



**St Bartholomew's C of E Primary School**

**EYFS Curriculum Goals – Reception**



| EYFS Curriculum Goals   | 1 <sup>st</sup> Milestone – Baseline  | 2 <sup>nd</sup> Milestone – Autumn  | 3 <sup>rd</sup> Milestone - Spring  | 4 <sup>th</sup> Milestone – Summer   | Linked ELG's   |
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| <p style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center;">Communication and language</p> | <p><b>Listen – To be a good listener</b></p> <p>Children will listen attentively in a range of situations.</p> <p>Children can pay attention to more than one thing at a time.</p> <p><b>Ask- To ask questions of others</b></p> <p>Children can talk about familiar books</p> <p><i>Children will enjoy listening to longer stories</i></p> <p>Children take part in pretend play with their friends.</p> <p>Children can sing a large repertoire of nursery rhymes.</p> <p>Children will understand a question or instruction with 2 parts such as “get your coat, and wait at the door”</p> <p><i>Children understand why questions like “why did the caterpillar get so fat?”</i></p> <p>Children can confidently talk in sentences using 4 words</p> <p>Children can start a conversation with an adult or friend.</p> <p><i>Children use talk to organize themselves and their play “let’s go on a bus .... You sit there, I’ll be the driver”</i></p> <p><i>Children can express a point of view “I like.....” “I don’t like .....</i></p> | <p>Children understand how to listen carefully and why listening is important</p> <p>Children will listen carefully to stories anticipating key events and respond to what they hear with relevant comments or actions.</p> <p>Children give attention to what others say and respond appropriately whilst engaged in another activity.</p> <p>Children will learn rhymes poems and songs</p> <p>Children are able to use a wide range of vocabulary linked to stories and topics</p> <p>Children can use longer sentences of 6 words or more</p> | <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Children will listen to and talk about selected non –fiction to develop a deep familiarity with new knowledge and new vocabulary.</p> <p>Children can follow a story without pictures or prompts.</p> <p>Children ask questions to find out more and check they understand what has been said to them.<br/>“What does that mean?”<br/>“ Why did they do that ?”</p> <p>Children will articulate their ideas and thoughts in well-formed sentences.</p> <p>Children can start a conversation with an adult or friend and continue it for many turns.</p> <p>Children will be able to express their views and debate when they disagree with an adult or friend using words as well as actions.</p> | <p>Children will listen to, talk about and ask questions about stories to build familiarity and understanding.</p> <p>Children can retell a full story,</p> <p>Children confidently use new vocabulary in a range of contexts from topics and stories</p> <p>Children can confidently talk in small groups and class situations.</p> <p>Children can hold back and forth conversations with adults and peers</p> <p>Children can describe events in some detail.</p> <p>Children will use talk to help work our problems and organize thinking and activities. They can explain how things work and why they might happen.</p> | <p><b>C &amp; L : LAU</b></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interaction</p> <p>Make comments about what they have heard and ask questions to clarify understanding</p> <p>Hold conversation when engaged in back and forth conversations</p> <p><b>C &amp; L : S</b></p> <p>Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations of why things might happen, making use of recently introduced vocabulary from stories, Non fiction , rhymes and poems when appropriate</p> <p>Express their ideas and feelings about their experiences using full sentences including use of past present and future tenses and making use of conjunctions with modelling from their teacher.</p> <p><b>PSED : SR</b></p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in an activity and show an ability to follow instructions involving several ideas or actions.</p> |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Personal, social and emotional development</p> | <p><b>Empathy –</b><br/>To show empathy to others</p>  | <p>Children can select and use activities and resources ( with help when needed )</p> <p>Children can achieve a goal they have chosen or one which is suggested to them</p>   | <p>Children see themselves as a valuable individual and can say something positive about themselves</p> <p>Children show confidence in new social situations</p> <p>Children have built constructive and respectful relationships.