

\* Specific knowledge, topic themes and book choices are to be directed by children’s interests, fascinations and beliefs

Nursery →

	Autumn	Spring	Summer
Communication & Language	<p>Skills:</p> <ul style="list-style-type: none"> <li>Use longer sentences of four to six words.</li> <li>Sing a large repertoire of songs. (10-15)</li> <li>Know many rhymes, be able to talk about familiar books,</li> <li>Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</li> </ul>	<p>Skills:</p> <ul style="list-style-type: none"> <li>Develop their communication but may still continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</li> <li>Pay attention to more than one thing at a time, which can be difficult.</li> <li>Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.</li> <li>Start a conversation with an adult or a friend and continue it for many turns</li> </ul>	<p>Skills</p> <ul style="list-style-type: none"> <li>Enjoy listening to longer stories and can remember much of what happens.</li> <li>Use a wider vocab vocabulary.</li> <li>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</li> <li>Be able to tell a long story.</li> <li>Develop their pronunciation but may have problems saying:               <ul style="list-style-type: none"> <li>some sounds: r, j, th, ch, and sh</li> <li>multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.</li> </ul> </li> <li>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> </ul>
	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Be able to sing simple songs and rhymes</li> <li>Talk and discuss about subjects of interest</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Simple understanding that things have already happened or will happen (past, present and future)</li> <li>Simple understanding of 1 or more instructions</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Recall events from own experiences or from a familiar story</li> </ul>
	Vocab: Song, nursery rhyme, book, story, I, you	Vocab: hello, simple question words	Vocab: Why
Personal Social & Emotional Development	<p>Skills:</p> <ul style="list-style-type: none"> <li>Increasingly follow rules, understanding why they are important.</li> <li>Select and use activities and resources, with help when needed.</li> <li>Use this help them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>Remember rules without needing an adult to remind them</li> </ul>	<p>Skills:</p> <ul style="list-style-type: none"> <li>Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>Show more confidence in new social situations.</li> <li>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</li> <li>Understand gradually how others might be feeling.</li> </ul>	<p>Skills:</p> <ul style="list-style-type: none"> <li>Play with one or more other children, extending &amp; elaborating play ideas.</li> <li>Develop their sense of responsibility and membership of a community.</li> <li>Find solutions to conflicts and rivalry &amp; suggesting other ideas.</li> <li>Develop appropriate ways of being assertive. Use talk to solve conflicts</li> <li><b>No Outsiders – You Choose</b></li> </ul>
	<p>Knowledge: Understanding rule following</p>	<p>Knowledge: Understanding of different emotions</p>	<p>Knowledge: To begin to understand taking turns and sharing</p>
	Vocab: role play/construction/messy/ small world area	Vocab: Happy, sad, angry, scared, feelings,	Vocab: Share, take turns/my turn, your turn, friends, fair,
Physical Development	<p>Skills:</p> <ul style="list-style-type: none"> <li>Choose the right resources to carry out their own plan.</li> <li>Be increasingly independent in meeting their own care needs</li> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>Increasingly use &amp; remember sequences &amp; patterns of movements which are related to music &amp; rhythm.</li> <li>Make healthy choices about food, drink.</li> </ul>	<p>Skills:</p> <ul style="list-style-type: none"> <li>Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet</li> <li>Begin to make healthy choices about toothbrushing</li> </ul>	<p>Skills:</p> <ul style="list-style-type: none"> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>Make healthy choices about activity</li> </ul>
	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Healthy and unhealthy foods and drink</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Importance of cleaning teeth</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Importance of exercise and rest</li> </ul>
	Vocab: Healthy, unhealthy/ sometimes and anytime foods, wash, soap,	Vocab: Teamwork, teeth, toothbrush, toothpaste, toilet, safety,	Vocab: exercise rest
