

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b><u>Communication and Language</u></b>	<p>Early Learning Goals:</p> <p><b>Listening, Attention and Understanding</b> - Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</li> </ul> <p><b>Speaking</b> - Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• 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.</li> </ul>					

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<p><b>These skills are developed through:</b> High quality interactions. Daily group discussions. Circle times. JIGSAW and Discovery RE sessions. Daily story time. Daily singing and rhyme time. Speech and language interventions, including Talk Boost.</p>	<p>I can sit in my new carpet space. I can begin to show that I can listen one-to-one and in small groups. I can sit and listen to a story. I can share what I have heard in a story. I can join in with the parts of the story I can see I can follow a simple instruction. Sentence stems: <i>'I think it is...'</i> <i>'My house is...'</i></p>	<p>I can show that I can listen one-to-one and in small and larger groups. I can sit and listen to a story in my class. I can share my opinion, one-to-one, in a small group or in my class. I can learn and join in with retelling a story. I can follow a simple instruction with two parts. I can ask a question to help my understanding. Sentence stems: <i>'I think...because'</i> <i>'It is...because'</i></p>	<p>I can show that I can listen one-to-one and in small and larger groups. I can share what I have heard in a story or a friend say. I can share my opinion, one-to-one, in a small group or with the class. I can learn and join in with retelling a story. I can follow a simple instruction with two parts. I can ask a question to help my understanding. Sentence stems: <i>'I like...'</i> <i>'I don't like...'</i></p>	<p>I can use language to compare and contrast. I can answer how and why questions. I can give attention to what others say. I can respond appropriately, while doing another activity. Sentence stems: <i>'This and this is similar because...'</i> <i>'I can see this is different to this because...'</i></p>	<p>I can offer ideas and explanations as to why things happen. I can give logical and organised for how to do something. I can retell a story in a correct order. Core language use: <i>First, next, after that and finally.</i></p>	<p>I can talk about the transition to Year 1. I can use the past, present tense with a little support when I'm talking. I can ask questions to help my learning. Sentence stems: <i>What? How?</i> <i>When? Where?</i> <i>Who?</i></p>
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<p>Discovery RE</p>	<p><b>Theme:</b> Special People  <b>Key Question:</b> What makes people special?  <b>Religions:</b> Christianity, Judaism</p>	<p><b>Theme:</b> Christmas  <b>Key Question:</b> What is Christmas?  <b>Religions:</b> Christianity</p>	<p><b>Theme:</b> Celebrations  <b>Key Question:</b> How do people celebrate?  <b>Religions:</b> Islam, Judaism</p>	<p><b>Theme:</b> Easter  <b>Key Question:</b> What is Easter?  <b>Religions:</b> Christianity</p>	<p><b>Theme:</b> Story Time  <b>Key Question:</b> What can we learn from stories?  <b>Religions:</b> Buddhism, Christianity, Islam, Hinduism, Sikhism</p>	<p><b>Theme:</b> Special Places  <b>Key Question:</b> What makes places special?  <b>Religions:</b> Christianity, Islam, Judaism</p>
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**Personal,**  
**Social and**  
**Emotional**  
**Development**

Early Learning Goals:

**Self-Regulation** - Children at the expected level of development will:

- 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** - Children at the expected level of development will:

- 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.

**Building Relationships** - Children at the expected level of development will:

- 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.

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JIGSAW PSHE sessions	<b>Being me in my world - JIGSAW link</b>	<b>Celebrating difference - JIGSAW link</b>	<b>Dreams and Goals - JIGSAW link</b>	<b>Healthy me - JIGSAW link</b>	<b>Relationships - JIGSAW link</b>	<b>Changing me - JIGSAW link</b>
	<p>I can: Select and use resources in the provision with help if needed. Separate from parents / carers. Follow rules and simple instructions. Play cooperatively with other children. Talk about my feelings. Say, see and recognise what is special about me.</p>	<p>I can: Independently select and use resources in the provision. Put away resources independently. Say 'please' and 'thank you'. Ask an adult for help with confidence. Can tolerate a delay when needs are not immediately met. Play with other children with increasing confidence and developing some friendships.</p>	<p>I can: Take turns and share resources. Name some of my feelings. Be a good friend and understand what that looks like. Verbalise a short term goal or dream.</p>	<p>I can: Initiate play and invite friends to join in. For example, with a smile, gesture or words. Take turns and share resources. Can respond appropriately to other emotions. Play with one or more other child, extending play ideas. Understand and follow rules. To know why the rules are important. To talk about healthy choices.</p>	<p>I can: Initiate conversations and confidently support my friends. Include others in play. Select resources for a specific purpose and to support my learning. Be more resilient and persevere in the face of challenge.</p>	<p>I can: Be aware of my own feelings. Find ways to resolve conflict. Respond appropriately to different contexts. Confidently say and recognise what is special about me. Say one of the ways I will change when I am an adult.</p>