</p> <p>Children manage their own needs</p> <ul style="list-style-type: none"> <li>-toileting</li> <li>-washing hands</li> <li>-drink and snack</li> <li>-coat</li> <li>-socks and shoes.</li> </ul> <p>Children will further develop the skills they need to manage the school day successfully.</p> | <p>Children show resilience and perseverance in the face of challenge</p> <p>Children can talk about right and wrong and the consequences involved</p> <p>Children can confidently identify and moderate their own feelings socially and emotionally.</p> | <p>Children can think about the perspectives of others</p> <p>Children know and talk about the different factors that support their overall health and wellbeing</p> <ul style="list-style-type: none"> <li>-regular physical activity</li> <li>-Healthy eating</li> <li>-Tooth brushing</li> <li>-Sensible amounts of screen time</li> <li>-Having a good sleep routine</li> <li>-Being a safe pedestrian</li> </ul> <p>Children can make healthy choices about food, drink, activity and tooth brushing.</p> | <p><b>BPSED :SR</b><br/>Show an understanding of their own feelings and those of others and begin to regulate their behavior accordingly.<br/>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate<br/>Give focused attention to what the teacher says responding appropriately even when engaged in an activity and show an ability to follow instructions involving several ideas or actions</p>   |
|   | <p><b>Determination- to show determination to complete a goal</b></p> <p><b>Resilience –</b><br/>To show resilience in the face of challenges</p> <p><b>Curiosity-</b><br/>To show curiosity about the world around them</p> | <p>Children become more outgoing with unfamiliar people, in the safe context of their setting</p> <p>Children play with one or more other children</p> <p><b>Children have developed a sense of responsibility and membership of a community</b></p> <p><b>Children play with other children extending and elaborating play ideas</b></p> <p><b>Children have developed appropriate ways of being assertive in their play</b></p> <p>Children can talk with others to solve conflicts, sometimes needing adult support.</p> <p><b>Children are able to help find solutions to conflicts and rivalries. For example, accepting that not everyone can have the 'best' car and suggesting ideas.</b></p> <p>Children talk about their feelings using words like ' happy', 'sad', 'angry' or 'worried'</p> <p>Children have an understanding of how others might be feeling</p> <p>Children do not always need an adult to remind them of a rule</p> <p><b>Children increasingly follow rules understanding why they are important</b></p> <p>Children will be becoming increasingly independent in meeting their own care needs e.g brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> | <p>Children are happy to have a go at a task and understand that we learn from mistakes<br/>Children can talk about their feeling and the feelings of others</p>  |   |  | <p><b>PSED : MS</b><br/>BE confident to try new activities and show independence, resilience and perseverance in the face of challenge<br/>Explain the reasons for the rules, know right from wrong and try to behave accordingly<br/>Manage their own basic hygiene and personal needs including, dressing, going to the toilet and understanding the importance of healthy food choices</p> <p><b>PSED : BR</b><br/>Work and play cooperatively and take turns with others<br/>Form positive attachments to adults and friendships with peers<br/>Show sensitivity to their own and to others needs.</p> |

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| Physical | <p><b>Use – To use cutlery with confidence</b></p>                                      | <p>Children can go up steps and stairs, or climb apparatus using alternate feet.</p> <p>Children use large muscle movement to wave flags and streamers, paint and make marks.</p>   | <p><b>P.E Focus – Fundamentals 1</b><br/> Children will safely negotiate space.<br/> Children will show good control and co-ordination in small and large movements.<br/> Children can talk about ways to keep healthy and safe.<br/> Children can handle equipment safely</p>  | <p><b>P.E Focus – Gymnastics</b><br/> Children can copy and create shapes with my body.<br/> Children can jump and land safely.<br/> Children can create short sequences.</p>   | <p><b>PE Focus Games</b><br/> Children can run and stop safely.<br/> Children can safely negotiate space.<br/> Children can show good control and co-ordination in small and large movements.<br/> Children can work cooperatively.</p> | <p><b>P: GM</b><br/> Negotiate space and obstacles safely, with consideration for themselves and others.<br/> Demonstrate strength balance and co ordination when playing<br/> Move energetically, such as running, jumping, hopping, skipping, dancing and climbing</p> |
