






Communication and Language


Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<p>Listening, Attention and Understanding</p> 	<p>To understand how to listen carefully</p> <p>To understand why listening is important</p> <p>To be able to follow directions and instructions</p>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to understand how and why questions</p> <p>To respond to instructions with more than one step</p>	<p>To ask questions to find out more</p> <p>To begin to understand humour</p> <p>To understand a range of complex sentence structures</p>	<p>To retell a story</p> <p>To follow a story without pictures or props</p>	<p>To understand questions such as who, what, where, when, why and how</p>	<p>To have conversations with adults and peers with back and forth exchanges</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 interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.</p>
<p>Speaking</p> 	<p>To talk to a peer</p> <p>To talk in front of a small group</p> <p>To talk to class teacher and LSAs</p> <p>To learn new vocabulary</p>	<p>To answer questions in front of whole class.</p> <p>To use new vocabulary throughout the day</p>	<p>To develop the confidence to talk to other adults they see on a daily basis</p> <p>To talk in sentences using conjunctions e.g. and, because</p>	<p>To share their work to the class- standing up at the front</p> <p>To use new vocabulary in different contexts</p> <p>To engage in non-fiction books</p>	<p>To link statements and stick to a main theme</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events</p>	<p>To talk to different adults around the school</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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.</p>

Personal, Social and Emotional Development

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<p>Self-Regulation</p> 	<p>To recognise different emotions</p> <p>To understand how people show emotions</p> <p>To focus during short whole class activities</p> <p>To follow one-step instructions</p>	<p>To talk about how they are feeling</p> <p>To begin to consider the feelings of others</p> <p>To adapt behaviour to a range of situations</p>	<p>To focus during longer whole class lessons</p> <p>To follow two-step instructions</p>	<p>To identify and moderate their own feelings socially and emotionally</p> <p>To consider the feelings and needs of others</p>	<p>To control their emotions using a range of techniques</p> <p>To set a target and reflect on progress throughout</p>	<p>To maintain focus during extended whole class teaching</p> <p>To follow instructions of three steps or more</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>Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>
<p>Managing Self</p> 	<p>To wash hands independently</p> <p>To put coat and socks on independently</p> <p>To get changed for P.E with support</p> <p>To explore different areas within the Year R environment</p> <p>To identify and name healthy foods</p> <p>To understand the importance of healthy food choices</p>	<p>To develop class rules and understand the need to have rules</p> <p>To put P.E kit on independently</p> <p>To have confidence to try new activities</p>	<p>To begin to show resilience and perseverance in the face of challenge</p> <p>To practise doing up a zipper</p> <p>To practise doing buttons</p> <p>To practise doing up buckles</p>	<p>To develop independence when dressing and undressing for activities such as P.E</p>	<p>To manage own basic needs independently</p>	<p>To show resilience and perseverance in the face of challenge</p> <p>To show a 'can do' attitude</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>

	To use the toilet independently					To put uniform on and do up zippers, buttons and buckles with minimal support	
<p>Building Relationships</p> 	<p>To seek support of adults when needed</p> <p>To gain confidence to speak to peers and adults</p>	<p>To play with children who are playing with the same activity</p> <p>To begin to develop friendships</p> <p>To have positive relationships with all Year R staff</p>	<p>To begin to work as a group with support</p> <p>To use taught strategies to support turn taking</p>	<p>To listen to the ideas of other children and agree on a solution and compromise</p>	<p>To work as a group</p> <p>To begin to develop relationships with other adults around the school</p>	<p>To have confidence to communicate with adults around the school</p> <p>To have strong friendships</p>	<p>Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>