<p><b><u>Physical development</u></b></p> <p>These skills are developed through: Daily Physical Activity (DPA) sessions. Daily handwriting practice (Pen Disco). Weekly welly walks. Weekly PE sessions. Continuous Provision activities.</p>	<p>Early Learning Goals:</p> <p><b>Gross Motor Skills</b> - Children at the expected level of development will:</p> <ul style="list-style-type: none"><li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li><li>• Demonstrate strength, balance and coordination when playing.</li><li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li></ul> <p><b>Fine Motor Skills</b> - Children at the expected level of development will:</p> <ul style="list-style-type: none"><li>• Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</li><li>• Use a range of small tools, including scissors, paint brushes and cutlery.</li><li>• Begin to show accuracy and care when drawing.</li></ul>
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<p><b><u>Gross Motor Skills</u></b></p>	<p>I can: Move in different ways. Negotiate space safely. Roll, crawl, walk, jump, hop, skip and climb with increasing control. Throw catch and kick with some accuracy with different sized balls.</p>		<p>I can: Balance on one leg. Jump and land with control. Move in different ways in different spaces. Move my body in response to rhythms. Confidently and safely use a range of equipment and apparatus.</p>		<p>I can: Throw catch, kick, pass, strike and aim with a range of balls with increasing accuracy. Practise for sports day activities. Participation in sports day.</p>	
<p><b><u>Fine Motor Skills</u></b></p>	<p>I can: Manipulate objects with good fine motor skills. Draw lines and circles using gross motor movements. Hold pencils beyond whole hand grasp. Attempt to hold a pencil effectively with some reminders.</p>	<p>I can: Develop muscle strength to make marks. Show preference for dominant hand. Engage in structured activities. Use buttons and zips with confidence.</p>	<p>I can: Begin to form letters correctly. Handle tools, objects and construction materials with increasing control.</p>	<p>I can: Hold a pencil effectively with comfortable grip. Forms recognisable letters. Draw pictures with recognisable features</p>	<p>I can: Use scissors confidently for a variety of purposes. Showing increasing control when using a variety of mark making resources. Attempt to cut foods with some support.</p>	<p>I can: Develop the foundations of a handwriting style. Use tools competently most of the time.</p>

**Literacy**

Early Learning Goals:

**Comprehension** - Children at the expected level of development will:

- 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, non-fiction, rhymes and poems and during role-play.

**Word Reading** - Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

**Writing** - Children at the expected level of development will:

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.