|          | <p><b>Hold- To hold a pencil effectively</b></p>  | <p>Children match their developing physical skills go tasks and activities in the setting. For example, they decide whether to crawl, walk or run across the plank/ in a tunnel.</p>  | <p><b>Fundamentals 2</b><br/> Children can move confidently in a range of ways<br/> Children know the importance of good health and physical exercise</p>   | <p><b>P.E Focus- Ball skills</b><br/> I can roll a ball towards a target.<br/> I can stop a rolling ball.<br/> I can bounce a ball.<br/> I can kick a ball</p>  | <p><b>Games 2</b><br/> Children can develop my accuracy when throwing.<br/> Children can follow rules in a game.<br/> Children can work cooperatively in a game.</p>  | <p><b>P: FM</b><br/> Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases.<br/> Use a range of small tools including scissors, paintbrushes and cutlery<br/> Begin to show accuracy and care when drawing.</p>         |
|          | <p><b>Move- Move In a range of ways safely with good balance and co-ordination.</b></p> | <p>Children can skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Children start taking part in some group activities which they make up themselves or in teams</p> <p>Children are increasingly able to use and remember sequences and patterns of movements which are related to movement and rhythm.</p>   | <p>Children will continue to develop their movement, balancing, riding ( scooters, trikes, and bikes and ball skills )<br/> Children can collaborate with other to manage large items such as moving a long plank safely , carrying large hollow blocks</p>   | <p>Children will progress to a more fluent style of moving with developing control and grace</p> <p>Children will develop their overall body strength, balance, co-ordination and agility needed to engage successfully with future physical education settings and other physical disciplines including dance, swimming and gymnastics.</p>                                  | <p>Children will confidently use a range of large- and small apparatus indoors and outside, alone and in a group.</p>   |  |
|          | <p><b>Negotiate- Space effectively</b></p>  | <p>Children show preference for dominant hand</p> <p>Children can chose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Children will be increasingly independent in meeting their own care needs e.g brushing teeth, using the toilet and washing and drying hands thoroughly.</p> <p>Children will be eating independently and learning how to use a knife and fork. Children will be increasingly independent as they get dressed and undressed for example, putting coats on and doing up zips.</p> <p>Children use one handed tools and equipment for example when making snips in paper with scissors.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> | <p>Children will refine the fundamental movement skills they have already acquired:<br/> Rolling<br/> Crawling<br/> Walking<br/> Jumping<br/> Running<br/> Hopping<br/> Skipping<br/> Climbing</p> <p>Children will further develop the skills they need to manage the school day successfully :<br/> Linking up and queueing<br/> Meal times<br/> Personal hygiene</p> <p>Children will use their core muscle strength to achieve good posture when sitting at a table or on the floor.</p> <p>Children will use a comfortable grip with good control when holding pens and pencils.</p> | <p>Children will further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p> <p>Children will develop their small motor skills so they can use a range of tools competently, safely and confidently, suggested tools : Pencils for drawing and writing, paintbrushes, scissors, knives , forks and spoons.</p> | <p>Children will develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Children will develop the foundations of a handwriting style which is fast, accurate and efficient.</p> |  |

