



	<b>Autumn 1 (7 ½)</b>	<b>Autumn 2 (7)</b>	<b>Spring 1 (6)</b>	<b>Spring 2 (6)</b>	<b>Summer 1 (6)</b>	<b>Summer 2 (7)</b>
<b>Topic</b>	All about me (2 weeks) Space	Dinosaurs Christmas	Fairy tales	Growing	Pirates/Under the sea	On the farm
<b>Trips, visits and cultural capital</b>	Observatory Harvest Festival Black history month (October)	Colchester zoo Santa Christmas production Forest school Bonfire night Armistice day	Peter Rabbit trail Chinese New Year Women's History month (March)	Chicks Butterflies Easter Forest school	Library Windrush day (June 22 <sup>nd</sup> )	Farm Forest school Sports Day
<b>Books</b>	The Family Book (Todd Parr) (2 weeks)  My Many Coloured Days (Dr Zuess)  Aliens love Underpants  How to catch a star (Oliver Jeffers)  Back to Earth with a bump ebook  Whatever Next	Tyrannosaurus Drip  Dinosaur Roar (Poetry)  Harry and His Bucketful of Dinosaurs  How to Look After your Dinosaur  The Dinosaur who pooped a planet  The Nativity.	3 Little Pigs (T4W)  Goldilocks and the 3 Bears  Jack and the Beanstalk  The Hare and the Tortoise  Into the forest (Anthony Brown)  The Elves and the Shoemaker	The Very Hungry Caterpillar  Talk about Growing  Zinnia's Flower Garden  Little Red Hen  Bonkers about beetroot. (Cath Jones)  The Tiny Seed.	The Story of Pirate Tom  Pirate's Perfect Pet (Beth Ferry)  Let's Be Pirates (Roger Priddy)  Pirates Love Underpants  Barry the Fish with Fingers, and the hairy scary monster  Rainbow Fish	Farmer Duck  Oliver's Vegetables  Squash and a Squeeze  The Enormous Turnip  The little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear  Children's choice

Talk for writing (T4W) book and toolkit	Settings	Opening and endings	Characterisation	Dialogue	Suspense	Description
	Whatever Next	Tyrannosaurus Drip	3 Little Pigs	Little Red Hen	The Story of Pirate Tom	The Enormous Turnip
<b>Communication and language (C&amp;L)</b> <b>Listening and attention</b>	<p>Listens to others one to one or in small groups, when conversation interests them. (30-50)</p> <p>Focus attention – still listen or do, but can shift own attention. (30-50)</p> <p>Is able to follow directions, if not intently focused on choice of own activity (30-50)</p> <p>Listens to stories with increasing attention and recall (30-50)</p> <p>Joins in with repeated refrains</p>	<p>Maintains attention, concentrates and sits quietly during appropriate activity (40-60)</p> <p>Two-channelled attention – can listen and do for short span (40-60)</p>	<p>Children listen attentively in a range of situations (ELG)</p>	<p>They listen to stories, accurately anticipating key event and responding to what they hear with relevant comments, questions and actions. (ELG)</p> <p>They give their attention to what others say and respond appropriately, while engage in another activity (ELG)</p>	<p>Consolidation and catch up.</p> <p>Children listen to instructions and follow them accurately, asking for clarification if necessary. (Exceeding)</p> <p>They listen attentively with sustained concentration to follow a story without pictures or props. (Exceeding)</p>	<p>Consolidation and catch up</p> <p>They can listen in a larger group, for example, at assembly. (Exceeding)</p>