Literacy	<p>Skills:</p> <ul style="list-style-type: none"> <li>Engage in extended conversations about stories</li> <li>Understand and learn new vocabulary.</li> </ul>	<p>Skills:</p> <ul style="list-style-type: none"> <li>Develop their phonological awareness, so that they can:               <ul style="list-style-type: none"> <li>Skip, suggest and join in with rhymes</li> <li>Count or clap syllables in a word</li> <li>Use some print in their early writing.</li> </ul> </li> </ul>	<p>Skills:</p> <ul style="list-style-type: none"> <li>Understand the five key concepts about print: print has meaning &amp; it can have different purposes we read from left to right &amp; from top to bottom . The names of the different parts of a book. Page sequencing</li> <li>Hear and match initial sounds.</li> <li>Use some of their letter knowledge in their writing. E.g. writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.</li> <li>Write some or all of their name Write some letters accurately</li> </ul>
	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Know some stories - familiar and well loved</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Find rhyming words</li> <li>Break words into syllables - clap them out play games</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Understand use of print</li> <li>Know print is read left to right, top to bottom</li> <li>Names of different parts of a book</li> <li>Hear and say initial sounds</li> <li>Letter sounds and graphemes</li> <li>Recognise name</li> </ul>
	Vocab: Book, story favourite	Vocab: Rhyme, syllables	Vocab: character setting
Mathematics	<p>Skills:</p> <ul style="list-style-type: none"> <li>Compare quantities using language: ‘more than’, ‘fewer than’.</li> <li>Recite numbers past 5.</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Show ‘finger numbers’ up to 5.</li> <li>Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</li> </ul>	<p>Skills:</p> <ul style="list-style-type: none"> <li>Make comparisons between objects relating to size, length, weight and capacity.</li> <li>Link numerals &amp; amount e.g. matching number to objects up to 5</li> <li>Subitise to 5.</li> <li>Cardinal principle when counting</li> <li>Describe a familiar route.</li> <li>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> <li>Talk about &amp; identify the patterns around them. E.g. stripes on clothes, etc.</li> <li>Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> </ul>	<p>Skills:</p> <ul style="list-style-type: none"> <li>Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ Experiment with their own symbols and marks as well as numerals.</li> <li>Discuss routes and locations, using words like ‘in front of’ and ‘behind’</li> <li>Solve real world mathematical problems with numbers up to 5.</li> <li>Talk about &amp; explore 2D &amp; 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal &amp; mathematical language</li> <li>Combine shapes to make new ones - an arch, a bigger triangle etc.</li> <li>Notice and correct an error in a repeating pattern.</li> </ul>
	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>1 to 1 correspondence</li> <li>Number names 1-5</li> <li>Understanding of more and fewer</li> <li>Understand prepositions</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Recognise up to 3 objects by sight (subitising)</li> <li>Cardinal number principle Match number to quantity</li> <li>Remember a familiar route</li> <li>Use words to compare size, length, weight and capacity</li> <li>Recognize differences between shapes Identify simple patterns</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Number names 1-5</li> <li>Recognise and name common 2D &amp; and some 3D shapes</li> <li>Use everyday language to describe shapes</li> <li>Use some prepositions.</li> <li>Understand and use some time connectives</li> </ul>
	Vocab: Numbers, 1,2,3,4,5, counting, more, fewer, under, on, in, next to, above, behind,	Vocab: Big, small, tall, short, long, heavy, light, full, empty, flat, round, curved, pointy, spotty, stripy, same, different, pattern,	Vocab: Circles, triangles, square, rectangle, cube, cone,
Understanding the World	<p>Skills:</p> <ul style="list-style-type: none"> <li>Show interest in different occupations.</li> <li>Explore how things work.</li> </ul>	<p>Skills:</p> <ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Talk about what they see, using a wide vocabulary (describing words)</li> <li>Explore collections of materials with similar and/or different properties.</li> <li>Plant seeds and care for growing plants.</li> <li>Understand the key features of the life cycle of a plant and an animal.</li> <li>Begin to understand need to respect &amp; care for environment living things.</li> <li>Explore and talk about different forces they can feel.</li> </ul>	<p>Skills:</p> <ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family’s history.</li> <li>Talk about the differences between materials and changes they notice.</li> <li>Continue developing positive attitudes about the differences between people.</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>
