

Lever House Progression of Skills EYFS

Prime Areas of Learning.

Purple italics linked to ELG

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

<p>Communication & Language</p> <p>See key vocabulary throughout curriculum areas.</p> <p>Vocabulary from the story books throughout the curriculum are not recorded on this map.</p>	<p>Can find it difficult to pay attention to more than one thing at a time.</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understands a question or instruction that has two parts.</p> <p>Sing a large repertoire of songs.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran'.</p> <p>May have problems saying some sounds</p> <p>Use talk to organise themselves and their play.</p> <p>Understand how to listen carefully and why it is important to listen</p> <p>Learn new vocabulary</p> <p><i>Participate in 1:1 discussions, offering their own ideas</i></p>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Uses a wide range of vocabulary. Learns & uses new vocabulary.</p> <p>Understands a question or instruction that has two parts.</p> <p>Sing a large repertoire of songs.</p> <p>Knows many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions,</p> <p>Listens carefully to rhymes and songs, paying attention to how they sound</p> <p><i>Participate in small group, class & 1:1 discussions offering their own ideas, using recently introduced vocabulary.</i></p>	<p>Knows many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Learns & uses new vocabulary.</p> <p>Asks questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well - formed sentences.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Learns rhymes, poems and songs</p> <p><i>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</i></p> <p><i>Participate in small group, class & 1:1 discussions offering their own ideas, using recently introduced vocabulary.</i></p> <p><i>Offer explanations for why things might happen, making use of recently introduced vocabulary for stories, and rhymes.</i></p>	<p>Learns & uses new vocabulary.</p> <p>Articulate their ideas and thoughts in well - formed sentences.</p> <p>Engage in non - fiction books</p> <p>Listen to and talk about selected non - fiction to develop deep familiarity with new knowledge and vocabulary</p> <p>Learns rhymes, poems and songs.</p> <p><i>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</i></p> <p><i>Make comments about what they have heard and ask questions to clarify their understanding.</i></p> <p><i>Hold conversations when engaged in back and forth conversations with their teacher and peers.</i></p> <p><i>Participate in small group, class & 1:1 discussions offering their own ideas, using recently introduced vocabulary.</i></p> <p><i>Offer explanations for why things might happen, making use of recently introduced vocabulary for stories and non-fiction.</i></p>	<p>Learns & uses new vocabulary.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Learns rhymes, poems and songs</p> <p><i>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</i></p> <p><i>Make comments about what they have heard and ask questions to clarify their understanding.</i></p> <p><i>Hold conversations when engaged in back and forth conversations with their teacher and peers. Participate in small group, class & 1:1 discussions offering their own ideas, using recently introduced vocabulary.</i></p> <p><i>Offer explanations for why things might happen, making use of recently introduced vocabulary for stories, non-fiction, rhymes and poems when appropriate.</i></p> <p><i>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i></p>	<p>Learns & uses new vocabulary.</p> <p>Learns rhymes, poems and songs.</p> <p><i>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</i></p> <p><i>Make comments about what they have heard and ask questions to clarify their understanding</i></p> <p><i>Hold conversations when engaged in back and forth conversations with their teacher and peers</i></p> <p><i>Participate in small group, class & 1:1 discussions offering their own ideas, using recently introduced vocabulary.</i></p> <p><i>Offer explanations for why things might happen, making use of recently introduced vocabulary for stories, non-fiction, rhymes and poems when appropriate</i></p> <p><i>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</i></p>
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Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts. These attributes will provide a secure platform from which children can achieve at school and in later life.