	and anticipates key events and phrases in rhymes and stories (30-50)					
<b>Communication and language (C&amp;L) Understanding</b>	<p>Understands use of objects (e.g. what we use to cut things) (30-50)</p> <p>Responds to simple instructions (e.g. to get or put away and object) (30-50)</p> <p>Beginning to understand 'why' and 'how' questions (30-50)</p> <p>Shows understanding of preposition such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture (30-50)</p>	<p>Responds to instruction involving a two-part sequence (40-60)</p> <p>Understands humour (e.g. nonsense rhymes and jokes) (40-60)</p>	<p>Able to follow story without pictures and props (40-60)</p> <p>Listens and responds to ideas expressed by others in conversation or discussion (40-60)</p>	<p>Children follow instructions involving several ideas or actions (ELG)</p> <p>They answer 'how' and 'why' questions about their experiences and in response to stories or events (ELG)</p>	<p>Consolidation and catch up</p> <p>After listening to stories children can express views about events or characters in the story and answer questions about why things happened. (Exceeding)</p>	<p>Consolidation and catch up.</p> <p>They can carry out instructions which contain several parts in a sequence. (Exceeding)</p>
<b>Communication and language (C&amp;L)</b>	Uses vocabulary focused on objects and people that are	Beginning to use more complex sentences to link	Links statements and sticks to main theme or intention (40-60)	Children express themselves effectively, showing	They use past, present and future forms accurately	Consolidation and catch up.

<p><b>Speaking</b></p>	<p>of particular importance to them (30-50)</p> <p>Builds up vocabulary that reflects the breadth of their experiences (30-50)</p> <p>Uses talk in pretending that objects stand for something else in play (30-50)</p> <p>Questions why things happen and gives explanations (e.g. uses 'who', 'what', 'why', 'how' questions (30-50)</p> <p>Uses intonation, rhythm and phrasing to make the meaning clear to others (30-50)</p> <p>Uses a range of tenses (e.g. 'play',</p>	<p>thoughts (e.g. using 'and' and 'because' ) (30-50)</p> <p>Can retell a simple past event in correct order (e.g. 'went down slide, hurt finger') (30-50)</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences (30-50)</p> <p>Uses language to imagine and recreate roles and experiences in play situations (40-60)</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feeling and events (40-60)</p>	<p>Introduces a storyline or narrative into their play (40-60)</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sound of new words (40-60)</p>	<p>awareness of listeners' needs (ELG)</p> <p>They develop their own narratives and explanations by connection (ELG)</p>	<p>when talking about events that have happened or are to happen in the future (ELG)</p> <p>Consolidation and catch up</p> <p>They recount experiences and imagine possibilities, often connecting ideas. (Exceeding).</p>	<p>Children show some awareness of the listener by making changes to language and non-verbal features (Exceeding)</p> <p>They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events. (Exceeding)</p>
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	‘playing’, ‘will play’, ‘played’). (30-50)					
<b>Physical development (PD)</b> <b>Moving and handling</b>	<p>Walks downstairs, two feet to each step while carrying a small object (30-50)</p> <p>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid an obstacle (30-50)</p> <p>Draws lines and circle using gross motor movements (30-50)</p> <p>Uses one-handed tools and equipment (e.g. makes snips in paper with child scissors ) (30-50)</p> <p>Holds pencil between thumb and two fingers, no longer using whole-hand grip (30-50)</p>	<p>Jumps off an object and lands appropriately (40-60)</p> <p>Begins to form recognisable letters (40-60)</p> <p>Negotiates space successfully when playing racing and chasing games with other children , adjusting speed or changing direction to avoid obstacles (40-60)</p> <p>Uses simple tools to effect changes to material (40-60)</p> <p>Handles tools, objects, construction and malleable materials safely and</p>	<p>Travels with confidence and skill around. Under, over and through balancing and climbing equipment (40-60)</p> <p>Experiments with different ways of moving (40-60)</p>	<p>Shows increasing control over an object pushing, patting, throwing, catching or kicking it (40-60)</p> <p>They move confidently in a range of ways, safely negotiating space (ELG)</p> <p>They handle equipment in a range of ways, safely negotiating space (ELG)</p>	<p>Children show good control and co-ordination in large and small movements (ELG)</p> <p>Consolidation and catch up</p> <p>They hold paper in position and use their preferred hand for writing, using a correct pencil grip (Exceeding)</p> <p>They are beginning to be able to write on lines and control letter size. (Exceeding)</p>	<p>Consolidation and catch up</p> <p>Children can hop confidently and skip in time to music. (Exceeding)</p>



