









**EYFS Yearly Overview**  
**Knowledge, Understanding and Skills Progression**

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<b>Pets, plants and ponds</b> 	<b>Once upon a time...</b> 	<b>Colour my world</b> 	<b>Super me, super you</b> 	<b>Wild things!</b> 	<b>Journeys</b> 
<p>Possible ideas/lines of enquiry</p> <p>These mini ideas within the themes may change or be replaced depending on child interest or fascination.</p> <p>Phonically decodable - levelled books</p> <p>Each half term will focus on a significant person. These are also</p>	<p>Taking care of pets - hamster</p> <p>Plants and gardening</p> <p>Farming</p> <p>Edible gardening</p> <p>Pond dipping</p> <p>Mini beasts</p> <p>Life cycle</p> <p>Growth and change</p> <p><b>Significant Person: Greta Thunberg</b></p>	<p>Castles - homes in the past</p> <p>Traditional tales</p> <p>Planting seeds - Jack and the Beanstalk.</p> <p>Materials - the best material for building a castle</p> <p>Festivals - Diwali, Christmas, Eid</p> <p>Christingle</p> <p><b>Significant Person: Julia Donaldson, Usain Bolt, Simone Biles</b></p>	<p>Seasons</p> <p>Birthday party</p> <p>Shrove Tuesday</p> <p>Chinese New Year</p> <p><b>Significant Person: Martin Luther King</b></p>	<p>All about me</p> <p>Healthy bodies</p> <p>Senses - super powers</p> <p>My family/differences</p> <p>Real life superheroes - people who help us</p> <p>Skeletons</p> <p>Celebrating differences</p> <p>Special events - baptism</p> <p><b>Significant Person: Einstein</b></p>	<p>Planet Savers/looking after the environment - recycling/ WWF</p> <p>Animals from different habitats - different weather types.</p> <p>Africa (modern day and cities)</p> <p>Wild animals</p> <p>Oceans</p> <p><b>Significant Person: David Attenborough</b></p>	<p>Local area- Where do I live, Where do I go? How do I get there?</p> <p>Map work</p> <p>Travelling in the past</p> <p>Traffic survey</p> <p>Road Safety</p> <p><b>Significant Person: Amelia Earhart</b></p>



linked to the school houses.						
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Experiences	<p>Harvest festival</p> <p>Seeds and gardeners launch</p> <p>Pet afternoon</p> <p>Gardener visit?</p> <p>Growing their own plants</p> <p>RSPCA talk</p>	<p>Fire service visit</p> <p>Post a letter</p> <p>Grandparent volunteers to read a traditional tale</p> <p>Food tasting from different cultures</p> <p>Henna painting?</p> <p>Advent activities</p> <p>Pantomime</p> <p>Christmas Nativity</p> <p>Santa visit</p> <p>Christmas Dinner</p> <p>Christingles</p> <p>Welly walk</p>	<p>Chinese New Year dragon dance</p> <p>Chinese cooking</p> <p>Pancakes - Shove Tuesday</p> <p>Birthday party</p> <p>Welly walk</p>	<p>Walk to ...</p> <p>Dentist visit</p> <p>Road safety</p> <p>Welly walk</p> <p>Making pizza and fruit salads</p>	<p>Visit to zoo?</p> <p>Visit from a member of staff to talk about recycling/link eco council.</p> <p>Fruit tasting - from different cultures</p> <p>Adopt an animal - Arfica</p> <p>Litter picking in the local environment - refuse collectors visit</p> <p>Junk modelling using recycled materials</p>	<p>Walk to the library?</p> <p>Train trip?</p> <p>Police car visit</p> <p>DT - design a car (cogs and wheels)</p> <p>Year 1 transitions</p>
Parental involvement	<p>Stay and Play</p> <p>Welly Walk</p> <p>Meet the teacher</p> <p>Parents to share photos of families</p> <p>Chatterboxes</p>	<p>Attend Christmas nativity</p> <p>Parents help their child to create a timeline of significant events in their child's life</p> <p>Lowry trip?</p> <p>Stay and Play</p>	<p>Make a structure with family in stay and play to take down to the fairy dell in the park</p> <p>Parents read Friday story to the children</p> <p>Winter welly walk</p> <p>Stay and Play</p>	<p>Author?</p> <p>Welly walk</p> <p>Stay and Play</p>	<p>Welly walk</p> <p>Sports day</p> <p>Litter picking around your local environment</p>	<p>Graduation</p> <p>Stay and Play</p>



	<p>Parents to cook with children at home a healthy meal.</p> <p>Parent stay and play session</p> <p>Autumn welly walk</p>					
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PRIME AREAS - Communication and Language	Pets, plants and ponds	Once upon a time...	Colour my world	Superheroes – super me, super you	Wild Things	Journeys
	AS PREVIOUS...PLUS:	AS PREVIOUS...PLUS:	AS PREVIOUS...PLUS:	AS PREVIOUS...PLUS:	AS PREVIOUS...PLUS:	AS PREVIOUS...PLUS:
	<p>Children can take part in back-and-forth interactions with another child in the class.</p> <p>Children can take part in back-and-forth interactions with a trusted adult.</p> <p>Children can echo back, to a trusted adult, modelled vocabulary and sentence structure.</p> <p>Children will take part in daily story time where they can express their own thoughts and ideas about a story. They will begin to orally retell the story and discuss the main parts.</p> <p>Children will experience a range of genres: fiction, non-fiction, poems, rhymes and songs. They will actively engage in these texts and join in repeated refrains and build up new vocabulary.</p>	<p>During daily story time, they will be able to discuss the different characters and how they are feeling. The children will begin to relate this to times they have felt the same.</p> <p>Children are beginning to role-play real life situations and are using an increasing range of vocabulary.</p> <p>Children are starting to follow two-step instructions.</p> <p>Children are showing an increasing ability to pay attention to more than one thing at a time.</p> <p>Children will understand a variety of questions, e.g. why...? Do you think...? What...?