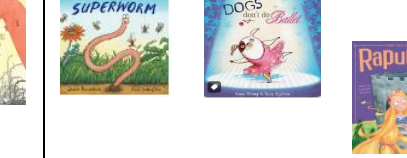




THE VINE INTER CHURCH PRIMARY SCHOOL
RECEPTION YEARLY CURRICULUM & PROGRESSION 26–27



Reception		AUTUMN 1 All About Me (4days+7)	AUTUMN 2 All that glitters (7)	SPRING 1 Amazing Animals (6)	SPRING 2 New Life (5)	SUMMER 1 Fantasy Land (Dinosaurs and Mythical creatures) (7)	SUMMER 2 Inspirations & Aspiratons (5+4days)
Prime Areas	Personal, Social & Emotional Development	Beginning and Belonging BBF To understand what is special about me and other people in my class. To understand what I have learnt to do and recognise what I would like to do next. To understand ways of respecting the needs of other children in the class. To begin to understand how to play and work alongside others at school. To know how to show I am listening to an adult. To be able to follow simple instructions My Emotions MEF To recognise and identify feelings in themselves and others. (SR) To recognise what might cause different feelings in themselves and others. (SR)	Family and Friends (incl. anti-bullying) FFF To be able to identify who is special to me and what makes them special. To know what a good friend is and what they might do. To know some ways to make new friends. To know how to respect my own needs and how to show respect to the needs of others. To know some simple strategies to use to make up with friends after falling out. To know that my actions can affect others. To recognise some forms of unkind behaviour, and know what to do if someone is unkind to me. .	My Emotions MEF To recognise how they might feel, and how others might feel, if something changes or if they lose something. (SR) To recognise simple ways of helping themselves feel better. (SR) To recognise ways of helping others feel better. (SR) To understand what is meant by perseverance, and give examples of how they might do this. (MS)	Identities & Diversity IDF Me and My World MWF To name and describe themselves and people in their class and notice how they are similar and different. To show interest in, and equally value, a range of people and the variety of ways they live their lives. To understand different ways that people and families celebrate their beliefs. To recognise similarities and differences between classmates' everyday activities at home. To notice and describe some features of life in other countries.	My Body and Growing Up BGF To understand and value what their bodies can do. To recognise similarities and differences between the bodies of girls and boys, including using agreed names for the sexual parts. To understand ways of looking after their body and keeping it clean. To understand ways in which they can take responsibility for keeping themselves clean and recognise situations where they still need to be supported by others. To understand how members of their family and other trusted people care for and look after them	Healthy Lifestyles HLF To be able to identify trusted adults who I could talk to and ask for help. To be able to use an assertive voice and body language. To be able to identify how and when to talk to a trusted adult To be able to plan ahead to keep safer and apply safety rules in different contexts (e.g. sun, water, fire, railways) To be able to name different parts of the body, including external sexual parts. To be able to identify safe and unsafe touch. To be able to recognise a secret and to know that I can tell a trusted adult if I am worried about a secret.
	Communication and Language	Learning listening and speaking guidelines Sentence Stems in Maths Developing vocabulary in Phonics, Reading and topic lessons Sharing what is important to me Talking about stories	Learning listening and speaking guidelines Sentence Stems in Maths Developing vocabulary in Phonics, Reading and topic lessons Talking about my feelings Talking about stories and characters	Learning listening and speaking guidelines Sentence Stems in Maths Developing vocabulary in Phonics, Reading and topic lessons Sharing ideas with others Talking about stories	Learning listening and speaking guidelines Sentence Stems in Maths Developing vocabulary in Phonics, Reading and topic lessons Pair Talk Talking about stories	Learning listening and speaking guidelines Sentence Stems in Maths Developing vocabulary in Phonics, Reading and topic lessons Learning how to negotiate Talking about stories	Learning listening and speaking guidelines Sentence Stems in Maths Developing vocabulary in Phonics, Reading and topic lessons Talking about stories Opportunity to ask questions to visitors
	Physical Development	Looking after myself – dressing and undressing, hygiene (ongoing throughout the year) Using equipment safely Outdoor Learning Motor skills activities <i>PE: Playground Games</i>	Looking after myself – dressing and undressing, hygiene (ongoing throughout the year) Using equipment safely Outdoor Learning Motor skills activities <i>PE: Gymnastics</i>	Looking after myself – dressing and undressing, hygiene (ongoing throughout the year) Using equipment safely/ Outdoor Learning Motor skills activities <i>PE: Jumping</i>	Looking after myself – dressing and undressing, hygiene (ongoing throughout the year) Using equipment safely Outdoor Learning Motor skills activities <i>PE: Rackets and balls</i>	Looking after myself – dressing and undressing, hygiene (ongoing throughout the year) ealthy eating Outdoor Learning Motor skills activities <i>PE: Dino dancing</i>	Looking after myself – dressing and undressing, hygiene (ongoing throughout the year) Using equipment safely Outdoor Learning Motor skills activities <i>PE: Athletics</i>
Specific Areas	Literacy	 PLUS C of EL books family non-fiction Writing Children's names – focus on labelling Letter formation– Lower case letters Baseline assessment Reading – Speed Sounds 1 & CVC words	 PLUS – 1 non-fiction (fireworks), 1 animation (Pingu) Writing – Drawing Club CVC words & labels Reading– According to RWI assessment	 PLUS – 1 animation (Mr Tickle), 1 non-fiction (winter or animals) Writing – Drawing Club Labels & phrases Reading – According to RWI assessment	 PLUS – 1 non-fiction (how plants grow) Writing – Drawing Club Phrases Reading– According to RWI assessment	 2 animation (Mr Benn the Red Knight and Superted), 1 non-fiction (dinosaurs) Writing – Drawing Club Sentences Reading– According to RWI assessment	 PLUS –, 1 non-fiction (jobs/sports), 1 animation (Bananaman) Writing – Drawing Club Multiple sentences Reading– According to RWI assessment
	Maths (NCETM mastery & SSM)	Subitising to 3 Counting skills Composition of 3 and 4 Subitising objects and sounds Using language more than and fewer than Following simple AB patterns Using the language of time to talk about routines and events	Five-ness of 5 (die pattern and hand pattern) Comparison of sets Explore concept of part and whole Use language equal to Composition of 3,4 &5 Verbal counting to 20 Matching numerals to quantities up to 10 Comparing size, mass and capacities Naming 2D shapes and spotting them in the environment	Subitising to 5 Explore ordinality with stair pattern See 6 and 7 as '5 and a bit' Compare sets using more than, fewer than and equal to Make unequal sets equal Matching numerals to quantities up to 10 Comparing weights and capacities Describing and comparing lengths and heights	Focus on ordering numbers using staircase pattern Using the language less than Explore the number 7 and its composition Doubles – how numbers can be made of 2 equal parts Sorting numbers into odd and even Exploring and manipulating 3D shapes and knowing some of their names. Continuing more complex patterns such as AAB and ABC	Counting larger sets and things that cannot be seen Subitising to 6 Composition of 6,7,8,9 as 5 and a bit Composition of 10 Comparison of numbers using a number track Verbal counting to 30 Describing and naming 2D and 3D Shapes Exploring the days of the week	Subitising to 5 Introduce the rekenrek Recall number facts to 5 Composition of numbers to 10 Number patterns Continuing more complex patterns such as AAB and ABC Comparing lengths and weights



