

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	<p><u>Nursery Observational Checkpoint:</u> Can children shift focus from one task to another if you fully obtain their attention? Can children use sentences of four to six words? Can children join sentences using ‘because’, ‘or’, ‘and’. Can children use future and past tense? Can children answer a simple ‘why’ question?</p>						
	Reception	<p><u>D</u></p> <p><u>Listening. Attention and Understanding</u> Children will listen carefully to a story.</p> <p><u>Speaking</u> Children will know and retell ‘The Little Red Hen’.</p> <p><u>M</u></p> <p>Children will know and use vocabulary linked to their theme ‘All about Me!’ including special, unique, similar, and different.</p> <p><u>(</u></p> <p><u>R</u></p> <p><u>e</u></p> <p><u>c</u></p> <p><u>e</u></p> <p><u>p</u></p> <p><u>t</u></p> <p><u>i</u></p> <p><u>o</u></p> <p><u>n</u></p> <p><u>)</u></p>	<p><u>Listening. Attention and Understanding</u> Children will join in with repeated refrains in a story.</p> <p>Children will ask who questions.</p> <p><u>Speaking</u> Children will know and retell ‘Max’.</p> <p>Children will know and use vocabulary linked to their theme ‘Superheroes’ including transform, super powers, side kick, powerful.</p>	<p><u>Listening. Attention and Understanding</u> Children will talk about key events in a story.</p> <p>Children will ask ‘when’ questions.</p> <p><u>Speaking</u> Children will know and retell ‘The Gingerbread Man’.</p> <p>Children will know and use vocabulary linked to their theme ‘Once Upon a Time’ including imagination, make believe, characters.</p> <p>Children will express ideas using past and present tense.</p>	<p><u>Listening. Attention and Understanding</u> Children will identify the main characters in the story and talk about their feelings.</p> <p>Children will ask ‘where’ questions.</p> <p><u>Speaking</u> Children will know and retell ‘The Tiger who came for tea’</p> <p>Children will know and use vocabulary linked to their theme ‘Amazing Animals!’ including life cycles, nocturnal, hibernate.</p>	<p><u>Listening. Attention and Understanding</u> Children will link events in a story to their own experiences.</p> <p>Children will ask ‘why’ questions.</p> <p><u>Speaking</u> Children will know and retell ‘Superworm’.</p> <p>Children will know and use vocabulary linked to their theme ‘Come Outside!’ including recycling, environment, and wild plants.</p>	<p><u>Listening. Attention and Understanding</u> Children will ‘hot seat’ characters from a story.</p> <p><u>Speaking</u> Children will know and retell ‘Sharing a shell’ .</p> <p>Children will know and use vocabulary linked to their theme ‘Oh I do like to be beside the seaside!’ including fossils, marine life, Punch and Judy.</p> <p>Children will express ideas using past and present tense.</p>
	<p><u>Listening, Attention and Understanding:</u> 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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><u>Speaking:</u> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>						

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Physical	Observational Checkpoint: Can children make ‘cross the mid-line’ marks on vertical surfaces? Can children move in a range of ways including hopping, climbing and balancing? Can children work in groups/teams? Can children use one-handed tools such as scissors or a hammer? Do children have a comfortable grip when using pens/pencils? Are children independent in dressing themselves?							
	Reception	Developmental Matters (Reception)	Gross Motor Children will know how to hop, skip and jump. LCC: Games- ring and rhyme games.	Gross Motor Children will know how to ride a balance bike. LCC: Gymnastics-Houses and Homes	Gross Motor Children will know how to move in different directions becoming more aware of space. LCC: Games- Adventureland	Gross Motor Children will know how to kick and pass different sized balls. LCC- Gymnastics- Growth-Jack and the Beanstalk	Gross Motor Children will know how to throw and catch different sized balls. LCC- Dance- Minibeast dance	Gross Motor Children will know how to bat and aim using different sized balls. LCC- Games- Seaside
			Fine Motor Children will know the correct pencil grip and posture for writing. Children will know how to correctly form the letters m,a,s,d.	Fine Motor Children will know how to do up and undo buttons. Children will know how to correctly form the letters t, i, n, p, g, o.	Fine Motor Children will know how to use a knife and fork. Children will know how to correctly form the letters c, k, u, b, f, e.	Fine Motor Children will know how to use two-hole scissors to make snips in paper. Children will know how to correctly form the letters l, h, r, j, v, y.	Fine Motor Children will know how to thread and sew. Children will know how to correctly form the letters w, z, x, q.	Fine Motor Children will know how to use two-hole scissors to cut along lines. Children will know how to correctly form capital letters.
Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.								

