

<b>Topics/ Themes</b>	<b><u>Autumn 1</u></b>  Nursery Rhymes  All about Me	<b><u>Autumn 2</u></b>  Awesome Autumn  Christmas	<b><u>Spring 1</u></b>  Winter Wonderland	<b><u>Spring 2</u></b>  Traditional tales  Spring	<b><u>Summer 1</u></b>  Around the World	<b><u>Summer 2</u></b>  People Who Help Us  Summer	
<b>Communication and Language- Prime Area</b>							
<p><i>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. (Statutory framework for EYFS-DFE)</i></p>							
<b>Skill</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>	<b>Early Learning Goal</b>
<b>Listening, Attention and understanding</b>	<p>To understand how to listen carefully</p> <p>To understand why listening is important</p> <p>To be able to follow directions</p>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to understand how and why questions</p>	<p>To ask questions to find out more</p> <p>To begin to understand humour</p> <p>To understand a range of complex</p>	<p>To retell a story</p> <p>To follow a story without pictures or props</p>	<p>To understand questions such as who, what, where, when, why and how</p>	<p>To have conversations with adults and peers with back and forth exchanges</p>	<p>- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</p> <p>- Make comments about what they have heard and ask questions to clarify</p>

		To respond to instructions with more than one step	sentence structures				<p>their understanding;</p> <ul style="list-style-type: none"> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>
<b>Speaking</b>	<p>To talk in front of a small group</p> <p>To talk to class teacher and LSAs</p> <p>To learn new vocabulary</p>	<p>To answer questions in front of whole class.</p> <p>To use new vocabulary throughout the day</p>	<p>To develop the confidence to talk to other adults they see on a daily basis</p> <p>To talk in sentences using conjunctions e.g. and, because</p>	<p>To share their work to the class- standing up at the front</p> <p>To use new vocabulary in different contexts</p> <p>To engage in non-fiction books</p>	<p>To link statements and stick to a main theme</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events</p>	<p>To talk to different adults around the school</p> <p>To talk about why things happen</p> <p>To talk in sentences using a range of tenses</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>

**Personal, Social and Emotional Development- Prime Area**

*Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage*

*personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. (Statutory Framework for EYFs-DFE)*

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<b>Self Regulation</b>	<p>To recognise different emotions</p> <p>To understand how people show emotions</p> <p>To focus during short whole class activities</p> <p>To follow one step instructions</p>	<p>To talk about how they are feeling</p> <p>To begin to consider the feelings of others</p> <p>To adapt behaviour to a range of situations</p>	<p>To focus during longer whole class lessons</p> <p>To follow two step instructions</p>	<p>To identify and moderate their own feelings socially and emotionally</p> <p>To consider the feelings and needs of others</p>	<p>To control their emotions using a range of techniques</p> <p>To set a target and reflect on progress throughout</p>	<p>To maintain focus during extended whole class teaching</p> <p>To follow instructions of three steps or more</p>	<p>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</p> <p>- Give 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.</p>
<b>Managing Self</b>	<p>To wash hands independently</p> <p>To put coat and socks on independently</p> <p>To get changed for P.E with</p>	<p>To develop class rules and understand the need to have rules</p> <p>To put P.E kit on independently</p>	<p>To begin to show resilience and perseverance in the face of challenge</p> <p>To practise doing up a</p>	<p>To develop independence when dressing and undressing for activities such as P.E and Outdoor learning</p>	<p>To identify and name healthy foods</p> <p>To manage own basic needs independently</p>	<p>To understand the importance of healthy food choices</p> <p>To show resilience and perseverance in the face of</p>	<p>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p> <p>- Explain the reasons for rules, know right from wrong and try to behave accordingly;</p>

	<p>support</p> <p>To explore different areas within the Year R environment</p> <p>To use the toilet independently</p>	<p>To have confidence to try new activities</p>	<p>zipper</p> <p>To practise doing buttons</p> <p>To practise doing up buckles</p>			<p>challenge</p> <p>To show a 'can do' attitude</p> <p>To put uniform on and do up zippers, buttons and buckles with minimal support</p>	<p>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
<b>Building Relationships</b>	<p>To seek support of adults when needed</p> <p>To gain confidence to speak to peers and adults</p>	<p>To play with children who are playing with the same activity</p> <p>To begin to develop friendships</p> <p>To have positive relationships with all Year R staff</p>	<p>To begin to work as a group with support</p> <p>To use taught strategies to support turn taking</p>	<p>To listen to the ideas of other children and agree on a solution and compromise</p>	<p>To work as a group</p> <p>To begin to develop relationships with other adults around the school</p>	<p>To have confidence to communicate with adults around the school</p> <p>To have strong friendships</p>	<p>- Work and play cooperatively and take turns with others;</p> <p>- Form positive attachments to adults and friendships with peers;</p> <p>- Show sensitivity to their own and to others' needs.</p>