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	RE	UC EYFS God/Creation <u>Dive Deeper Unit</u> How can we care for our wonderful world? UC EYFS Incarnation <u>Dive Deeper Unit</u> What makes every single person unique and precious?	UC EYFS Incarnation <u>Core Unit</u> Why do Christians perform Nativity plays?	The Vine Design <u>Celebrations</u> How do people welcome babies and celebrate relationship? e.g. weddings	UC Salvation <u>Core Unit</u> Why do Christians put a cross in an Easter Garden?	The Vine Design <u>Buildings of faith</u> What makes some places sacred to believers? (Christianity, Islam and Judaism)	The Vine Design <u>Stories and Holy Books</u> Why are religious stories special to believers? (Christianity, Islam and Judaism)
	UTW (History, Geog, Science & Computing)	Blackberry picking in first few weeks (including parts of a plant) Harvest – teach same week as harvest festival Courageous Advocate: Amelia Earhart (People in history) Past and Present transport (including aeroplanes to link to Amelia Earhart) Finding similarities and differences between themselves and others. Seasonal observation of Autumn (using senses) <i>Ongoing throughout the year.</i> <i>Using ICT linked to learning – using IWB, cameras, and all other classroom based ICT equipment</i> <i>Sustainability activities.</i>	Bonfire and Fireworks night celebrations (use sparks in the sky book Twinkl) Diwali celebrations OR PREVIOUS HALF TERM Finding similarities and differences between their school and the school in Ghana Past and present Christmas Christmas around the world – finding similarities and differences Drawing and using maps <i>Ongoing throughout the year.</i> <i>Using ICT linked to learning – using IWB, cameras, and all other classroom based ICT equipment</i> <i>Sustainability activities</i>	Seasonal observation of winter (using senses) Similarities and differences of clothes during different seasons Past and present clothing Changes in materials – melting and freezing Lunar new year celebrations Animals – Habitats Animals – Hibernation <i>Ongoing throughout the year.</i> <i>Using ICT linked to learning – using IWB, cameras, and all other classroom based ICT equipment</i> <i>Sustainability activities</i>	Seasonal observation of spring using senses (at the end of the half term!) What does a plant need to grow? Plants and seeds – similarities and differences Meeting people from around the world Flags of the world and continents <i>Ongoing throughout the year.</i> <i>Using ICT linked to learning – using IWB, cameras, and all other classroom based ICT equipment</i> <i>Sustainability activities.</i>	Past and present toys Cause and effect (forces) Timelines Senses investigations. Similarities and differences – types of houses <i>Ongoing throughout the year.</i> <i>Using ICT linked to learning – using IWB, cameras, and all other classroom based ICT equipment</i> <i>Sustainability activities</i>	Revisit Amelia Earhart Seasonal observation of summer using senses Jobs around the world Sports around the world Aspirations week – meeting people with a variety of jobs <i>Ongoing throughout the year.</i> <i>Using ICT linked to learning – using IWB, cameras, and all other classroom based ICT equipment</i> <i>Sustainability activities</i>
	EAD (Art, DT & Music)	Making blackberry filo parcels – guided activity in first few weeks Build up skills to use provision area effectively: in first 3 weeks model the following skills –cutting and sticking with glue sticks –joining paper/card with holepunch and treasury tag (holepunch also for decoration) –joining paper with stapler –Folding paper Explicit teaching for rest of term: –Using recycling modelling resources – link to sustainability x2 weeks –Using wool and fabric with PVA glue –Colour mixing	Autumn pictures – observational drawing of Autumn leaves Making Christmas cards Listen and watch Diwali music and dancing: move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. As part of Christmas performance: Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. FS1 shared Christmas activities at the end of the term	Making props to retell stories/small world Making plans before creating (make a plan for building a farm link to Literacy) Cooking bread for Little Red Hen Chinese letters and numbers with charcoal and black paint Revisit colour mixing Revisit How to join Cardboard and how to plan creations (to make a cottage) Observational drawing – animals	