

Reception Overview 2023/24

	Autumn 1 – Let’s Explore (Build it up)	Autumn 2 – Marvellous Machines (Puppets and Pop Ups)	Spring 1 – Long Ago (Stories and rhymes)	Spring 2 – Ready Steady Grow (Signs of spring)	Summer 1 – Animal Safari (Creep, Crawl and Wriggle)	Summer 2 – On the beach (Move it / Moving on)
	Outside Inside	Knowing Yourself	Talents and Powers	Sowing a Seed	Strength of Mind	Family and Friends
Literacy Comprehension Word Reading Writing	 <p>Outcomes: Write own ‘wild things’ narrative Labels, captions, oral re-telling, developing a new character</p>  <p>Outcomes: Tourist information leaflet Labels and captions, retellings, simple explanations</p>  <p>Outcomes: Booklets about Spiders Labels and captions, call and response poems, descriptive posters, simple explanations</p>	 <p>Outcomes: Non-chronological reports Dialogue, diaries, oral dictation, mini-autobiography, ship’s log</p>  <p>Outcomes: Guidebooks- How to think Timetables, thought bubbles, lists, commands, letters of advice</p>  <p>Outcomes: Narrative sequels Signs and labels, captions, invitations, thought bubbles, advertisements, letters of advice</p>	 <p>Outcomes: Own version of ‘overcoming’ tales Thought bubbles, labels, oral re-telling, writing in role, thank you letters</p>  <p>Outcomes: Alternative character version Labels, notes of advice, adverts</p>  <p>Outcomes: Alternative character version Letters of encouragement, a retelling, song lyrics and job applications</p>	 <p>Outcomes: Advice leaflets Labels and captions, advice, retellings, writing in role, narrative, letter</p>  <p>Outcomes: Own stories Statements, writing in role, shopping lists</p>  <p>Outcomes: Narrative inspired by the original text Labels, letters of advice, instructions, narratives</p>	 <p>Outcomes: Instructional guides to being brave Writing in role, letters, captions and labels, narrative retelling</p>  <p>Outcomes: Leaflets Innovated spoken rhymes, questions, notes and advice, lists and instructions</p>  <p>Outcomes: Alternative version narratives Character description, writing in role, letters, leaflets</p>  <p>Outcomes: How to be a pirate guide Writing in role, letters, labels and captions</p>	 <p>Outcomes: Own ‘So Much’ narrative poem Past tense sentences, writing in role, performance poetry</p>  <p>Outcomes: Own version rhyming narratives Rhyming flip books, questions, captions and labels</p>  <p>Outcomes: Simple explanation Signage, letters of advice, lists, labelled diagrams</p>

Communication and Language

- Articulate their ideas and thoughts in well-formed sentences and describe events using some detail.
- Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.
- During small group or one to one discussions, ask questions to find out more and understand what has been said to them.
- Learn new vocabulary and social phrases and use them throughout the day in small group discussions and during play activities.
- Listen carefully in a range of situations and is aware of the importance of listening.
- Ask a relevant scientific question to find out more, explain how things work and why they might happen.
- Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary.
- Show an understanding of the meanings of new words by using them in discussion and role play situations.
- Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.
- During small group or one to one discussions, ask questions to find out more and understand what has been said to them.
- Learn new vocabulary and social phrases and use them throughout the day in small group discussions and during play activities.
- Listen carefully in a range of situations and is aware of the importance of listening.
- Listen carefully in a range of situations and is aware of the importance of listening.

- Articulate their ideas and thoughts in well-formed sentences and describe events using some detail.
- Ask a relevant scientific question to find out more, explain how things work and why they might happen.
- Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.
- During small group or one to one discussions, ask questions to find out more and understand what has been said to them.
- Learn new vocabulary and social phrases and use them throughout the day in small group discussions and during play activities.
- Listen carefully in a range of situations and is aware of the importance of listening.
- Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary.
- Show an understanding of the meanings of new words by using them in discussion and role play situations.
- Watch a variety of sporting activities. Talk about similar games and activities that they have taken part in and how it made them feel and their preferences.
- Ask a relevant scientific question to find out more, explain how things work and why they might happen.
- During small group or one to one discussions, ask questions to find out more and understand what has been said to them.
- Learn new vocabulary and social phrases and use them throughout the day in small group discussions and during play activities.
- Listen carefully in a range of situations and is aware of the importance of listening.
- Articulate their ideas and thoughts in well-formed

- Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary.
- During small group or one to one discussions, ask questions to find out more and understand what has been said to them
- Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities
- Listen carefully in a range of situations and is aware of the importance of listening
- Learn new vocabulary and social phrases and use them throughout the day in small group discussions and during play activities
- Listen carefully in a range of situations and is aware of the importance of listening.
- Articulate their ideas and thoughts in well-formed sentences and describe events using some detail.

