <ai> /ee/ <ee> /igh/ <igh> /oa/ <oa>	-es (where there is no change to the root word) Assess and review week R:2	Review week R:3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6				
he, she, buses	we, me, be	push	was, her	my, you		Review week R:7	Review week R:8	Review week R:9	Review week R:10	Assess and review week R:11	Review week R:12	/ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea>-le	/oi/ <oy> /ur/ <tr> /y/ <uh> /oo/ <ey> /or/ <aw>	/w/ <wh> /f/ <ph> /u/ <ee> /a/ <a-e> /ee/ <e-e>	/or/ <au> /b/ <oo> /igh/ <i-e> /oo/ <oe> /s/ <c>	Assess and review week R:14					
said, so, have	were, out, like	some, come, there	little, one, do	children, love		oh, their	people, Mr, Mrs	your, ask, should	would, could, asked	house, mouse, water	want, very										

<b>Literacy</b>	<ul style="list-style-type: none"> <li>★ I usually engage with story time, responding appropriately to discussions and answer basic recall questions (can be non-verbal responses)</li> <li>★ I am beginning to articulate my ideas</li> </ul>	<ul style="list-style-type: none"> <li>★ I engage with story time, responding appropriately to discussions and answer basic recall questions (can be non-verbal responses)</li> <li>★ I am beginning to articulate my ideas in sentences</li> <li>★ I can retell well known stories using adult scaffolding / stem sentence / visuals</li> </ul>	<ul style="list-style-type: none"> <li>★ I am starting to retell stories in more detail</li> <li>★ I can ask questions and clarify the meaning of new words</li> <li>★ I am beginning to use story language, vocabulary and rhyme in play</li> </ul>	<ul style="list-style-type: none"> <li>★ I am starting to retell stories in more detail– sequenced correctly, key events, key phrases</li> <li>★ I have a basic understanding of the differences in fiction and non-fiction text</li> <li>★ I am using story language, vocabulary and rhyme in my play</li> </ul>	<b>Comprehension</b> <ul style="list-style-type: none"> <li>★ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>★ Anticipate – where appropriate – key events in stories.</li> <li>★ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>
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	<ul style="list-style-type: none"> <li>★ I recognise single sounds</li> <li>★ I am able to orally blend words</li> <li>★ I am beginning to blend CVC words aloud with a plausible attempt.</li> <li>★ I engage well with phonics teaching and can recall most of the taught GPCs</li> <li>★ I recognise my name</li> </ul> <ul style="list-style-type: none"> <li>★ I can write at least the first letter of my name</li> <li>★ I am beginning to segment words orally into individual sounds</li> <li>★ I can draw shapes and patterns as per the Letter Join scheme</li> </ul>	<ul style="list-style-type: none"> <li>★ I recognise single sounds and am starting to recognise some digraphs</li> <li>★ I am beginning to blend CVC words aloud with a plausible attempt.</li> <li>★ I engage well with phonics teaching and can recall most of the taught GPCs</li> </ul> <ul style="list-style-type: none"> <li>★ I can write my name with some letters formed correctly</li> <li>★ I can segment a CVC word and record the graphemes in writing or with grapheme tiles or magnetic letters</li> <li>★ I am beginning to write letters formed with some accuracy</li> </ul>	<ul style="list-style-type: none"> <li>★ I recognise a growing range of digraphs and trigraphs</li> <li>★ I am beginning to recognise digraphs and trigraphs in words</li> <li>★ I can read captions and short sentences containing taught GPCs including common HRSW.</li> </ul> <ul style="list-style-type: none"> <li>★ I can write my name, forming most letters correctly</li> <li>★ I can segment and write a CVC word</li> <li>★ With support I can write phrases or short sentences</li> <li>★ I know that sentences should have finger spaces, capitals and full stops and am beginning to remember these</li> </ul>	<ul style="list-style-type: none"> <li>★ I can recognise a growing range of digraphs and trigraphs in words as I read</li> <li>★ I can read captions and short sentences containing taught GPCs including common HRSW.</li> <li>★ I am beginning to show fluency by recalling word when I have previously been exposed to it (e.g. on the page before)</li> </ul> <ul style="list-style-type: none"> <li>★ I can segment and write a word with 3 sounds, including digraphs.</li> <li>★ I can write a phrase or short sentence which has been dictated to me</li> <li>★ I am able to read back what I have read</li> <li>★ I am using finger spaces, capital letters and full stops much of the time.</li> </ul>	<p><b>Word Reading</b></p> <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> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>★ Write recognisable letters, most of which are correctly formed</li> <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>