Physical Development

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<p>Gross Motor Skills</p> 	<p>Games fundamentals unit 1</p> <p>*Pupils show good control and co-ordination in large and small movements.</p> <p>*They move confidently in a range of ways, safely negotiating space.</p> <p>*They handle equipment effectively. Pupils are confident to try new activities, and say why they like some activities more than others.</p> <p>*Pupils play co-operatively, taking turns with others. *Pupils</p>	<p>Games fundamentals Unit 2</p> <p>*show good control and coordination/</p> <p>*Move confidently in a number of ways.</p> <p>*negotiate space safely.</p> <p>*handle equipment effectively.</p> <p>*confident to try new activities.</p> <p>*play co-operatively.</p> <p>*follow instructions.</p> <p>*work as part of a group.</p> <p>Dance – on parade</p> <p>*Develop timing</p> <p>*develop skills</p> <p>* follow pathways</p> <p>*understand control of the body</p>	<p>Gym jumping jacks y1 p1 csow</p> <p>*Develop fundamental movement skills</p> <p>* Extend agility, balance and co-ordination</p> <p>*Engage in co-operative physical activities</p> <p>* Master basic jumping actions</p> <p>Games fundamentals unit 3</p> <p>To practise and develop accuracy of rolling, receiving and striking skills.</p> <p>*To observe rolling, receiving and striking skills and use information to improve performance. *To</p>	<p>Dance toys yr p2 csow</p> <p>*Move in a controlled manner, at different speeds and directions,</p> <p>*using different levels. Create, practise, remember and perform simple movement phrases. *Be able to talk about their movements and the movements of others.</p> <p>Gymnastics – hold and move</p> <p>*experiments with different ways of moving.</p> <p>*jumps off an object and land</p>	<p>Dance pirates and treasure</p> <p>*Develop fundamental movement skills (agility, balance & coordination)</p> <p>• Become increasingly competent and confident in moving the body</p> <p>• Work individually and with others</p> <p>• Engage in co-operative physical activities</p> <p>• Explore a range of increasingly challenging situations</p> <p>Invasion games</p> <p>* To understand what is expected of me in a P.E lesson.</p>	<p>Multi skills</p> <p>To use a variety of equipment</p> <p>To balance equipment</p> <p>To throw with accuracy.</p> <p>To jump in a variety of ways.</p> <p>To throw and catch with accuracy.</p> <p>To jump using 2 feet.</p> <p>To copy and repeat a balance.</p> <p>Roll a ball using different parts of the body.</p> <p>To be a team player.</p> <p>Athletics</p> <p>*Develop awareness of speed and</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, dancing, hopping, skipping and climbing.</p>

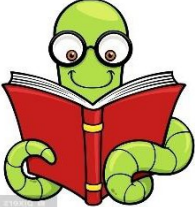
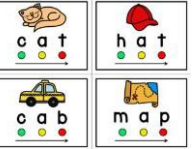
	<p>follow instructions involving several ideas or actions. *They work as part of a group or class, and understand and follow the rules.</p> <p>GYM FUN GYM SHAPES YR P1 CSOW *Experiments with different ways of moving. *Jumps off an object and lands appropriately. *Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p>	<p>in space.</p>	<p>work co-operatively with a partner and group. *To understand safety involved with rolling, receiving and striking activities.</p>	<p>appropriately. *travels with confidence and skill around under over and through balancing and climbing equipment.</p>	<p>*To show control when dribbling. * to pass accurately. Passing and receiving * to understand defence and attack – to play in a team. *to show how to catch a ball correctly * to pass the ball accurately. * to understand how to score.</p>	<p>distance. *To run in a coordinated and fluent way. *To run at different speeds over different durations and obstacles. *Develop spatial awareness. *To throw different objects in different ways over different distances in a coordinated way. *To develop an awareness of distance and height. *To take off and land in a coordinated way. *to jump in a variety of ways with control. Link movements in a controlled way.</p>	
				<p>To create short sequences linking actions together and including apparatus</p>	<p>through movement</p> <p>To move with control and co-ordination, copying, linking and repeating actions</p> <p>To remember and repeat actions, exploring pathways and shapes</p>	<p>and keeping score</p> <p>To work cooperatively as a team</p>	