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| <p><b>Understand</b> - Understand numbers to 10 in depth including number bonds</p> <p><b>Recognise</b> – recognise patterns of the counting system</p> <p><b>Compare</b> – Compare quantities in different contexts</p> | <p>Say one number for each item in order 1,2,3,4,5</p> <p>Know that the last number reached when counting a small set of objects tell you how many are in the set ( cardinal principle )</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p><b>Link Numerals and amounts</b></p> <p>Show finger numbers to 5</p> <p>Recite numbers past 5</p> <p>Compare quantities using language more than, fewer.</p> <p><b>Solve real world mathematical problems with numbers up to 5.</b></p> <p>Experiment with their own marks and symbols</p> <p>Make comparisons between objects relating to size length weight and capacity</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof.</p> <p>Talk about and identify patterns around them.</p> <p><b>Notice and correct an error in a repeating pattern.</b></p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.<br/>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> | <p><b>White Rose Maths</b></p> <p><b>Match</b> : children to match , using mathematical language to compare, can they work out which objects pair is missing.</p> <p><b>Sort:</b> Children to sort objects in a range of ways including colour, shape, size<br/>Children can come up with their own criteria using mathematical language</p> <p><b>Compare amounts :</b><br/>Children to make comparisons using language, more, fewer. Children can order amounts and say which has the most and which has the least.</p> <p><b>Compare size, Mass and Capacity</b><br/>Children to compare and objects, by size weight and capacity using mathematical language e.g tall, short, heavy , light, full, empty.</p> <p><b>Making Simple patterns</b><br/>Children copy, continue and create their own simple patterns in a range of contexts including, shapes colours, sizes, actions and sounds.</p> <p><b>Representing 1,2,3</b><br/>Children can subitise or count to find how many and make their own collections of 3</p> <p><b>Comparing 1,2,3,</b><br/>Children find one more and 1 less<br/>Children can compare amounts in different contexts</p> <p><b>Composition of 1 , 2 ,3</b><br/>Children understand that all numbers are made up of smaller numbers.</p> <p><b>Circles and triangles</b><br/>Children understand that circles have 1 curved side and triangles have 3 straight sides. They notice the shape and can build their own in a range of ways</p> <p><b>Spatial awareness</b><br/>Children hear and begin to use positional language to describe how items are positioned</p> | <p><b>White Rose Maths</b></p> <p><b>Introducing zero:</b><br/>Children will have an understanding of nothing there or all gone. They will learn that the number name zero and the numeral 0 Can be used to represent this idea.</p> <p><b>Comparing numbers to 5:</b> Children will continue to understand that one quantity can be more than, fewer than or the same as another quantity</p> <p><b>Composition of 4 and 5:</b><br/>Children to understand that all numbers are made up of smaller numbers</p> <p><b>Compare mass :</b> Children to make direct comparisons , holding items to estimate which feels the heaviest then using balance scales to check.</p> <p><b>Compare Capacity :</b> Children to build on their understanding of full and empty and show half full, nearly full and nearly empty.</p> <p><b>6,7, and 8:</b> Children continue to apply the counting principle. They represent 6, 7 and 8 in different ways.</p> <p><b>Making pairs :</b> Children begin to understand that a pair is 2 . Children will arrange quantities into pairs and notice that some will have an odd one out</p> <p><b>Combining 2 groups:</b> Children combine 2 groups to find how many altogether.</p> <p><b>Length and height :</b> Children begin to use language to describe length and height</p> <p><b>Time:</b> Children continue to order and sequence important times in their day and use mathematical language to describe when events happen</p> | <p><b>White Rose Maths</b></p> <p><b>Building numbers beyond 10:</b><br/>Children to build and identify numbers to 20 and beyond. Children to understand that teen numbers are made up of a full 10 and part of the next 10.</p> <p><b>Counting patters beyond 10 :</b><br/>Children to recognize the 1-9 counting pattern and count forwards and backwards beyond 10. Children to order numbers.</p> <p><b>Spatial reasoning:</b><br/>Children to complete puzzles and jigsaws. Children to explain their reasoning about why they chose a particular shape and why other shapes wouldn't fit. Children to understand and use positional language.</p> <p><b>Adding more :</b><br/>Children to use real objects to see that the quantity can be changed by adding more. Children to count on from a given number. Children to begin to represent the number stories</p> <p><b>Taking away:</b> Children to use real objects to ee that a quantity can be changed by taking away.</p> <p><b>Spatial reasoning:</b> Children to understand that shapes can be combined and separated to make new shapes.</p> <p><b>Doubling:</b> Children will learn that double means twice as many.