Salt dough food (to use in class shop) As part of Easter performance: Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. Revisit how to join cardboard Making musical instruments and playing them. Observational drawing – plants FS1 shared Easter activities at the end of the term	Describe and express opinions about Van Gogh (and have a go at recreating in provision) Describe and express opinions about Picasso (and have a go at recreating in provision) Describe and express opinions about Oliver Jeffers (and have a go at recreating in provision) Reading music using pictures Composing music using pictures	Revisit colour mixing Final observational drawing, if time Listen and watch Summer music move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Compare and contrast types of dancing
FOREST SCHOOL	To understand the importance of moving wood safely To be able to move and position wood safely. <i>wood drag build den shelter</i> To understand that you can attach wool to an object. To wind wool or string around an object. <i>Wind string wool fix join</i> To understand that tools can be dangerous and need to be used safely To know the forest school rules – We look after each other and the environment. Being able to identify the boundary lines and their purpose. <i>Boundary line safe</i>	To understand what the fire circle is used for. To not enter the fire circle at any time. <i>Fire circle</i> To understand fire can be dangerous and needs to be managed to keep us safe. To step behind the log when needing to move around the fire circle <i>Log fire flame</i> To use a hammer safely to hammer nails To understand how to keep wildlife safe whilst observing. To observe and identify some wildlife. <i>Minibeasts worms snails spiders animals birds</i>	To understand what type of wood is needed to create a shelter. To understand how lashings can be used to attach sticks together To begin to understand how the elements can affect a fire To help extinguish a fire To be able to get into the respect position <i>Extinguish respect position</i> To understand how to use a peel safely To be able to de bark a stick <i>Peel bark stick away tool zone blade handle glove helper hand</i> To understand how we can protect and support wildlife To make bird feeders <i>Environment wild seeds food winter</i>	To differentiate between logs, sticks and branches <i>Logs stick branch</i> To understand how dens can be used to keep us sheltered from rain and wind. To begin to use lashings independently to fix two sticks together. <i>Lashing up over under around through</i> To begin to understand the fire triangle. To be able to name one part of the fire triangle (<i>oxygen, fuel or heat</i>) To begin to understand what plants need to be able to grow. To be able to plant seeds and bulbs <i>Seeds bulbs grow spring flowers</i>	To understand how to hold a skewer safely over a fire. To be able to roast and wait before eating it. Skewer, roast To understand how to use loppers safely. To understand loppers can only be used to cut small branches. To use loppers to cut small branches To use hammers for hapa zome art. <i>Loppers thickness</i> To be able to identify at least two types of fauna. To create a bug hotel <i>Dandelion daisy cow parsley nettle bramble</i>	To support an adult in building an A frame tarpaulin shelter Tarpaulin rope peg To understand thin, dry sticks are needed to ignite a fire. To collect thin, dry sticks for a fire <i>Wet dry thin ignite</i> To understand the purpose of a palm drill To use a palm drill to cut a hole through a thin wood cookie. Drill board palm twist push To understand our impact on the environment. To avoid stepping on or pulling up flowers and plants. <i>Seasons summer heat squash damage</i>	
Vine Vision Days							
Advocates	Amelia Earhart	Stormzy	Tango makes 3	Stormzy	Tango makes 3	Stormzy	
Extras & Dates	Picking fruit in orchard – link to UTW, PD, CLL World Mental Health Day Making fruit pies with fruit we pick	Children in Need Christmas performance Shared learning with FS1 Stay and play with families	Stay and play with families Farm visit in – link to Literacy, CLL and UTW	Parent visitors from other countries World Book Day Easter Tea performance Shared learning with FS1	Stay and play with families Show and tell Visit to Knebworth House: link to literacy and PD	Show and tell Aspirations week: Visits from different professionals Aspiration day – setting goals for the future.	