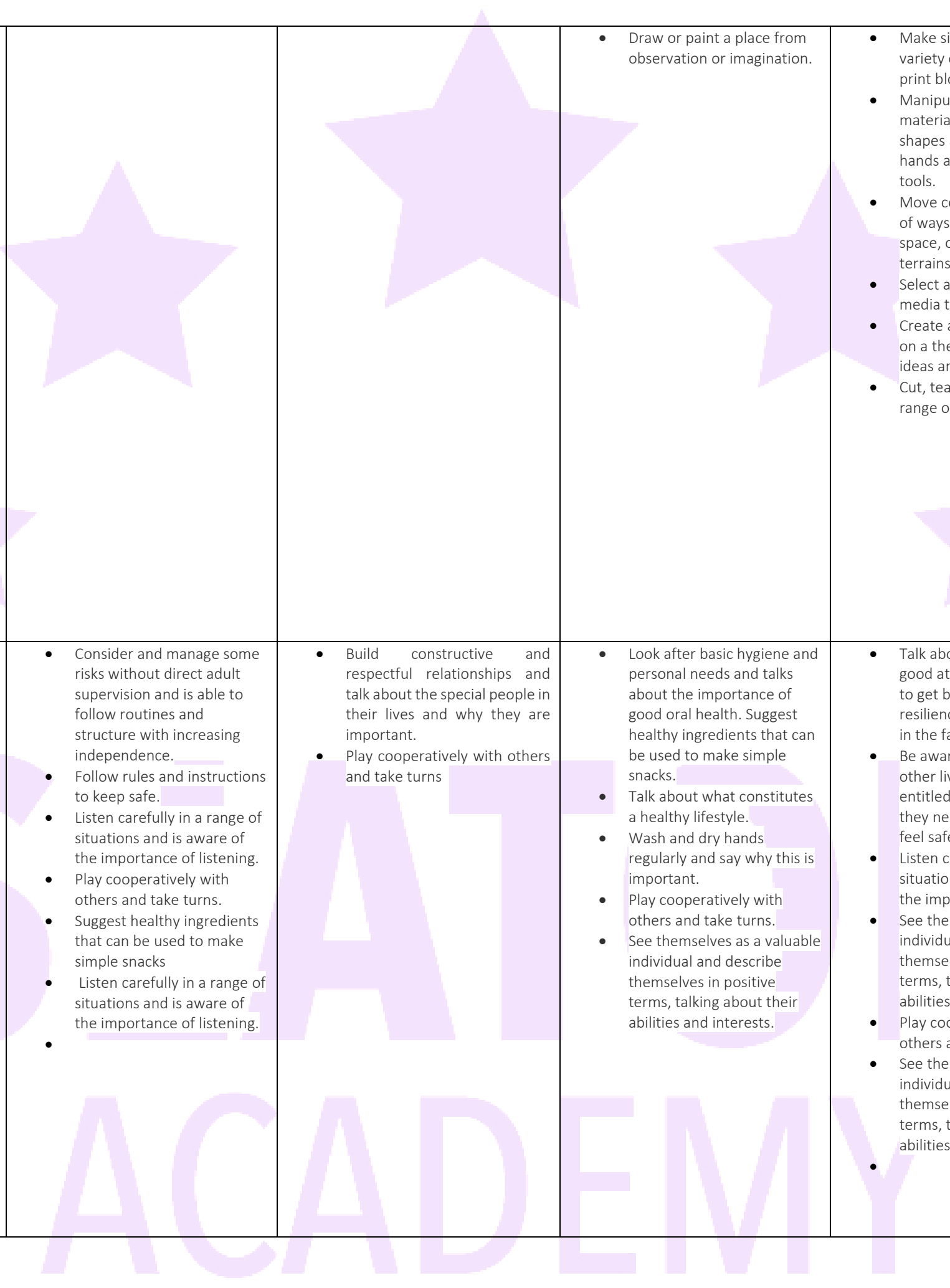
- Articulate their ideas and thoughts in well-formed sentences and describe events using some detail.
- Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.
- During small group or one to one discussions, ask questions to find out more and understand what has been said to them.
- Learn new vocabulary and social phrases and use them throughout the day in small group discussions and during play activities.
- Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary.
- Show an understanding of the meanings of new words by using them in discussion and role play situations.
- Break the flow of speech into words.
- Ask a relevant scientific question to find out more, explain how things work and why they might happen.
- Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.
- Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary.
- During small group or one to one discussions, ask questions to find out more and understand what has been said to them.

- Articulate their ideas and thoughts in well-formed sentences and describe events using some detail.
- Ask a relevant scientific question to find out more, explain how things work and why they might happen.
- Break the flow of speech into words.
- Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.
- During small group or one to one discussions, ask questions to find out more and understand what has been said to them.
- Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary.
- Learn new vocabulary and social phrases and use them throughout the day in small group discussions and during play activities.
- Listen carefully in a range of situations and is aware of the importance of listening.
- Talk in full sentences and connect ideas and actions making use of simple conjunctions.
- Articulate their ideas and thoughts in well-formed sentences and describe events using some detail.
- Ask a relevant scientific question to find out more, explain how things work and why they might happen.
- Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.
- Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary.


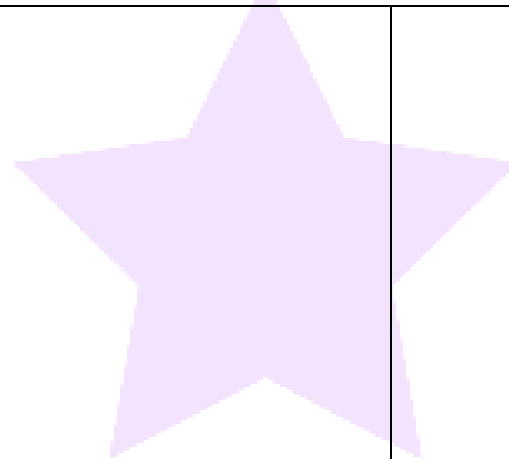
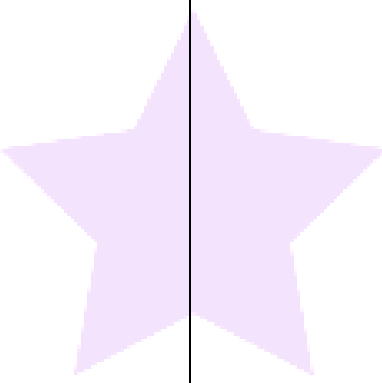

- Articulate their ideas and thoughts in well-formed sentences and describe events using some detail.
- Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.
- Learn new vocabulary and social phrases and use them throughout the day in small group discussions and during play activities.
- Listen carefully in a range of situations and is aware of the importance of listening.
- Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary.
- During small group or one to one discussions, ask questions to find out more and understand what has been said to them
- Watch a variety of sporting activities. Talk about similar games and activities that they have taken part in and how it made them feel and their preferences.