	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Begin to understand about people who help us</li> <li>Learn how to use basic push pull toys, spinning and turning toys</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Understand life cycle of a plant and animal (broad bean, butterfly, frog)</li> <li>Recognise and talk about forces - pushes and pulls</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Experience and talk about different festivals from other cultures – Chinese New Year etc.</li> </ul>
	Vocab: Names of different occupations Push, pull, spin, turn.	Vocab: Same, different, grow, plant, life cycle, seed, baby, adult, care, water, soil, sun, food, push, pull, drop,	Vocab: festival, party, family, New Year

Expressive Arts & Design	Skills:	Skills:	Skills:
	Knowledge:	Knowledge:	Knowledge:
	Vocab:	Vocab:	Vocab:

*Italics - Developmental expectations of our youngest children*

Reception →

Year 1

Autumn Term	Spring Term	Summer Term	Links to Year 1
<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Develop social phrases.</li> <li>Listen to &amp; talk about stories</li> <li>Learn &amp; use new vocabulary.</li> <li>Understand &amp; how to listen carefully &amp; why listening is important.</li> <li>Learn rhymes, poems &amp; songs.</li> <li>Engage in story times.</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Recite nursery rhymes / poems / songs.</li> <li>Know a selection of stories. Join in parts of stories.</li> <li>Social phrases: Good morning / Can I play?</li> </ul> <p><b>Vocab:</b> Listening Poem Beginning / middle / end.</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Describe events in some detail.</li> <li>Ask questions to find out more &amp; to seek clarification</li> <li>Listen carefully to rhymes &amp; songs, paying attention to how they sound.</li> <li>Use new vocabulary in different contexts.</li> <li>Articulate their ideas &amp; thoughts in well – formed sentences.</li> <li>Retell a story they have developed a deep familiarity with - some as exact repetition &amp; some in their own words.</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Retell familiar stories Suggest words that rhyme</li> <li>Ask &amp; answer questions in sentences.</li> <li>Retell journeys &amp; plan routes.</li> </ul> <p><b>Vocab:</b> Rhyme.</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Engage with non-fiction books.</li> <li>Connect one idea or action to another using connectives.</li> <li>Use talk to help work out problems &amp; organise thinking &amp; activities, &amp; to explain how things work &amp; why they might happen.</li> <li>Listen to &amp; talk about non-fiction to develop a deep familiarity with new knowledge &amp; vocabulary.</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Explain how models in construction area are made.</li> <li>Talk about paintings / pictures.</li> <li>Use talk to describe changes &amp; observations.</li> </ul> <p><b>Vocab:</b> and/ because/ first / next / then</p>	<ul style="list-style-type: none"> <li>Listen &amp; respond appropriately to adults &amp; peers Ask relevant questions Maintain attention.</li> <li>Use relevant strategies to build their vocabulary Articulate &amp; justify answers/ arguments /opinions.</li> <li>Give well-structured descriptions, explanations &amp; narratives for different purposes, including for expressing feelings Use spoken language to develop understanding through speculating, hypothesising, exploring ideas.</li> <li>Use relevant strategies to build vocabulary</li> </ul>
<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Manage their own needs, handwash, coat, drink, eating &amp; blow nose.</li> <li>See themselves as a valuable individual</li> <li>Begin to manage impulses &amp; follow rules &amp; routines</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Belonging to families, class &amp; school</li> <li>Similarities &amp; differences in families</li> <li><b>No Outsiders – You Choose</b></li> <li><b>Red Rockets and Rainbow Jelly</b></li> </ul> <p><b>Vocab:</b> Similar, belong, Reception Leighton</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Express own feelings &amp; consider feelings of other.</li> <li>Identify &amp; moderate own feelings socially &amp; emotionally.</li> <li>Build constructive &amp; respectful relationships.</li> <li>Manage their own needs - changing</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Emotion labelling Emotion coaching techniques</li> <li><b>No Outsiders - Hello, Hello</b></li> <li><b>The Family Book</b></li> </ul> <p><b>Vocab:</b> angry, surprised, worried, excited, disappointed, guilty.</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Think about the perspectives of others.</li> <li>Show resilience &amp; perseverance in the face of challenge.</li> <li>Manage their own needs - sun cream</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Problem solving de-escalation phrases</li> <li><b>No Outsiders - Mommy, Mama and Me</b></li> <li><b>Blue Chameleon</b></li> </ul> <p><b>Vocab:</b> Problem, solve, try again, resilience persevere</p>	<ul style="list-style-type: none"> <li>Identify good and not so good feelings Develop a vocabulary to describe feelings to others .</li> <li>Identify good and not so good feelings Develop a vocabulary to describe feelings to others.</li> <li>Recognise and celebrate strengths.</li> <li>Make Healthy choices</li> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>