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	Visit from Peter Clayton Stay and play with families			Trip to local supermarket – link to CLL, Literacy and UTW	Stay and play with families	
International Links	Talk from Peter Clayton	Send gift and letter to our link school		Sending Easter cards to our link school		Sending letter about our school trip to our link school

GLOBAL VALUES ALL YEAR GROUPS	
FS1	IDENTITY AND BELONGING
FS2	SUSTAINABILITY
YEAR 1	FAIRNESS AND EQUALITY
YEAR 2	SUSTAINABILITY
YEAR 3	RIGHTS AND RESPONSIBILITIES
YEAR 4	FAIRNESS AND EQUALITY
YEAR 5	CONFLICT AND PEACE
YEAR 6	IDENTITY AND BELONGING



OUR SCHOOL PRAYER

Welcome to our school. Let peace dwell here.

Let the rooms be full of contentment.

Let love abide here.

Love of one another, love of mankind, love of
life itself and love of God.



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COURAGEOUS ADVOCATES	
FS1	THE QUEEN
FS2	AMELIA EARHART
YEAR 1	JANE GOODALL
YEAR 2	DAVID ATTENBOROUGH
YEAR 3	ALAN TURING
BRITISH VALUES STUDIED BY ALL YEAR GROUPS	
YEAR 4	MARTIN LUTHER KING
YEAR 5	RULE OF LAW
YEAR 6	ANNE FRANK
TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS	
NELSON MANDELA	
MUTUAL RESPECT	
INDIVIDUAL LIBERTY	
DEMOCRACY	

CULTURAL CAPITAL AT THE VINE

CULTURAL CAPITAL AS DEFINED BY OFSTED 2019:

... the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.