</p> <p><b>Sharing and grouping:</b> Children to show an understanding of sharing equally. Children to come up with solutions when there is one left over</p> <p><b>Even and odd:</b> The children will understand that some quantities will</p> | <p>M:N<br/>Have a deep understanding of numbers to 10, including the composition of each number. Subitise ( recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) Number bonds up to 5 ( including addition and subtraction facts) and some number bonds to 10 including double facts.</p> <p><b>M:NP</b><br/>Verbally count beyond 20, recognizing the pattern of the counting system. Compare quantities up to 10 in different contexts, recognizing when one quantity is greater than, less than, or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> |
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|  |  |  | <p><b>Four and 5</b><br/>Children count on and back to 4, count and subitise and make their own collections of 4. They are able to compare and understand that when counting the final number they say names the quantity of the set</p> <p><b>One more and one less</b><br/>Children find one more and one less in a range of ways and can use mathematical language add and takeaway</p> <p><b>Shapes with 4 sides</b><br/>Children understand that squares and rectangles have 4 straight sides and 4 corners. They notice the shape and can build their own in a range of ways</p> <p><b>Night and day</b><br/>Children can talk about night and day and order key events in their daily routines. Measure time in simple ways.</p> | <p><b>9 and 10:</b> Children continue to apply the counting principles. They represent 9 and 10 in different ways.</p> <p><b>Comparing numbers to 10:</b> Children will continue to make comparisons by lining items up with 1-1 correspondence to compare them directly.</p> <p><b>Bonds to 10:</b> The children will explore number bonds to 10 using real objects in different contexts.</p> <p><b>3D shape:</b> Children will explore and manipulate 3D shapes. Children will have opportunities to build using 3d shapes. Children to name shapes, talk about similarities and differences and sort.</p> <p><b>Pattern:</b> Children will be introduced to more complex patterns e.g ABB, AAB, AABB, AABBB</p> | <p>share equally into 2 groups and some wont.<br/>Children to notice odd and even structures on the number shapes</p> <p><b>Spatial reasoning:</b> Children to understand that places and models can be replicated and need to experience looking at these from different positions.</p> <p><b>Patterns &amp; relationships :</b> Children to investigate and explore relationships between numbers and shapes</p> <p><b>Spatial reasoning :</b> Children to understand we can make maps and plans to represent places and use these to see where things are in relation to other things.</p> |  |
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| <p style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center;"><b>Literacy</b></p> | <p><b>Retell –</b><br/>Retell a story through play</p> <p><b>Read-</b> Read simple sentences and books containing phase 2 and phase 3 sounds (yellow band)</p> <p><b>Write –</b><br/>write simple sentences accurately</p> <p><b>Compose –</b><br/>A simple story</p> | <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we read English text from left to right and from top to bottom</li> <li>• <b>the names of the different parts of a book</b></li> <li>• <b>page sequencing</b></li> </ul> <p>Children engage in extended conversations about stories, learning new vocabulary.</p> <p>Children develop their phonological awareness , so that they can :</p> <ul style="list-style-type: none"> <li>- Sort and suggest rhymes</li> <li>- Count or clap syllables in a word</li> <li>- recognise words with the same initial letter sound, such as money and mother.</li> </ul> <p>Recognise their name and make marks to represent it</p> <p>Write some letters in their name</p> <p>Gives meaning to the marks they make when drawing, painting or writing.</p> <p>Hears and identifies initial sounds in words</p> <p><b>Orally blends and segments the sounds they hear in words.</b></p> <p><b>Write some letters Accurately</b></p> | <p>Children can read individual letters by saying the sound for each of them (phase 2)</p> <p>Children can blend sounds into words so that they can read short words made up of known letter-sound correspondences (phase 2)</p> <p>Children can read a few common exception words linked to the school phonics programme.