<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Revise &amp; refine the fundamental movement skills they have already acquired: rolling / crawling / walking / jumping / running / hopping / skipping / climbing.</li> <li>Further develop skills needed to manage the school day successfully: lining up &amp; queueing / mealtimes / personal hygiene.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Jump off an objects &amp; land appropriately.</li> <li>Feed myself independently &amp; competently</li> <li>Develop hand &amp; arm strength →fine motor control</li> <li>Know how to queue in the line Know how to use toilet independently &amp; wash hands correctly.</li> <li>To form recognisable letters copying a model.</li> </ul> <p><b>Vocab:</b> Space jump / land bend</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Develop small motor skills to use a range of tools well, safely &amp; confidently: paintbrushes, scissors, cutlery etc</li> <li>Progress towards a more fluent style of moving, with developing control</li> <li>Confidently &amp; safely use a range of large &amp; small apparatus indoors &amp; outside, alone &amp; in a group.</li> <li>Develop overall strength, balance, co-ordination &amp; agility.</li> <li>Further develop &amp; refine a range of ball skills including: throwing, catching, kicking, passing, batting &amp; aiming - ball activities</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Order in which to dress &amp; undress for PE.</li> <li>How to put on a coat &amp; zip it independently.</li> <li>To use appropriate equipment in PE sessions such as bats competently. Use knife &amp; fork unprompted.</li> <li>Use scissors, pens, paintbrushes etc safely &amp; with control.</li> <li>To form recognisable letters independently.</li> </ul> <p><b>Vocab:</b> Dress / undress bat / racket / stick zip button</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Know &amp; talk about the different factors that support their overall wellbeing: exercise / healthy eating / tooth brushing / sensible amounts of 'screen time/sleeping etc</li> <li>Combine movements with ease &amp; fluency.</li> <li>Develop foundations of fast, accurate &amp; efficient handwriting.</li> <li>Develop body strength, co-ordination, balance &amp; agility needed to engage with future PE other activities: dance, gymnastics, sport &amp; swimming.</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Have control over letter size when writing &amp; keep them close to a line.</li> <li>Throw &amp; catch a ball effectively</li> <li>To show different point balances</li> <li>Can complete a forward roll.</li> </ul> <p><b>Vocab:</b> Balance (point balance) throw / catch</p>	<ul style="list-style-type: none"> <li>Master basic movements</li> <li>Participate in team games.</li> <li>Ball skills – throwing, catching, aiming.</li> <li>Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</li> </ul>
<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Read individual letters by saying the sounds</li> <li>Spell words by identifying the sounds &amp; recording in order</li> <li>Read a few common exception words</li> <li>Hear initial &amp; end sounds</li> <li>Draw &amp; label pictures</li> <li>Begin to write simple captions</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Letter sounds a-z, digraph: ck</li> <li>Tricky words: <i>l, to, the, no, my, go, into, and</i></li> <li>Orally segment cvc &amp; ccvc words</li> <li>Orally blend sounds with support</li> <li>Texts - <i>The Gingerbread Man</i>, I am Going to Eat This Ant recipes, Christmas story</li> </ul> <p><b>Vocab:</b> phoneme/sound letter rhyme label caption</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Blend sounds into words, read short words</li> <li>Read simple phrases &amp; sentences made up of words with known letter-sound correspondences &amp;, some exception words.</li> <li>Re-read books to build up their confidence in word reading, fluency, understanding &amp; enjoyment.</li> <li>Record sounds in order to write phonetically plausible words.</li> <li>Be aware of finger spaces, capital letters &amp; full stops.</li> <li>Begin to write simple phrases/ sentences</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Consonant digraphs: sh/ch/th/ss/ff/ll/zz/ng/qu</li> <li>Vowel digraphs: ee/oo/ai/oa/ow</li> <li>Trigraph: igh</li> <li>Tricky words: <i>he, she, be, me, we, you, was, said, look, have, see</i></li> <li>Texts: <i>The Naughty Bus</i>, labelled maps, <i>The Journey Home</i>, Hattie Peck, route instructions</li> </ul> <p><b>Vocab:</b> sentence finger space full stop capital letter Digraph trigraph</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Write short sentences with words with known sound-letter correspondences using a capital letter &amp; full stop</li> <li>Form lower-case &amp; capital letters correctly</li> <li>Re-read what written to check that it makes sense.