For example, it's about being able to learn about and experience things that are, for many, outside their daily experience.

At The Vine our curriculum and our teaching methods are carefully designed to maximise pupils' knowledge retention, developing their skills (that will be transferable into the next stage of their education) and deepen awareness of the role we all play as 21st century citizens.

As a school that has such a diverse intake and is ecumenical in foundation, the focus on being an international school runs through our curriculum. Our international learning has been recognized and awarded the Full International Award by the British Council for our outstanding work. The Global Values play a key role in each year group across the whole school. Our International partnerships enhance what is taught; these include links with Spain, Kenya, Isle of Man, Australia, and Japan, learning is shared and best teaching practice is celebrated. Promoting the fundamental British values has enabled us to reinforce our current ethos. This enables our pupils to gain a greater understanding of local, national and global issues. We believe we effectively promote the pupils' spiritual, moral, cultural and social development and prepare them well for life in Britain and their role in the wider world. Pupils are exposed to a variety of cultural learning experiences in all areas of the curriculum both within the school environment and beyond. We ensure we enrich our curriculum and build the pupil's 'cultural capital', by planning curriculum focus days, weeks and celebrations, visitors in and visits out which we believe to help provide "the essential knowledge that children need to be educated citizens" as defined by Ofsted 2019.



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Personal, Social & Emotional Development							
AUTUMN 1 All About Me		AUTUMN 2 All that glitters	SPRING 1 Amazing Animals	SPRING 2 New Life	SUMMER 1 Fantasy Land (Dinosaurs and Mythical creatures)	SUMMER 2 Inspirations & Aspirations	ELG
Building Relationships	I can ask an adult for help I can tell others what I need or want I can go with my buddy on to the playground I can play alongside friends with similar interests	I choose to play and talk to a familiar friend who has a similar interest I am happy to talk to familiar friends and adults about my interests	I am aware of some strategies to support me when negotiating sharing toys and resources e.g. timer I am beginning to take turns	I show interest in other children's needs and can help and support them in these	I have particular friends and relationships	I can resolve conflicts in peer relationships when they arise	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.
Self-regulation	I understand my interests and unique abilities I understand that I need to stop and listen when the bells or shaker plays	I understand I sometimes have to wait to share an idea, or something I want to say I am beginning to understand that I need to wait for a toy or resource and that I can't have it straight away	I can share a toy or resource	I am beginning to enjoy wider choices, take risks and enjoy new things	I am able to explain what I want to do and how I need to go about it	I can negotiate a situation with a friend; for example sharing a toy	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused 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.
Managing self	I can find comfort with a familiar adult when upset either in the classroom or outside I know which adults can help me in school and at home I can go to the toilet independently I can put on my own coat and do it up with support I can change into my boots when it is wet outside	I am beginning to understand that some actions may hurt or harm others and have consequences I can talk about the rules in our classroom I can tell someone I don't like what they are doing I can join in with class activities and understand I need to behave in certain ways I can put my hand up when I need to ask or answer something when in a group I can put on my own coat and do it up	I know I need to say sorry if I hurt someone or say unkind words I recognise some emotions in myself and other people I am beginning to try new activities I know that I have to clean my teeth twice a day to keep them healthy I know I have to have lots of sleep to keep me healthy	I know some ways to help myself or others feel better	I know some ways in which I can manage conflict in my relationships	I can talk about some healthy food choices I know how I can keep healthy	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.