Fine Motor Skills




<p>To use a dominant hand</p> <p>To mark make using different shapes</p> <p>To begin to use a tripod grip when using mark making tools</p> <p>To use tweezers to transfer objects</p> <p>To thread large beads</p> <p>To use large pegs</p> <p>To begin to copy letters</p> <p>To hold scissors correctly and</p>	<p>To begin to use anticlockwise movement and retrace vertical lines</p> <p>To hold scissors correctly and cut along a straight and zigzagged lines</p> <p>To use a tripod grip when using mark making tools</p> <p>To accurately draw lines, circles and shapes to draw pictures</p> <p>To write taught letters using correct formation</p>	<p>To use a tripod grip when using mark making tools</p> <p>To hold scissors correctly and cut along a curved line</p> <p>To thread small beads</p> <p>To use small pegs</p> <p>To write taught letters using correct formation</p>	<p>To hold scissors correctly and cut out large shapes</p> <p>To write letters using the correct letter formation and control the size of letters</p> <p>To use a thick paintbrush with some accuracy.</p>	<p>To hold scissors correctly and cut out small shapes</p> <p>To paint using thinner paintbrushes</p>	<p>To hold scissors correctly and cut various materials</p> <p>To create drawings with details</p> <p>To independently use a knife, fork and spoon to eat a range of meals</p>	<p>Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases. Use a range of small tools including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>
<p>make snips in paper</p> <p>To hold a fork and spoon correctly</p>	<p>To begin to hold a knife correctly and use to cut food with support</p> <p>To use tap and pin</p>					


Literacy

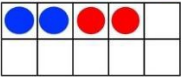

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<p>Comprehension</p> 	<p>To use pictures to tell stories</p> <p>To sequence familiar stories</p> <p>To independently look at book, holding them the correct way and turning pages</p>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to answer questions about the stories read to them</p> <p>To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes</p>	<p>To act out stories</p> <p>To begin to predict what may happen in the story</p> <p>To suggest how a story might end</p>	<p>To retell a story</p> <p>To follow a story without pictures or props</p> <p>To talk about the characters in the books they are reading</p>	<p>To begin to answer questions about what they have read</p> <p>To use vocabulary that is influenced by their experiences of books</p>	<p>To answer questions about what they have read</p> <p>To know that information can be retrieved from books</p>	<p>Demonstrate understanding of what has been read to them by retelling stories, and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>
<p>Word Reading</p> 	<p>To recognise their name</p> <p>To recognise taught Phase 2 sounds (s a t p i n m d g o c k ck e u r h b f l f ll ss j v w x y z zz qu ch sh th ng nk)</p> <p>To recognise taught Phase 2 Tricky Words (the l is)</p>	<p>To recognise taught Phase 2 sounds (s a t p i n m d g o c k ck e u r h b f l f ll ss j v w x y z zz qu ch sh th ng nk)</p> <p>To recognise taught Phase 2 Tricky Words (the l is put pull full as and has his her go no to)</p>	<p>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k ck e u r h b f l f ll ss j v w x y z zz qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er)</p> <p>To recognise taught Phase 2 and 3 Tricky</p>	<p>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k ck e u r h b f l f ll ss j v w x y z zz qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er)</p> <p>To recognise taught Phase 2 and 3 Tricky</p>	<p>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k ck e u r h b f l f ll ss j v w x y z zz qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er)</p> <p>To recognise taught Phase 2, 3 and 4 Tricky</p>	<p>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k ck e u r h b f l f ll ss j v w x y z zz qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er)</p> <p>To recognise taught Phase 2, 3 and 4 Tricky</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>