	<p>Holds pencil near point between first two fingers and thumb and uses it with good control (30-50)</p> <p>Can catch a large ball (30-50)</p> <p>Can stand momentarily on one foot when shown (30-50)</p> <p>Moves freely and with pleasure and confidence in a range of ways, such as lithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping (30-50)</p> <p>Mounts stairs, steps or climbing equipment using</p>	<p>with increasing control (40-60)</p> <p>Shows a preference for a dominant hand (40-60)</p> <p>Begins to use anticlockwise movement and retrace vertical lines (40-60)</p>				
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	alternate feet (30-50)					
<b>Physical development (PD)</b> <b>Health and self-care</b>	<p>Can tell adults when hungry or tired or when they want to rest or paly (30-50)</p> <p>Understands that equipment and tools have to be used safely (30-50)</p> <p>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves (30-50)</p> <p>Can usually manage washing and drying hands (30-50)</p> <p>Dresses with help (e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, pulls up zipper once it is</p>	<p>They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet (ELG)</p>	<p>Eats a healthy range of foodstuffs and understands need for variety in food (40-60)</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health (40-60)</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks (40-60)</p>	<p>Children know the importance of good health of physical exercise, and healthy diet, and talk about ways to keep healthy and safe (EG)</p>	<p>Consolidation and catch up</p> <p>Children know about, and can make healthy choices in relation to, healthy eating and exercise. (Exceeding)</p>	<p>Consolidation and catch up</p> <p>They can dress and undress independently, successfully managing fastening buttons or laces. (Exceeding)</p>



	<p>fastened at the bottom (30-50)</p> <p>Observes the effect of activity on their bodies (30-50)</p> <p>Usually clean and dry during the day (40-60)</p> <p>Shows understanding of how to transport and store equipment safely (40-60)</p> <p>Practices some appropriate safety measures without direct supervision (40-60)</p>					
<p><b>Personal, social and emotional development (PSED)</b></p> <p><b>Self-confidence and self-awareness</b></p>	<p>Can select and use activities and resources with help (30-50)</p> <p>Welcomes and values praise for</p>	<p>Is more outgoing toward unfamiliar people and more confident in new social situations (30-50)</p>	<p>Confident to speak to others about own needs, wants, interests and opinions (40-60)</p>	<p>Children are confident to try new activities, and say why they like some activities more than others (ELG)</p>	<p>Consolidation and catch up</p> <p>Children are confident speaking to a class group (Exceeding)</p>	<p>Consolidation and catch up</p> <p>They are resourceful in finding support when they need help</p>

	<p>what they have done (30-50)</p> <p>Enjoys responsibility of carrying out small tasks (30-50)</p> <p>Confident to talk to other children when playing, and will communicate freely about own home and community (30-50)</p> <p>They say when they do or don't need help (ELG)</p>		<p>Can describe self in positive terms and talk about abilities (40-60)</p> <p>They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for the chosen activities (ELG)</p>		<p>They can talk about the things they enjoy, and are good at, and about the things they do not find easy. (Exceeding)</p>	<p>or information (Exceeding)</p> <p>They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them. (Exceeding)</p>
<p><b>Personal, social and emotional development (PSED)</b> <b>Managing feeling and behaviour</b></p>	<p>Aware of own feelings, and knows that some actions and words can hurt others' feeling (30-50)</p> <p>Begins to accept the needs of others and can take turns and share resources, sometimes with</p>	<p>Understands that own actions affect other people for example, becomes upset or tries to comfort another child when they realise they have upset them (40-60)</p> <p>They work as part of a group or class, and</p>	<p>Beginning to be able to negotiate and solve problems without aggression (e.g. when someone takes their toy) (40-60)</p> <p>Children talk about how they and others show feelings, talk about their own and</p>	<p>They adjust their behaviour to different situations and take changes to their routine in their stride (ELG)</p>	<p>Consolidation and catch up</p> <p>Children know some ways to manage their feelings and are beginning to use these to maintain control (Exceeding)</p> <p>They can listen to each other's</p>	<p>Consolidation and catch up</p> <p>They know when and how to stand up for themselves appropriately (Exceeding)</p> <p>They can stop and think before acting and they can wait for</p>