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Communication & Language							
AUTUMN 1 All About Me		AUTUMN 2 All that glitters	SPRING 1 Amazing Animals	SPRING 2 New Life	SUMMER 1 Fantasy Land (Dinosaurs and Mythical creatures)	SUMMER 2 Inspirations & Aspiratons	ELG
Listening, attention & understanding	I can listen to stories I can follow action words I can follow simple instructions	I can listen to others in a group I can play and listen to my friends at the same time I can understand question words; who, what, and where?	I can listen and comment on stories I can follow instructions with more components to them	I can listen to my friends and comment on their conversations I understand prepositions; under, behind, above, next to	I can listen and do for short periods of time I can follow two part instructions I can talk about the settings of stories, including those set in their countries and cultures.	I can listen in a variety of different situations; group, class, collective worship I understand and can respond to questions; who, what, when , where, how and why	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 conversation when engaged in back-and-forth exchanges with their teacher and peers
	I can tell a past event in order I can hold a conversation, although I may change topic I can join in with familiar rhymes	I can use my words to share my feelings, thoughts and ideas I can join in with maths sentence stems	I can ask questions to understand why and how things happen I can use vocabulary heard in stories or linked to curriculum areas	I can use ‘and’ and ‘because’ to extend my ideas I can use past tense correctly I can talk to a partner	I can talk about why certain things happen	I can extend my vocabulary by exploring the meaning and sounds of new words	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 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.



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Physical Development							
AUTUMN 1 All About Me		AUTUMN 2 All that glitters	SPRING 1 Amazing Animals	SPRING 2 New Life	SUMMER 1 Fantasy Land (Dinosaurs and Mythical creatures)	SUMMER 2 Inspirations & Aspirations	ELG
Gross Motor	I can sit on a chair with both feet on the ground I can use wheeled toys with an increasing amount of skill and control; balance bikes, trikes I can negotiate space when I move slowly I am beginning to jump, hop and skip I can roll a ball I can balance a beanbag	With support I can respond to the direction left and right I am beginning to jump, hop and skip I can climb a tree or large apparatus with support	I am beginning to be able to throw and catch a ball I am beginning to kick and trap a ball I can negotiate space when I move at different speeds I can climb apparatus and jump down safely	I am beginning to understand the direction left and right I can hold a body shape with balance and strength I can travel in different ways; hopping, bunny hops, bear crawl I can jump on and off a bench	I am beginning to be able to hit a stationary ball I can run, jump, throw and catch with coordination, strength and accuracy I understand the directions left and right	I am aware of others when I move around my environment I can jump off an object and land appropriately to stabilise balance I can climb the large gym apparatus with support	Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Fine Motor	I can use pens, scissors, hammers and jugs with an increasing amount of skill. I can make marks with chalk, crayons, paintbrushes, mops I can manipulate tweezers to pick up objects I can make patterns with focus on circles, vertical lines and the anticlockwise movement, using resources in both the inside and outside area I can write the letters in my name with the support of a visual	I can form the anticlockwise movement and retrace vertical lines I can trace over letters to form the letter shape I can write my name	I can use scissors with increasing independence I can form some recognisable letters I can begin to form recognisable letters in letter families I can hold my pencil with a tripod grip	I can hold a pencil with a tripod grip with support	I can form most letters correctly using a pencil with a tripod grip	I can hold a pencil with a tripod grip I can use scissors with control to cut in straight and curved lines	Hold a pencil effectively in preparation 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.