### Physical Development- Prime Area

*Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives<sup>7</sup>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. (Statutory Framework for EYFS- DFE)*

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<b>Gross Motor Skills</b>	<p>To move safely in a space</p> <p>To stop safely</p> <p>To develop control when using equipment</p> <p>To follow a path and take turns</p> <p>To work cooperatively with a partner</p>	<p>To balance</p> <p>To run and stop</p> <p>To change direction</p> <p>To jump</p> <p>To hop</p> <p>To explore different ways to travel using equipment</p>	<p>To move safely with confidence and imagination, communicating ideas through movement</p> <p>To explore movement using a prop with control and coordination</p> <p>To move with control and coordination, expressing ideas through movement</p>	<p>To create short sequences using shapes, balances and travelling actions</p> <p>To balance and safely use apparatus</p> <p>To jump and land safely from a height</p> <p>To develop rocking and rolling</p> <p>To explore travelling around, over and through apparatus</p> <p>To create short sequences linking actions together and including apparatus</p>	<p>To roll and track a ball</p> <p>To develop accuracy when throwing to a target</p> <p>To dribble using hands</p> <p>To throw and catch with a partner</p> <p>To dribble a ball using feet</p> <p>To kick a ball to a target To use counting to help to stay in time with the music when copying and creating actions</p>	<p>To develop accuracy when throwing and practise keeping score</p> <p>To follow instructions and move safely when playing tagging games</p> <p>To learn to play against an opponent</p> <p>To play by the rules and develop coordination</p> <p>To explore striking a ball and keeping score</p> <p>To work cooperatively as a team</p>	<p>- Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>- Demonstrate strength, balance and coordination when playing;</p> <p>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
<b>Fine Motor Skills</b>	<p>To use a dominant hand</p>	<p>To begin to use anticlockwise</p>	<p>To use a tripod grip when using</p>	<p>To hold scissors correctly and</p>	<p>To hold scissors correctly and</p>	<p>To hold scissors correctly and</p>	<p>- Hold a pencil effectively in preparation for fluent</p>

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

**Literacy-Specific Area**

***It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and***

*word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). (Statutory Framework for EYFS-DFE)*

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<b>Comprehension</b>	<p>To use pictures to tell stories</p> <p>To sequence familiar stories</p> <p>To independently look at book, holding them the correct way and turning pages</p>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to answer questions about the stories read to them</p> <p>To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes</p>	<p>To act out stories</p> <p>To begin to predict what may happen in the story</p> <p>To suggest how a story might end</p>	<p>To retell a story</p> <p>To follow a story without pictures or props</p> <p>To talk about the characters in the books they are reading</p>	<p>To begin to answer questions about what they have read</p> <p>To use vocabulary that is influenced by their experiences of books</p>	<p>To answer questions about what they have read</p> <p>To know that information can be retrieved from books</p>	<p>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</p> <p>- Anticipate - where appropriate - key events in stories</p> <p>; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>
<b>Word Reading</b>	<p>To recognise their name</p> <p>To recognise taught Phase 2 sounds (s a t p i n</p>	<p>To recognise taught Phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z qu ch sh th ng nk)</p>	<p>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z qu ch sh th ng nk ai ee</p>	<p>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z qu ch sh th ng nk ai ee</p>	<p>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z qu ch sh th ng nk ai ee</p>	<p>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z qu ch sh th ng nk ai ee</p>	<p>- Say a sound for each letter in the alphabet and at least 10 digraphs;</p> <p>- Read words consistent with their phonic knowledge by sound-blending;</p>