Physical Development

	<p>aware of the importance of listening.</p> <ul style="list-style-type: none"> • Articulate their ideas and thoughts in well-formed sentences and describe events using some detail. • Ask a relevant scientific question to find out more, explain how things work and why they might happen. 	<p>sentences and describe events using some detail.</p> <ul style="list-style-type: none"> • Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities. • Show an understanding of the meanings of new words by using them in discussion and role play situations. 				
	<ul style="list-style-type: none"> • Cut, tear, fold and stick a range of papers and fabrics. • Develop body strength, coordination, balance and agility and join in with or make up games that involve energetic movements, such as jumping, skipping, hopping, running and climbing. • Draw or paint a place from observation or imagination. • Make simple prints using a variety of tools, including print blocks and rollers. • Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. • Move confidently in a range of ways and safely negotiate space, obstacles and terrains. • Represent different parts of the human body from observation, imagination or memory with attention to some detail. • Adjust speed when running, and jump off objects and land successfully. • Develop the foundations of a handwriting style by using a tripod grip to form lower-case and capital letters correctly. • Choose and explore appropriate tools for simple practical tasks. 	<ul style="list-style-type: none"> • Create art in different ways on a theme, to express their ideas and feelings. • Develop the foundations of a handwriting style by using a tripod grip to form lower-case and capital letters correctly. • Follow rules and instructions to keep safe. • Make simple prints using a variety of tools, including print blocks and rollers. • Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. • Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music. • Select appropriate tools and media to draw with. • Choose and explore appropriate tools for simple practical tasks. • Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. • 	<ul style="list-style-type: none"> • Create art in different ways on a theme, to express their ideas and feelings. • Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools • Develop the foundations of a handwriting style by using a tripod grip to form lower-case and capital letters correctly • Make simple prints using a variety of tools, including print blocks and rollers • Represent different parts of the human body from observation, imagination or memory with attention to some detail • Develop body strength, coordination, balance and agility and join in with or make up games that involve energetic movements, such as jumping, skipping, hopping, running and climbing. • Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music • Pat, throw, kick, pass, aim, bat and catch different sized balls with increasing control. • Develop body strength, coordination, balance and agility and join in with or make up games that involve energetic movements, such as jumping, skipping, hopping, running and climbing • Move confidently in a range of ways and safely negotiate space, obstacles and terrains. • 	<ul style="list-style-type: none"> • Create art in different ways on a theme, to express their ideas and feelings. • Develop body strength, coordination, balance and agility and join in with or make up games that involve energetic movements, such as jumping, skipping, hopping, running and climbing. • Develop the foundations of a handwriting style by using a tripod grip to form lower-case and capital letters correctly. • Make simple prints using a variety of tools, including print blocks and rollers. • Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. • Adjust speed when running, and jump off objects and land successfully. • Cut, tear, fold and stick a range of papers and fabrics. • Move confidently in a range of ways and safely negotiate space, obstacles and terrains. • Select appropriate tools and media to draw with. • Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. • Select appropriate tools and media to draw with. • Create art in different ways on a theme, to express their ideas and feelings. 	<ul style="list-style-type: none"> • Create art in different ways on a theme, to express their ideas and feelings. • Cut, tear, fold and stick a range of papers and fabrics. • Demonstrate balance, strength, fluency of movement and coordination when using play equipment and develop core muscle strength. • Develop the foundations of a handwriting style by using a tripod grip to form lower-case and capital letters correctly. • Draw or paint a place from observation or imagination. • Make simple prints using a variety of tools, including print blocks and rollers. • Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. • Move confidently in a range of ways and safely negotiate space, obstacles and terrains. • Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music. • Select appropriate tools and media to draw with. • Develop body strength, coordination, balance and agility and join in with or make up games that involve energetic movements, such as jumping, skipping, hopping, running and climbing. 	<ul style="list-style-type: none"> • Create art in different ways on a theme, to express their ideas and feelings • Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. • Cut, tear, fold and stick a range of papers and fabrics. View progression • Develop the foundations of a handwriting style by using a tripod grip to form lower-case and capital letters correctly • Pat, throw, kick, pass, aim, bat and catch different sized balls with increasing control. • Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music • Watch a variety of sporting activities. Talk about similar games and activities that they have taken part in and how it made them feel and their preferences. • Move confidently in a range of ways and safely negotiate space, obstacles and terrains. • Adjust speed when running, and jump off objects and land successfully • Develop the foundations of a handwriting style by using a tripod grip to form lower-case and capital letters correctly • Represent different parts of the human body from observation, imagination or memory with attention to some detail