</p> <p>Children are continuing to build their repertoire of songs -</p> <ul style="list-style-type: none"> <li>• Old Macdonald</li> <li>• Three Blind Mice</li> <li>• If You're Happy and you Know It</li> </ul>	<p>Children are continuing to build their repertoire of songs -</p> <ul style="list-style-type: none"> <li>• Hey Diddle Diddle</li> <li>• Miss Polly had a Dolly</li> <li>• London Bridge</li> <li>• Baa Baa Black Sheep</li> </ul> <p>Children will offer their own suggestions for rhyming words, even if these don't make sense.</p> <p>Children are building up their experiences of high-quality texts. In addition to the English Outcomes planning, these additional books will be read this half term:</p> <ul style="list-style-type: none"> <li>• Oi Frog</li> <li>• Oi Dog</li> <li>• Oi Cat</li> <li>• Oi Duckbilled Platypus</li> <li>• The Last Wolf</li> </ul> <p>Children will be able to retell some of the above stories as they have been immersed in them all half term. Children will relate read stories to their own experiences.</p> <p>Children will continue to develop new vocabulary linked</p>	<p>Children are building up their experiences of high-quality texts. In addition to the English Outcomes planning, these additional books will be read this half term:</p> <ul style="list-style-type: none"> <li>• I Want my Hat Back</li> <li>• The Bumble Bear</li> </ul> <p>Children will be able to retell some of the above stories as they have been immersed in them all half term.</p> <p>Children will begin to use expression in their voice when telling stories or recounting what has happened at home. Children will use expression during role play.</p> <p>Children will begin to connect one idea or action to another using connectives: and, because, but, then</p> <p>Children will describe events in detail and use</p>	<p>Children are building up their experiences of high-quality texts. In addition to the English Outcomes planning, these additional books will be read this half term:</p> <ul style="list-style-type: none"> <li>• Under the Same Sky</li> <li>• Lots: The Diversity of Life on Earth</li> </ul> <p>Children will be able to retell some of the above stories as they have been immersed in them all half term.</p> <p>Children will begin to connect one idea or action to another by using a range of connectives: finally, first, last, so, when, next</p> <p>Children will use talk to help work out problems and possible solutions. This will be supported by an adult, but with limited input.</p> <p>Children will articulate their thoughts and ideas in</p>	<p>Children are building up their experiences of high-quality texts. In addition to the English Outcomes planning, these additional books will be read this half term: variety of non-fiction books,</p> <p>Children will be able to retell some of the above stories as they have been immersed in them all half term.</p> <p>Children will articulate their thoughts and ideas in well-formed sentences.</p> <p>Children will use talk to help work out problems and possible solutions. This will be done independently.</p> <p>Children will share their ideas with the whole class, using a rich range of vocabulary and sentence/language structures.</p> <p>Children will elaborate on their own thoughts and ideas to express themselves thoroughly to their audience.</p> <p>Children will use their new vocabulary in different contexts and situations. They will be able to</p>



	<p>Children are playing with other children. They are starting to use vocabulary linked to the game played. The children will begin to organise themselves and their play through language, e.g. 'Let's go in a car. I will be the driver and you can sit here...'</p> <p>Children are able to follow a one-step instruction.</p> <p>Children can sometimes pay attention to more than one thing at a time.</p> <p>Children understand 'why' questions.</p> <p>Children are beginning to build their repertoire of songs -</p> <ul style="list-style-type: none"> <li>• Humpty Dumpty</li> <li>• Twinkle Twinkle, Little Star</li> <li>• Row, Row, Row Your Boat</li> <li>• The Wheels on the Bus</li> </ul> <p>Children will join in with repeated phrases and rhymes. They will</p>	<ul style="list-style-type: none"> <li>• Sleeping Bunnies</li> <li>• I Can Sing a Rainbow</li> </ul> <p>Children will be encouraged to listen very carefully to the rhythm and rhymes in the songs/poems. Children will be able to clap beat structure,</p> <p>Children are building up their experiences of high-quality texts. In addition to the English Outcomes planning, these additional books will be read this half term:</p> <ul style="list-style-type: none"> <li>• The Gruffalo's Child</li> <li>• A Squash and a Squeeze</li> <li>• Aliens Love Underpants</li> <li>• Alive Again</li> </ul> <p>Children will be able to retell some of the above stories as they have been immersed in them all half term.</p> <p>Children will develop new vocabulary linked to the topic, stories they are reading and new words that come up in class/at home. Children will begin to use this new vocabulary in their play.</p>	<p>to the topic, stories they are reading and new words that come up in class/at home. Children will use this new vocabulary in their play. Children will use this vocabulary when conversing with peers and trusted adults.</p> <p>Children will use complete sentences in their everyday talk.</p> <p>Children will have modelled sentence structures and complex sentences. Children will be able to repeat these sentences.</p> <p>Children will describe events in detail as well as answering questions asked of them.</p>	<p>sequencing words: before, after, then, next</p> <p>Children will use talk to help work out problems and possible solutions. This will be adult led.</p> <p>Children being to offer explanations of why something might happen.</p> <p>Children use full sentences to talk about their feelings, experiences and ideas. They sometimes use the correct tense. Modelling will be required from the adult.</p>	<p>well-formed sentences. This may need adult support.</p> <p>Children will be able to discuss the meaning of new vocabulary. They will use the vocabulary in context.</p> <p>Children will offer their own thoughts and ideas when working in groups or whole class sessions.</p> <p>Children offer explanations of why something might happen.</p> <p>Children use full sentences to talk about their feelings, experiences and ideas. They usually use the correct tense.</p>	<p>explain the vocabulary that they have used and why they have used it.</p> <p>Children use full sentences to talk about their feelings, experiences and ideas. They usually use the correct tense.</p>