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Literacy							
AUTUMN 1 All About Me		AUTUMN 2 All that glitters	SPRING 1 Amazing Animals	SPRING 2 New Life	SUMMER 1 Fantasy Land (Dinosaurs and Mythical creatures)	SUMMER 2 Inspirations & Aspiratons	ELG
Word Reading	I can show an awareness of rhyme and alliteration I can hear the initial sounds in words I can handle and look after books in an appropriate way I know the Set 1 a sounds and graphemes. I can blend sounds into words.	I can show I am secure in the set 1 sounds and graphemes. I can say the sounds to read a word. I can blend sounds into words.	I know the set 1 initial sounds and 'special friends'. 'I can use my finger to track words across the page I can read simple sentences	I am beginning to know the set 2a special friends. I can chunk up longer words to read them	I know set 2a special friends and beginning to learn set 2b special friends, and the red words that match my books.	I can read set 1 green words with my speedy reading. I am beginning to speedy read set 2 words.	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by soundblending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Comprehension	I can join in with known rhymes and songs I can choose a book to take home to share with my family I can talk about books I have enjoyed	I can talk about a book I have read. I can recall key events in a story	I can talk about specific words in texts and explain their meaning I can use words and ideas from stories in my speech and role play I can talk about the title of the book and understand what a blurb is	I understand that books can be fiction or nonfiction books I can talk about the title of the book and understand what a blurb is	I can talk about the settings, events, characters and key events in a story I can remember stories or information that has been read to me	I can talk about what may happen next in a story	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.
Writing	I can orally construct a simple sentence I can make marks to convey meaning I can write my name with support.	I can write the initial sound in a word with support of a grapheme mat I am beginning to write labels I am aware of the components of punctuation; full stop, capital letter, question mark I can identify the capital letter in my name I can write my name independently	I can say what I want to write With support I can write labels and captions I can read back what I have written With support I can segment words into sounds for writing I use sound buttons to support my spelling	I can write labels and captions independently I can identify a letter, word and sentence in my reading With support I can use a capital letter for names and the first word in a sentence	I can use specific vocabulary in my writing I can write some set 1 and 2 red words automatically	I can write some set 1 and 2 red words automatically I use a capital letter at the beginning of a sentence and a full stop at the end	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others
Rhymes & Poems	Teddy bear teddy bear, Old mother hubbard, I went	Firework, Zim zam zoom, plus xmas performance	I made myself a snowball, There was an old man with a beard, Hey let's go	The loveliest of trees, Mary had a little lamb, What a fandango	Ning nang nong, hey diddle diddle, I don't want	Miss Polly had a dolly, Take a poem, Oh dear	



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Mathematics							
AUTUMN 1 All About Me		AUTUMN 2 All that glitters	SPRING 1 Amazing Animals	SPRING 2 New Life	SUMMER 1 Fantasy Land (Dinosaurs and Mythical creatures)	SUMMER 2 Inspirations & Aspirations	ELG
Number	I can subitise to 4 I can match, sort and compare amounts to 4 I can represent, compare and compose numbers to 4	I can begin to subitise numbers to 5 I understand cardinality to 5 I can compose the number 5	I can say one more than a number I can compose the number 6 I can use the vocab equal and not equal	I can compose numbers to 7 I can subitise to 6 I understand cardinality to 10	I know that 6,7,8,9 are made of 5 and a bit I am exploring different ways to make 10	I can compose within 10 I can recall number facts to 5 I know when to count and when to subitise	Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
Numerical Pattern	I can verbally count to 5 I can compare different amounts using more than and fewer than	I can verbally count to 10 I can use recognise numerals to 5	I can verbally count to 20 I can compare numbers using more than and less than	I can verbally count to 20 and beyond I can begin to understand odd and even numbers I can double numbers within 5	I can count forwards starting with different numbers I can order numbers within 10	I can recognise numerals to 10 I can count forwards to 30	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
Shape, Space and Measure	I can follow simple AB patterns I can use the language of time to talk about routines and events	I can compare size, mass and capacities I can name circles and triangles and spot them in the environment	I can compare weights and capacities I can describe and compare lengths and heights	I can explore and manipulate 3d shapes and know some of their names.	I can replicate simple models and shapes I can explore relationships between numbers and shapes	I can create a simple map to replicate a place I know the order of the days of the week	N/A
Mathematical songs	10 in the bed, 10 green bottles, 1 tomato	Counting to 20 BBC, zoom zoom (20-0)	Counting to 20 dancing vid, Doubling song	1 2 buckle my shoe, 10 fat sausages	Counting to 30 vid, Days of the week song	Months of the year song, This old man	