</li> <li>Model how you read &amp; re-read your own writing to</li> <li>Blend &amp; segment words to read phonetically plausible sentences.</li> <li>Begin to use question marks &amp; exclamation marks</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Digraphs &amp; trigraphs: ar/or/ur/wh/er/wh/nk/dge/ea/ve/tch/ure</li> <li>Tricky words: <i>do, does, one, are, all, saw, like, they, all, goes, some, come.</i> Capital letter &amp; letter names</li> <li>Texts: <i>Silly Doggy</i>, Non-fiction texts – animals Mini Beast poems &amp; Riddles <i>Supertato</i> Comic strips</li> </ul> <p><b>Vocab:</b> question mark exclamation mark</p>	<ul style="list-style-type: none"> <li>Handwriting and letter formation</li> <li>Spell words using the known grapheme and phoneme correspondences including, where applicable, alternative sounds for graphemes.</li> <li>Spell common exception words</li> <li>Saying sentences aloud and composing orally. Re-read</li> <li>Conventions of a sentence</li> <li>Engage in extended conversations about stories.</li> <li>Engage in non-fiction text - learn and use new vocabulary</li> <li>Read accurately by blending sounds</li> <li>Read books aloud, accurately, that are consistent with their developing phonic knowledge.</li> </ul>
<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Count beyond ten.</li> <li>Count objects, actions &amp; sounds.</li> <li>Continue, copy &amp; create repeating patterns.</li> <li>Understand and use every day about time.</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Recognise numbers 1-5.</li> <li>Count 1:1 5 objects.</li> <li>Find one more &amp; one less to 5 using objects.</li> <li>Use language to talk about time.</li> <li>Create &amp; copy a repeating pattern involving 3 objects.</li> </ul> <p><b>Vocab:</b> First / Next / Last More / less / fewer</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Understand the 'one more then / one less than' relationship between consecutive numbers.</li> <li>Explore the composition of numbers to 10.</li> <li>Compare numbers. Subitise.</li> <li>Compare length, weight &amp; capacity.</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Recognise numbers 1-10 &amp; represent on 10 frame</li> <li>Compare length, weight &amp; capacity &amp; use appropriate language.</li> <li>Count correctly up to 20.</li> <li>Use &amp; understand the part-whole model.</li> <li>Form numerals 1-5 correctly</li> <li>Combine two groups. Compare numbers up to 10.</li> </ul> <p><b>Vocab:</b> Part / whole Compare Full / empty Heavier / lighter Ten frame</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Select &amp; rotate to develop spatial reasoning skills.</li> <li>Automatically recall number bonds for numbers 0 – 10.</li> <li>Compose &amp; decompose shapes to recognize shapes can have others within, like numbers can.</li> <li>Link numeral with its cardinal number value.</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Recognise numbers 1-20 &amp; represent on ten frame.</li> <li>Form numerals 1-9 correctly.</li> <li>Double &amp; halve numbers to 10 practically.</li> <li>Learn &amp; recall number bonds to 10.</li> <li>Talk about the properties &amp; name 2D &amp; 3D shapes.</li> <li>Find one more &amp; one less from a given number.</li> <li>Add by counting on &amp; take away by counting back.</li> </ul> <p><b>Vocab:</b> Corner / side / face / vertices / edge</p>	<ul style="list-style-type: none"> <li>Count forwards &amp; backwards &amp; in multiples of 2/10/5. Read and write numbers to 20 in numerals and words.</li> <li>Use +/-/x/÷/= &amp; solve practical probs.</li> <li>Solve one-step problems involving x/÷ by using concrete objects &amp; pictorial representations.</li> <li>Recognise a half and a quarter.</li> <li>Solve practical problems that involve lengths/heights/capacity/volume/ mass or weight.</li> <li>Tell the time to the hour &amp; half past.</li> <li>Describe position, movement and direction. Name 2D &amp; 3D shapes.</li> </ul>
