

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
C o m m u n i c a t i o n a n d L a n g u a g e	<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?						
	Re ce p t i o n	D e v e l o p m e n t M a t e r i a l	<u>Listening, Attention and Understanding</u> Children will listen carefully to a story. Children will ask what questions. <u>Speaking</u> Children will know and retell 'The Little Red Hen'. Children will know and use vocabulary linked to their theme 'All about Me!' including special, unique, similar, and different.	<u>Listening, Attention and Understanding</u> Children will join in with repeated refrains in a story. Children will ask who questions. <u>Speaking</u> Children will know and retell 'Max'. Children will know and use vocabulary linked to their theme 'Superheroes' including transform, super powers, side kick, powerful.	<u>Listening, Attention and Understanding</u> Children will talk about key events in a story. Children will ask 'when' questions. <u>Speaking</u> Children will know and retell 'The Three Little Pigs'. Children will know and use vocabulary linked to their theme 'Once Upon a Time' including imagination, make believe, characters. Children will express ideas using past and present tense.	<u>Listening, Attention and Understanding</u> Children will identify the main characters in the story and talk about their feelings. Children will ask 'where' questions. <u>Speaking</u> Children will know and retell 'The Tiger who came for tea' Children will know and use vocabulary linked to their theme 'Amazing Animals!' including life cycles, nocturnal, hibernate.	<u>Listening, Attention and Understanding</u> Children will link events in a story to their own experiences. Children will ask 'why' questions. <u>Speaking</u> Children will know and retell 'Matisse's magic trail'. Children will know and use vocabulary linked to their theme 'Come Outside!' including recycling, environment, and wild plants.
<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.							
<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 e r s o n a l , S o c i a l a n d E m o t i o n a l	Observational Checkpoint: Can children share and take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can children settle at activities for a while? Can children play alongside others? Can children take part in pretend play, taking on a role such as Mummy or Daddy? Can children take part in pretend play with different roles such as the Gruffalo? Can children negotiate solutions to conflicts in their play?						
	R e s p o n s i b l e	D e v e l o p m e n t a l	<p>Self-Regulation Children will see themselves as unique by sharing their hobbies and interests.</p> <p>Managing Self Children will know how regular exercise is important for their health.</p> <p>Building Relationships Children will know how to identify their feelings, using books such as 'The Colour Monster' to support understanding.</p>	<p>Self-Regulation Children will know how to be helpful by taking on jobs such as serving snack and washing up.</p> <p>Managing Self Children will know the school rules SHINE and BRIGHT</p> <p>Children will know how healthy eating is important for their health.</p> <p>Building Relationships Children will know how to listen to others with respect.</p>	<p>Self-Regulation Children will know how to make the right choice and the consequences of not doing so.</p> <p>Managing Self Children will know how regular teeth brushing is important for their health.</p> <p>Building Relationships Children will know how to treat others in our class using the statement 'Kind hands and kind words'.</p>	<p>Self-Regulation Children will know the effects of their behaviour on others.</p> <p>Managing Self Children will know what a sensible amount of screen time is and why this is important for their health.</p> <p>Building Relationships Children will be able to describe what makes a good friend including attributes such as listening and sharing.</p>	<p>Self-Regulation Children will know to use the calm corner when they are feeling upset/angry.</p> <p>Managing Self Children will know about the importance of a good sleep routine for their health.</p> <p>Building Relationships Children will know how to express their opinion and understand it is okay to have a different opinion to their friends.</p>
<p>Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.</p> <p>Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>							

P h y s i c a l	<p>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?</p>
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<p>R e c e p t i o n</p>	<p>D e v e l o p m e n t M a t t e r s</p>	<p>PE: Striver: Agility, Space and Movement</p> <ul style="list-style-type: none"> To be able to listen, observe and show an awareness for themselves and of others. To be able to move fluently, changing direction and speed. To be able to move with control, coordination and imagination. To be able to travel using different movements and directions. To be able to explore different jumping movement skills. To be able to complete movement patterns whilst balancing and collecting objects. <p>Fine Motor Children will know the correct pencil grip and posture for writing.</p> <p>Children will know how to correctly form the letters m,a,s,d.</p>	<p>PE: Striver: Throwing and Catching</p> <ul style="list-style-type: none"> To be able to use and handle equipment safely, performing varying actions. To be able to use both underarm & overarm throws accurately with a beanbag. To be able to underarm throw and catch a moving ball. To be able to catch different sized balls using the 'cup' technique. To be able to roll, throw and stop circular pieces of equipment. To be able to catch & throw a tennis ball consistently. <p>Fine Motor Children will know how to do up and undo buttons.</p> <p>Children will know how to correctly form the letters t, i, n, p, g, o.</p>	<p>PE: Striver: Dance: Fairy Tales</p> <ul style="list-style-type: none"> To be able to interpret music to inspire movement. To create movement with a partner. To be able to perform a duet. To be able to create a dance that resembles the characters of a fairy tale. <p>Fine Motor Children will know how to use a knife and fork.</p> <p>Children will know how to correctly form the letters c, k, u, b, f, e.</p>	<p>PE: Striver: Gymnastics (balance)</p> <ul style="list-style-type: none"> To be able to use different ways of travelling across a gymnastics mat. To be able to use different ways to travel across small apparatus. To be able to demonstrate basic balances using patches and points. To be able to perform different body shapes. To be able to explore and demonstrate a variety of jumping patterns. To be able to perform the basic gymnastics rolls. <p>Fine Motor Children will know how to use two-hole scissors to make snips in paper.</p> <p>Children will know how to correctly form the letters l, h, r, j, v, y.</p>	<p>PE: Striver: Athletics</p> <ul style="list-style-type: none"> To be able to sprint quickly over a short distance. To be able to use an effective jumping and throwing technique. To be able to jump over low level hurdles. To be able to develop jumping for height (high jump). To be able to throw in varying ways and distances. To be able to throw with accuracy. <p>Fine Motor Children will know how to thread and sew.</p> <p>Children will know how to correctly form the letters w, z, x, q.</p>	<p>PE: Striver: Skill based challenges</p> <ul style="list-style-type: none"> To be able to achieve a personal best through catching challenges. To be able to achieve a personal best through rolling challenges. To be able to achieve a personal best through throwing challenges. To be able to achieve a personal best through kicking challenges. To be able to move with control, coordination and imagination. To be able to achieve a personal best through hitting challenges. <p>Fine Motor Children will know how to use two-hole scissors to cut along lines.</p> <p>Children will know how to correctly form capital letters.</p>
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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.