	<p>To begin to blend sounds together to read words using the taught sounds</p>	<p>To recognise taught Phase 2 Tricky Words (the,</p> <p>To blend sounds to read words using taught sounds</p> <p>To begin reading captions and sentences using taught sounds</p> <p>To read books matching their phonics ability</p>	<p>igh oa oo oo ar or ur ow oi ear air er)</p> <p>To recognise taught Phase 2 and 3 Tricky Words</p> <p>To read words with double letters</p> <p>To begin to read longer words</p> <p>To recognise taught digraphs in words and blend the sounds together</p> <p>To read sentences containing Tricky Words and digraphs</p> <p>To read books matching their phonics ability</p>	<p>igh oa oo oo ar or ur ow oi ear air er)</p> <p>To recognise taught Phase 2 and 3 Tricky Words</p> <p>To read longer words including those with double letters</p> <p>To read sentences containing Tricky Words and digraphs</p> <p>To read books matching their phonics ability</p>	<p>igh oa oo oo ar or ur ow oi ear air er)</p> <p>To recognise taught Phase 2, 3 and 4 Tricky Words</p> <p>To read words with short vowels and adjacent consonants</p> <p>To read longer words To read compound words</p> <p>To read longer sentences containing Phase 4 words and Tricky Words</p> <p>To read books matching their phonics ability</p>	<p>igh oa oo oo ar or ur ow oi ear air er)</p> <p>To recognise taught Phase 2, 3 and 4 Tricky Words</p> <p>To read words with phase 3 long vowel sounds with adjacent consonants</p> <p>To read longer words To read compound words</p> <p>To read longer sentences containing Phase 4 words and Tricky Words</p> <p>To read books matching their phonics ability</p>	<p>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
<b>Writing</b>	<p>To copy their name</p> <p>To give meanings to</p>	<p>To write their name</p> <p>To begin to use the correct</p>	<p>To form taught lowercase letters correctly</p>	<p>To form lowercase letters correctly and begin to form</p>	<p>To form lowercase and capital letters correctly</p>	<p>To form lowercase and capital letters correctly</p>	<p>- Write recognisable letters, most of which are correctly formed;</p> <p>- Spell words by identifying sounds in them and representing</p>



	<p>the marks they make</p> <p>To copy taught letters</p> <p>To begin to write CVC words using taught sounds</p>	<p>letter formation of taught letters</p> <p>To write words and labels using taught sounds</p>	<p>To begin to write sentences</p> <p>To spell words using taught sounds</p> <p>To spell some taught tricky words correctly</p>	<p>capital letters</p> <p>To begin to write sentences using finger spaces and full stops</p> <p>To spell words using taught sounds</p> <p>To spell some taught tricky words correctly</p>	<p>To begin to write longer words which are spelt phonetically</p> <p>To begin to use capital letters at the start of a sentence</p> <p>To use finger spaces and full stops when writing a sentence</p> <p>To spell some taught tricky words correctly</p> <p>To begin to read their work back</p>	<p>To begin to write longer words and compound words which are spelt phonetically</p> <p>To write sentences using a capital letter, finger spaces and full stop</p> <p>To spell some taught tricky words correctly</p> <p>To read their work back and check it makes sense</p>	<p>the sounds with a letter or letters</p> <p>; - Write simple phrases and sentences that can be read by others.</p>
--	---	--	---	---	--	--	--

### Mathematics-Specific Area

*Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. (Statutory Framework for EYFS- DFE)*

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<b>Number</b>	<p>To recognise numbers 1-3</p> <p>To begin to subitise to 3</p> <p>To find one more of numbers to 3</p> <p>To find one less of numbers to 3</p> <p>To explore the composition of 2 and 3</p>	<p>To recognise numbers 1-5</p> <p>To begin to subitise to 5</p> <p>To find one more of numbers to 5</p> <p>To find one less of numbers to 5</p> <p>To explore the composition of 4 and 5</p> <p>To explore the composition of 6, 7 and 8 To match the n</p>	<p>To recognise numbers 0-8</p> <p>To subitise to 5 To find one more of numbers to 8</p> <p>To find one less of numbers to 8</p> <p>To explore the composition of 6, 7 and 8</p> <p>To match the number to quantity</p>	<p>To recognise numbers 0-10</p> <p>To explore the composition of 9 and 10</p> <p>To practise number bonds to 10</p> <p>To know addition facts to make 5</p> <p>To find one more of numbers to 10</p> <p>To find one less of numbers to 10</p> <p>To estimate a number of objects</p>	<p>To recognise numbers to 20</p> <p>To revise number bonds to 5</p> <p>To revise number bonds to 10</p> <p>To match the number to quantity</p>	<p>To solve simple number problems</p> <p>To recap the composition of each number to 10</p> <p>To know addition and subtraction facts to 10</p> <p>To know doubling facts</p>	<p>- Have a deep understanding of number to 10, including the composition of each number; 14</p> <p>- Subitise (recognise quantities without counting) up to 5;</p> <p>- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>
<b>Numerical Patterns</b>	<p>To say which group has more</p> <p>To say which group has less</p> <p>To compare</p>	<p>To compare quantities to 5</p> <p>To compare equal and unequal groups</p>	<p>To count to 15</p> <p>To count objects to 10</p> <p>To compare quantities to 8</p>	<p>To count to 20</p> <p>To compare quantities to 10</p> <p>To explore odd and even</p>	<p>To count to 25</p> <p>To add numbers</p> <p>To subtract numbers</p>	<p>To count to 30 and beginning to count higher (100).</p> <p>To know that 1, 3, 5, 7 and 9 are</p>	<p>- Verbally count beyond 20, recognising the pattern of the counting system;</p> <p>- Compare quantities up to 10 in different contexts, recognising</p>