</p> <p>Children will be able to read a pink level book</p> <p>Use some of their print and letter knowledge in their early writing such as writing a shopping list that starts at the top of the page writes ‘m’ for mummy</p> <p>Use their core muscle strength to achieve good posture</p> <p>Develop their fine motor skills so they can use a range of tools, competently , safely and confidently( pencils for drawing and writing)</p> <p>Writes most or all of their name with a capital letter at the beginning ( not all formed correctly)</p> <p>Identifies separate words in spoken sentences</p> <p>Hears and identifies medial sounds in words</p> <p>Links letters to sounds</p> <p>Correctly identifies and writes initial sounds heard in words.</p> | <p>Children can talk about a story and are able to identify main characters</p> <p>Settings<br/>Main events</p> <p>Children begin to use vocabulary and story language from various texts.</p> <p>Children can read some diagraphs ( phase 3)</p> <p>Children can read a few common exception words matched to the school phonics programme ( phase 3)</p> <p>Children can read simple phrases and sentences made up of words with known letter- sound correspondences, and where necessary a few exception words.</p> <p>Children will be able to read a red level book.</p> <p>Begins to develop the foundation of a handwriting style, which is fast, accurate and efficient.</p> <p>Talks about the different marks they make</p> <p>Begins to form recognizable letters</p> <p>Forms some letters correctly.</p> <p>Writes own name</p> <p>Writes the sounds in cvc words in the correct order</p> <p>Spells words by identifying the sounds and then writing sounds with letters.</p> <p>Begins to write some longer words using phonics knowledge.</p> <p>Writes some tricky words correctly (phase 2 )</p> <p>Writes a label for a drawing/ diagram</p> | <p>Children confidently use story telling language such as<br/>Once upon a time<br/>One day<br/>Suddenly<br/>Then / next<br/>Finally<br/>They all lived happily ever after</p> <p>Children read some consonant blends ( phase 4)</p> <p>Children read with some fluency.</p> <p>Children will be able to read a yellow level book</p> <p>Forming lower case and capital letters correctly.</p> <p>Writes a label or caption</p> <p>Attempts to write simple sentences</p> <p>Begins to put finger spaces between some words.</p> <p>Sometimes uses a capital letter for a sentence.</p> <p>Sometimes uses full stops</p> <p>Write short sentences with words with known letter sounds correspondences using capital letters and full stops.</p> <p>Re read what they have written to check it makes sense.</p> | <p><b>L:C</b><br/>Demonstrates understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.<br/>Anticipate where appropriate key events in stories<br/>Use and understand recently introduced vocabulary during discussions about stories , non-fiction, rhymes and poems and during role play.</p> <p><b>L:WR</b><br/>Say a sound for each letter in the alphabet and at least 10 diagraphs.<br/>Read words consistently with their phonics knowledge by sound blending .<br/>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>L:W</b><br/>Write recognisable letters most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple phrases and sentences that can be read by others.</p> |
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| Understanding the world | <b>Know-</b><br>where they live and who they live with   | Children can talk about special times, celebrations/ birthdays they remember in their life. (His)   | <b>Children will continue to develop positive attitudes about the differences between people.</b>   | Comments on images of familiar situations in the past (his)   | Children notice and talk about the changes that happen to plants as they grow (sci)   | <b>UW:PP</b><br>Talk about the lives of the people around them and their roles in society.   |
|                         | <b>Appreciate</b><br>– different religions and cultures in the local environment and the world around them | Children understand that some places are special to members of their community.<br><br>Children will show interest in different occupations<br><br>Children will talk about where they lives and who lives with them. (RE)<br><br>Children can tell you something about where they live (geo)<br><br>Children will use all their senses to explore a range of natural materials<br><br>Children will explore collections of material with similar/ and or different properties. | Children will recognize that people have different beliefs and celebrate special times in different ways (RE)<br><br>Begin to recognize that we celebrate certain events, such as bonfire night because of events that happened many years ago. (his)<br><br>Children can talk about somewhere that is special to themselves saying why (RE)<br><br>Children begin to recognize that some religious people have places which have special meaning to them (RE)<br><br>Children can talk about how they