	<ul style="list-style-type: none"> • Create art in different ways on a theme, to express their ideas and feelings. • Develop the foundations of a handwriting style by using a tripod grip to form lower-case and capital letters correctly. • Make simple prints using a variety of tools, including print blocks and rollers. • Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. • Move confidently in a range of ways and safely negotiate space, obstacles and terrains. • Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music. • Select appropriate tools and media to draw with. 			<ul style="list-style-type: none"> • Draw or paint a place from observation or imagination. 	<ul style="list-style-type: none"> • Make simple prints using a variety of tools, including print blocks and rollers. • Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. • Move confidently in a range of ways and safely negotiate space, obstacles and terrains. • Select appropriate tools and media to draw with. • Create art in different ways on a theme, to express their ideas and feelings. • Cut, tear, fold and stick a range of papers and fabrics. 	<ul style="list-style-type: none"> • Select appropriate tools and media to draw with • Develop body strength, coordination, balance and agility and join in with or make up games that involve energetic movements, such as jumping, skipping, hopping, running and climbing • Demonstrate balance, strength, fluency of movement and coordination when using play equipment and develop core muscle strength
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Personal, Social and Emotional Development</p>	<ul style="list-style-type: none"> • Listen carefully in a range of situations and is aware of the importance of listening. • Play cooperatively with others and take turns. • See themselves as a valuable individual and describe themselves in positive terms, talking about their abilities and interests. • Select vocabulary and pictures to express their feelings and consider the feelings of others. • Talk about what they are good at and what they want to get better at and show resilience and perseverance in the face of challenge. • Name and describe the trusted adults in their lives. • Wash and dry hands regularly and say why this is important. 	<ul style="list-style-type: none"> • Consider and manage some risks without direct adult supervision and is able to follow routines and structure with increasing independence. • Follow rules and instructions to keep safe. • Listen carefully in a range of situations and is aware of the importance of listening. • Play cooperatively with others and take turns. • Suggest healthy ingredients that can be used to make simple snacks • Listen carefully in a range of situations and is aware of the importance of listening. 	<ul style="list-style-type: none"> • Build constructive and respectful relationships and talk about the special people in their lives and why they are important. • Play cooperatively with others and take turns 	<ul style="list-style-type: none"> • Look after basic hygiene and personal needs and talks about the importance of good oral health. Suggest healthy ingredients that can be used to make simple snacks. • Talk about what constitutes a healthy lifestyle. • Wash and dry hands regularly and say why this is important. • Play cooperatively with others and take turns. • See themselves as a valuable individual and describe themselves in positive terms, talking about their abilities and interests. 	<ul style="list-style-type: none"> • Talk about what they are good at and what they want to get better at and show resilience and perseverance in the face of challenge. • Be aware that people and other living things are entitled to the things that they need to survive and feel safe. • Listen carefully in a range of situations and is aware of the importance of listening. • See themselves as a valuable individual and describe themselves in positive terms, talking about their abilities and interests. • Play cooperatively with others and take turns. • See themselves as a valuable individual and describe themselves in positive terms, talking about their abilities and interests. 	<ul style="list-style-type: none"> • Think about the perspectives of others and understand that their own actions can affect other people and begin to act to make amends. • Name and describe the trusted adults in their lives • Articulate their ideas and thoughts in well-formed sentences and describe events using some detail. • Select vocabulary and pictures to express their feelings and consider the feelings of others. • Play cooperatively with others and take turns • Talk about what constitutes a healthy lifestyle

	<ul style="list-style-type: none"> Consider and manage some risks without direct adult supervision and is able to follow routines and structure with increasing independence. Listen carefully in a range of situations and is aware of the importance of listening. Play cooperatively with others and take turns. See themselves as a valuable individual and describe themselves in positive terms, talking about their abilities and interests. Understand that they must wait for their turn to use equipment or take part in activities. 					
<p style="text-align: center;">Mathematics</p>	<ul style="list-style-type: none"> Count objects, actions and sounds, up to 10 forwards and backwards, beginning at zero, one or any given number and link numerals with its cardinal number value Explore the composition of numbers to 10 and compare numbers Follow instructions, including simple recipes, that include measures and ingredients Use simple positional language to describe where things are in relation to each other and give directions. Use mathematical names for common 2-D shapes and explore shapes in their play Use mathematical names for common 3-D shapes and use 3-D shapes in their play. Compare quantities and objects to solve problems Use language in their play, including heavy, light, heavier, lighter, long, short, longer, shorter, tall, taller, full and empty 	<ul style="list-style-type: none"> Use mathematical names for common 2-D shapes and explore shapes in their play Use simple positional language to describe where things are in relation to each other and give directions. Use mathematical names for common 2-D shapes and explore shapes in their play. Use simple timers to measure periods of time Explore addition and subtraction with numbers to 10, using concrete objects, pictorial representations and number lines Recall number bonds to five and explore the different ways that groups of six–10 objects can be represented Find one more or one less than numbers to 10 Count objects, actions and sounds, up to 10 forwards and backwards, beginning at zero, one or any given number and link numerals with its cardinal number value. 	<ul style="list-style-type: none"> Know the order of the days of the week Use money, including coins, in role play situations Use language in their play, including heavy, light, heavier, lighter, long, short, longer, shorter, tall, taller, full and empty Use language in their play, including heavy, light, heavier, lighter, long, short, longer, shorter, tall, taller, full and empty Use language in their play, including heavy, light, heavier, lighter, long, short, longer, shorter, tall, taller, full and empty Explore addition and subtraction with numbers to 10, using concrete objects, pictorial representations and number lines Count objects, actions and sounds, up to 10 forwards and backwards, beginning at zero, one or any given number and link numerals with its cardinal number value Explore addition and subtraction with numbers to 10, using concrete objects, pictorial representations and number lines. 	<ul style="list-style-type: none"> Use money, including coins, in role play situations Follow instructions, including simple recipes, that include measures and ingredients Compare quantities and objects to solve problems Compare and order the capacity of two to three items in sand and water play and use and understand the language full and empty Record simple data in physical activities during their play, such as running, jumping, skipping and hopping. Compare and order the weight of two to three items and use and understand the language heavy, heavier, heaviest, light, lighter and lightest. Identify and represent up to five objects, without counting, using concrete objects and pictorial representation Explore addition and subtraction with numbers to 10, using concrete objects, pictorial representations and number lines. 	<ul style="list-style-type: none"> Record data in simple tables, pictograms or block charts. Continue, copy and create repeating patterns using a variety of objects Compare and order the length and height of two to three objects and use and understand the language tall, taller, tallest, long, longer, longest, short, shorter and shortest. Compare and order the weight of two to three items and use and understand the language heavy, heavier, heaviest, light, lighter and lightest. Use mathematical names for common 2-D shapes and explore shapes in their play Count objects, actions and sounds, up to 10 forwards and backwards, beginning at zero, one or any given number and link numerals with its cardinal number value 	<ul style="list-style-type: none"> Recall number bonds to five and explore the different ways that groups of six–10 objects can be represented. Examples include, three and four together make seven, and seven take away four leaves three Explore the composition of numbers to 10 and compare numbers. Identify and represent up to five objects, without counting, using concrete objects and pictorial representation Count objects, actions and sounds, up to 10 forwards and backwards, beginning at zero, one or any given number and link numerals with its cardinal number value Use simple positional language to describe where things are in relation to each other and give directions. Use money, including coins, in role play situations Compare and order the capacity of two to three items in sand and water play and use and understand the language full and empty Use language in their play, including heavy, light,

