

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals.
Literacy Skills	<p>Listening to and identifying sounds in the environments.</p> <p>Listening to and hearing initial sounds in familiar words.</p> <p>To identify sounds on a sound mat.</p> <p>Listens to familiar stories and able to recall some facts, ask questions and share own ideas.</p>	<p>Listening to and hearing sounds in CVC words.</p> <p>To identify taught single sounds on a sound mat and to use this when writing.</p> <p>Listens to familiar stories and able to recall some facts, ask questions and share own ideas.</p>	<p>To begin to think of a short, simple sentence.</p> <p>To write a short, simple dictated sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying taught single sounds on a sound mat.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p>	<p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including single phonemes and other digraphs on a sound mat.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p>	<p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including single phonemes and other digraphs on a sound mat.</p> <p>Checking written work and making any changes where necessary.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p>	<p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including single phonemes and other digraphs on a sound mat.</p> <p>Checking written work and making any changes where necessary.</p> <p>Can understand meaning of new vocabulary.</p>	<p><b>Comprehension</b></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</p>

					<p>Beginning to understand meaning of new vocabulary.</p> <p>Understands the different parts of a book.</p>	<p>Understands the different parts of a book, page sequencing and that we read and write from left to right and top to bottom.</p>	<p>recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p>
Literacy Knowledge	<p>Knowing that words can be written.</p> <p>Knowing the sounds that the taught letters make.</p> <p>Knowing what the taught letters looks like.</p> <p>Knowing how to write the taught letters.</p> <p>Knows how to sequence familiar stories.</p>	<p>Knowing that words can be written.</p> <p>Knowing the sounds that the taught letters make.</p> <p>Knowing what the taught letters looks like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught tricky words in text.</p> <p>Knows how to sequence familiar stories.</p>	<p>Knowing that words can be written.</p> <p>Knowing the sounds that the taught letters make.</p> <p>Knowing what the taught letters looks like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught tricky words in text.</p> <p>Knows how to spell some familiar words.</p>	<p>Knowing the sounds that the taught phonemes make.</p> <p>Knowing what the taught phonemes look like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught tricky words in text.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p>	<p>Knowing the sounds that the taught phonemes make.</p> <p>Knowing what the taught phonemes look like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught tricky words in text.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p> <p>Knowing that sentences can be</p>	<p>Knowing the sounds that the taught phonemes make.</p> <p>Knowing what the taught phonemes look like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught tricky words in text.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p>	<p><u>Word Reading.</u></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>*Read aloud simple sentences and books that are consistent with</p>

				<p>Knows how to spell some familiar words.</p>	<p>extended by using a connective.</p> <p>Uses learnt words and phrases to discuss familiar stories or during role play.</p> <p>Knows how to spell some familiar words.</p>	<p>Knowing that sentences can be extended by using a connective.</p> <p>Uses learnt words and phrases to discuss familiar stories or during role play.</p>	<p>their phonic knowledge, including some common exception words.</p> <p><u>Writing.</u> Write recognisable letters, most of which are correctly formed.</p> <p>*Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>*Write simple phrases and sentences that can be read by others.</p>
<p><b>Maths Skills</b></p>	<p>To count up to 3 objects with 1:1 correspondence</p>	<p>To find the total of 2 groups of objects.</p>	<p>To use non-standard units to measure length,</p>	<p>To use objects to solve addition</p>	<p>To know that addition and subtraction</p>	<p>To know addition and subtraction</p>	<p><u>Number</u></p>