have changed from being a baby (his) | Children will identify some of their own feeling in the stories they hear<br><br>Children understand and talk about parts of the world being hotter and colder (geo)<br><br>children can recognise and name some common polar and African animals : polar bear, penguin, arctic fox, giraffe, zebra, monkey etc (geo)<br><br>Children will know that London is the capital of England (geo) | Children recognise that different plants and animals grow in different parts of the world. (geo)<br><br>Children will compare and contrast characters from stories including figures from the past (his)<br><br>Children begin to understand what impact humans have had on animals and their environments. (sci) | Understand the past through settings, characters and events encountered in books read in class and story telling   |
|                         | <b>Care-</b> for a living thing  | Children will be able to talk about what they can see<br><br>Children will be able to describe what they see hear feel and smell whilst outside.  | Children will talk about how children and adults are different (his)<br><br>Children will talk about what they like about their own immediate environment and how environments may vary from one another ( I live where I live because ) ( Geo)   | Children will record what they see in the natural world around them through drawings or diagrams<br><br>Children will understand what maps can be used for and why we have maps. (geo)  | Children can identify and sort different materials to be recycled. (sci)<br><br>Children begin to understand what they can do to help the environment Children can label parts of an animal / plant (sci)   | Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.             |
|                         | <b>Understand</b><br>- Show an understanding of past present and future                                    | Children will explore how things work<br><br><b>Children will talk about what they notice about the weather on a daily basis and how this impacts them. ( need a coat , gloves , sun hat etc) ( Geo)</b><br><b>Children will plant seeds and care for growing plants</b>  | They will follow a simple map, as a group, to help find objects, features around school. (geo)<br><br>Children will experience looking at atlases and globes ( Geo)   | Children will begin to develop an awareness of the wider world and the importance of caring for others (RE)<br><br>Children can point to where the united kingdom is on a globe or atlas (geo)  |   | Explain some similarities and differences between life in this country and life in other countries , drawing on knowledge from stories, non fiction texts and (when appropriate) ,maps |
|                         | <b>Respect-</b><br>Different family structures   | <b>Children will understand the key features of the life cycle of a plant and an animal. (sci)</b><br><br><b>Children will understand the need to respect and care for the natural environment and all living things (sci)</b><br><br><b>Children will explore and talk about different forces they can feel ( Sci)</b><br><br><b>Children will talk about the differences between materials and the changes they notice. (sci)</b>   | Children can recognize and name 2 or more local features ( e.g church/ school/ nature reserve) ( Geo)<br><br>Children will know that certain materials can be hard, solid, soft.( Sci)<br><br>Children will explore how and begin to understand why certain materials are better to use for different things (sci)  | Children can identify that certain uk animals live in certain habitats/ environments ( woodland/ farm/ sea/ ponds) (geo and sci)<br>Children can identify and sort animals by habitat (sci)<br><br>Children understand the effects of the changing seasons on the world around them ( sci)  |   | Understand some important processes and changes in the natural world around them including the seasons and changing states of matter.  |

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|                            |   | <p>Children know that there are difference countries in the world and recognise and talk about some of the similarities and differences they have experienced of seen in photos. (Geo)</p> <p>Children will recognise and name some common woodland animals e.g hedgehog, fox, badger, rabbit etc.</p>   | <p>Children begin to understand how magnets work and use this to sort objects by material. (sci)</p> <p>Children will be able to match clothing/ objects to hot and cold weather. (geo)</p> <p>Children can describe themselves and other objects and landmarks using relative positions (next to, in front, behind etc) (geo)</p>  | <p>Children will notices and talk about what happens to water when it is cold. They will begin to understand that when water gets cold enough it freezes and becomes ice. They will understand that when it gets warm ice melts and changes back to water ( sci)</p>  |  |   |