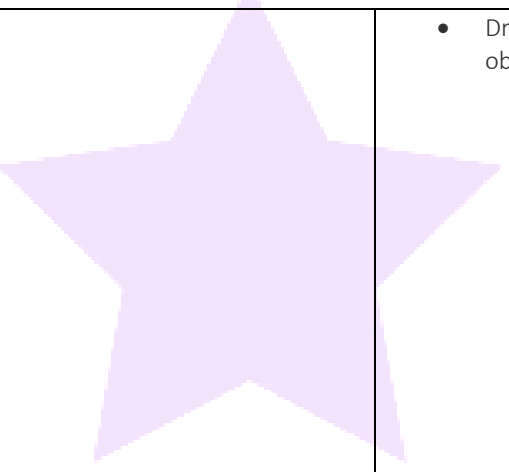
	<ul style="list-style-type: none"> • Use and understand language that describes where objects are in relation to each other • Use money, including coins, in role play situations 		<ul style="list-style-type: none"> • Identify and represent up to five objects, without counting, using concrete objects and pictorial representation • Explore how to share amounts evenly using concrete resources • Follow instructions, including simple recipes, that include measures and ingredients. • Use simple timers to measure periods of time • Explore addition and subtraction with numbers to 10, using concrete objects, pictorial representations and number lines • Find one more or one less than numbers to 10 • Count objects, actions and sounds, up to 10 forwards and backwards, beginning at zero, one or any given number and link numerals with its cardinal number value • Record data in simple tables, pictograms or block charts 	<ul style="list-style-type: none"> • Explore the composition of numbers to 10 and compare numbers. • Find one more or one less than numbers to 10 • Record data in simple tables, pictograms or block charts • Explore odd and even numbers to 10 • Explore how to share amounts evenly using concrete resources • Count objects, actions and sounds, up to 10 forwards and backwards, beginning at zero, one or any given number and link numerals with its cardinal number value • Use language in their play, including heavy, light, heavier, lighter, long, short, longer, shorter, tall, taller, full and empty. • Use money, including coins, in role play situations. 		<p>heavier, lighter, long, short, longer, shorter, tall, taller, full and empty</p> <ul style="list-style-type: none"> • Order and sequence familiar events, such as everyday routines • Compare quantities and objects to solve problems • Use simple timers to measure periods of time • Record data in simple tables, pictograms or block charts • Explore addition and subtraction with numbers to 10, using concrete objects, pictorial representations and number lines • Record simple data in physical activities during their play, such as running, jumping, skipping and hopping
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Understanding the world</p>	<ul style="list-style-type: none"> • Begin to notice and talk about the different places around the world, including oceans and seas. • Describe how the weather, plants and animals of one place is different to another using simple geographical terms. • Discuss and describe places that are important to them. • Discuss how the local environment has changed over time using photographs and first-hand experiences. • Input simple instructions to technological toys, including floor robots and onscreen sprites. • Make a shadow bigger or smaller using toys, play equipment and a light source. • Make and use simple maps in their play to represent places and journeys, real and imagined. 	<ul style="list-style-type: none"> • Describe some similarities and differences between things in the past and the present. • Describe what they would do if they saw something online that made them sad, scared or worried. • Explain that digital technology is used in the home and at school for communication. • Explore and describe electrical and non-electrical light sources. • Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures. • Identify that materials have different properties and explore and sort magnetic and non-magnetic materials through play and exploration. • Input simple instructions to technological toys, including floor robots and onscreen sprites. • Represent scientific observations by mark 	<ul style="list-style-type: none"> • Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life • Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures • Explore and talk about important events in the school or locality's history • Put familiar events in chronological order, using pictures and discussion • Talk about past and present events in their own lives and those who are important to them • Explore and talk about pictures, stories and information books on the theme of royalty • Describe some similarities and differences between things in the past and the present. • Order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then. 	<ul style="list-style-type: none"> • Begin to identify the origins of some foods. • Describe some similarities and differences between things in the past and the present. • Describe some ways that plants or animals should be cared for in order for them to survive. • Describe, predict and sort things that float and sink and talk about the forces that they can feel. • Input simple instructions to make technological toys operate, including floor robots and onscreen sprites. • Make and use simple maps in their play to represent places and journeys, real and imagined. • Match animals to their young. • Name and describe basic features of plants and trees. • Observe and describe living things and their habitats within the local environment. 	<ul style="list-style-type: none"> • Begin to collect simple geographical data during fieldwork activities. • Describe how the weather, plants and animals of one place is different to another using simple geographical terms. • Describe how two places are the same or different using simple picture maps, photographs, data and other geographical resources. • Describe some ways that plants or animals should be cared for in order for them to survive. • Describe ways to look after the immediate environment. • Identify common features for different groups of animals, including wild and domestic animals. • Input simple instructions to technological toys, including floor robots and onscreen sprites. • Make a shadow bigger or smaller using toys, play equipment and a light source. 	<ul style="list-style-type: none"> • Past Present; People cultures and communities; the natural world • Begin to collect simple geographical data during fieldwork activities • Begin to notice and talk about the different places around the world, including oceans and seas • Describe how the weather, plants and animals of one place is different to another using simple geographical terms • Describe ways to look after the immediate environment • Describe, predict and sort things that float and sink and talk about the forces that they can feel. • Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures • Identify common features for different groups of animals, including wild and domestic animals. • Match animals to the foods that they eat.