	<p>support from others (30-50)</p> <p>Can usually tolerate delay when needs are not immediately met, and understand wishes may not always be met (30-50)</p> <p>Can usually adapt behaviour to different events, social situations (30-50)</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting (40-60)</p>	<p>understand and follow the rules (ELG)</p>	<p>others' behaviour, and its consequences, and knows that some behaviour is unacceptable (ELG)</p>		<p>suggestions and plan how to achieve an outcome without adult help. (Exceeding)</p>	<p>things they want. (Exceeding)</p>
<p><b>Personal, social and emotional development (PSED)</b> <b>Making relationships</b></p>	<p>Initiates play, offering cues to peers to join them (30-50)</p> <p>Keeps play going by responding to what</p>	<p>Takes steps to resolve conflicts with other children (e.g. finding a compromise) (40-60)</p> <p>Explains own knowledge and</p>	<p>Children play cooperatively, taking turns with others (ELG)</p> <p>They take account of one another's ideas about how to</p>	<p>They show sensitivity to others' feelings, and form positive relationships with adults and other children (ELG)</p>	<p>Consolidation and catch up</p> <p>Children play group games with rules (Exceeding)</p>	<p>Consolidation and catch up</p> <p>They understand what bullying is and that this is unacceptable</p>

	<p>others are saying or doing (30-50)</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults (30-50)</p> <p>Can play in a group, extending and elaborating play ideas (e.g. building up a role play activity with other children) (30-50)</p> <p>Initiates conversations, attends to and takes account of what others say (40-60)</p>	<p>understanding, and asks appropriate questions of others (40-60)</p>	<p>organise their activity (ELG)</p>		<p>They understand someone else's point of view can be different from theirs (Exceeding)</p> <p>They resolve minor disagreements through listening to each other to come up with a fair solution. (Exceeding)</p>	<p>behaviour. (Exceeding)</p>
<p><b>Literacy Reading</b></p>	<p>Enjoys rhyming and rhythmic activities (30-50)</p>	<p>Links sounds to letters, naming and sounding the letters</p>	<p>Enjoys and increasing range of books (40-60)</p>	<p>Can segment the sounds in simple words and blend them together and</p>	<p>Uses vocabulary and forms of speech that are increasingly influenced by their</p>	<p>Consolidation and catch up</p>



	<p>Show awareness of rhyme and alliteration (30-50)</p> <p>Recognises rhythm in spoken words (30-50)</p> <p>Listens to and joins in with stories and poems, one to one and also in small groups (30-50)</p> <p>Shows interest in illustrations and print in books and print in the environment (30-50)</p> <p>Recognises familiar words and signs such as own name and advertising logos (30-50)</p> <p>Looks at books independently (30-50)</p>	<p>of the alphabet (40-60)</p> <p>Knows that information can be retrieved from books and computers (40-60)</p> <p>Continues a rhyming string (40-60)</p> <p>Hears and says the initial sound in words (40-60)</p>		<p>knows which letters represent some of them (40-60)</p> <p>Begins to read words and simple sentences (40-60)</p> <p>They demonstrate understanding when talking to others about what they have read. (ELG)</p>	<p>experiences of books (40-60)</p> <p>Children read and understand simple sentences (ELG)</p> <p>They use phonics knowledge to decode regular words and read them aloud accurately (ELG)</p> <p>They also read some common irregular words (ELG)</p>	<p>Children can read phonically regular words of more than 1 syllable as well as many irregular but high frequency words. (Exceeding)</p> <p>They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary (Exceeding)</p> <p>They can describe the main events in the simple stories they have read (Exceeding)</p>
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	<p>Handles books carefully (30-50)</p> <p>Holds books the correct way up and turns pages (30-50)</p> <p>Shows interest in illustrations and print in books and print in the environment. (30-50)</p> <p>Recognises familiar words and signs, such as own name and advertising logos (30-50)</p> <p>Suggests how the story might end (30-50)</p> <p>Describes main story, setting, events and principal characters (30-50)</p>					
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	<p>Beginning to be aware of the way that stories are structured (30-50)</p> <p>Listens to stories with increasing attention and recall (30-50)</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories (30-50)</p> <p>Knows information can be relayed in the form of print (30-50)</p>					
<b>Literacy Writing</b>	<p>Sometimes gives meaning to marks as they draw and paint (30-50)</p> <p>Continues a rhyming string (40-60)</p>	<p>Ascribes meanings to marks that they see in different places (30-50)</p> <p>Gives meaning to marks they make as they draw, write and paint (40-60)</p>	<p>Begins to break the flow of speech into words (40-60)</p> <p>Can segment the sounds in simple words and blend them together (40-60)</p>	<p>Children use their phonics knowledge to write words in ways which match their spoken sounds (ELG)</p> <p>Some words are spelt correctly and others are</p>	<p>They write some irregular common words (ELG)</p> <p>They write simple sentences which can be read by themselves and others (ELG)</p>	<p>Consolidation and catch up</p> <p>They use key features of narrative in their own writing. (Exceeding)</p>