<p>Personal, Social & Emotional Development</p>	<p>Building new friendships with children and interactions with new adults, families.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries.</p> <p>Increasingly follow rules understanding why they are important.</p> <p>Build constructive and respectful relationships</p> <p>Forms positive attachments to adults and friendships with peers.</p> <p>Works and plays cooperatively taking turns with each other</p> <p>Key Vocabulary: Friends Parents Feeling Happy Sad Excited</p>	<p>Using personal power, managing anger.</p> <p>Recognising privacy, gentle touch and hurting touch, telling others/ keeping secrets.</p> <p>Do not always need and adult to remind them of a rule.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' Understand gradually how others might be feeling.</p> <p>See themselves as a valuable individual Build constructive and respectful relationships.</p> <p>Works and plays cooperatively taking turns with each other.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Key Vocabulary: Family Relatives Relationships Feelings Angry Cross Warm Fuzzy Feeling Sharp Prickly feeling.</p>	<p>Looking after their homes and classroom. Looking after school environment.</p> <p>Express their feelings and consider the feelings of others Identify and moderate their feelings socially and emotionally.</p> <p>Manage their own needs.</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Be confident to try new activities and show independence resilience and perseverance in the face of challenge.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet.</p> <p>Shows sensitivity to their own and others needs.</p> <p>Key Vocabulary: Home, Town, Community</p>	<p>People Who Help us. Jobs people do in the community. Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their feelings socially and emotionally.</p> <p>Think about the perspectives of others.</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> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>Key Vocabulary: Home, Town, Community, heroes.</p>	<p>Managing own needs and hygiene and healthy food choices.</p> <p>Think about the perspectives of others.</p> <p>Shows sensitivity to their own and others needs.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Understands the importance of healthy food choices</p> <p>Key Vocabulary: Healthy Eating Exercise Hygiene,</p>	<p>What is special about themselves.</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Be confident to try new activities and show independence resilience and perseverance in the face of challenge.</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> <p>Shows sensitivity to their own and others needs</p> <p>Key Vocabulary: Choices, body parts - heart, blood, skin & lungs.</p>
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Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

<p>Physical Development</p> <p>Skip, hop, stand on one leg and hold a pose for a game.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams</p> <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other disciplines including dance, gymnastics and sport.</p> <p>Combine different movements with ease and fluency</p> <p>Develop overall body- strength, balance, co- ordination and agility.</p> <p>Know and talk about the factor of regular exercise to support their overall health and wellbeing</p> <p>Use one handed tools and equipment.</p> <p>Use a comfortable grip with good control when holding pens and pencils</p> <p>Show a preference to a dominant hand</p> <p>Move energetically such as running, jumping, hopping, skipping and climbing</p> <p>Key Vocabulary:</p> <p>Balance, Exercise, Space</p>	<p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm</p> <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other disciplines including dance, gymnastics and sport.</p> <p>Combine different movements with ease and fluency Develop overall body- strength, balance, co- ordination and agility</p> <p>Know and talk about the factor of regular exercise to support their overall health and wellbeing</p> <p>Show a preference to a dominant hand</p> <p>Develop their small motor skills so that they can use a range of tools competently</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Uses a range of small tools, including scissors, paintbrushes and cutlery</p> <p>Key Vocabulary:</p> <p>Pose, Movement, Gallop, Slither</p>	<p>Continue to develop their movement.</p> <p>Climb up apparatus using alternative feet</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other disciplines including dance, gymnastics and sport.</p> <p>Develop overall body- strength, balance, co- ordination and agility</p> <p>Know and talk about the factor of regular exercise to support their overall health and wellbeing</p> <p>Confidently and safely use a range of large and small apparatus indoors, alone and in a group</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others</p> <p>Demonstrate strength, balance and coordination when playing</p> <p>Holds a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases</p> <p>Uses a range of small tools, including scissors, paintbrushes and cutlery</p> <p>Key Vocabulary:</p> <p>Apparatus, Cones, Ladder, Equipment</p>	<p>Continue to develop their movement.</p> <p>Climb up apparatus using alternative feet</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other disciplines including dance, gymnastics and sport.</p> <p>Develop overall body- strength, balance, co- ordination and agility</p> <p>Know and talk about the factor of regular exercise to support their overall health and wellbeing</p> <p>Confidently and safely use a range of large and small apparatus indoors, alone and in a group</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others</p> <p>Demonstrate strength, balance and coordination when playing</p> <p>Move energetically such as running, jumping, hopping, skipping and climbing</p> <p>Begins to show accuracy and care when drawing</p> <p>Key Vocabulary:</p> <p>Underarm Throw, Overarm Throw</p>	<p>Continue to develop their movement.</p> <p>Climb up apparatus using alternative feet</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other disciplines including dance, gymnastics and sport.</p> <p>Develop overall body- strength, balance, co- ordination and agility</p> <p>Know and talk about the factor of regular exercise to support their overall health and wellbeing</p> <p>Confidently and safely use a range of large and small apparatus indoors, alone and in a group</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p>Demonstrate strength, balance and coordination when playing</p> <p>Move energetically such as running, jumping, hopping, skipping and climbing</p> <p>Begins to show accuracy and care when drawing</p> <p>Key Vocabulary:</p> <p>Underarm Throw, Overarm Throw</p>	<p>Continue to develop their movement</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other disciplines including dance, gymnastics and sport.</p> <p>Develop overall body- strength, balance, co- ordination and agility</p> <p>Know and talk about the factor of regular exercise to support their overall health and wellbeing</p> <p>Revise and refine the fundamental skills they have already learnt</p> <p>Begins to show accuracy and care when drawing</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others</p> <p>Key Vocabulary:</p> <p>Sports Day</p>	<p>Continue to develop their movement.</p> <p>Climb up apparatus using alternative feet</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other disciplines including dance, gymnastics and sport.</p> <p>Develop overall body- strength, balance, co- ordination and agility</p> <p>Know and talk about the factor of regular exercise to support their overall health and wellbeing</p> <p>Confidently and safely use a range of large and small apparatus indoors, alone and in a group</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others</p> <p>Demonstrate strength, balance and coordination when playing</p> <p>Move energetically such as running, jumping, hopping, skipping and climbing</p> <p>No new vocabulary</p>
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It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