	<p>To match quantities to numeral.</p> <p>To begin to recognise numbers automatically on a dice/card to 3.</p>	<p>To order numbers to 5.</p> <p>To identify 2D shapes and talk about their properties.</p> <p>To begin to recognise numbers automatically on a dice/card to 5.</p> <p>To be able to count to 5 independently.</p>	<p>weight and capacity.</p> <p>To use money during role play activities to buy items.</p> <p>To begin to explore number bonds to 4.</p> <p>To be able to count to 10 independently.</p>	<p>and subtraction problems.</p> <p>To share objects between a group of people equally.</p> <p>To explore number bonds to 5.</p> <p>To understand odd and even numbers and begin to see the pattern to 10.</p>	<p>problems can be solved by counting forwards or backwards on a number line.</p> <p>To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity.</p> <p>To read the time to o'clock on a digital and analogue clock.</p>	<p>problems can be solved by counting forwards or backwards on a number line.</p> <p>To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity.</p> <p>To make observations of and compare length, weight and capacity.</p>	<p>*Have a deep understanding of number to 10, including the composition of each number; - 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> <p><u>Numerical Patterns.</u></p>
<p><b>Maths Knowledge</b></p>	<p>To say the number names to 5 in order.</p> <p>To recognise number to 3.</p> <p>To write numbers to 3, forming them correctly.</p>	<p>To know that addition involves combining two or more groups of objects.</p> <p>To begin to read addition number sentences.</p> <p>To say number names to 5 in order.</p>	<p>To know the names of basic 2D shapes.</p> <p>To know the names of basic 3D shapes.</p> <p>To know that 2D shapes can have corners and side.</p> <p>To know that length, capacity and weight can all be measured.</p> <p>To know that money can be used to buy items.</p>	<p>To know that addition involves combining two or more groups of objects.</p> <p>To read addition number sentences.</p> <p>To know that subtraction involves removing an object from a group.</p>	<p>To know that the word 'more' indicates that the group is getting larger.</p> <p>To know that the word 'less' indicates that a group is getting smaller.</p> <p>To be able to count, order and recognise numbers to 20.</p>	<p>To know the names of some 3D shapes.</p> <p>To know that 3D shapes can have faces, vertices and edges.</p> <p>To know that addition involves combining groups of objects.</p>	

		<p>To know the names of 2D shapes. To know that 2D shapes can have sides and corners.</p> <p>To know that patterns are repeated designs.</p>	<p>To understand and use a range of prepositions in everyday contexts.</p>	<p>To know the names of some 3D shapes.</p> <p>To know that 3D shapes have faces, vertices and edges.</p> <p>To be able to count, order and recognise numbers to 20.</p> <p>To use a number line to help solve simple addition and subtraction number problems.</p> <p>To know the difference between odd and even.</p>	<p>To count forwards and backwards to 10.</p> <p>To know that length, weight and capacity can be measured using standard units.</p> <p>To know that halving means splitting a quantity in two and doubling means having two quantities of the same amounts.</p> <p>To know that sharing equally means everyone has the same amount of an object.</p> <p>To know that the long hand represents the minutes and the short hand represents hours.</p>	<p>To count forwards and backwards to 20.</p> <p>To read number addition sentences.</p> <p>To be able to count, order and recognise numbers to 20.</p> <p>To say the days of the week in order.</p> <p>To begin to say the months of the year in order.</p>	<p>*Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>*Compare quantities up to 10 in different contexts, recognising 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>
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<b>Physical Development Skills</b>	<p>To use a dominant hand.</p> <p>To begin to form recognisable letters which are formed mostly correctly.</p> <p>To use climbing equipment safely and competently.</p> <p>To begin to negotiate space effectively.</p>	<p>To begin to use anticlockwise movement and retrace vertical lines.</p> <p>To use climbing equipment safely and competently.</p> <p>To negotiate space effectively.</p>	<p>To show good practice with regard to exercise, eating, sleeping and hygiene.</p> <p>To be able to balance and coordinate safely.</p> <p>To negotiate space effectively.</p>	<p>To handle tools, objects, construction and malleable materials safely and with increasing control.</p>	<p>To use a pencil effectively to form recognisable letters, most of which are formed correctly.</p>	<p>To show good control and co-ordination in large and small movements.</p>	<p><b><u>Gross Motor Skills.</u></b></p> <p>*Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>*Demonstrate strength, balance and coordination when playing.</p>
<b>Physical Development Knowledge</b>	<p>To know what hand to write with.</p> <p>To know how to use outdoor equipment safely.</p> <p>To know how to use scissors effectively.</p>	<p>To know how to make anticlockwise movement and retrace vertical lines.</p> <p>To know how to use the outdoor equipment safely.</p> <p>To know how to use scissors effectively.</p>	<p>To know how good practice with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>To know how to use scissors effectively.</p>	<p>To know why it is important to handle different apparatus safely.</p> <p>To know how to use scissors effectively.</p> <p>To know how to hold a pencil correctly.</p>	<p>To know how to form letters correctly.</p> <p>To know how to use scissors effectively.</p> <p>To know how to hold a pencil correctly.</p>	<p>To know how to handle a range of equipment and tools effectively.</p> <p>To know how to use scissors effectively.</p> <p>To know how to hold a pencil correctly.</p>	<p>*Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b><u>Fine Motor Skills.</u></b></p> <p>*Hold a pencil effectively in</p>