	<p>Hears and says the initial sounds in words (40-60)</p> <p>Writes own name and other things such as labels, captions (40-60)</p>	<p>Links sounds to letters, naming and sounding the letters of the alphabet (40-60)</p>	<p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence (40-60)</p>	<p>phonetically plausible (ELG)</p>	<p>Consolidation and catch up</p> <p>Children can spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words (Exceeding)</p>	
<p><b>Maths Number</b></p>	<p>Uses some number names and language spontaneously (30-50)</p> <p>Uses some number names accurately in play (30-50)</p> <p>Recites numbers in order to 10 (30-50)</p> <p>Shows curiosity about numbers by offering comments or asking questions (30-50)</p>	<p>Counts up to three or four objects saying one number name for each item (40-60)</p>	<p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects (40-60)</p> <p>Counts an irregular arrangement of up to ten objects (40-60)</p> <p>Counts objects to 10, and beginning to count beyond 10 (40-60)</p> <p>Says the number that is one more</p>	<p>Uses the language of 'more' and 'fewer' to compare two sets of objects (40-60)</p> <p>Finds the total number of items in two groups by counting all of them (40-60)</p> <p>In practical activities and discussions, beginning to use the vocabulary involved in adding and subtracting (40-60)</p>	<p>Using quantities and objects, they add two single-digits numbers and count on to find the answer (ELG)</p> <p>Using quantities and objects, they subtract two single-digit numbers and back to find the answer (ELG)</p> <p>Consolidation and catch up</p>	<p>Consolidation and catch up</p> <p>Children estimate a number of objects and check quantities by counting up to 20 (Exceeding)</p> <p>They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups. (Exceeding)</p>