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Understanding The World							
AUTUMN 1 All About Me		AUTUMN 2 All that glitters		SPRING 1 Amazing Animals		SPRING 2 New Life	
SUMMER 1 Fantasy Land (Dinosaurs and Mythical creatures)		SUMMER 2 Inspirations & Aspiratons		ELG			
The Natural World	I can talk about some of the things I have seen and found, such as plants, objects, the weather, materials and places. I can talk about my immediate environment	I can ask questions about what I can see around me I can make observations about the seasons and how they change I can compare where I live with another country I can talk about the differences in day and night	I can explain how some plants and animals grow and change I can identify some animals and name their young	I can talk about the lifecycle of an animal I can name some features of my environment and use an aerial map to identify some of these; playground and Forest school I know how we can begin to care for our world	I know the names of the four seasons I can draw and use simple maps of my immediate environment I know that a habitat has everything a creature needs to survive	I know my address I can talk about some of the things we do can have an impact on the environment I can identify the simple properties of some materials.	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 seasons and changing states of matter
	I know about my family and where I was born I know that as I get older, I can do different things I can identify some similarities and differences between how I look/what I can do now and in the past as a baby	I know some facts and stories about people in the past: I know that some stories have been around for a very long time and some are new: Traditional Tales I can retell some events that happened in the past e.g Remembrance Day	I know an important or significant person in my life	I can talk about people in my community	I know that as I get older, I can do different things I know that my Grandparents are my Mum and Dad's parents	I can talk about how I have changed over the year I can sequence some key events from my first year at school, in chronological order	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 experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling
	UC EYFS God/Creation <u>Dive Deeper Unit</u> How can we care for our wonderful world? UC EYFS Incarnation <u>Dive Deeper Unit</u> What makes every single person unique and precious?	UC EYFS Incarnation <u>Core Unit</u> Why do Christians perform Nativity plays?	The Vine Design <u>Celebrations</u> How do people welcome babies and celebrate relationship? e.g. weddings	UC Salvation <u>Core Unit</u> Why do Christians put a cross in an Easter Garden?	The Vine Design <u>Buildings of faith</u> What makes some places sacred to believers? (Christianity, Islam and Judaism)	The Vine Design <u>Stories and Holy Books</u> Why are religious stories special to believers? (Christianity, Islam and Judaism)	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, nonfiction texts and (when appropriate) maps.
	I can operate simple equipment including remote control cars, Ipads	Safety: I am beginning to understand that I need to stay safe when I am using the internet.	Technology I can complete a simple program on an electronic device	ESafety: I know who to tell if I feel unsafe on the internet.	I can use a device to take a photograph	I can search for information on the internet with adult support ESafety : I know I need to be kind to others when I am online	N/A



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Expressive Arts and Design							
AUTUMN 1 All About Me		AUTUMN 2 All that glitters	SPRING 1 Amazing Animals	SPRING 2 New Life	SUMMER 1 Fantasy Land (Dinosaurs and Mythical creatures)	SUMMER 2 Inspirations & Aspiratons	ELG
Creating with Materials	I can experiment with different ways to create shapes, and representations of actions, people and objects I can draw a self portrait I can join in with rhymes and songs I can experiment with making sounds using instruments in different ways	I can experiment with making sounds using instruments in different ways I can explore how colours can be changed	I can use drawing to represent my ideas I can sing familiar songs I can explore how sounds and movements can be changed	I can begin to develop my own ideas when using media and materials	I can use my increasing knowledge of colour, media and materials to develop my own ideas I know how to mix colours together to achieve additional colours	I can begin to join materials together in different ways; glue, tape, elastic bands, brass pins, cardboard flange and tab I can sing a variety of songs I can play instruments in different ways, including keeping a rhythm	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.
Being imaginative and expressive	I can use movement and sounds to express experiences , ideas and feelings	I can sing to myself and make up simple songs I can introduce a storyline into my play I can join in with songs for a performance in my year group.	I can use modelled ideas in my play and develop variations of these I can follow a rhythm	I can use sounds, movements and drawings as part of my story telling and role play I can perform a song with my class I can perform poetry	I can play cooperatively as part of a group to develop imaginary narratives and ideas	I can orally tell a story	Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
COEL	<i>Playing & exploring</i> I understand compassion is about being kind I understand that my actions make a difference to myself and others	<i>Active learning</i> I understand determination is about, "I can when I try." I understand integrity is doing the right thing when nobody is watching	<i>Creating & thinking critically</i> I understand that my ideas are important and matter I understand what it means to be trusted	<i>Active learning</i> I understand resilience is about carrying on when its hard	<i>Creating & thinking crucially</i> I know my choices are important and have outcomes I can show I can step up to meet a challenge	<i>Playing & exploring</i> I understand aspiration is about having hopes for the future	N/A