Lite racy	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?							
	R e c e p t i o n	D e v e l o p m e n t M a t e r s	<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 if 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>								

M a t h s	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?						
	R e c e p t i o n e n t M a t h e r s	D e e l o p m e n t	<p>Number 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>Numerical Patterns Children will match and sort.</p> <p>Children will compare amounts, size, mass and capacity.</p> <p>Children will make AB patterns.</p>	<p>Number 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>Numerical Patterns 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>Number Counting and comparing</p> <p>Partitioning and understanding part-whole.</p> <p>Understanding teen numbers.</p> <p>Numerical Patterns Distance (length, height, width)</p> <p>Mass/Weight and Capacity/volume</p> <p>Shape and sorting</p>	<p>Number Addition Number Bonds to 10.</p> <p>Subtraction</p> <p>Addition and Subtraction</p> <p>Numerical Patterns Halving and Doubling</p> <p>Number Sense- teen numbers</p>	<p>Number Counting, comparing & ordering</p> <p>Understanding part-whole with addition and subtraction.</p> <p>Number bonds to 10 (including subtraction facts)</p> <p>Numerical Patterns Fractions</p> <p>Capacity/Volume and Money</p> <p>Shape and Sorting</p> <p>Odd and Even numbers</p>
<p>Number: 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>Numerical Patterns: 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>Observational Checkpoint: 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 e r s	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.

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

E x p r e s s i v e A r t s a n d D e s i g n	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?						
	D e v e l o p m e n t M a t e r i a l s	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. 	Being Imaginative Children will know the nursery rhymes: <ul style="list-style-type: none"> - Superworm KAPOW: Exploring sound <ul style="list-style-type: none"> ● To explore using voices to make a variety of sounds. ● To explore how to use our bodies to make sounds. ● To explore the sounds of different instruments. ● To identify sounds in the environment and differentiate between them. ● To use voices to imitate nature sounds. 	Being Imaginative Children will know the nursery rhymes/songs: <ul style="list-style-type: none"> - Baa, Baa Black Sheep KAPOW: Transport <ul style="list-style-type: none"> ● To explore creating sound effects. ● To explore making sounds at different speeds. ● To explore moving to different tempos. ● To interpret symbols to show a change in speed. ● To interpret a simple score to show tempo changes. 	Being Imaginative Children will know the nursery rhymes/songs: <ul style="list-style-type: none"> - Down in the jungle where nobody goes. KAPOW: Music and Movement <ul style="list-style-type: none"> ● To understand why songs have actions. ● To learn some simple Makaton signs to accompany a song. ● To explore beat through body movement. ● To express feelings and emotions through movement to music. ● To explore beat through body movement. ● To perform action songs to a small audience. 	Being Imaginative Children will know the nursery rhymes/songs: <ul style="list-style-type: none"> - A spider in the bathroom.

		<p>Creating with Materials Children will know how to mix primary colours to make secondary colours using poster paints.</p> <p>Children will know how to draw a person – head, body, arms, legs and facial features.</p>	<p>Creating with Materials. Children will make fruit and vegetable portraits in the style of Giuseppe Arcimboldo.</p> <p>Children will know which glue or tape to use for their chosen purpose.</p>	<p>Creating with Materials Children will know how to make 3D structures- houses for the 3 little pigs.</p> <p>Children will know how to make an opening.</p>	<p>Creating with Materials Children will create artwork in a similar style to Henri Rousseau.</p> <p>Children will know how to use and mix watercolour paints.</p>	<p>Creating with Materials Children will know how to make a mono print.</p> <p>Children will explore and make art in the style of Henry Matisse.</p>	<p>Creating with Materials Children will know how to make different shades of the same colour.</p> <p>Children will know how to make a split pin join.</p> <p>Children explore and create art in the style of Georgia O’Keefe.</p>
<p>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.</p> <p>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</p>							