	<p>quantities to 3</p> <p>To count to 5</p>	To count to 10	<p>To begin to understand the different between odd and even numbers up to 8</p> <p>To combine two groups of objects</p>	<p>numbers</p> <p>To order numbers to 10</p> <p>To count back from 10</p> <p>To combine two groups of objects</p> <p>To take away objects and count how many are left</p> <p>To find the missing number</p>	<p>To find the missing number</p> <p>To order numbers to 20</p> <p>To order numbers e.g. 13, 15, 19</p> <p>To find the missing number in an addition and subtraction sentence problems</p>	<p>odd</p> <p>To know that 2, 4, 6, 8, 10 are even</p> <p>To double numbers up to 10</p> <p>To find half of numbers up to 10</p> <p>To share quantities equally</p> <p>To combine groups of 2s, 5s and 10s</p>	<p>when one quantity is greater than, less than or the same as the other quantity:</p> <p>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
<b>Shape, Space and Measure</b>	<p>To match objects</p> <p>To sort objects</p> <p>To compare capacity, length, height, size.</p> <p>To finish a repeating pattern of 2 objects or colours</p>	To recognise and name square and rectangle	<p>To order objects by height and length</p> <p>To order the days of the week</p> <p>To measure height using cubes</p> <p>To measure time</p>	<p>To recognise 1p,2p,5,10p</p> <p>To begin to name 3D shapes</p> <p>To explore the properties of 3D shapes</p>	<p>To measure capacity</p> <p>To describe the properties of 3D shapes</p> <p>To make pictures with shape arrangements</p>	<p>To add money</p> <p>To recognise the time to o'clock</p> <p>To finish a repeating pattern</p> <p>To make patterns using shapes</p> <p>To name and</p>	<p>There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and</p>

	<p>To recognise and name circle and triangle</p> <p>To recognise 1p and 2p</p> <p>To recognise 1 o'clock, 2 o'clock and 3 o'clock</p>		<p>To recognise 6 o'clock, 7 o'clock and 8 o'clock</p> <p>To begin to name 3D shapes</p> <p>To explore the properties of 3D shapes</p>			describe 2D and 3D shapes	measure
--	---	--	--	--	--	---------------------------	---------

**Understanding the World- Specific Area**

*Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. (Statutory Framework for EYFS-DFE)*

<b>Skill</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>	<b>Early Learning Goal</b>
<b>Past and Present</b>	<p>To know about my own life-story</p> <p>To know how I have changed</p>	<p>To know about figures from the past)</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and</p>	<p>To know about figures from the past( Arctic explorer)</p>	<p>To know about the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>To know about the past through settings, characters and events encountered in books read in class and story telling</p>	<p>To talk about the lives of the people around us.</p> <p>To know that the emergency services exist and what they do.</p>	<p>- Talk about the lives of the people around them and their roles in society;</p> <p>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>- Understand the past</p>

		what has been read in class (Christmas)			Around the world	<p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Emergency Services)</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Seaside)</p> <p>To know about figures from the past)</p>	through settings, characters and events encountered in books read in class and storytelling.
<b>People, culture and Communities</b>	<p>To know about family structures and talk about who is part of their family</p> <p>To identify similarities and</p>	<p>To talk about how Hindus celebrate Diwali</p> <p>To talk about the Christmas Story and how it is celebrated</p>	<p>To talk about Chinese New Year.</p> <p>Inuit people</p>	To know that Christians celebrate Easter.	To know that people in other countries may speak different languages	<p>To know that simple symbols are used to identify features on a map</p>	<p>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>- Know some similarities and differences between</p>