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	<p>be sensitively corrected for any misconceptions e.g. oncesuppona time</p> <p>Children are building up their experiences of high-quality texts. In addition to the English Outcomes planning, these additional books will be read this half term:</p> <ul style="list-style-type: none"> <li>• The Gruffalo</li> <li>• The Rainbow Fish</li> <li>• How to Mend a Friend</li> <li>• Tiddler</li> <li>• No Matter What</li> <li>• We're All Wonders</li> <li>• The Colour Monster</li> </ul> <p>Children will be able to retell some of the above stories as they have been immersed in them all half term.</p> <p>Children will use the correct tense, when speaking, most of the time, e.g. run - ran (not runned)</p>	<p>Children will ask questions to clarify meaning and understanding.</p>				
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	<p>Children will speak in full sentences.</p> <p>Children will be able to start a conversation with a peer or an adult and then take turns speaking.</p> <p>Children are beginning to listen carefully to their peers and trusted adults. They will know why listening is important.</p> <p>Children will begin to use social phrases, e.g. 'good morning'</p>					
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PRIME AREAS - PSED	Separate PSHE lessons are taught weekly following the SCARF scheme of work.					
	Pets, plants and ponds	Once upon a time...	Colour my world	Superheroes - super me, super you	Wild things!	Journeys
	<p>Children will be able to select tools and resources that they need to complete a task of their own choosing.</p> <p>Children will ask for help with their task if needed.</p> <p>Children enjoy carrying out small tasks for a trusted adult.</p> <p>Children are beginning to be confident in new social situations - they are making friends with the new children in the class.</p> <p>Children are more outgoing with new adults in the classroom, including trusted school visitors.</p> <p>Children will play with one or more children. They elaborate on ideas and become immersed in their play.</p> <p>Children are beginning to find a resolution to a</p>	<p>AS PREVIOUS...PLUS:</p> <p>Children are confident in a range of social situations, including meeting new people (children or adults).</p> <p>Children follow the school. They can talk about the rules and why we need to follow rules.</p> <p>Children are able to play with a range of different children. They elaborate on their play and include everyone.</p> <p>Children are able to resolve small conflicts with their peers with minimal support.</p> <p>Children understand how to show kindness to another child or trusted adult.</p> <p>Children can talk about their feelings. Some children will need this modelled by a trusted adult. Children will be able to talk about these emotions:</p> <ul style="list-style-type: none"> <li>• Frustrated</li> <li>• Worried</li> <li>• Excited</li> <li>• Nervous</li> </ul>	<p>AS PREVIOUS...PLUS:</p> <p>Children understand that there are rules in lots of different places. They are able to talk about and discuss some of these rules, e.g. at a trampoline park, at the funfair, at the doctors.</p> <p>Children are able to resolve small conflicts with their peers independently for the majority of the time.</p> <p>Children actively want to help other children or a trusted adult. They take pride in doing the job well.</p> <p>Children can talk about their feelings. Some children will need this modelled by a trusted adult. Children will be able to talk about these emotions:</p> <ul style="list-style-type: none"> <li>• Confused</li> <li>• Embarrassed</li> <li>• Grumpy</li> <li>• Surprised</li> <li>• Silly</li> </ul> <p>Children are able to ask for support or assistance if they are finding it hard to cope with an emotion or feeling.</p>	<p>AS PREVIOUS...PLUS:</p> <p>Children can explain the reason for rules.</p> <p>Children know right from wrong and try to behave accordingly.</p> <p>Children understand that other children experience emotions. They are beginning to label emotions that others are feeling. This may be supported.</p> <p>Children are beginning to express how they are feeling using descriptive vocabulary. This may be supported.</p> <p>Children will be able to support other children in using mindfulness techniques to manage and control emotions.</p> <p>Children are able to wait for what they want and control immediate impulses when appropriate.</p> <p>Children understand that every person is different.</p>	<p>AS PREVIOUS...PLUS:</p> <p>Children understand that other children experience emotions. They are labelling, independently, emotions that others are feeling.</p> <p>Children are expressing, independently, how they are feeling using descriptive vocabulary.</p> <p>Children are able to regulate their own behaviour in different situations.</p> <p>Children are able to respond sensitively to another child's needs.</p> <p>Children will set themselves goals to achieve and have a plan for how to do it. This should be independent or with minimal support.</p> <p>Children are able to follow instructions given to them and respond appropriately to a trusted adult.</p> <p>Children can talk about themselves, and others, positively.</p>	<p>AS PREVIOUS...PLUS:</p> <p>Children will express their own feelings and consider the feelings of others. They understand that everyone feels differently and that we can help ourselves to feel better through different techniques.</p> <p>Children have a strong, warm and supportive relationship with their Key Worker, as well as other trusted adults in the class.</p> <p>Children have a positive sense of self.</p> <p>Children have good friendships in class and know how to make new friendships.</p> <p>Children will be able to follow instructions involving several ideas or actions.</p>