	<p>To begin to blend sounds together to read words using the taught sounds</p>	<p>into she push he of we me be)</p> <p>To blend sounds to read words using taught sounds</p> <p>To read words ending with s e.g. hats, sits</p> <p>To read words ending with s /z/ e.g. his, bags</p> <p>To begin reading captions and sentences using taught sounds</p> <p>To read books matching their phonics ability</p>	<p>Words (the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure)</p> <p>To read words with double letters</p> <p>To begin to read longer words</p> <p>To recognise taught digraphs in words and blend the sounds together</p> <p>To read sentences containing Tricky Words and digraphs</p> <p>To read books matching their phonics ability</p>	<p>Words (the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure)</p> <p>To read longer words including those with double letters</p> <p>To read words with s/z/ in the middle</p> <p>To read words with -es/z/ at the end</p> <p>To read words with s and s/z/ at the end</p> <p>To read sentences containing Tricky Words and digraphs</p> <p>To read books matching their phonics ability</p>	<p>Words (the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today)</p> <p>To read words with short vowels and adjacent consonants</p> <p>To read longer words</p> <p>To read compound words</p> <p>To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -est)</p> <p>To read longer sentences containing Phase 4 words and Tricky Words</p> <p>To read books matching their phonics ability</p>	<p>Words (the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today)</p> <p>To read words with phase 3 long vowel sounds with adjacent consonants</p> <p>To read longer words</p> <p>To read compound words</p> <p>To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -ed, -ed /d/, - er, -est)</p> <p>To read longer sentences containing Phase 4 words and Tricky Words</p> <p>To read books matching their phonics ability</p>	
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 <p>Writing</p>	<p>To copy their name</p> <p>To give meanings to the marks they make</p> <p>To copy taught letters</p> <p>To write initial sounds</p> <p>To begin to write CVC words using taught sounds</p>	<p>To write their name</p> <p>To use the correct letter formation of taught letters</p> <p>To write words and labels using taught sounds</p> <p>To begin to write captions using taught sounds</p>	<p>To form lower-case letters correctly</p> <p>To begin to write sentences using finger spaces</p> <p>To understand that sentences start with a capital letter and end with a full stop</p> <p>To spell words using taught sounds</p> <p>To spell some taught tricky words correctly</p>	<p>To form lower-case letters correctly and begin to form capital letters</p> <p>To write sentences using finger spaces and full stops</p> <p>To spell words using taught sounds</p> <p>To spell some taught tricky words correctly</p>	<p>To form lower-case and capital letters correctly</p> <p>To begin to write longer words which are spelt phonetically</p> <p>To begin to use capital letters at the start of a sentence</p> <p>To use finger spaces and full stops when writing a sentence</p> <p>To spell some taught tricky words correctly</p> <p>To begin to read their work back</p>	<p>To form lower-case and capital letters correctly</p> <p>To begin to write longer words and compound words which are spelt phonetically</p> <p>To write sentences using a capital letter, finger spaces and full stop</p> <p>To spell some taught tricky words correctly</p> <p>To read their work back and check it makes sense</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>Write simple phrases and sentences that can be read by others.</p>
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Mathematics


Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<p>Number</p> 	<p>Subitising</p> <p>Number rhymes and songs</p> <p>Just like me! Match and sort Compare amounts Compare size, mass & capacity</p>	<p>Subitising</p> <p>Number rhymes and songs</p> <p>It's me 1, 2, 3! Representing 1, 2 & 3 Composition of 1, 2 & 3</p> <p>Light & dark Representing numbers to 5</p>	<p>Subitising</p> <p>Number rhymes and songs</p> <p>Alive in 5! Introducing zero Composition of 4 & 5</p> <p>Growing 6, 7, 8 6, 7 & 8 Combining two amounts Making pairs</p>	<p>Subitising</p> <p>Number rhymes and songs</p> <p>Building 9 & 10 Counting to 9 & 10 Bonds to 10</p> <p>Consolidation of prior learning</p>	<p>Subitising</p> <p>Number rhymes and songs</p> <p>To 20 and beyond Build numbers beyond 10</p> <p>First, then, now Adding more Taking away</p> <p>Compose and decompose</p>	<p>Subitising</p> <p>Number rhymes and songs</p> <p>Find my pattern Number facts incl. doubling</p> <p>On the move Deepening understanding/ problem solving number stories</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>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 doubling facts.</p>