	<p>Shows interest in number problems (30-50)</p> <p>Show interest in representing numbers (30-50)</p> <p>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same (30-5))</p> <p>Knows that numbers identify how many objects are in a set (30-50)</p> <p>Beginning to represent numbers using fingers, marks on paper an pictures (30-50)</p> <p>Sometimes matches numerals and</p>		<p>than a given number (40-60)</p> <p>Finds one more or one less from a group of up to five objects, then ten objects (40-60)</p> <p>Children count reliably with numbers from 1 to 20 (ELG)</p>	<p>They solve problems, including doubling, halving and sharing (ELG)</p> <p>Say which number is one more or one less than a given number (ELG)</p> <p>Place numbers in order (ELG)</p>		
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	<p>quantity correctly (30-50)</p> <p>Compares two groups of objects, saying when they have the same number (30-50)</p> <p>Recognises some numerals of personal significance (40-60)</p> <p>Recognises numerals 1 to 5 (40-60)</p> <p>Counts out up to six objects from a larger group (40-60)</p> <p>Counts actions or objects which cannot be moved (40-60)</p>					
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<p><b>Maths</b> <b>Space, shape and measure</b></p>	<p>Shows an interest in shape and space by playing with shapes or making arrangements with objects (30-50)</p> <p>Shows awareness of similarities of shapes in the environment (30-50)</p> <p>Shows interest in shapes in the environment (30-50)</p> <p>Orders and sequences familiar events (40-60)</p>	<p>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements (30-50)</p> <p>Uses shapes appropriately for tasks (30-50)</p> <p>Beginning to talk about the shapes of everyday objects (e.g. 'round' and 'tall')</p> <p>Selects a particular named shape (40-60)</p> <p>Uses familiar objects and common shapes to recreate patterns and build models (40-60)</p>	<p>Uses positional language (30-50)</p> <p>Can describe relative position such as 'behind' or 'next to' (40-60)</p> <p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes and mathematical terms to describe shapes (40-60)</p> <p>Children use everyday language to talk about size to compare quantities and objects and to solve problems (ELG)</p> <p>Children use everyday language to talk about position to compare quantities and objects and to solve problems (ELG)</p>	<p>Orders two or three items by length or height (40-60)</p> <p>Orders two or more items by weight and capacity (40-60)</p> <p>Children use everyday language to talk about weight to compare quantities and to solve problems (ELG)</p> <p>Children use everyday language to talk about capacity to compare quantities and objects and to solve problems (ELG)</p>	<p>Uses everyday language related to time (40-60)</p> <p>Beginning to use everyday language related to money (40-60)</p> <p>Measures short periods of time in simple ways (40-60)</p> <p>Children use everyday language to talk about distance to compare quantities and objects and to solve problems (ELG)</p> <p>Children use everyday language to talk about time to compare quantities and objects and to solve problems (ELG)</p> <p>Children use everyday language</p>	<p>Consolidation and catch up</p> <p>Children estimate, measure, weigh and compare and order objects and talk about properties, position and time (Exceeding)</p>
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					to talk about money to compare quantities and objects and to solve problems (ELG)	
<b>Maths Mastery</b>	Sorting Comparing Patterns Numbers to 6 Estimating Numbers to 6 1 more and 1 fewer Ordering	Addition and subtraction Measuring Shape Position Days of the week Seasons Sequencing	Numbers to 10 Representing numbers to 10 One more, one fewer, one greater, one less Addition as counting on, subtraction as taking away Counting and representing to 15 Ordering numbers to 15	Counting and sharing into equal groups Grouping in 5s and 10s Relationship between grouping and sharing Doubling and halving	Describing shapes Recognising and completing patterns Addition and subtraction within 20 Comparing Money Measuring	Extending patterns Apply knowledge Count forwards and back One more, one less Estimating Grouping and sharing
<b>Understanding the world People and communities</b>	Shows interest in the lives of people who are familiar to them. (30-50)  Remembers and talks about significant events in	Enjoys joining in with family customs and routines (40-60)	They know that other children don't always enjoy the same things, and are sensitive to this (ELG)	Children talk about past and present events in their own lives and in the lives of family members (ELG)	Consolidation and catch up  They know that other children have different likes and dislikes and that they may be good at	Consolidation and catch up  Children know the difference between past and present events in their own lives and some

	<p>their own experience (30-50)</p> <p>Recognises and describes special times or events for family or friends (30-50)</p> <p>Shows interest in different occupations and ways of life (30-50)</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family (30-50)</p>			<p>They know about similarities and differences between themselves and others, and among families, communities and traditions (ELG)</p>	<p>different things (Exceeding)</p>	<p>reasons why people's lives were different in the past (Exceeding)</p> <p>They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect (Exceeding)</p>
<p><b>Understanding the world (UTW)</b> <b>The world</b></p>	<p>Comments and asks questions about aspects of their familiar words such as the place where they live or the natural world (30-50)</p>	<p>Looks closely at similarities, differences, patterns and change (40-60)</p>	<p>They talk about the features of their own immediate environment and how environments might vary from one another (ELG)</p>	<p>They make observations of animals and plants and explain why some things occur, and talk about change (ELG)</p>	<p>Children know about similarities and differences in relation to places, objects, materials and living things (ELG)</p>	<p>Consolidation and catch up</p> <p>They can describe some actions which people in their own community do that</p>

	<p>Can talk about some of the things they have observed such as plants, animals, natural and found objects (30-50)</p> <p>Shows care and concern for living things and the environment (30-50)</p> <p>Talks about why things happen and how things work (30-50)</p> <p>Developing and understanding of growth, decay and changes over time (30-50)</p>				<p>Consolidation and catch up</p> <p>Children know that the environment and living things are influenced by human activity (Exceeding)</p>	<p>help to maintain the area they live in.</p> <p>They know the properties of some materials and can suggest some of the purposes they are used for.</p> <p>They are familiar with basic scientific concepts such as floating, sinking, experimentation.</p>
<p><b>Understanding the world (UTW)</b> <b>Technology</b></p>	<p>Knows how to operate simple equipment (e.g. turns on CD player and uses remote control). (30-50)</p>	<p>Uses ICT hardware to interact with age-appropriate computer software (40-60)</p>	<p>They select and use technology for particular purposes (ELG)</p>	<p>Children recognise that a range of technology is used in places such as homes and schools (ELG)</p>	<p>Consolidation and catch up</p> <p>Children find out about and use a range of everyday</p>	<p>Consolidation and catch up</p> <p>They select appropriate applications that support an identified</p>