Literacy	<p>Observational Checkpoint: Can children identify a range of different signs? Do children know how to handle a book and turn the pages one at a time? Can children identify rhymes and clap syllables? Can children talk to an adult about a story that they have enjoyed? Can children write their name?</p>							
	Reciprocity	Developmental	<p>Comprehension Children will read and re-read a selection of books, developing fluency, understanding and enjoyment.</p> <p>Word Reading Children will read and correctly form the sounds m, a, s, d, t, i, n, p, g.</p> <p>Children will hear and identify initial sounds in words.</p> <p>Children will know tricky red words l, the.</p> <p>Writing Children will know how to correctly form the letters m,a,s,d.</p> <p>Children will know how to write their name.</p>	<p>Comprehension Children will read and re-read a selection of books, developing fluency, understanding and enjoyment.</p> <p>Word Reading Children will read and correctly form the sounds o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x.</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky red words to, into.</p> <p>Writing Children will know how to correctly form the letters t, i, n, p, g, o.</p> <p>Children will know how to write initial sounds.</p>	<p>Comprehension Children will read and re-read a selection of books, developing fluency, understanding and enjoyment.</p> <p>Word Reading Children will read and correctly form the sounds qu, ch, th, sh, ng, nk.</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky red words no, go, so.</p> <p>Writing Children will know how to correctly form the letters c, k, u, b, f, e.</p> <p>Children will know how to write CVC/CVCC words.</p>	<p>Comprehension Children will read and re-read a selection of books, developing fluency, understanding and enjoyment.</p> <p>Word Reading Children will read and correctly form the sounds ay, ee, igh, ow, oo (short), oo (long).</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky words he, she, me, we, be.</p> <p>Writing Children will know how to correctly form the letters l, h, r, j, v, y.</p> <p>Children will know how to write a short phrase.</p>	<p>Comprehension Children will read and re-read a selection of books, developing fluency, understanding and enjoyment.</p> <p>Word Reading Children will read and correctly form the sounds ar, or, air, ir, ou, oy.</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky words are, they, her.</p> <p>Writing Children will know how to correctly form the letters w, z, x, q.</p> <p>Children will know how to write a short sentence.</p>	<p>Comprehension Children will read and re-read a selection of books, developing fluency, understanding and enjoyment.</p> <p>Word Reading Children will sound and blend words with RR phonics sounds.</p> <p>Children will know tricky red words my, by, of.</p> <p>Writing Children will know how to correctly form capital letters.</p> <p>Children will know how to read what they have written to check it makes sense.</p>
<p>Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>								
Maths	<p>Observational Checkpoint: Can children subitise to 3? Can children count in correspondence to 5? Can children rote count beyond 5? Can children compare quantities, size, length, weight and capacity? Can children talk about 2D and 3D shapes? Can children use positional language? Can children select shapes appropriately? Can children create a repeating pattern?</p>							

R e c e p t i o n	D e v e l o p m e n t M a t t e r s (R e c e p t i o n)	<p><u>Number</u> Children will represent, compose and compare numbers to 5.</p> <p>Children will be introduced to the part-whole model and partition numbers to 5.</p> <p><u>Numerical Patterns</u> Children will match and sort.</p> <p>Children will compare amounts, size, mass and capacity.</p> <p>Children will make AB patterns.</p>	<p><u>Number</u> Children will represent, compose and compare numbers up to 10.</p> <p>Children will begin to learn their number bonds to 5.</p> <p>Children will begin to add and subtract using numbers up to 10.</p> <p><u>Numerical Patterns</u> Children will identify and describe circles, triangles, squares and rectangles.</p> <p>Children will use positional language including under, over, around and through.</p> <p>Children will compare amounts, size, mass and capacity.</p> <p>Children will identify one more and one less within 5.</p>	<p><u>Number</u> Counting and comparing</p> <p>Partitioning and understanding part-whole.</p> <p>Understanding teen numbers.</p> <p><u>Numerical Patterns</u> Distance (length, height, width)</p> <p>Mass/Weight and Capacity/volume</p> <p>Shape and sorting</p>	<p><u>Number</u> Addition Number Bonds to 10.</p> <p>Subtraction</p> <p>Addition and Subtraction</p> <p><u>Numerical Patterns</u> Halving and Doubling</p> <p>Number Sense- teen numbers</p>	<p><u>Number</u> Counting, comparing & ordering</p> <p>Understanding part-whole with addition and subtraction.</p> <p>Number bonds to 10 (including subtraction facts)</p> <p><u>Numerical Patterns</u> Fractions</p> <p>Capacity/Volume and Money</p> <p>Shape and Sorting</p> <p>Odd and Even numbers</p>	<p><u>Number</u> Number Sense</p> <p>Addition and Subtraction</p> <p>Number bonds to 10 (including subtraction facts)</p> <p><u>Numerical Patterns</u> Time</p> <p>Space</p> <p>Money and Sorting</p>
		<p><u>Number:</u> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><u>Numerical Patterns:</u> 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.</p>					