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<p><b><u>Comprehension</u></b></p>	<p>I can:          Talk about my favourite book and why.          Read familiar books with understanding and enjoyment.</p>	<p>I can:          Talk about events and characters in a story read to me.          Join in with rhymes and stories.          Fill in missing words from well-known rhymes.</p>	<p>I can:          Show interest and answer simple questions about the text.          Use words that I know to check my reading makes sense.</p>	<p>I can:          Demonstrate understanding when talking about what I read.          Notice errors in my reading and re-read to check it makes sense.</p>	<p>I can:          Sometimes notice errors.          Use what I know, have heard and experienced to help me understand what I have read.          Say the difference between a fiction and non-fiction text.</p>	<p>I can:          Demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary.          Understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play.</p>
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<p><b><u>Word Reading</u></b></p>	<p>Sounds Write Phonics, story and rhyme time - Whole class daily</p> <p>I can: Handle books correctly and follow print left to right, top to bottom. Locate the title Segment and blend words orally. Recognise some words that rhyme.</p>	<p>Sounds Write Phonics, story and rhyme time - Whole class daily</p> <p>I can: Link most sounds to letters. Begin to blend and segment in order to read VC and CVC words. Read some common exception words.</p>	<p>Sounds Write Phonics, story and rhyme time - Whole class daily</p> <p>I can: Locate and recall the title. Read words with 1-1 correspondence. Solve simple words by blending sounds. Check whether what I read makes sense and sounds right.</p>	<p>Sounds Write Phonics, story and rhyme time - Whole class daily</p> <p>I can: Read and understand some simple sentences. Use phonic knowledge to read and decode regular words.</p>	<p>Sounds Write Phonics, story and rhyme time - Whole class daily</p> <p>I can: Say a sound for each letter in the alphabet. Read words consistent with my phonic knowledge by sound blending Re-read books showing increased accuracy.</p>	<p>Sounds Write Phonics, story and rhyme time - Whole class daily</p> <p>I can: Say the sound for each letter in the alphabet and at least 10 digraphs.</p>
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<p><b>Writing</b> Drawing club is used as stimulus across the EYFS year. The key texts selected are based on children's interests and wider curriculum learning within each term.</p>	<p>I can: Write my name Write some initial sounds in some words. Give meaning to the marks I make.</p>	<p>I can: Write VC words confidently. Write for a variety of purposes.</p>	<p>I can: Write CVC words confidently. Begin to show an understanding of finger spaces. Spell some common misconceptions words. Write short sentences and labels with support.</p>	<p>I can: Use a sentence stem to write a sentence Independently write short phrases and sentences.</p>	<p>I can: Write a simple sentence independently. Use finger spaces consistently. Write words which are phonetically plausible. Beginning to show awareness of capital letters.</p>	<p>I can: Write at least one sentence with fingers spaces and full stops in the right place. Re-read the sentence that I have written for sense. Use capital letters in their writing other than their name.</p>
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<p><b><u>Maths</u></b></p>	<p>Early Learning Goals:  <b>Number</b> - Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Have a deep understanding of numbers to 10, including the composition of each number.</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• 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</li> </ul>					
<p><b><u>Mastering Number</u></b>          Number and Numerical patterns</p>	<p>MN (W1- W5)</p> <ul style="list-style-type: none"> <li>• Subitising</li> <li>• Counting, cardinality and ordinality</li> <li>• Composition</li> <li>• Comparison</li> </ul>	<p>MN (W6 - W13)</p> <ul style="list-style-type: none"> <li>• Counting, ordinality and cardinality</li> <li>• Comparison</li> <li>• Composition</li> <li>• Subitising</li> </ul>	<p>MN (W14 - W19)</p> <ul style="list-style-type: none"> <li>• Composition</li> <li>• Comparison</li> <li>• Counting, ordinality and cardinality</li> </ul>	<p>MN (W20 - W24)</p> <ul style="list-style-type: none"> <li>• Composition</li> <li>• Cardinality, ordinality and counting</li> <li>• Subitising</li> </ul>	<p>MN (W25 - W29)</p> <ul style="list-style-type: none"> <li>• Comparison</li> <li>• Subitising on a rekenrek</li> <li>• Counting beyond 20</li> <li>• Patterns within numbers to 10</li> </ul>	<p>MN (Review)</p> <ul style="list-style-type: none"> <li>• Automatic recall</li> <li>• Understanding of numbers to 10</li> </ul>

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<p><b><u>White Rose</u></b> <b><u>Maths</u></b> Shape, space and measure</p> <p>Shape, Space and Measure is taught using a combination of explicit teaching using White Rose Maths once a week and continuous provision opportunities.</p>	<p>In Term 1 and 2, I will be able to:</p> <ul style="list-style-type: none"> <li>• Talk about measure and pattern.</li> <li>• Identify circles and triangles.</li> <li>• Identify shapes with 4 sides.</li> </ul>	<p>In Term 3 and 4, I will be able to:</p> <ul style="list-style-type: none"> <li>• Explore mass and capacity.</li> <li>• Explore and compare length, height and time.</li> <li>• Explore 3D shapes.</li> </ul>	<p>In Term 5 and 6, children will be able to:</p> <ul style="list-style-type: none"> <li>• Manipulate, compose and decompose shapes.</li> <li>• Consolidate and deepen prior learning</li> </ul>
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**Understanding  
The World  
(UTW)**

UTW is taught using a combination of 'skills sessions' and continuous provision opportunities.

Early Learning Goals:

**Past and Present** - Children at the expected level of development will:

- 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.

**People, Culture and Communities** - Children at the expected level of development will:

- 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 - when appropriate - maps.