	<p>Shows interest in technological toys with knobs or pulleys (30-50)</p> <p>Shows skills in making toys work by pressing parts or lifting flaps to achieve effects such as sounds, movements or new images (30-50)</p> <p>Knows that information can be retrieved from computers (30-50)</p>	<p>Completes a simple program on a computer (40-60)</p>			<p>technology (Exceeding)</p>	<p>need, for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train (Exceeding)</p>
<p><b>Expressive art and design (EAD)</b> <b>Exploring and using media and materials</b></p>	<p>Enjoys joining in with dancing and ring games (30-50)</p> <p>Sings a few familiar songs (30-50)</p> <p>Uses various construction materials (30-50)</p>	<p>Beginning to build a repertoire of songs and dances (40-60)</p> <p>Explores what happens they mix colours (40-60)</p> <p>Experiments to create different textures (40-60)</p>	<p>Explores the different sounds of instruments (40-60)</p> <p>Selects appropriate resources and adapts work where necessary (40-60)</p>	<p>Understands different media can be combined to create new effects (40-60)</p> <p>Manipulates materials to achieve a planned effect (40-60)</p>	<p>Consolidation and catch up</p> <p>Children develop their own ideas through selecting and using materials and working on processes that interest them (Exceeding)</p>	<p>Consolidation and catch up</p> <p>Through their explorations they find out and make decisions about how media and materials can be combined and changed (Exceeding)</p>



	<p>Explores colour and how colour can be changed (30-50)</p> <p>Beginning to move rhythmically (30-50)</p> <p>Imitates movement in response to music (30-50)</p> <p>Understands that they can use lines to enclose spaces, and then begins to use these shapes to represent objects (30-50)</p> <p>Beginning to be interested in and describe the texture of things (30-50)</p> <p>Taps out simple repeated rhythms (30-50)</p>			<p>Constructs with a purpose in mind, using a variety of different resources (40-60)</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG)</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them (ELG)</p>		
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	<p>Explores and learns how sound can be changed (30-50)</p> <p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces (30-50)</p> <p>Uses simple tools and techniques competently and appropriately (40-60)</p>					
<p><b>Expressive art and design (EAD)</b> <b>Being imaginative</b></p>	<p>Engages in imaginative role-play based on first-hand experiences (30-50)</p> <p>Builds stories around toys (e.g. farm animals needing rescue from an armchair 'cliff') (30-50)</p>	<p>Creates simple representations of events, people and objects (40-60)</p> <p>Chooses particular colours to use for a purpose (40-60)</p>	<p>Initiates new combinations of movement and gesture in order to express and respond to feelings, idea and experiences (40-60)</p>	<p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes (ELG)</p>	<p>Consolidation and catch up</p> <p>Children talk about the ideas and processes which have led them to make music, designs, images or products (Exceeding)</p>	<p>Consolidation and catch up</p> <p>They can talk about features of their own and others' work, recognising the differences between them and the strengths of others (Exceeding)</p>



	<p>Uses available resources to create props to support role-play (30-50)</p> <p>Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words (30-50)</p> <p>Uses movement to express feelings (30-50)</p> <p>Makes up rhymes (30-50)</p> <p>Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there (30-50)</p>					
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	<p>Sings to self and makes up simple songs (30-50)</p> <p>Introduces a storyline or narrative into their play (40-60)</p> <p>Plays alongside other children who are engaged in the same theme (40-60)</p> <p>Plays cooperatively as part of a group to develop and act out a narrative (40-60)</p>					
<b>Design technology (DT)</b>	<p>Telescopes</p> <p>Dinosaur traps</p> <p>Moon biscuits</p> <p>Edible sparklers</p>	<p>Bird feeders</p> <p>Design and make shoes.</p> <p>Making bread.</p> <p>Making houses buildings</p> <p>Beetroot salad.</p>	<p>Making boats</p> <p>Protecting a strawberry.</p> <p>Make a Fishing rod</p> <p>Vegetable cooking.</p>			
<b>Science</b>	<p>Similarities and differences of people and habitats</p> <p>Space (light and dark)</p> <p>Fossils</p> <p>Seasonal changes.</p>	<p>Materials (waterproof and not waterproof) (strength, weight etc)</p> <p>Sour dough starter. (states of matter)</p> <p>Germination.</p> <p>Seasonal changes.</p>	<p>Floating and sinking</p> <p>Using pulleys.</p> <p>Similarities and differences of animals, naming offspring.</p> <p>Seasonal changes.</p> <p>Forces and magnets (fishing rods)</p>			