U T W	<p><u>Observational Checkpoint:</u> Can children use their senses to explore? Can children make sense of their own life-story and family history? Can children understand the key features of the life cycle of a plant and an animal? Do children show an interest in different occupations? Can children talk about differences between materials and changes they notice? Can children talk about different countries in the world?</p>
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U n d e r s t a n d i n g t h e w o r l d	R e c e p t i o n - D e v e l o p m e n t M a t t e r s (R e c e p t i o n)	Hi s t o r y	<u>Past and Present</u> Who is my family? How have I changed? <ul style="list-style-type: none"> Children understand growth from baby to child/adult. Children describe how we have changed from being a baby/adult. Use vocabulary past, present, then and now. 	<u>Past and Present</u> Who do we know that's famous? <ul style="list-style-type: none"> Children will know who Florence Nightingale is and why she is important. <u>Significant event:</u> Children will know that Remembrance Day is to remember soldiers who died in the war.	<u>Past and Present</u> Have cars/buses always been the same? <ul style="list-style-type: none"> Children will look at images of transport from the past and identify similarities and differences. 	<u>Past and Present</u> Who do we know that's famous? Children will know who David Attenborough is and why he is important.	<u>Past and Present</u> Has school always been the same? <ul style="list-style-type: none"> Children will know that the present is now. Children will know that the past is anything before the current day. Compare school games now to school in the past. 	<u>Past and Present</u> Did your Grandma and Grandad go on the same holidays as us? <ul style="list-style-type: none"> Children will look at images of seaside holidays from the past and present and identify similarities and differences.
		Geo gra phy	<u>People, Culture and Communities</u> Who is my family? <ul style="list-style-type: none"> Identifying members of their families. Understanding and valuing that not all families are the same. Discussing family experiences and familiar routines. 	<u>People, Culture and Communities</u> Why do we celebrate differently? <ul style="list-style-type: none"> Children will know how people in different countries celebrate Christmas. Celebrating Diwali 12th Nov Compare and contrast how people celebrate weddings/birth days. <u>Who are people who help us?</u> <ul style="list-style-type: none"> Identifying people in the community who help us and describing how they help us. 	<u>People, Culture and Communities</u> How will I know my way around? <ul style="list-style-type: none"> Our local area- name of the town, road, country our school is on. Our school- maps of our school. Mapwork- a globe (green and coloured represent) Fieldwork- exploring our local area.. 	<u>People, Culture and Communities</u> What do I know about the countries in the world? <ul style="list-style-type: none"> Children explore the different foods, houses and animals that vary from country to country. Explore changes in weather and culture in 2 countries. 	<u>People, Culture and Communities</u> What do I know about the countries in the world? <ul style="list-style-type: none"> Children explore the different foods, houses and animals that vary from country to country. Explore changes in weather and culture in 2 countries. 	<u>People, Culture and Communities</u> Why are all towns and cities not like ours? <ul style="list-style-type: none"> Children will identify similarities and differences between life in Nelson and life in Africa. Compare Nelson to the seaside resort of Blackpool/Lytham.