<p>Literacy</p> <p>Also see PD & CL Links</p> <p>See separate Phonics planning - Red Rose Phonics Scheme</p> <p>Vocabulary from story books throughout the curriculum not recorded on this map</p>	<p>Develop their phonological awareness so they can spot and suggest rhymes</p> <p>Write some letters accurately Write some or all of their name</p> <p>Blend sounds into words, so that they can read short words made up of known letter - sound correspondences</p> <p><i>Anticipate key events in stories</i></p> <p><i>Read words consistent with their phonic knowledge by sound blending</i></p> <p>Key Vocabulary:</p> <p>Rhyming, Rhyme Literacy, Handwriting Capital Letter, Author, Author, Illustrator</p>	<p>Develop their phonological awareness so they can spot and suggest rhymes</p> <p>Print has meaning</p> <p>We read English text from left to right and from top to bottom</p> <p>Write some letters accurately</p> <p>Spell words by identifying the sound and then writing the sound with letter/s</p> <p>Blend sounds into words, so that they can read short words made up of known letter - sound correspondences</p> <p><i>Anticipate key events in stories</i></p> <p><i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play</i></p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p> <p>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>Key Vocabulary: Fiction Non - Fiction, Poem, Blurb, Spine</p>	<p>Write some letters accurately</p> <p>Spell words by identifying the sound and then writing the sound with letter/s Write short sentences with words with known sound-letter correspondences using a capital letter and a full stop</p> <p><i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</i></p> <p><i>Anticipate key events in stories</i></p> <p><i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play</i></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</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> <p>Key Vocabulary:</p> <p>Full Stop, Setting, Character</p>	<p>Form lower case and capital letters correctly</p> <p>Spell words by identifying the sound and then writing the sound with letter/s Write short sentences with words with known sound-letter correspondences using a capital letter and a full stop</p> <p>Re - read what they have written to check that it makes sense</p> <p><i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</i></p> <p><i>Anticipate key events in stories</i></p> <p><i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play</i></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</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> <p>Key Vocabulary:</p> <p>Beginning, Middle, End</p>	<p>Form lower case and capital letters correctly</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and a full stop</p> <p>Re - read what they have written to check that it makes sense</p> <p><i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</i></p> <p><i>Anticipate key events in stories</i></p> <p><i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play</i></p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p> <p>Write simple phrases and sentences that can be read by others</p> <p>No new key vocabulary</p>	<p>Form lower case and capital letters correctly</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and a full stop</p> <p>Re - read what they have written to check that it makes sense</p> <p><i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</i></p> <p><i>Anticipate key events in stories</i></p> <p><i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play</i></p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>No new key vocabulary</p>
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Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