<p><b>Geography</b></p>	<p>Start to explore maps, atlases and globes through puzzles and use of technology</p> <p>Name and locate the United Kingdom on a map</p> <p>Listen to a respond, asking ‘how’ and ‘why’ questions about a variety of stories and photos based in different geographical locations and climates.</p> <p>Talk about the features of their own immediate environment and how they might vary from one another.</p> <p>Use everyday language to talk about physical and human features of their environment.</p> <p>Identify different areas of the classroom and outdoors.</p> <p>Describe similarities and differences in the environments that are familiar to them.</p> <p>State similarities between one day and the next. (weather)</p> <p>Recognise that people have different jobs within the community.</p>	<p>Explore maps, atlases and globes through puzzles and the use of technology.</p> <p>Listen to a respond, asking ‘how’ and ‘why’ questions about a variety of stories and photos based in different geographical locations and climates.</p> <p>Learns songs and dances from a range of cultures.</p> <p>Uses simple field work and observational skills to study their home and classroom environments.</p> <p>Notice and talk about the weather and start to identify seasons.</p> <p>Predicts the next event in a story</p>	<p>Uses aerial images to investigate shape.</p> <p>Uses compass directions (not necessarily accurately) in play.</p> <p>In play, make maps of real and imaginary places.</p> <p>Listen to a respond, asking ‘how’ and ‘why’ questions about a variety of stories and photos based in different geographical locations and climates.</p> <p>Use everyday language to talk about physical and human features of their environment.</p>
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	Talk about change in their immediate environment and themselves.		
<b>History</b>	<p>Changes in themselves</p> <p>People in their families</p> <p>Similarities and differences between themselves and others, communities and cultures</p> <p>Look at their own families and immediate surroundings</p> <p>To sing the days of the week</p>	<p>Start to know some months in the year (Sing the months of the year song)</p> <p>To know that some children don't like the same things that they do.</p> <p>To talk about some traditions in their families.</p>	<p>To order the days of the week</p> <p>Use the language: before, yesterday, long ago</p> <p>To know the months of the year</p> <p>To know when their birthday is, and name some of the traditions they follow at home.</p>
<b>Spanish</b>		<p><b>Speaking and listening</b></p> <p>Greetings</p> <p><b>Speaking and listening</b></p> <p>Numbers to ten</p> <p>Greetings revision</p>	<p><b>Speaking and listening</b></p> <p>Colours</p> <p>My name is...what's your name?</p>
<b>Computing</b>	<p>Recording and playing back sounds</p> <p>Manipulating objects on a screen</p> <p>Taking digital photographs and combining with text and sounds</p> <p>Taking and displaying digital photographs</p> <p>Investigating everyday technologies</p> <p>Creating and using a video playlist</p>	<p>Using technology to communicate verbally</p> <p>Using soundbites to describe a process</p> <p>Using video cameras to record a video clip</p> <p>Choosing and opening applications and engaging with digital texts</p> <p>Choosing and opening applications and engaging with digital texts</p> <p>Email communication with the three bears</p>	<p>Controlling a remote controlled toy</p> <p>Create pictures and patterns of regular and irregular shapes</p> <p>Talking and displaying digital photographs, recording sound</p> <p>Taking photographs using a digital microscope</p> <p>Opening and closing files</p>



	Design and make an interactive display Creating a digital healthy eating plate	Communicating with digital texts Move a programmable toy forward and backwards	Choosing and using tools in an art application Recording a sound track Recording video clips
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