| Expressive arts and design | <p><b>Create-</b><br/>Create a piece of artwork/ model sharing their ideas</p> <p><b>Perform-</b><br/>Perform a story , song or rhyme to an audience</p> <p><b>Play-</b> A range of musical instruments with confidence</p> | <p>Explore different materials freely in order to develop their ideas about how to use them and what to make</p> <p>Develop their own ideas and then decide which materials to use to express them</p> <p>Join different materials and explore different textures</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>explore colour and colour mixing</p> <p>Take part in simple pretend play using an object to represent something else even though they are not similar</p> | <p>explore , use and refine a variety of artistic effects to express their ides and feelings</p> <p>representing familiar objects( family, themselves, animals etc) through independent drawing, painting, playdough play</p> <p>draw a representation og themselves understanding they need a head , arms legs etc</p> <p>Using particular colours to paint pictures for example green for a tree blue for the sky</p> <p>show some control when using a paintbrush</p> <p>exploring materials and understand different materials can be used in different ways</p> <p>talk about what materials look and feel like</p> <p>Using objects/ tools to print with to create a pattern or image with support.</p> <p>Develop storylines/ story language in their pretend play.</p> <p>Remember and sing entire songs</p> <p>Respond to what they have heard, expressing their thoughts and feelings</p> | <p>Joining materials using , selotape, glue, and split pins with support</p> <p>Learn and understand how to mix paints to make certain colours</p> <p>Choosing and using different materials for different effects.</p> <p>Listen attentively, move to and talk about music expressing their feelings and response</p> <p>Create collaboratively sharing ideas resources and skills.</p> <p>Move in time to the pattern of a song</p> <p>Tap a beat/ clap in time to a piece of music/ simple song</p> <p>Sing and play an instrument along with a song</p> <p>Share their ideas and perform their work to others with adult support.</p> | <p>Drawing an object from observation</p> <p>Printing independently to create a pattern or image</p> <p>Evaluate and adapt their buildings with support , refining ideas and developing their ability to represent them</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance performing solo or in groups.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses</p> | <p><b>EAD:CM</b> Safely use and explore a range of material, tools and techniques experimenting with colour, design , texture form and function.<br/>Share their creations explaining the process they have used<br/>Make use of props and materials when role playing characters in narratives and stories</p> <p><b>EAD :BIE</b><br/>Invent, adapt and recount narratives and stories with peers and their teacher.<br/>Sing a range of well-known nursery rhymes and songs<br/>Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with the music.</p> |



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|  |  | <p>Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses etc.</p> <p><b>Make imaginative and complex small worlds with blocks and construction kits such as city with different buildings and a park</b></p> <p>Listen with increased attention to sounds</p> <p>Sing their own songs or improvise a song around the one they know</p> <p>Listen and responding to different styles of music</p> <p><b>Sing the pitch of a tune sung by another person ( pitch match)</b></p> <p><b>Play instruments with increasing control to express their feelings and ideas</b></p> <p>Move appropriately to music at different speeds e.g running crawling ( tempo)</p> <p><b>Sing the melodic shape ( moving melody such as up and down, down and u) of familiar songs</b></p> <p>Begin to recognise repetition</p> <p>Sing along with nursery rhymes and action songs</p> <p>Make their voice/ singing loud and quiet</p> <p>Sing and recognize high and low pitch ( high like a mouse , low like a lion)</p> | <p>Recognise that sounds are made in a variety or ways</p> <p>Move in time to a steady beat</p> <p>Taps out a repeated rhythm, (using voice and untuned instruments/ body percussion through copy- back and answer games</p> <p>Explore performing with different instruments</p> |  |  |
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