	<ul style="list-style-type: none"> • Observe and describe living things and their habitats within the local environment. • Share stories and talk about significant people who lived in the past. • Take photographs, draw simple picture maps and collect simple data during fieldwork activities. • With support, observe, record and talk about materials and living things. • Compare and group objects and materials according to simple given criteria. • Describe a contrasting environment to their own. • Describe some similarities and differences between things in the past and the present. • Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures. • Explore the natural world around them and give simple descriptions, following observation, of changes. • Name and talk about man-made features in the local environment, including shops, houses, streets and parks. • Share stories and talk about events in the past. • Use photographs and maps to identify and describe human and physical features from their locality. • Compare and group objects and materials according to simple given criteria. • Name and sort everyday items into groups of the same material. • With support, use simple equipment, such as 	<p>making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next.</p> <ul style="list-style-type: none"> • Talk about and use digital technology with confidence and independence, giving examples of how it is used in the home, at school and beyond. • Talk about the different occupations that familiar adults and members of their community have. • Use age-appropriate software to create images and record sounds and videos. • Ask to use digital devices to create work in a safe and responsible way. • Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life. • Navigate to find digital content, in digital folders and online, with supervision. • Use age-appropriate software independently. • With support, observe, record and talk about materials and living things. • With support, use simple equipment, such as timers, rulers and containers, to measure length, height, capacity and time. • Make a shadow bigger or smaller using toys, play equipment and a light source. • Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life. • Use age-appropriate software to create images and record sounds and videos. • Make and use simple maps in their play to represent places and journeys, real and imagined. • Show an awareness of the similarities and differences 	<ul style="list-style-type: none"> • Share stories and talk about events in the past • Use age-appropriate software to create images and record sounds and videos • Recognise and discuss how they have changed from when they were babies • Name and sort everyday items into groups of the same material • Show an awareness of the similarities and differences between people in different communities and groups from around the world • Describe ways to look after the immediate environment. • Discuss how the local environment has changed over time using photographs and first-hand experiences. • Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next. • Use age-appropriate software independently 	<ul style="list-style-type: none"> • Put familiar events in chronological order, using pictures • Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next. • Use age-appropriate software independently. • With support, observe, record and talk about materials and living things. • Share stories and talk about events in the past. • With support, use simple equipment, such as timers, rulers and containers, to measure length, height, capacity and time. • Describe simply how weather changes as the seasons change. • Explore the natural world around them and give simple descriptions, following observation, of changes. • Name and describe natural phenomena, such as the size of shadows, the colours of a rainbow, the speed of clouds moving across the sky and the strength of a wave. • Record observations about the way the local environment changes throughout each season. • Show an awareness of the similarities and differences between people in different communities and groups from around the world. • With support, observe, record and talk about materials and living things. • Describe how different types of weather affect the local environment. • Name and describe basic features of plants and trees. • Notice and begin to describe patterns of weather in summer and winter. • Represent scientific observations by mark 	<ul style="list-style-type: none"> • Make and use simple maps in their play to represent places and journeys, real and imagined. • Match animals to the foods that they eat. • Match animals to their young • Navigate to find digital content, in digital folders and online, with supervision. • Talk about the different occupations that familiar adults and members of their community have. • With support, observe, record and talk about materials and living things. • Begin to notice and talk about the different places around the world, including oceans and seas. • Describe a contrasting environment to their own. • Describe how they can look after their environment. • Identify the United Kingdom on a world map or globe. • Input simple instructions to make technological toys operate, including floor robots and onscreen sprites. • Observe and describe living things and their habitats within the local environment. • Take photographs, draw simple picture maps and collect simple data during fieldwork activities. • Use age-appropriate software independently. • Use age-appropriate software to create images and record sounds and videos. • With support, use simple equipment, such as timers, rulers and containers, to measure length, height, capacity and time. • Explore the natural world around them and give simple descriptions, following observation, of changes. • Identify common features for different groups of animals, including wild and domestic animals. 	<ul style="list-style-type: none"> • Observe and describe living things and their habitats within the local environment. • Order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then • Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next • Talk about the different occupations that familiar adults and members of their community have. • With support, observe, record and talk about materials and living things. • Describe a contrasting environment to their own. • Describe some similarities and differences between things in the past and the present. • Explore the natural world around them and give simple descriptions, following observation, of changes • Identify the United Kingdom on a world map or globe. • Input simple instructions to technological toys, including floor robots and onscreen sprites. • Make and use simple maps in their play to represent places and journeys, real and imagined. • Name and sort everyday items into groups of the same material. • Take photographs, draw simple picture maps and collect simple data during fieldwork activities. • Use age-appropriate software independently. • Use age-appropriate software to create images and record sounds and videos.
--	--	--	---	---	--	---