## Maths NCETM Mastering Number

	NCETM Mastering Number										NCETM Mastering Number									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 11	Week 12	Week 13	Week 14	Week 15	Week 21	Week 22	Week 23	Week 24	Week 25					
	Subitising	Counting, Ordinality and Cardinality	Composition	Subitising	Composition	Subitising	Counting, Ordinality and Cardinality	Composition	Composition	Composition	Subitising	Counting, Ordinality and Cardinality	Composition	Composition	Composition	Composition				
	Subitising within 3	Focus on counting skills	Explore how all numbers are made of 1s	Subitise objects and sounds	Comparison of sets - 'just by looking'	Subitise within 5 focusing on die patterns	Counting - focus on ordinality and the 'staircase' pattern	Focus on 5	Focus on 6 and 7 as '5 and a bit'	Compare sets and use language of comparison: more than, fewer than, an equal number to	Week 21	Week 22	Week 23	Week 24	Week 25					
	Week 6	Week 7	Week 8	Week 9	Week 10	Match numerals to quantities within 5	See that each number is one more than the previous number			Make unequal sets equal	Counting – larger sets and things that cannot be seen	Subitising – to 6, including in structured arrangements	Composition - '5 and a bit'	Composition - of 10	Comparison – linked to ordinality					
	Counting, Ordinality and Cardinality	Comparison	Composition	Composition	Counting, Ordinality and Cardinality	Week 16	Week 17	Week 18	Week 19	Week 20	Week 26	Review and assess	Review and assess	Review and assess	Review and assess	Review and assess				
	Focus on counting skills	Comparison of sets - by matching	Explore the concept of 'whole' and 'part'	Focus on the composition of 3, 4 and 5	Practise object counting skills	Focus on the 'staircase' pattern and ordering numbers	Focus on ordering of numbers to 8	Focus on 7	Doubles – explore how some numbers can be made with 2 equal parts	Sorting numbers according to attributes - odd and even numbers	Subitise to 5	Automatic recall of bonds to 5	Composition of numbers to 10	Comparison	Number patterns	Counting				
	Focus on the 'live-ness' of 5 using one hand and the die pattern for 5	Use the language of comparison: more, fewer, than, an equal number			Match numerals to quantities within 10	Use language of less than					Introduce the rekenrek									
					Verbal counting beyond 20															
<b>Maths</b>	★ I know the purpose of counting is to find the total ★ I know the last number is the amount when counting ★ I can subitise within 3 ★ I can compose and decompose 2 and 3  ★ I can verbally count to 10 ★ I can say which is more than another ★ I can spot and make an ABAB pattern	★ I can touch count accurately to 5 ★ I can compose and decompose 3, 4 and 5 ★ I can subitise to 4 ★ I can recognise the numerals to 5  ★ I can verbally count beyond 10 ★ I can compare amounts saying which is more than, fewer than and equal to	★ I can touch count accurately to 10 ★ I can compose 6 and 7 as "5 and a bit" ★ I can subitise a regular arrangement to 5 ★ I can match numerals to quantities to 5  ★ I can verbally count to 20 ★ I can say one more and one less than numbers to 5 ★ I can make unequal sets, equal ★ I can spot and make an ABBA pattern	★ I can order numbers to 8 with the aid of the "staircase" pattern ★ I can match numerals to quantities to 10  ★ I can verbally count to 20 ★ I can one more and one less than numbers to 10 ★ I can make numbers with two equal parts ★ I can sort numbers into odd and even	<b>Number</b> ★ Have a deep understanding of numbers to 10, including the composition of each number. ★ Subitise (recognise quantities without counting) up to 5. ★ Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts															
<b>Knowledge and Understanding of the World</b>	★ I can comment on familiar situations from the past – <b>how my life has changed since starting school</b> ★ I know what the areas around me are used for (e.g. playground, front and back garden, classroom and hall)	★ I can talk about members of my immediate family and community ★ I can talk about where I live ★ e.g. my home, favourite places nearby ★ I know that people have different beliefs	★ I can talk about members of my immediate family and community. ★ Name and describe people who are familiar to me e.g. naming real life heroes doctor, nurse, firefighter, police officer.	★ Talk about members of their immediate family and community. ★ I can comment on images of familiar situations in the past. ★ I can compare and contrast characters from stories, including figures from the past e.g. notable astronauts	<b>Numerical Pattern</b> ★ Verbally count beyond 20, recognising the pattern of the counting system. ★ Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. ★ Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.															