	<p>problem, e.g. sharing, understanding that not everyone can wear a princess dress at once. They can do this with adult support.</p> <p>Children are able to listen to another child and to act upon what has been said. Children listen to a trusted adult and act on what has been said.</p> <p>Children are starting to know about and understand the Britannia Bee Rules. They are supported with working towards these.</p> <p>Children can talk about their feelings. Some children will need this modelled by a trusted adult. Children will be able to talk about these emotions:</p> <ul style="list-style-type: none"> <li>• Happy</li> <li>• Sad</li> <li>• Upset</li> <li>• Angry</li> </ul> <p>Children will read a variety of books about feelings throughout the year.</p> <p>Children begin to understand that it is ok</p>	<p>Children understand that it is ok to feel the way that they feel. They understand that their thoughts and opinions are valid.</p> <p>Children begin to learn some mindfulness techniques, e.g. yoga, breathing exercises, quiet time.</p> <p>Children are able to discuss some similarities and differences between their own families and other children's families.</p> <p>Children are able to discuss what is special about them and what is special about other children.</p> <p>Children understand that making a mistake is ok. Mistakes are normal and show us that we have things to learn.</p> <p>Children understand that when a mistake is made, they shouldn't give up.</p> <p>Children are building resilience when completing tasks set by an adult.</p>	<p>Children will be able to discuss their feelings and how they can manage them. They will begin to learn how to deal with the different feelings.</p> <p>Children understand that they can help themselves to feel better.</p> <p>Children will use mindfulness techniques to help them manage and control their emotions.</p> <p>Children are resilient when completing tasks set by an adult. There may be support required.</p> <p>Children are persevering with a task/challenge. There may be support required.</p> <p>Children reflect and self-evaluate their own learning.</p> <p>Children are beginning to evaluate the learning of others.</p> <p>Children are beginning to solve minor conflicts. They will echo modelled sentences regarding problem solving.</p> <p>Children are confident to try new activities.</p>	<p>Children are able to talk about some features that make us different and why they are so special.</p> <p>Children listen to others and support them as necessary.</p> <p>Children are able to follow instructions given to them by a peer or trusted adult.</p> <p>Children are resilient when completing tasks set by an adult.</p> <p>Children persevere with a task/challenge.</p> <p>Children will begin to problem solve independently, using correct vocabulary.</p> <p>Children will begin to set themselves goals to achieve, with support.</p> <p>Children will be able to talk about and explain how other children/adults would feel in certain situations. They will be able to come up with solutions.</p> <p>Children take turns, play co-operatively and help</p>	<p>Children have confidence in their own abilities.</p> <p>Children show perseverance and determination to do well in self-chosen and adult-initiated activities.</p>	
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	<p>to feel the way that they feel. They begin to understand that their thoughts and opinions are valid.</p> <p>Children know that they are unique and that no one is just like them.</p> <p>Children are able to talk about their likes, dislikes, family members and important dates/events.</p> <p>Children take pride when they have completed a task set for them.</p> <p>Children do not give up when a self-chosen task is too hard.</p> <p>Children will be able to wash their own hands at appropriate times. They understand that germs live on hands and can make people poorly.</p> <p>Children are able to use the toilet independently. They may require some assistance with wiping.</p>	<p>Children are beginning to persevere with a task/challenge.</p> <p>Children are beginning to reflect and self-evaluate their own learning.</p> <p>Children can direct attention onto what they want, as necessary.</p> <p>Children can manage all of their own hygiene needs with prompts if necessary.</p> <p>Children are able to fasten their coat with increasing independence.</p> <p>Children are able to take off, and put back on, their school jumper/cardigan with increasing independence.</p> <p>Children are able to brush their teeth for 2 minutes, supervised.</p>	<p>Children are able to take turns in play.</p> <p>Children are showing more independence when using resources around the classroom.</p> <p>Children are able to fasten their coat independently.</p> <p>Children are able to take off, and put back on, their school jumper/cardigan.</p> <p>Children are able to brush their teeth for 2 minutes, with prompts.</p>	<p>other children to do the same.</p> <p>Children are able to brush their teeth for 2 minutes independently.</p>		