	<p>differences between themselves and peers.</p> <p>To know the name of the town the school is in.</p> <p>To know about features of the immediate environment.</p> <p>To know that there are many countries around the world.</p>	To know that people around the world have different religions					<p>different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p> <p>- 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.</p>
<b>The Natural World</b>	<p>To ask questions about the natural environment.</p> <p>To respect and care for the natural environments</p>	<p>To know about and recognise the signs of Autumn</p> <p>To know that some animals are nocturnal</p>	<p>To know about and recognise the signs of Winter</p> <p>To know some important processes and changes in the natural world including states of matter (freezing)</p>	<p>To know about and recognise the signs of Spring</p> <p>To know about features of my own immediate environment and how they might vary from another.</p> <p>To plant seeds</p> <p>To know the</p>	<p>To observe the growth of seeds and talk about changes</p> <p>To know how to care for growing plants</p> <p>To learn about lifecycles of plants and animals</p> <p>To know about different habitats</p>	<p>To know about and recognise the signs of Summer</p> <p>To know that some things in the world are man-made and some things are natural</p> <p>To know some important processes and changes in the</p>	<p>- Explore the natural world around them, making observations and drawing pictures of animals and plants; 15</p> <p>- 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</p> <p>; - Understand some important processes and changes in the</p>

				difference between herbivores and carnivores		natural world including states of matter (melting, floating and sinking)	natural world around them, including the seasons and changing states of matter.
--	--	--	--	--	--	--	---

### Expressive Arts and Design- Specific Area

*The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. (Statutory Framework for EYFS-DFE)*

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<b>Creating with Materials</b>	<p>To name colours</p> <p>To experiment with mixing colours</p> <p>To create simple representations of people and objects</p> <p>To draw and colour with pencils and crayons</p>	<p>To use colours for a particular purpose</p> <p>To share their creations</p> <p>To explore different techniques for joining materials (Glue Stick, PVA)</p> <p>To know how to work safely and hygienically To use nonstatutory measures</p>	<p>To experiment with different mark making tools such as art pencils, pastels, chalk</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape)</p> <p>To know how to work safely and</p>	<p>To use natural objects to make a piece of art (Andy Goldsworthy)</p> <p>To share creations and talk about the process</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape,</p>	<p>To know which prime colours you mix together to make secondary colours To plan what they are going to make (cooking, wood work, construction, junk modelling)</p> <p>To draw more detailed pictures of people and objects</p>	<p>To know some similarities and differences between materials</p> <p>To learn about and compare artists (Janet Bell and Henri Matisse)</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and</p>	<p>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>- Share their creations, explaining the process they have used;</p> <p>- Make use of props and materials when role playing characters in narratives and stories.</p>

	<p>To role play using given props and costumes</p> <p>To explore different techniques for joining materials (Glue Stick)</p> <p>To know how to work safely and hygienically</p> <p>To use nonstatutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting) - Sandwiches</p> <p>To use different construction materials</p>	<p>(spoons, cups) To use some cooking techniques (spreading, cutting, threading, coring) -</p>	<p>hygienically</p> <p>To use nonstatutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing)</p> <p>Sandwiches, Fruit Kebab, Biscuits</p> <p>To use tools to cut and join wood</p> <p>To know the names of tools</p>	<p>Tape, Split Pins)</p> <p>To make props and costumes for different role play scenarios</p> <p>To know how to work safely and hygienically</p> <p>To use nonstatutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating)</p>	<p>To manipulate materials</p> <p>To create observational drawings</p> <p>To know how to work safely and hygienically</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating, adding flavours)</p>	<p>feeling</p> <p>To share creations, talk about process and evaluate their work</p> <p>To adapt work where necessary</p>	
<b>Being imaginative</b>	<p>To sing and perform nursery rhymes</p> <p>To experiment</p>	<p>To perform a song in the Christmas Play</p> <p>To join in with</p>	<p>To join in with whole school singing assemblies</p>	<p>To perform at the class assembly</p> <p>To join in with</p>	<p>To move in time to music</p> <p>To learn dance routines</p>	<p>To perform in the Year R class assembly (songs, poems, stories, dance)</p>	<p>- Invent, adapt and recount narratives and stories with peers and their teacher;</p> <p>- Sing a range of well-known nursery</p>



with different instruments and their sounds	whole school singing assemblies	To create musical patterns using untuned instruments	whole school singing assemblies	To join in with whole school singing assemblies	To listen to poems and create their own	rhymes and songs; Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.
To talk about whether the like or dislike a piece of music	To pitch match	To begin to create costumes and resources for role play	To associate genres of music with characters and stories	To act out well know stories	To join in with whole school singing assemblies	
To create musical patterns using body percussion	To sing the melodic shape of familiar songs		To create costumes and resources for role play	To follow a musical pattern to play tuned instruments	To create own compositions using tuned instruments	
To use costumes and resources to act out narratives	To begin to build up a repertoire of songs			To create narratives based around stores	To invent their own narratives, making costumes and resources	
	To sing entire songs					
	To use costumes and resources to act out narratives					

### Technology

**There are no early learning goals that directly relate to computing objectives, though it is still expected that children will be introduced to appropriate technology and use it within their provision.**

### Characteristics of Learning

***In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:***

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things