<b>See also SCARF above</b>  <b>Many of <i>The Natural World</i> points link directly to our provision in the woods</b>					★ I can compare and contrast characters from stories, including figures from the past e.g. notable astronauts	★ I can comment on images of familiar situations in the past- <b>I can talk about how I have changed since I was a baby and my time in Reception</b> ★ <b>Compare and contrast characters from stories, including</b>														

	<ul style="list-style-type: none"> <li>★ I can explore different natural materials found in the environment e.g. wood, straw, brick, sticks, stone</li> <li>★ I can describe some basic properties- hard, strong, soft, bendy</li> <li>★ I can recognise and talk about daily weather patterns- sunny, rainy, cloudy, cold, hot, wet</li> <li>★ I can explore <b>floating and sinking, full and empty.</b></li> <li>★ I can help to plant bulbs and observe the changes to them as they grow</li> </ul>	<ul style="list-style-type: none"> <li>and celebrate special times in different ways.</li> <li>★ I know some ways that special times are celebrated</li> <li>★ e.g. Halloween, Bonfire night, Diwali, Remembrance Day Christmas</li> <li>★ I can compare and contrast toys from the past in the context of Christmas presents</li> <li>★ I can recognise and talk about daily weather patterns- sunny, rainy, cloudy, cold, hot, wet</li> <li>★ I can explore the natural world around me, describing what I see, hear and feel whilst outside. I can talk about common signs of Autumn</li> </ul>	<ul style="list-style-type: none"> <li>★ I can talk about how they help us.</li> <li>★ I can draw information from a simple map.</li> <li>e.g. know that China is another country on a world map</li> <li>★ I know that people celebrate special times in different ways e.g. Valentines day, Chinese New Year</li> <li>★ I recognise some similarities and differences between life in this country and life in other countries</li> <li>★ e.g. China and England for new year</li> <li>★ I can explore frozen items and observe and encourage melting</li> <li>★ I can recognise and talk about daily weather patterns- sunny, rainy, cloudy, cold, hot, wet</li> <li>★ I can explore the natural world around me, describing what I see, hear and feel whilst outside. I can talk about common signs of Winter</li> </ul>	<ul style="list-style-type: none"> <li>★ I know that people have different beliefs and celebrate special times in different ways e.g. Easter, St. George's day</li> <li>★ I can recognise and talk about daily weather patterns- sunny, rainy, cloudy, cold, hot, wet</li> <li>★ I can help to plant potatoes and flower seeds and observe the changes to them as they grow</li> <li>★ I can explore the natural world around me, describing what I see, hear and feel whilst outside. I can talk about common signs of Spring</li> </ul>	<ul style="list-style-type: none"> <li>★ e.g. give simple directions- up, down, past, around e.g. Longdown and from <i>What the Ladybird Heard</i></li> <li>★ I can explore the natural world around me e.g. name some common farm animals and their young, know that some food grows in the ground and can be made into other products</li> <li>★ I can explore the natural world around me e.g. identify and name some minibeasts, talk about simple features, life cycle of a caterpillar and a bee.</li> <li>★ Compare minibeast environments, e.g. under logs, in tall grasses- which minibeasts live there?</li> <li>★ I can talk about some of the things I have observed</li> <li>★ I can recognise and talk about daily weather patterns- sunny, rainy, cloudy, cold, hot, wet</li> </ul>	<p><b>figures from the past</b></p> <p>e.g. famous pirates</p> <p>★ I can draw information from a simple map.</p> <p>e.g. treasure maps and give simple directions- up, down, past, around</p> <p>★ I can draw my own simple map</p> <p>★ I can explore the natural world around me e.g. name some common British and tropical sea creatures</p> <p>★ I can talk about some of the things I have observed</p> <p>★ I can recognise and talk about daily weather patterns- sunny, rainy, cloudy, cold, hot, wet</p> <p>★ I can harvest potatoes and talk about the changes they have gone through from seed potato to chips.</p> <p>★ I can explore the natural world around me, describing what I see, hear and feel whilst outside. I can talk about common signs of Summer</p>
