

Expressive Arts and Design

Art & Design:

Recognise and talk about dark and light places in the classroom & experiment making dark and light marks with a range of media.

To feel a variety of surfaces and describe how they feel.

To make a simple collage combining different textured materials

Take part in stacking, forming and reforming constructions of blocks, boxes and other real life objects and shapes.

Music & Drama:

Play and stop making a sound when prompted

Imitate a modelled sound

Play with a sense of beat

Play an instrument with a partner

Respond appropriately to symbolic flash card instructions (start / stop)

Play with awareness of given role in a group

Anticipate structure of a familiar song. Know when and how to play.

Demonstrate an awareness of style when playing music

Imitate movements to music & choose an instrument to play and create own rhythms

Explore and imitate animal sounds and movements with music

Physical Development

Gymnastics:

Begin to balance with control

Mount climbing equipment using alternate feet

Move around, under, over, and through different objects and equipment

Perform a log/pencil roll

Move and travel in different ways - tiptoe, step, jump and hop

Health and self-care skills are taught throughout the year in all PE lessons in relation to the following key skills: Help with dressing and undressing

Describe how my body feels after physical activity/exercise, follow rules to keep myself safe when using equipment, talk about what I did, talk about what others did

Mathematics

Number:

Recite numbers 1 to 10 in correct order

Recognise numbers 1-10

Know numbers identify how many objects are in a set

Count objects using 1:1 correspondence

Count actions e.g. hops, claps

Count objects which cannot be moved

Use fingers and marks to represent numbers

Give a specified amount on request

Shape, Space and Measure:

Name and recognise simple 3D shapes

Trace shapes

Match and sort objects by shape

Identify tall and short/long and short objects

Order 2 or 3 objects by length/height

Time, position and direction are not taught as discrete units. They are taught throughout the year on a continual basis with reference made to the key skills and vocabulary below.

Key vocabulary:

Time - now, next, then, soon, later, days of the week, o'clock, numbers 1 to 12

Position and direction - up, down, in, out, under, behind, next to

Key skills:

Anticipate specific time-based events such as, mealtimes or home time

Show an interest in time-related objects e.g. timers, clocks

Explore and change the position of objects e.g. during construction/building

Respond appropriately to simple instructions containing prepositions

Use prepositions when talking

Fairytales Spring Term Key Skills 1B - EYFS / Yr1



Literacy, Communication and Language

Key texts: Goldilocks, Billy Goats Gruff

Narrative: traditional tales

Non-fiction: instructions

Poetry: performance poetry

Retell stories using props, images, etc.

Follow and give verbal instructions (single then two-part)

Perform actions to accompany a poem

Individual pupil's reading and writing skills will be specifically targeted at a stage-appropriate level within lessons in accordance with the EYFS Early Years Outcomes/National Curriculum. To aid this, all pupils will also take part in differentiated phonics sessions four times a week and read with a member of staff in a small group or 1:1 each week. Furthermore, pupils will access speech and language activities as advised by Speech and Language Therapy.

Understanding the World

People and Communities/RE:

How to select, read and care for a book

Why special books are important in school, home and faith

Experience sounds, smells, tastes, sights and noises of different celebrations - religious and non-religious

The World:

Handles and tests different materials

Sorts objects by size, colour and use

Takes part in exploration experiments which test the properties of a material

Name and recognise some animals

Name features of themselves and animals

Uses senses to explore plants

Helps to take care of plants

Begins to notice outside and changes which happen daily (morning / night, light/ dark)

Shows an awareness of environmental changes in the weather and in the seasons

Technology/Computing:

Make something happen using technology

Repeat an action to trigger a specific outcome

Follow instructions to control a device

Control technology for a purpose

Recognise the success or failure of an action

Give simple instructions to control devices or a person

Personal Social and Emotional Development

Making relationships:

Join in others' play & form friendships

Share experiences with others

Show affection and concern to special people

Self-confidence and self-awareness:

Ask for help when needed & accept and respond to praise

Enjoy responsibility of carrying out small tasks/jobs & develop confidence to try new things

Managing Feelings and Behaviour:

Express own feelings & recognise others feelings

Understand that some things are theirs, some things are shared and some things belong to others

Accept that wishes may not be immediately met