<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Name &amp; describe people who are familiar to them. Talk about immediate family &amp; community.</li> <li>Comment on images of familiar situations in past.</li> <li>Compare &amp; contrast characters &amp; people from stories from past</li> <li>Recognise that people have different beliefs &amp; celebrate special times in different ways.</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Who is important to us in our family &amp; our school?</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Recognise some similarities &amp; differences between life in this country &amp; life in other countries.</li> <li>Recognise some environments that are different to the one in which they live.</li> <li>Draw information from a simple map.</li> <li>Recognise that people have different beliefs &amp; celebrate special times in different ways</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know that we live in Crewe, England, Great Britain.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them.</li> <li>Describe what they see, hear &amp; feel whilst outside.</li> <li>Understand &amp; the effect of changing seasons on the natural world around them.</li> <li>Recognise that people have different beliefs &amp; celebrate special times in different ways.</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Name, observe &amp; care for animals &amp; minibeasts.</li> </ul>	<ul style="list-style-type: none"> <li>History</li> <li>Changes within living memory. The lives of significant individuals in the pas.t</li> <li>Significant historical events, people and places in their own locality.</li> <li>Geography</li> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of</li> </ul>

<ul style="list-style-type: none"> <li>• What &amp; how do we celebrate with our families. How &amp; why some people celebrate: Harvest Festival, Bonfire Night, Diwali, Remembrance Sunday &amp; Christmas.</li> <li>• What Christmas was like in the past. How some things change &amp; some traditions stay the same.</li> <li>• Visit a Church &amp; understand why it is special for some people. What happens in a church.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to talk about where we live. To know &amp; be able to say what a village, city &amp; country is.</li> <li>• To be able to name some other countries &amp; know how they can be different to ours but still have some things that are similar.</li> <li>• To know that maps show us where things are &amp; help us to find places.</li> <li>• To be able to draw a simple map of a familiar place.</li> <li>• How &amp; why some people celebrate Easter.</li> </ul>	<ul style="list-style-type: none"> <li>• To make observations &amp; talk about what they notice outside, including seasonal changes.</li> <li>• To observe, understand &amp; explain how caterpillars turn into butterflies.</li> <li>• Observe, understand &amp; explain scientific processes including melting/ freezing, floating/sinking &amp; magnets.</li> <li>• How &amp; why some people celebrate Eid.</li> </ul>	<p>the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>Science</p> <ul style="list-style-type: none"> <li>• Identify and describe plants and animals (including humans)</li> <li>• Working scientifically</li> <li>• Materials</li> <li>• R.E.</li> </ul> <p>Cheshire East SACRE Syllabus</p>
Vocab: <i>celebrate special festival</i>	Vocab: <i>Map globe country ocean town village city journey</i>	Vocab: <i>web, frass, cocoon, liquid, solid, float, sink, attract.</i>	
<p>Skills:</p> <ul style="list-style-type: none"> <li>• Develop storylines in their pretend play.</li> <li>• Sing in a group or on their own, increasingly matching the pitch &amp; following the melody.</li> </ul>	<p>Skills:</p> <ul style="list-style-type: none"> <li>• Explore &amp; engage in music making &amp; dance, performing solo or in a group.</li> <li>• Listen attentively, move to &amp; talk about music, expressing their feelings &amp; responses.</li> </ul>	<p>Skills:</p> <ul style="list-style-type: none"> <li>• Return to &amp; build on their previous learning, refining ideas &amp; developing their ability to represent them.</li> <li>• Watch &amp; talk about dance &amp; performance art, expressing their feelings &amp; responses.</li> <li>• Use variety of effects to express ideas &amp; feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Use range of materials to make products- using colour, pattern/ texture/ line/shape/ form/space.</li> <li>• Participate in performances &amp; role-play.</li> <li>• Use drawing, painting, sculpture to develop ideas &amp; imagination.</li> <li>• Use voices expressively by singing songs &amp; speaking chants &amp; rhymes.</li> <li>• Experiment with playing and combining sounds.</li> <li>• Listen to a range of music.</li> </ul>
<p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Learn a variety of Nursery Rhymes.</li> <li>• Know some familiar stories.</li> <li>• Christmas songs for Nativity.</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Learn a variety of simple songs.</li> <li>• Know some familiar stories &amp; be able to retell them verbally.</li> <li>• Printing, use pastels, collage. Use different materials in craft</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Dances from around the world.</li> <li>• Use paint, chalk etc &amp; different materials to collage.</li> <li>• Know &amp; name different instruments make different noises.</li> </ul>	
Vocab: ... Nativity long/short sounds, materials	Vocab: Rhythm, steady beat, pastels, collage	Vocab: Charcoal, high/low sound, pattern	

\* Specific knowledge to be directed by children's interests, fascinations and beliefs