	<i>Harvest Thankful</i>	<i>Birthdays Celebration</i>	<i>Special Objects Special</i>	<i>Eggs New Life</i>	<i>Water Precious</i>	<i>Looking forward Change</i>

Knowledge and Understanding of the World	At Glenfield Infant School, we use the Hampshire Living Difference IV curriculum which uses a cycle of enquiry consisting of 5 key steps:					
	Communicate	Apply	Inquire	Contextualise	Evaluate	
RE	★ Children can express their response to their own experiences of the concepts/words introduced	★ Children can recognise their responses relate to events in their own lives	★ Children can recognise what has been taught about the concept/word and how they are used in the tradition studies	★ Children can recognise what has been taught about the concept/word and how they are used in the tradition studied	★ Children can in simple terms recognise something of the value of these concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities	
Knowledge and Understanding of the World	<b>Past and Present</b>		<b>People, Culture and Communities</b>		<b>The Natural World</b>	
Early Learning Goals	<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>		<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, nonfiction texts and (when appropriate) maps.</li> </ul>		<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>	
Expressive Arts and Design	<ul style="list-style-type: none"> <li>★ Artist link: <b>Anthony Goldsworthy</b> – Loose parts self-portraits</li> <li>★ <b>Arcimboldo Guiseppe</b> – fruit faces</li> <li>★ <b>Play project</b></li> <li>★ Read <i>Not a box</i>.</li> <li>★ I can explore, use and refine a variety of artistic effects to express my ideas and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>★ Colour mixing</li> <li>★ Firework pictures</li> <li>★ Christmas artwork</li> <li>★ Participate in Nativity</li> <li>★ <b>I can mix poster paints to create new colours</b> (e.g. secondaries)</li> <li>★ <b>I can paint with different tools</b> (e.g. brushes, fingers tips, Q tips, sponges)</li> <li>★ I can explore, use and refine a variety of artistic effects to</li> </ul>	<ul style="list-style-type: none"> <li>★ Artist link: <b>Mondrian</b> - Valentine's hearts</li> <li>★ <b>I can create a picture using blocks of colour</b></li> <li>★ I can return to and build on my previous learning, refining my ideas and developing my ability to represent them.</li> <li>★ I can explore, use and refine a variety of artistic effects to express my ideas and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>★ Paper mache planets</li> <li>★ Space painting pictures</li> <li>★ Junk modelling – make a rocket for a bear and test how far they travel along the playground</li> <li>★ <b>I can make a colour lighter or darker</b></li> <li>★ <b>I can explore new ways to make 3D structures</b> e.g. paper mache</li> </ul>	<ul style="list-style-type: none"> <li>★ Artist link: <b>Van Gogh</b> – sunflowers</li> <li>★ <b>Eric Carle</b> – Tiny Seed</li> <li>★ I can explore, use and refine a variety of artistic effects to express my ideas and feelings.</li> <li>★ <b>I can draw what I can see</b> (sketching skills)</li> <li>★ I can return to and build on my previous learning, refining my ideas and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>★ Artist link: <b>Matisse</b> – gold fish</li> <li>★ Play projects – make a boat, pirate hat, fishing invention, cleaning machine</li> <li>★ <b>I can use oil pastels to draw what I see</b> (observational drawing)</li> <li>★ I can explore, use and refine a variety of artistic effects to express my ideas and feelings.</li> </ul>