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	<p>Children are able to discuss what healthy eating means.</p> <p>Children are able to discuss why exercise is important.</p> <p>Children know that teeth need to be brushed twice a day.</p>					
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<p><b>PRIME AREAS - Physical Development</b></p> <p><b>FMS - Fundamental Movement Skills</b></p>	<p><u><b>Gross Motor Skills</b></u></p> <p>Children are developing their movement, balancing, riding and ball skills.</p> <p>Children can walk up and down stairs, or climb on apparatus, using alternate feet.</p> <p>Children can skip, hop and stand on one leg for a small amount of time.</p> <p>Children can remember some sequences of movements which are related to music and rhythm.</p> <p><u><b>Fine Motor Skills</b></u></p> <p>Children can use one handed tools and equipment, e.g. making snips in paper with scissors.</p> <p>Children use a comfortable grip when holding pens and pencils.</p> <p>Children will start eating independently, using a knife and a fork.</p>	<p><u><b>Gross Motor Skills</b></u></p> <p>Children revise and refine the FMS: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p> <p>Children are more fluent in their movements through space.</p> <p>Children are developing their overall body strength, co-ordination, balance and agility.</p> <p><u><b>Fine Motor Skills</b></u></p> <p>Children are developing their fine motor skills so that they can use a range of tools competently, safely and confidently. Tools - pencils, pens, paintbrushes, scissors, knives, forks, spoons</p>	<p><u><b>Gross Motor Skills</b></u></p> <p>Children use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor.</p> <p>Children can combine different movements with ease and fluency.</p> <p><u><b>Fine Motor Skills</b></u></p>	<p><u><b>Gross Motor Skills</b></u></p> <p>Children safely use a range of large and small apparatus indoors and outdoors, alone or in a group.</p> <p>Children have developed overall body-strength, balance, co-ordination and agility.</p> <p>Children develop FMS: throwing, catching, aiming</p> <p><u><b>Fine Motor Skills</b></u></p> <p>Children can hold a pencil with a tripod grip.</p> <p>Children can form letters correctly.</p>	<p><u><b>Gross Motor Skills</b></u></p> <p>Children develop FMS: kicking, passing, batting</p> <p>Children develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p><u><b>Fine Motor Skills</b></u></p> <p>Children are developing their handwriting style.</p> <p>Children use a range of tools and equipment independently with ease.</p>	<p><u><b>Gross Motor Skills</b></u></p> <p>Children can talk about their overall physical health and wellbeing:</p> <ul style="list-style-type: none"> <li>• Regular physical activity</li> <li>• Healthy eating</li> <li>• Tooth brushing (independently)</li> <li>• Sensible amounts of 'screen time'</li> <li>• Having a good sleep routine</li> <li>• Being a safe pedestrian</li> </ul> <p>Children can negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Children can demonstrate strength, balance and co-ordination when playing.</p> <p>Children move energetically, e.g. running, skipping, jumping, dancing, hopping, climbing</p> <p><u><b>Fine Motor Skills</b></u></p> <p>Children are showing care and accuracy when writing and drawing.</p>
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	<p>Children are showing a preference for a dominant hand.</p> <p>Children will begin to brush their teeth at school - supervised.</p>					
Literacy	<p><b>Pets, plants and pots</b></p> <p>Children develop a love of reading through shared texts: fiction, non-fiction, poems and rhymes.</p>	<p><b>Once upon a time...</b></p> <p>AS PREVIOUS...PLUS:</p> <p>Children will be able to join in with a variety of stories and understand the key events.</p>	<p><b>Colour my world</b></p> <p>AS PREVIOUS...PLUS:</p> <p>Children have a greater understanding of different types of text - fiction, non-fiction, poems and rhymes.</p>	<p><b>Superheroes - super me, super you</b></p> <p>AS PREVIOUS...PLUS:</p> <p>Children actively join in known stories and able to confidently retell them to a peer or trusted adult.</p>	<p><b>Wild things!</b></p> <p>AS PREVIOUS...PLUS:</p> <p>Children are able to 'hold in head' a longer sentence and then write it down independently.</p>	<p><b>Journeys</b></p> <p>AS PREVIOUS...PLUS:</p> <p>Children can demonstrate an understanding of what has been read to them by retelling stories and narratives using their own</p>



<p>Children will engage in extended conversations about stories, learning new vocabulary.</p> <p>Children understand that print has meaning.</p> <p>Children print can have different purposes.</p> <p>Children know that we read English text from left to right, and from top to bottom.</p> <p>Children can name the different parts of a book.</p> <p>Children know that the pages are in a sequence.</p> <p>Children develop their phonological awareness so that they can spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound.</p> <p>Children will use their knowledge of print in their early mark making and writing.</p>	<p>Children will be able to discuss the stories with others.</p> <p>Children will begin to learn and understand new vocabulary and use this in their play.</p> <p>Children can write their name, forming the letters correctly.</p> <p>Children are able to 'hold in head' a short sentence.</p> <p>Children are using recognisable letters in their writing/mark making.</p> <p>Children can hear, and write down, sounds that they can hear in CVC and 4-sound words.</p> <p>Children are able to make phonetically plausible attempts at longer words.</p> <p>Children are reading RWI red words: <b>I, the, my, you, said, your, are, be, of, no</b></p> <p><b>Key Texts:</b></p> <ul style="list-style-type: none"> <li>Jesus' Christmas Party</li> <li>The Story of the Nativity</li> </ul>	<p>Children can identify different parts of a story and discuss them.