Expressive Arts and Design

	<p>timers, rulers and containers, to measure length, height, capacity and time.</p>	<p>between people in different communities and groups from around the world.</p>		<p>making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next.</p>	<ul style="list-style-type: none"> • Input simple instructions to technological toys, including floor robots and onscreen sprites. • Make and use simple maps in their play to represent places and journeys, real and imagined. • Observe and describe living things and their habitats within the local environment • Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next. • With support, observe, record and talk about materials and living things. 	
	<ul style="list-style-type: none"> • Construct simple structures and models using a range of materials. • Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences. • Cut, tear, fold and stick a range of papers and fabrics. • Draw or paint a place from observation or imagination. • Explore, build and play with a range of resources and construction kits with wheels and axles. • Learn and sing songs and rhymes as part of a larger group. • Make simple prints using a variety of tools, including print blocks and rollers. • Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. • Name and explore a range of everyday products and begin to 	<ul style="list-style-type: none"> • Communicate their ideas as they are creating artwork. • Construct simple structures and models using a range of materials • Create art in different ways on a theme, to express their ideas and feelings. • Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences. • Describe what, why and how something was made and compare with others. • Explore ways to create simple rhythms and sound effects using found objects, percussion instruments and their voices. • Explore, build and play with a range of resources and construction kits with wheels and axles. • Identify products that use electricity to make them work. • Make simple prints using a variety of tools, including print blocks and rollers. • Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. 	<ul style="list-style-type: none"> • Learn and sing songs and rhymes as part of a larger group • Sing well-known songs and nursery rhymes in a group or on their own, increasingly matching the pitch and following the melody • Construct simple structures and models using a range of materials • Explore, build and play with a range of resources and construction kits with wheels and axles. • Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences • Use primary and other coloured paint and a range of methods of application • Use primary and other coloured paint and a range of methods of application • Describe what, why and how something was made and compare with others • Use natural materials and loose parts to make 2-D and 3-D art • Sing well-known songs and nursery rhymes in a group or on their own, increasingly matching the pitch and following the melody 	<ul style="list-style-type: none"> • Adapt and refine their work as they are constructing and making. • Communicate their ideas as they are creating • Create art in different ways on a theme, to express their ideas and feelings. • Explore artwork by famous artists and talk • Explore, build and play with a range of resources and construction kits with wheels and axles. • Learn and sing songs and rhymes as part of a larger • Make simple prints using a variety of tools, including print blocks and rollers. • Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. • Retell stories and narratives through role play and small world play, using some key vocabulary. • Use primary and other coloured paint and a range of methods of application. • Use writing to communicate thoughts, ideas, experiences and events. • Use writing to support their play. 	<ul style="list-style-type: none"> • Communicate their ideas as they are creating artwork. • Construct simple structures and models using a range of materials. • Create art in different ways on a theme, to express their ideas and feelings. • Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences. • Cut, tear, fold and stick a range of papers and fabrics. • Discuss similarities and differences in their own and others' work, linked to visual elements, such as colour, scale, subject matter, composition and type. • Draw or paint a place from observation or imagination. • Learn and sing songs and rhymes as part of a larger group. • Make simple prints using a variety of tools, including print blocks and rollers. • Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. 	<ul style="list-style-type: none"> • Adapt and refine their work as they are constructing and making. • Construct simple structures and models using a range of materials. • Create art in different ways on a theme, to express their ideas and feelings • Cut, tear, fold and stick a range of papers and fabrics. • Draw or paint a place from observation or imagination. • Explore artwork by famous artists and talk about their likes and dislikes. • Listen to a variety of music, rhymes and songs, paying attention to how they sound and sharing their opinions. • Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. • Observe how activities are going and adapt their ideas if necessary. • Retell stories and narratives through role play and small world play, using some key vocabulary. • Share their creations with others, explaining their intentions and the techniques and tools they used.