	Scie nce	<p><u>The Natural World</u></p> <p>What can I feel, taste, hear and smell?</p> <p>Children will know the 5 senses.</p> <p>Children will know the names of body parts: shoulders, elbows, knees, ankles.</p> <p><u>Seasonal changes</u></p> <p>Children will identify typical weather in Autumn.</p> <p>Children will know that this time of year is Autumn.</p>	<p><u>The Natural World</u></p> <p>How do things work?</p> <p>Children will identify plastic and metal.</p> <p>Children will know what material a magnet picks up.</p> <p><u>Seasonal Changes</u></p> <p>Children will know that this time of year is Winter and compare it to Autumn</p>	<p><u>The Natural World</u></p> <p>Why do things change?</p> <p>Children will explore floating and sinking.</p> <p>Children will explore changing states e.g: ice melting.</p> <p>What are the materials around us called?</p> <p>Children will explore the strength of materials to make a house for the 3 Little Pigs.</p>	<p><u>The Natural World</u></p> <p>How many creatures are on our Earth?</p> <p>Children will name different types of animals- dinosaurs, farm animals, jungle animals, pets.</p> <p>Children compare different types of animals- farm, jungle, dinosaurs.</p> <p>Children will compare different habitats.</p> <p><u>Seasonal Changes</u></p> <p>Children will know that this time of year is Spring.</p> <p>Spring.</p>	<p><u>The Natural World</u></p> <p>How do things grow from seeds?</p> <p>Children will know the life cycle of a ladybird.</p> <p>Children will observe changes and growth of ladybirds.</p> <p>Children will know the difference between a flower and a tree.</p> <p>Children will know what minibeasts we may find around flowers and trees.</p> <p><u>Seasonal Changes</u></p> <p>Children will observe how a tree has changed over the 4 seasons.</p>	<p><u>The Natural World</u></p> <p>Do all animals live with us on land?</p> <p>Children will know that some animals can live underwater.</p> <p>Children will identify different features of a seaside.</p> <p><u>Seasonal changes</u></p> <p>Children will know that this time of year is Summer.</p>
	RE	<p><u>People, Culture and Communities</u></p> <p>Why are we all different and special? Inc Islam</p> <p>What makes a good friend?</p>	<p><u>People, Culture and Communities</u></p> <p>How do Christians celebrate Jesus birthday?</p> <p>Inc Diwali</p> <p>Interfaith week</p>	<p><u>People, Culture and Communities</u></p> <p>What stories did Jesus hear when he was a child?</p> <p>Why did Jesus tell stories?</p>	<p><u>People, Culture and Communities</u></p> <p>Why do Christians believe Easter is all about love?</p>	<p><u>People, Culture and Communities</u></p> <p>What makes a holy place? In Islam and Judaism</p>	<p><u>People, Culture and Communities</u></p> <p>What is prayer? Inc Islam and Judaism</p>

Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. 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.

The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Ex pr es s i v e Ar t s a n d De s i gn	Observational Checkpoint: Can children take part in pretend play? Can children create using different materials? Can children develop their own creative ideas by drawing and painting? Can children perform a range of songs? Can children play instruments to express their own ideas?							
	Re ce pt io n - D ev el op m en t M at te rs (R ec ep ti on)	M u s i c	Being Imaginative Children will know the nursery rhymes/songs: <ul style="list-style-type: none">- Head, shoulders, knees and toes.- The Senses song- Everywhere you go (call and response)- Cauliflowers Fluffy- Dingle, dangle scarecrow.	Being Imaginative Children will know the nursery rhymes/songs: <ul style="list-style-type: none">- London’s Burning- 1-10 Super song (counting)- If you’re super and you know.- 1,2,3,4,5 once I caught a fish alive. Children will listen to a visitor play a range of instruments and identify similarities and differences.	Being Imaginative Children will know the nursery rhymes/songs: <ul style="list-style-type: none">- If you go down to the woods today.- This Little Piggy- Three blind mice Children will know how to tap/clap along to a rhythm.	Being Imaginative Children will know the nursery rhymes/songs: <ul style="list-style-type: none">- Old Mcdonald had a farm.- Baa Baa Black sheep- Down in the jungle where nobody goes. Children will experiment with different ways of playing instruments. Children will join in with choreographed dances.	Being Imaginative Children will know the nursery rhymes/songs: <ul style="list-style-type: none">- Incy, wincy spider.- There’s a worm at the bottom of the garden- 5 little speckled frogs.- 5 little ducks went swimming one day. Children will know how to match a pitch.	Being Imaginative Children will know the nursery rhymes/songs: <ul style="list-style-type: none">- A sailor went to sea, sea, sea- Row, row, row your boat. Children will know perform their own dances using steps and techniques that they have learned.
		A r t a n d De s i gn	Creating with Materials Children will know how to mix primary colours to make secondary colours using poster paints. Children will know how to draw a person – head, body, arms, legs and facial features.	Creating with Materials Children will know how to mould clay. Children will make fruit and vegetable portraits in the style of Giuseppe Arcimboldo. Children will know which glue or tape to use for their chosen purpose.	Creating with Materials CChildren will know how to make 3D structures- houses for the 3 little pigs. Children will explore and make art in the style of Henry Matisse. Children will know how to make an opening.	Creating with Materials Children will create artwork in a similar style to Henri Rousseau. Children will know how to use and mix watercolour paints.	Creating with Materials Children will know how to make a mono print. Children explore and create art in the style of Georgia O’Keefe.	Creating with Materials Children will know how to make different shades of the same colour. Children will know how to make a split pin join.
Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. Being Imaginative: Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and song. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music								