</p> <p>Children can take known poems and rhymes and create new words/phrases.</p> <p>Children are able to 'hold in head' a short sentence and then write it down with a little support.</p> <p><b><u>RWI Phonics - Whole of Spring Term</u></b></p> <p>Not on track - children will be able to read set 1 sounds and complete Word Time 1, 2, 3, 4, 5.</p> <p>On track - children will read set 1 sounds speedily and complete Word Time 6, 7. Set 2 sounds - ay, ee, igh, ow, oo, oo.</p> <p>They will read green ditties by the end of Spring 2.</p> <p>Working above ARE - children will read set 2 sounds speedily.</p> <p>They will be reading green books by end of Spring 1, and end Spring 2 on purple books.</p> <p>Children are reading RWI red words: <b>what, all, was, we, so,</b></p>	<p>Children are using new vocabulary in a variety of situations.</p> <p>Children can explain the meaning of their new vocabulary.</p> <p>Children are able to write short phrases and sentences with a little support.</p> <p>Children can write labels independently.</p> <p>Children are interested in independent writing during their play.</p> <p>Children understand some basic punctuation and they can assist (group sessions) with identifying where the punctuation should go.</p> <p><b>Key Texts:</b></p> <ul style="list-style-type: none"> <li>Big Book of Families</li> <li>Super Worm</li> <li>Avacado Baby</li> <li>Elliot the Midnight Superhero</li> <li>Super Daisy</li> <li>Super Duper You</li> <li>Ten Little Superheroes</li> </ul>	<p>Children are beginning to punctuate a sentence (capital letter, finger spaces, full stop) with decreasing support.</p> <p>Children are writing in a variety of different contexts.</p> <p><b><u>RWI Phonics - Whole of Summer Term</u></b></p> <p>Not on track - children will be able to speedy read set 1 sounds. They will be reading photocopiable ditties/red ditties.</p> <p>On track - children will know all set 2 sounds. They will be gaining speed when reading them. Children will be reading green/purple ditties by the end of summer 2.</p> <p>Working above ARE - children will read set 2 sounds speedily. They may have begun some set 3 sounds (assessment dependent). Children will be reading pink books or above.</p> <p>Children may be able to read some of these RWI red words: <b>does, tall, come, who, were, where,</b></p>	<p>words and recently introduced vocabulary.</p> <p>Children can anticipate key events in stories.</p> <p>Children can use and understand recently introduced vocabulary during discussion about stories, non-fiction, rhymes and poems, and during role play.</p> <p>Children can write letters, most of which are correctly formed.</p> <p>Children can spell words phonetically and be able to spell some common exception words.</p> <p>Children can write, independently, some simple phrases and sentences that can be read by others.</p> <p>Children can correctly punctuate their sentences independently, the majority of the time.</p> <p><b>Key Texts:</b></p> <ul style="list-style-type: none"> <li>We're Going on a Bear Hunt</li> <li>The World Around Me</li> <li>The Queen's Hat</li> <li>Don't Let the Pigeon Drive the Bus</li> <li>Oil! Get Off Our Train!</li> <li>Lost and Found</li> <li>My First Book of Transport</li> </ul>
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	<p>Children can recognise and begin to write their name.</p> <p><b><u>RWI Phonics - whole of Autumn Term</u></b></p> <p>Not on track - children will be able to read set 1 sounds and complete Word Time 1, 2, 3.</p> <p>On track - children will read set 1 sounds speedily and complete Word Time 1, 2, 3, 4, 5. They will read photocopiable ditties by the middle of Autumn 2.</p> <p>Working above ARE - children will read set 1 sounds speedily and complete Word Time 6, 7. They will read photocopiable ditties/red ditties.</p> <p>Children will be able to read simple alien words (CVC or 4 sounds).</p> <p><b>Key Texts:</b></p> <ul style="list-style-type: none"> <li>• Here We Are</li> <li>• Bee and Me</li> <li>• Eddie's Garden</li> <li>• Jasper's Beanstalk</li> </ul>	<ul style="list-style-type: none"> <li>• Jack and the Beanstalk</li> <li>• Jack and the Jellybean Stalk</li> <li>• The Jolly Postman</li> <li>• The Gingerbread Man</li> <li>• Mixed-Up Fairy Tales</li> <li>• Goldilocks and the Three Bears (a variety of versions)</li> <li>• Little Red Riding Hood</li> <li>• The Last Wolf</li> <li>• Meesha Makes Friends (Mental Health and Wellbeing)</li> </ul> <p>There will also be a variety of non-fiction, poems and rhyme about festivals available in the book area.</p>	<p>to, me, call, her, there, want, go, old, some, he</p> <p><b>Key Texts:</b></p> <ul style="list-style-type: none"> <li>• (My First Chinese New Year - read as an additional text on the day of Chinese New Year)</li> <li>• The Magic Paintbrush</li> <li>• The Great Race</li> <li>• You Must Bring a Hat</li> <li>• We Are All Welcome</li> <li>• Kipper's Birthday Party</li> <li>• Eight Candles to Light</li> <li>• Lighting a Lamp</li> <li>• Boo, Made You Jump!</li> <li>• The Colour Monster</li> <li>• Ravi's Roar (Mental Health and Wellbeing)</li> </ul>	<ul style="list-style-type: none"> <li>• Giraffes Can't Dance (Mental Health and Wellbeing)</li> </ul> <p>There will also be a variety of non-fiction, poems and rhyme books about journeys and transport available in the book area.</p>	<p>one, two, son, water, should, could would</p> <p><b>Key Texts:</b></p> <ul style="list-style-type: none"> <li>• Handa's Surprise</li> <li>• Anna Hibiscus' Song</li> <li>• Rumble in the Jungle</li> <li>• Commotion in the Ocean</li> <li>• Look After Your Planet</li> <li>• What We'll Build</li> <li>• All the Wild Wonders</li> <li>• WILD!</li> <li>• Leaf</li> </ul> <p>There will also be a variety of non-fiction, poems and rhyme books about plants, pets and growing available in the book area.</p>	<ul style="list-style-type: none"> <li>• Tilda Tries Again (Mental Health and Wellbeing)</li> </ul> <p>There will also be a variety of non-fiction, poems and rhyme books about wild animals, habitats and oceans available in the book area.</p>