<p>Maths</p> <p>White Rose Maths</p>	<p>Getting to know you Just like me</p>	<p>It's me 123 Light & Dark Consolidation</p>	<p>Alive in 5! Growing 6,7,8</p>	<p>Building 9 and 10 Consolidation</p>	<p>To 20 and Beyond First then Now</p>	<p>Find my pattern On the move</p>
<p>See separate planning - NCETM Mastering Number Scheme</p>	<p>Count objects, actions and sounds.</p> <p>To talk about and identify patterns.</p> <p>Explore the properties of shapes.</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 tells you how many in total (Cardinal Principle)</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Learn that objects can be compared and ordered according to their size.</p> <p>To begin to recognise numerals 0 and 1.</p> <p>Link the number symbol (numeral) with its cardinal number value</p> <p>Subitise 1</p>	<p>Count objects actions and sounds.</p> <p>Link the number symbol (numeral) to its cardinal number value.</p> <p>Compare numbers.</p> <p>Subitise.</p> <p>Have a deep understanding of number to 5, including the composition of each number;</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts)</p> <p>Subitise (recognise quantities without counting) up to 5;</p>	<p>Subitise to 5.</p> <p>Link the number symbol (numeral) to its cardinal number value.</p> <p>Begin to understand the composition of numbers 6, 7, 8.</p> <p>Count beyond 10.</p> <p>Explore the composition of numbers up to 10.</p> <p>Compare length, weight and capacity.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Count objects, actions and sounds.</p> <p>Compare numbers.</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5;</p>	<p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Automatically recall the number bonds for numbers 0-5 and some to 10.</p> <p>Explore the composition of numbers to 10.</p> <p>Link the number symbol (numeral) with its cardinal number value</p> <p>Continue, copy and create repeating patterns.</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5;</p> <p>Compare quantities up to 10 in different contexts. Recognising when one quantity is greater than, less than or the same.</p> <p>Explore and represent patterns within numbers up to 10, including some evens and odds, double facts and how quantities can be distributed equally.</p>	<p>Begin to count in 2's, 10's and 5's.</p> <p>Subitise.</p> <p>Compare numbers.</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Explore and represent patterns within numbers up to 10, including some evens and odds, double facts and how quantities can be distributed equally.</p> <p>Verbally count beyond 20, recognising the pattern of the counting system;</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>	<p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5;</p> <p>Verbally count beyond 20, recognising the pattern of the counting system;</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</p>

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains.

<p>Understanding the World</p>	<p>Recognises differences between people</p> <p>Use all their senses in hands-on exploration of natural materials</p> <p>Talk about what they see, using a wide vocabulary</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Begins to make sense of their own life story and family's history</p> <p>Continue to develop positive attitudes about the differences between people</p> <p>Continue to develop positive attitudes about the differences in people</p> <p>Explores the natural world around them</p> <p>Describes what they see, hear and feel whilst outside</p> <p>Understand the effect of changing seasons on the natural world around them</p> <p>Comment on images of familiar situations in the past</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read to them in class</p> <p>Understand the past through settings encountered in books read in class and storytelling</p> <p>Explore the natural world around them</p> <p>Key Vocabulary:</p> <p>Past, Present, Future, Seasons, Autumn, Different, Similar</p>	<p>Continue developing positive attitudes about the differences between people</p> <p>Begin to make sense of their own life story and family's history</p> <p>Use all their senses in hands-on exploration of natural materials</p> <p>Explore collections of materials with similar or different properties</p> <p>Talk about what they see, using a wide vocabulary</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Understand the past through events encountered in books read</p> <p>Talk about members of their immediate family and community</p> <p>Explore the natural world around them</p> <p>Describe what they see, hear and feel outside</p> <p>Understand the effect of changing seasons on the natural world around them</p> <p>Talk about the lives of people around them</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on experiences and what has been read in class</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories and non-fiction texts</p> <p>Explore the natural world around them making observations of plants</p> <p>Key Vocabulary:</p> <p>Celebrate, Celebration, Family, Religion</p>	<p>Use all their senses in hands-on exploration of natural materials</p> <p>Explore collections of materials with similar or different properties</p> <p>Talk about what they see, using a wide vocabulary</p> <p>Talk about the lives of people around them</p> <p>Explore the natural world around them</p> <p>Describe what they see, hear and feel outside</p> <p>Understand the effect of changing seasons on the natural world around them</p> <p>Draw information from a simple map</p> <p>Understand that some places are special to members of their community</p> <p>Describe their immediate environment using knowledge from observation, discussions, stories, non-fiction texts and maps</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p> <p>Knows some similarities and differences between religious and cultural communities in this country, drawing on experiences that they have read in class</p> <p>Key Vocabulary:</p> <p>Community, Town, Journey, Map, Planet, Earth, Winter,</p>	<p>Talk about the lives of people around them and their roles in society</p> <p>Explore the natural world around them</p> <p>Describe what they see, hear and feel outside</p> <p>Understand the effect of changing seasons on the natural world around them</p> <p>Understand that some places are special to members of their community</p> <p>Understands that people have different beliefs and celebrate special times in different ways</p> <p>Comments on images of familiar situations in the past</p> <p>Compare and contrast characters from stories, including figures from the past</p> <p>Talks about their lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and story telling</p> <p>Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p> <p>Key Vocabulary:</p> <p>Life Cycle, Cocoon, Froglet, Tadpole, Hatchling, Incubator, Egg, Tooth</p>	<p>Understand the key features of the life cycle of an animal</p> <p>Begin to understand the need to respect and care for the natural environment.</p> <p>Explore the natural world around them</p> <p>Describe what they see, hear and feel outside</p> <p>Understand the effect of changing seasons on the natural world around them</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>Understand some important processes and changes in the natural world around them, including the seasons</p> <p>Key Vocabulary:</p> <p>Spring, setting healthy eating, flowers, minibeast</p>	<p>Understands that people have different beliefs and celebrate special times in different ways</p> <p>Comments on images of familiar situations in the past</p> <p>Compare and contrast characters from stories, including figures from the past</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on experiences and what has been read in class</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories and non-fiction texts</p> <p>Key Vocabulary: Country, Spain, England, Summer</p>
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The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