	<ul style="list-style-type: none"> <li>★ I can join two items together e.g. with glue or tape</li> <li>★ I can explain what I am making and which materials I am using.</li> <li>★ I can develop storylines in my pretend play.</li> </ul>	<ul style="list-style-type: none"> <li>★ I can express my ideas and feelings.</li> <li>★ I can talk about what I like or dislike about my construction, and begin to say why</li> <li>★ I can simply talk about changes I made during the making process</li> <li>★ I can explain how my product works</li> <li>★ I can watch and talk about dance and performance art, and say how it makes me feel.</li> </ul>	<ul style="list-style-type: none"> <li>★ I can begin to create collaboratively, sharing ideas, resources and skills.</li> <li>★ I can watch and talk about dance and performance art, expressing their feelings and responses. e.g. Dragon/lion dance</li> <li>★ I can develop storylines in my pretend play.</li> </ul>	<ul style="list-style-type: none"> <li>★ I can explore, use and refine a variety of artistic effects to express my ideas and feelings.</li> <li>★ I can create collaboratively, sharing ideas, resources and skills.</li> <li>★ I can simply talk about changes I made during the making process</li> <li>★ I can explain how my product works</li> </ul>	<ul style="list-style-type: none"> <li>ability to represent them.</li> <li>★ I can create collaboratively, sharing ideas, resources and skills.</li> </ul>	<ul style="list-style-type: none"> <li>★ I can return to and build on my previous learning, refining my and developing my ability to represent them.</li> <li>★ I can create collaboratively, sharing ideas, resources and skills.</li> </ul>
<b>Expressive Arts and Design</b> <b>Music</b>	<p style="text-align: center;">Knowledge and skills taught and recapped throughout the year</p> <p style="text-align: center;"><b>I can...</b></p>					
	<b>Singing</b> <ul style="list-style-type: none"> <li>★ Match pitch when singing</li> <li>★ Sing the melodic shape of familiar songs</li> <li>★ Sing entire songs</li> <li>★ Perform songs in a range of contexts</li> <li>★ Internalise parts of music</li> </ul>	<b>Playing instruments</b> <ul style="list-style-type: none"> <li>★ Play instruments in response to the structure of the music</li> <li>★ Keep a steady beat whilst playing instruments</li> <li>★ Play rhythms to accompany words</li> <li>★ (MAY) Play along to the beat of a song or piece of music</li> <li>★ (MAY) Play along with the rhythm in music</li> </ul>	<b>Composing and improvising</b> <ul style="list-style-type: none"> <li>★ Create music based on a theme</li> <li>★ Create rhythms using instruments and body percussion</li> </ul>	<b>Listening and responding</b> <ul style="list-style-type: none"> <li>★ Respond to, distinguish and describe changes in music.</li> <li>★ Compare features of different pieces of music.</li> <li>★ Associate music with characters and stories.</li> <li>★ Move to the sound of instruments</li> <li>★ Combine moving, singing and playing instruments</li> <li>★ Move in time with the pulse of the music</li> <li>★ Physically respond to changes in music</li> <li>★ Replicate familiar choreographed dances</li> <li>★ Choreograph dances to familiar music</li> </ul>		
<b>Expressive Arts and Design</b> <b>Early Learning Goals</b>	<b>Creating with Materials</b> <ul style="list-style-type: none"> <li>★ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>★ Share their creations, explaining the process they have used.</li> </ul>	<b>Being Imaginative</b> <ul style="list-style-type: none"> <li>★ Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>★ Sing a range of well-known nursery rhymes and song</li> </ul>				

★ Make use of props and materials when role playing characters in narratives and stories.

★ Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.