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	<ul style="list-style-type: none"><li>• I Really Wonder What Plant I am Growing</li><li>• Plants (Amazing Science!)</li><li>• It Starts with a Seed</li><li>• RHS Ready, Steady, Grow!</li><li>• Wangari's Trees of Peace: A True Story from Africa</li><li>• Katie and the Sunflowers</li><li>• We Honestly Can Look After Your Dog</li><li>• Mad About Minibeasts!</li><li>• The Great Pet Sale</li><li>• You're Called What?!</li><li>• Almost Anything (Mental Health and Wellbeing)</li></ul>					
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<p><b>Maths</b></p> <p><b>MNP Scheme</b></p>	<p>MNP EYFS is due to be released September 2021. Until then, EYFS follows the Lancashire LAPS and progression documents.</p>					
<p><b>Understanding the World</b></p> <p>PP – Past and Present</p> <p>PPC – People, Culture and Communities</p> <p>TNW – The Natural World</p>	<p><u>Geography (2 week block)</u></p> <p><b>My Local Area</b></p> <p>Children will explore the natural world around them, making observations and drawing pictures of plants and animals. (TNW)</p> <p>Children will describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (PCC)</p> <p>Children will draw a map from information they have about their local area.</p> <p><u>Science (weekly sessions)</u></p> <p>(links to PSED)</p> <p>Taking care of pets</p> <p>Plants and gardening</p> <p>Mini-beasts</p>	<p><u>History (2 week block)</u></p> <p><b>Seasons</b></p> <p>Children know that we have 4 seasons. They are able to explain features of each season.</p> <p>Children recognise that there are other locations which are different to where they live.</p> <p>Children will compare and contrast other areas.</p> <p><u>Science (weekly sessions)</u></p> <p>Seasons</p> <p>Children know that we have 4 seasons. They are able to explain features of each season.</p> <p>Children know that other places have different weather.</p> <p>Children can compare and contrast weather in different countries.</p>	<p><u>Geography (2 week block)</u></p> <p><b>Hot and Cold Countries</b></p> <p>Children 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. (TNW)</p> <p>Children understand some of the important processes and changes in the natural world around them, including the seasons and changing states of matter. (TNW)</p> <p><u>Science (weekly sessions)</u></p> <p>Planting seeds</p> <p>Materials</p> <p>How toys work</p> <p>Children will talk about the differences between materials and the changes that they notice. (EAD link)</p> <p>Children will make observations of plants and be able to draw them. (TNW)</p>	<p><u>History (2 week block)</u></p> <p><b>Me and My Family (PP)</b></p> <p>Children will talk about their own families and compare them to other children's families. Children will know that families can be made in lots of different ways.</p> <p>Children can talk about people in the community and people who help us.</p> <p>Children can describe people who are important to them.</p> <p><u>Science (weekly sessions)</u></p> <p>(Links to PSED)</p> <p>Skeletons</p> <p>Healthy Bodies</p> <p>Body Parts</p> <p>Children are beginning to make sense of their physical world and experiences.</p>	<p><u>Geography (2 week block)</u></p> <p><b>Conservation</b></p> <p>Children 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. (TNW)</p> <p>Children understand some of the important processes and changes in the natural world around them, including the seasons and changing states of matter. (TNW)</p> <p><u>Science (weekly sessions)</u></p> <p>Habitats</p> <p>Looking after the environment</p> <p>Wild Animals</p> <p>Oceans</p> <p>(learning statements as above)</p>	<p><u>History (2 week block)</u></p> <p><b>Transport</b></p> <p>Children will explore the natural world around them. (TNW)</p> <p>Children will comment on use of vehicles and how this impacts the local area and wider world. (PP)</p> <p>Children will describe what they see, hear and feel when they are outside. (TNW)</p> <p>Children will experience a range of transport and compare this to transport in the past. (PP)</p> <p><u>Science (weekly sessions)</u></p> <p>Mirrors</p> <p>Magnets</p> <p>Magnifying glasses</p> <p>Children will explore and talk about different forces that they can feel.</p> <p>Children will describe, using topic specific vocabulary, the observations they have made. (TNW)</p>



	<p>Life Cycle Growth and Change (learning statements as above)</p> <p><u>RE (1 week block)</u> <b>Where do we belong? Special Times (PCC)</b></p> <p>Children will be able to talk about their own immediate environment.</p> <p>Children understand that different people have different views.</p> <p>Children will begin to know some similarities and differences between different religious and cultural communities in the local area/this country.</p> <p>Children understand that some places are special to members of the community.</p>	<p><u>Additional - The Symbol of the Poppy (PP)</u></p> <p>Children know some similarities and differences between things in the past and now.</p> <p>Children understand the past through settings in stories and non-fiction texts that have been shared in class.</p> <p><u>RE (1 week block)</u> <b>Special Times (PP, PCC)</b></p> <p>Children recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Children recognise some similarities and differences between life in this country and life in other countries.</p>		<p>Children talk about what they can see and learn new vocabulary.</p>		