<p>Expressive Arts and Design</p>	<p>Explore different materials freely, in order to develop their ideas 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>Show different emotions in their drawings - happiness, sadness, fear</p> <p>Join different materials and explore different textures</p> <p>Key Vocabulary:</p> <p>Art, Printing, Texture, Shapes, Curved, Wavy, Portrait</p>	<p>Remember & sing entire songs</p> <p>Sing the melodic shape (moving melody such as up and down, down and up) of familiar songs</p> <p>Sing the pitch of a tone sung by another person (pitch match)</p> <p>Engage in dance performing in solo or in groups</p> <p>Develop their own ideas and then decide which materials to use to express them</p> <p>Use drawings to represent ideas like loud noises</p> <p>Explore, use and refine a variety of artistic effects to express their ideas. Create collaboratively sharing ideas, resources and skills</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Use and explore a variety of materials, tools and techniques</p> <p>Key Vocabulary:</p> <p>Artist, Pitch, Melody, Rhyme</p>	<p>Explores with colour</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Invent, adapt and recount narratives and stories with peers and their teachers</p> <p>Sings a range of well- known nursery rhymes and songs</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) moves in time to music</p> <p>Key Vocabulary:</p> <p>Artist, Impressionist Artist</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Invent, adapt and recount narratives and stories with peers and their teachers</p> <p>Sings a range of well- known nursery rhymes and songs</p> <p>Perform stories with others</p> <p>Make use of props and materials when role playing characters in narratives and stories</p> <p>Key Vocabulary:</p> <p>Weaving, Pattern</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Share their creations, explaining the processes they have used</p> <p>Make use of props and materials when role playing characters in narratives and stories</p> <p>Key Vocabulary:</p> <p>Medium, Effect, Observational</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Share their creations, explaining the processes they have used</p> <p>Perform songs, rhymes, and (when appropriate) moves in time to music</p> <p>Key Vocabulary:</p> <p>Texture, Still Life, Drawing</p>
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Additional Areas of Learning

<p>Computing</p>	<p>Turn on and off iPad. Recognise App icons. Learn physical buttons on iPad including home/volume. Open and close Apps down correctly.</p>	<p>Take a photo using both cameras. Be able to crop a photo. Explore markup tools using notes or pages. Insert a photo in notes or pages.</p>	<p>Recognise simple examples of personal information and trusted people. Recognise some ways the internet can be used to communicate. Identify ways that people can be unkind online. Understand a list of rules to help keep us safe and healthy in when using technology. Begin to use the internet to find things out, with support.</p>	<p>Explore using Bee Bots to move forward, backwards, right and left. Explore dictation function on iPad. Explore the speak function. Retrieve learning from a folder.</p>	<p>Begin to identify with support, examples of technology in the classroom and use these appropriately.</p>	<p>Type name/sentence using keyboard.</p>
<p>Spanish</p>	<p>Greetings</p>	<p>Greetings</p>	<p>Numbers</p>	<p>Colours</p>	<p>Food</p>	<p>Animals</p>