**The Natural World** - Children at the expected level of development will:

- 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.

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<p>Past and Present (PP)</p> <p>People, Culture and Communities (PCC)</p> <p>The Natural World (NW)</p>	<p><i>PCC - Where do I live?</i></p> <p>In Term 1, I will be able to:</p> <ol style="list-style-type: none"> <li>1. Name the town our school in in (Devizes).</li> <li>2. Name one similarity between a town and a forest - trees or grass.</li> <li>3. Name one difference between a town and a forest - buildings or roads.</li> </ol>	<p><i>PP - What was I like as a baby?</i></p> <p>In Term 2, I will be able to:</p> <ol style="list-style-type: none"> <li>1. Know ways I have changed since I was a baby (appearance - hair etc, abilities - walk etc)</li> <li>2. I know things that have stayed the same since I was a baby (appearance - eyes etc, family - house, siblings etc)</li> <li>3. I know how some toys have changed since my grandparents were children.</li> </ol>	<p><i>PCC - What is life like in Kenya?</i></p> <p>In Term 3, I will be able to:</p> <ol style="list-style-type: none"> <li>1. Name one similarity between life in England and Kenya e.g. animal or landscape.</li> <li>2. Name one difference between life in Kenya e.g. climate or landscape.</li> <li>3. Name the country I live in.</li> </ol>	<p><i>PCC/PP - Who was Mary Anning?</i></p> <p>In Term 4, I will be able to understand that:</p> <ol style="list-style-type: none"> <li>1. Mary Anning was the first female fossil hunter.</li> <li>2. Extinct means no longer living.</li> </ol>	<p><i>NW - How do things change?</i></p> <p><i>In Term 5, I will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Know 2 things a plant needs to grow healthily.</li> <li>2. Say one way a plant changes as it grows.</li> <li>3. Name a life cycle.</li> </ol>	<p><i>NW - What is a force?</i></p> <p>In Term 6, I will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify similarities and differences in relation to materials and changes they notice.</li> <li>2. Explore collections of materials with similar and/or different properties</li> </ol>
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			<p><i>NW - How does water freeze?</i></p> <p>In Term 3, I will be able to:</p> <ol style="list-style-type: none"><li>1. Say one way the world around me changes in Winter.</li><li>2. Say one way the world around me changes in winter.</li><li>3. Say what water needs in order to freeze.</li></ol>	<p><i>NW - What floats? What sinks?</i></p> <p>In Term 4, I will be able to:</p> <ol style="list-style-type: none"><li>1. Name material that floats.</li><li>2. Name one material that sinks.</li><li>3. Talk about why an object might sink or float.</li></ol>		
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**Expressive**  
**Arts and**  
**Design**

Early Learning Goals

**Creating with Materials** - Children at the expected level of development will:

- 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** - Children at the expected level of development will:

- 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.

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<p><b><u>Expressive Arts and Design</u></b></p> <p>Creating with materials and being imaginative and expressive is taught using a combination of 'skills sessions' and continuous provision opportunities.</p>	<p><i>What colour can I make?</i></p> <p><i>In Term 1, I will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Name the colours 'red', 'yellow', 'blue', 'green', 'purple', and 'orange'</li> <li>2. I know how to mix colours</li> <li>3. I draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> </ol>	<p><i>I can make a junk model house.</i></p> <p><i>In Term 2, I will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Join two objects or materials together.</li> <li>2. Know how to use a range of small tools, including scissors.</li> <li>3. Know what a design is.</li> </ol>	<p><i>What pattern will my print make?</i></p> <p><i>In Term 3, I will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Use different materials to make a print pattern</li> <li>2. Explain how I created the print pattern.</li> </ol>	<p><i>I can make a minibeast for young children.</i></p> <p><i>In Term 4, I will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Know how to use a simple stitch.</li> <li>2. Know whom my product is for.</li> <li>3. I know a way of joining materials.</li> </ol>	<p><i>What does it look like?</i></p> <p><i>In Term 5, I will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Know how to use a variety of drawing tools and techniques - pencil, pastels, water colours</li> <li>2. Know how to draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> </ol>	<p><i>Can I make a healthy choice?</i></p> <p><i>In Term 6, I will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Use a knife safely</li> <li>2. Know that I need to wash my hands before preparing food.</li> </ol>
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