<p>Numerical Patterns Doubles 2+2=4</p> 	<p>Exploring simple patterns</p>	<p><u>It's me 1, 2, 3!</u> Comparing 1, 2 & 3</p> <p><u>Light & dark</u> One more or less</p>	<p><u>Alive in 5!</u> Introducing zero Comparing numbers to 5 Compare mass (2) Compare capacity (2)</p> <p><u>Growing 6, 7, 8</u> Making pairs</p>	<p><u>Building 9 & 10</u> Comparing numbers to 10</p> <p>Explore patterns with a repeat (eg; AAB, ABB etc)</p> <p>Consolidation of prior learning</p>	<p><u>To 20 and beyond</u></p> <p>Count patterns beyond 10</p>	<p><u>Find my pattern</u> Doubling Sharing & grouping Even & odd</p> <p><u>On the move</u> Patterns & relationships between numbers and shapes</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising 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>
<p>Shape, Space and Measure</p> 		<p>Circles and triangles</p> <p>Positional language</p> <p>Shapes with 4 sides</p> <p>Time</p>	<p>Length & height Time (2)</p>	<p>Intro to 3-D shapes</p> <p>Spatial awareness</p> <p>Consolidation of prior learning</p>	<p>Spatial reasoning part 1</p> <p>Match, rotate, manipulate</p> <p>Spatial Reasoning Part 2</p>	<p>Spatial reasoning part 3</p> <p>Visualise and build</p> <p>Mapping</p>	<p>There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure</p>


Understanding the World


Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<p data-bbox="253 196 365 252">Past and Present</p> 	<p data-bbox="439 196 645 252">To know about my own life-story</p> <p data-bbox="439 288 607 344">To know how I have changed</p> <p data-bbox="439 411 633 560">To know that the emergency services exist and what they do.</p> <p data-bbox="439 596 633 922">To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Emergency Services)</p>	<p data-bbox="672 228 866 531">To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Christmas)</p> <p data-bbox="672 568 866 683">(Toys and games and how they've changed)</p> <p data-bbox="672 719 866 807">(Computing – how technology had changed)</p>	<p data-bbox="904 196 1099 311">To talk about the lives of the people around us.</p> <p data-bbox="904 347 1099 655">To know about the past through settings, characters and events encountered in books read in class and story telling (Farming)</p>	<p data-bbox="1137 196 1332 344">To know about figures from the past (Neil Armstrong and Tim Peake)</p> <p data-bbox="1137 381 1355 624">To know about the past through settings, characters and events encountered in books read in class and storytelling (dinosaurs)</p>	<p data-bbox="1370 196 1588 499">To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Seaside)</p>		<p data-bbox="1836 196 2114 512">Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>

<p>People, Culture and Communities</p> 	<p>To know about family structures and talk about who is part of their family</p> <p>To identify similarities and differences between themselves and peers.</p> <p>To know the name of the village the school is in.</p> <p>To know about features of the immediate environment.</p> <p>To talk about how harvest is celebrated and visit the church.</p>	<p>To talk about how Hindus celebrate Diwali</p> <p>To talk about the Christmas Story and how it is celebrated.</p> <p>Visit the church</p> <p>To know that people around the world have different religions</p>	<p>To talk about Chinese New Year.</p> <p>To know about people who help us within the local community,</p>	<p>To know that Christians celebrate Easter.</p> <p>Discuss Christian baptism</p>	<p>To know that there are many countries around the world.</p> <p>Focus on weather.</p>	<p>To know that people can be from different religions. (Judaism)</p> <p>To know that simple symbols are used to identify features on a map</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction, texts and maps. 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. Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.</p>
<p>The Natural World</p> 	<p>To ask questions about the natural environment.</p> <p>To respect and care for the natural environments</p> <p>Where our food comes from – pick apples and make crumble</p>	<p>To know about and recognise the signs of Autumn</p> <p>To know about features of the world and Earth</p>	<p>To know about and recognise the signs of Winter</p> <p>To know some important processes and changes in the natural world including states of matter (freezing)</p>	<p>To know about and recognise the signs of Spring</p> <p>To know about features of my own immediate environment and how they might vary from another.</p> <p>To plant seeds</p>	<p>To observe the growth of seeds and talk about changes</p> <p>To know how to care for growing plants</p> <p>To learn about lifecycles of plants and animals</p> <p>To know that some animals are nocturnal</p>	<p>To know about and recognise the signs of Summer</p> <p>To know that some things in the world are man-made and some things are natural</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them including the season and changing states of matter.</p>