	<p>talk about how they are used.</p> <ul style="list-style-type: none"> • Represent different parts of the human body from observation, imagination or memory with attention to some detail. • Retell stories and narratives through role play and small world play, using some key vocabulary. • Talk about stories that have been read to them and retell them through role play and small world play. • Talk about the characters, events and settings in stories they have listened to, using props and materials for role play. • Use natural materials and loose parts to make 2-D and 3-D art. • Use writing to communicate thoughts, ideas, • Adapt and refine their work as they are constructing and making. • Communicate their ideas as they are creating artwork. • Describe what, why and how something was made and compare with others. • Sing well-known songs and nursery rhymes in a group or on their own, increasingly matching the pitch and following the melody. • Use primary and other coloured paint and a range of methods of application. • Construct simple structures and models using a range of materials. • Create art in different ways on a theme, to express their ideas and feelings. • Create collaboratively, share ideas and use a variety of resources to 	<ul style="list-style-type: none"> • Select appropriate tools and media to draw with. • Use natural materials and loose parts to make 2-D and 3-D art. • Use writing to communicate thoughts, ideas, experiences and events. • Explore artwork by famous artists and talk about their likes and dislikes. • Listen to a variety of music and talk about how it makes them feel. • Name and explore a range of everyday products and begin to talk about how they are used. • Retell stories and narratives through role play and small world play, using some key vocabulary. • Select appropriate materials when constructing and making. • Tap or clap simple repeated rhythms. • Use digital devices to take digital images or recordings of their creations to share with others. • Construct simple structures and models using a range of materials. • Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences. • Describe what, why and how something was made and compare with others. • Explore significant products. • Explore ways to create simple rhythms and sound effects using found objects, percussion instruments and their voices. • Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. • Retell stories and narratives through role play and small world play, using some key vocabulary. 	<ul style="list-style-type: none"> • Explore ways to create simple rhythms and sound effects using found objects, percussion instruments and their voices 	<ul style="list-style-type: none"> • Cut, tear, fold and stick a range of papers and fabrics. • Describe what, why and how something was made and compare with others. • Discuss similarities and differences in their own and others' work, linked to visual elements, such as colour, scale, subject matter, composition and type. • Select appropriate materials when constructing and making. • Select appropriate tools and media to draw with. • Sing well-known songs and nursery rhymes in a group or on their own, increasingly matching the pitch and following the melody. • Talk about stories that have been read to them and retell them through role play and small world play. • Use natural materials and loose parts to make 2-D and 3-D art. • Listen to a variety of music and talk about how it makes them feel. • Listen to a variety of music, rhymes and songs, paying attention to how they sound and sharing their opinions. • Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. • Select appropriate materials when constructing and making. • Select appropriate tools and media to draw with. • Share their creations with others, explaining their intentions and the techniques and tools they used. • Use primary and other coloured paint and a range of methods of application. • Use writing to communicate thoughts, ideas, experiences and events. • Create art in different ways on a theme, to express their ideas and feelings. 	<ul style="list-style-type: none"> • Observe how activities are going and adapt their ideas if necessary. • Select appropriate materials when constructing and making. • Select appropriate tools and media to draw with. • Share their creations with others, explaining their intentions and the techniques and tools they used. • Use writing to support their play. • Adapt and refine their work as they are constructing and making. • Listen to a variety of music and talk about how it makes them feel. • Retell stories and narratives through role play and small world play, using some key vocabulary. • Sing well-known songs and nursery rhymes in a group or on their own, increasingly matching the pitch and following the melody. • Talk about stories that have been read to them and retell them through role play and small world play. • Use natural materials and loose parts to make 2-D and 3-D art. • Use writing to communicate thoughts, ideas, experiences and events. • Adapt and refine their work as they are constructing and making. • Communicate their ideas as they are creating artwork. • Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences. • Explore artwork by famous artists and talk about their likes and dislikes. • Learn and sing songs and rhymes as part of a larger group. 	<ul style="list-style-type: none"> • Use digital devices to take digital images or recordings of their creations to share with others • Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences. • Explore ways to create simple rhythms and sound effects using found objects, percussion instruments and their voices. • Listen to a variety of music and talk about how it makes them feel. • Select appropriate materials when constructing and making. • Select appropriate tools and media to draw with. • Sing well-known songs and nursery rhymes in a group or on their own, increasingly matching the pitch and following the melody. • Talk about stories that have been read to them and retell them through role play and small world play. • Use natural materials and loose parts to make 2-D and 3-D art. • Use writing to communicate thoughts, ideas, experiences and events. • Use writing to support their play.
--	---	--	--	--	---	---

	<p>make products inspired by existing products, stories or their own ideas, interests or experiences.</p> <ul style="list-style-type: none"> • Make simple prints using a variety of tools, including print blocks and rollers. • Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. • Observe how activities are going and adapt their ideas if necessary. • Retell stories and narratives through role play and small world play, using some key vocabulary. • Select appropriate tools and media to draw with. • Use writing to support their play. • Adapt and refine their work as they are constructing and making. • Describe what, why and how something was made and compare with others. • Explore ways to create simple rhythms and sound effects using found objects, percussion instruments and their voices. • Select appropriate materials when constructing and making. • Talk about stories that have been read to them and retell them through role play and small world play. • Talk about the characters, events and settings in stories they have listened to, using props and materials for role play. 	<ul style="list-style-type: none"> • Talk about stories that have been read to them and retell them through role play and small world play. • Talk about the characters, events and settings in stories they have listened to, using props and materials for role play. • Use writing to communicate thoughts, ideas, experiences and events. • Use writing to support their play. • Adapt and refine their work as they are constructing and making • Learn and sing songs and rhymes as part of a larger group • Select appropriate materials when constructing and making. 		<ul style="list-style-type: none"> • Draw or paint a place from observation or imagination. 	<ul style="list-style-type: none"> • Make simple prints using a variety of tools, including print blocks and rollers • Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. • Observe how activities are going and adapt their ideas if necessary. • Select appropriate tools and media to draw with. • Share their creations with others, explaining their intentions and the techniques and tools they used. • Talk about stories that have been read to them and retell them through role play and small world play. • Use natural materials and loose parts to make 2-D and 3-D art. • Use primary and other coloured paint and a range of methods of application. • Create art in different ways on a theme, to express their ideas and feelings. • Cut, tear, fold and stick a range of papers and fabrics. • Listen to a variety of music and talk about how it makes them feel. • Sing well-known songs and nursery rhymes in a group or on their own, increasingly matching the pitch and following the melody. • Use writing to communicate thoughts, ideas, experiences and events. 	
<p>LotC</p>	<ul style="list-style-type: none"> • Let's Explore! • Build it up! 	<p>To be confirmed</p>	<p>To be confirmed</p>	<p>To be confirmed</p>	<p>To be confirmed</p>	<p>To be confirmed</p>