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	Children develop positive attitudes about the differences between people.  CHRISTMAS - The Nativity					
Expressive art and design	<p><b>Music is taught in a weekly session following Charanga.</b></p> <ul style="list-style-type: none"> <li>Children will develop their artistic and cultural awareness.</li> <li>Children will sing a range of well-known nursery rhymes and songs.</li> <li>Children will experience a wide range of musical instruments.</li> <li>Children will perform songs, rhymes, poems and stories with others. They will try to move in time to the music.</li> <li>Children will have opportunities to take part in singing, playing instruments, performing and evaluating performances.</li> <li>Children will use music as a form of self-expression.</li> <li>Children will observe and respond to what they see and hear.</li> <li>Children can create their own songs.</li> <li>Children can match the pitch sung by another person.</li> <li>Children will watch and talk about dance and performance art, expressing their feelings and responses. They will take part in a school production and a class assembly.</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <p>Along with the knowledge, skills and progression outlined below, the children also have access to a variety of tools, equipment and resources to support their role play and imaginative games. They will be able to invent, adapt and recount narratives and stories with peers and a trusted adult.</p>					
	DT (2 week block) - Using Tools Art (2 week block)  Artist: Mondrian  Children can hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks	Art (1 week block)  Artist: Kandinsky  Children can explore, use and refine a variety of artistic effects to express their ideas and feelings. They will be able to imitate the artist (Kandinsky) and change it to match their own style and mood.	DT (2 week block) Art (1 week block)  Artist: Van Gogh  Children will begin to contribute to collaborative artwork. They will share resources, ideas and skills.  Children are able to appraise their own work and work of	Art (1 week block)  Artist: Pablo Picasso  Children can draw accurate representations of people and objects.  Children can build a construction/ sculpture using a variety of objects from observation or imagination e.g. recycled,	DT (2 week block) Art (1 week block)  Artist: Jackson Pollock  Children will use the language of designing and making, e.g. join, build and shape. -Learning about planning and adapting initial ideas to make them better.	Art (1 week block)  Artist: Oliver Jeffers Children can draw carefully in line from observation, recording shapes and positioning all marks/features with some care.  They can explore tone using different grades of pencil, pastel and chalk.



	<p>(from observation or imagination).</p> <p>Children draw with increasing accuracy a range of shapes. They are able to use these shapes in pictures, e.g. a face.</p> <p>Children explore colours and colour-mixing. They can mix primary colours to make new colours.</p> <p>Children can show emotions through their artwork. They are able to describe how they are feeling and why they have shown it in that particular way.</p> <p>Children will use a variety of tools to apply paint, e.g. brushes of different sizes, sponges, fingers, objects.</p> <p>Children will explore malleable media such as clay, papier mache, salt dough, playdoh and sand. They will be able to describe how it feels and what they might use it for.</p> <p>Children will explore and experience different</p>	<p>Children will be confident to return to their artwork and refine it. They will be able to discuss what they are changing and why.</p> <p>Select coloured drawing implements for a purpose. Uses drawing tools to make marks, lines and curves.</p> <p>Children choose and use colour for a purpose. They are beginning to be able to mix the correct colour paint.</p> <p>Children will explore working with paint on different surfaces and in different ways (e.g. different textured, coloured, sized and shaped paper).</p> <p>Children can cut shapes using scissors and other modelling tools. They are beginning to control scissors and hold them correctly.</p> <p>Children can use tools such as scissors, staplers, clay tools, split pins and shape cutters with increasing accuracy.</p>	<p>others. They will use appropriate vocabulary.</p> <p>Children will produce work from direct observation and imagination. They will talk about their own work and how it could be improved. They will then make these improvements.</p> <p>Children can use tools such as scissors, staplers, clay tools, split pins and shape cutters competently.</p> <p>Cooking and Nutrition – Children begin to understand some of the tools, techniques and processes involved in food preparation. They have basic hygiene awareness.</p>	<p>natural and manmade materials.</p> <p>Children will consider their final outcome before making their sculpture.</p> <p>Children will choose their own resources and be able to explain why they have chosen them.</p>	<p>Children can manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>Children can experiment with different textures.</p>	<p>Children can recognise and name primary and secondary colours.</p> <p>They experiment with primary colours and create the secondary colours. Children start to mix a range of secondary colours, moving towards predicting</p>
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	<p>tools in the classroom - scissors, hole punches, rulers, crimpers, sticky tape, glue, stapler/staples. They will begin to learn what these tools could be used for.</p>					
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