			To know the different between herbivores and carnivores		To know about different habitats	To know some important processes and changes in the natural world including states of matter (melting, floating and sinking)	
<p>Technology</p> 	<p>To learn hoe to use appropriate games on the PC To use the interactive board. To have access to the mircophones and headphones.</p>	<p>To know how to operate simple equipment – karaoke machine</p> <p>To use the iPad to take pictures</p> <p>Use digital scales</p> <p>Use programmable toys</p> <p>To begin to know how and why we need to stay safe online</p>	<p>To access, understand and interact with a range of technology within the Year R environment</p> <p>To draw pictures on IWB, changing colour and pen size</p>	<p>To use the IWB, changing games and programmes</p> <p>To begin to know how and why we need to stay safe online</p>	<p>Retell a traditional story and record using the ipad.</p> <p>Use 2simple to create graphs linked to tally charts created</p>	<p>To type a message for your new teacher.</p> <p>To begin to know how and why we need to stay safe online</p>	<p>There are no early learning goals that directly relate to computing objectives, though it is still expected that children will be introduced to appropriate technology and use it within their provision.</p>

Expressive Arts and Design

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<p>Creating with Materials</p> 	<p>To name colours</p> <p>To experiment with mixing colours</p> <p>To create simple representations of people and objects</p> <p>To draw and colour with pencils and crayons</p> <p>To role play using given props and costumes</p> <p>To explore different techniques for joining materials (Glue Stick)</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (spoons, cups)</p> <p>To use some cooking techniques</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (spoons, cups)</p> <p>To use some cooking techniques</p> <p>Complete self portraits and discuss Picasso</p>	<p>To use colours for a particular purpose</p> <p>To share their creations</p> <p>To explore different techniques for joining materials (Glue Stick, PVA)</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (spoons, cups)</p> <p>To use some cooking techniques</p> <p>Bonfire, Diwali and Christmas related art.</p> <p>Winter seasonal artwork.</p>	<p>To experiment with different mark making tools such as art pencils, pastels, chalk</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape)</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (spoons, cups)</p> <p>To use some cooking techniques</p> <p>Design a bear hunt course</p>	<p>To share creations and talk about the process</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins)</p> <p>To make props and costumes for different role play scenarios</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (spoons, cups)</p> <p>To use some cooking techniques</p>	<p>To know which prime colours you mix together to make secondary colours</p> <p>To plan what they are going to make (cooking, wood work, construction, junk modelling)</p> <p>To draw more detailed pictures of people and objects</p> <p>To manipulate materials</p> <p>To create observational drawings</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (spoons, cups)</p> <p>To use some cooking techniques</p>	<p>To know some similarities and differences between materials (let's sculpt unit)</p> <p>To learn about and compare artists</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feeling</p> <p>Observational drawing.</p> <p>To share creations, talk about process and evaluate their work</p> <p>To adapt work where necessary (lunch box and bog baby home)</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 process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>

	<p>To use different construction materials</p> <p>Autumn related art</p>						
<p>Being Imaginative and Expressive</p> 	<p>To sing and perform nursery rhymes</p> <p>To join in with whole school singing assemblies</p> <p>To use costumes and resources to act out narratives</p> <p>To use the roleplay area – home, doctors</p> <p>To perform in the Harvest festival</p>	<p>To perform at the Christmas Concert</p> <p>To join in with whole school singing assemblies</p> <p>To pitch match</p> <p>To sing the melodic shape of familiar songs</p> <p>To begin to build up a repertoire of songs</p> <p>To sing entire songs</p> <p>To use costumes and resources to act out narratives</p> <p>To use the roleplay area – firework shop, baby clinic, santas workshop</p>	<p>To join in with whole school singing assemblies</p> <p>To use the roleplay area – travel agents, vets, Chinese restaurant,</p>	<p>To join in with whole school singing assemblies</p> <p>To use the roleplay area – space centre, archeologists site</p>	<p>To move in time to music</p> <p>To learn dance routines</p> <p>To join in with whole school singing assemblies</p> <p>To act out well know stories</p> <p>To create narratives based around stores</p> <p>To use the roleplay area – flower shop, camping,</p>	<p>To perform in the class assembly.</p> <p>To join in with whole school singing assemblies</p> <p>To use the roleplay area – ice cream shop, beach shop</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well know nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.</p>