							<p>preparation for fluent writing – 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>
Communication and Language Skills	<p>To talk about themselves and others.</p> <p>To sing songs.</p> <p>To speak about a range of texts.</p>	<p>To compare different festivals.</p> <p>To make comments about their observations.</p>	<p>To describe features of traditional stories.</p> <p>To talk about the role of healthy food and exercise in staying healthy.</p>	<p>To describe familiar texts with detail and using full sentences.</p> <p>To begin to ask questions about familiar aspects of their environment and their learning.</p>	<p>To label and sort things.</p> <p>To begin to research using a search engine.</p> <p>To describe a range of things.</p>	<p>To be able to link events in stories to own experiences.</p> <p>To be able to give facts about a specified subject.</p>	<p><b><u>Listening and Understanding.</u></b></p> <p>*Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class</p>
Communication and Language Knowledge	To know about others.	To know about different festivals.	To know different traditional stories.	To know different	To name and sort a range of things.	To see links in stories to own experiences.	

	<p>To know familiar songs.</p> <p>To describe different story and non-fiction texts.</p>	<p>To be able to talk about how different people help us.</p> <p>To begin to talk about why things happen using new vocabulary learnt.</p>	<p>To know a range of healthy food and exercise.</p> <p>Express their ideas and feelings about their experiences.</p>	<p>features of texts.</p> <p>To talk confidently about why things happen using new vocabulary learnt.</p> <p>To engage in meaningful conversations with others.</p>	<p>To be able to talk about different facts/knowledge.</p> <p>To engage in meaningful conversations with others.</p>	<p>To know a range of facts and be able to articulate these.</p> <p>To engage in meaningful conversations with others.</p>	<p>discussions and small group interaction.</p> <p>*Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>*Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><u>Speaking.</u></p> <p>*Participate in small group, class and one-to-one discussions, offering their own ideas, using recently</p>
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							<p>introduced vocabulary.</p> <p>*Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>*Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions,</p>
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							with modelling and support from their teacher.
PSED Reception Skills	<p>To describe a friend.</p> <p>To know and demonstrate friendly behaviour.</p> <p>To understand how to be a good friend.</p> <p>To learn to join in with whole group activities.</p> <p>To choose an activity independently.</p>	<p>To learn about a range of different festivals.</p> <p>To learn about important dates in their lives.</p>	<p>To learn right from wrong.</p> <p>To understand how to make the right choices and the consequences of not making the right ones.</p>	<p>To understand that people need help.</p> <p>To identify ways of being helpful to others and how this will make them feel.</p>	<p>To describe a range of different habitats around the world.</p>	<p>To learn about the different family structures.</p>	<p><b>Self-Regulation.</b></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</p>
PSED Knowledge	<p>To describe and show friendly behaviour.</p> <p>To begin taking turns with their friends.</p>	<p>To be able to talk about different festivals.</p> <p>To understand why different people celebrate different things.</p>	<p>To be able to talk about why a character has made a poor choice and what the consequences are.</p> <p>To be able to talk about how the character could have made a better choice.</p>	<p>To talk about the effect my behaviour has on others.</p>	<p>To talk about the world that we live in and how there are similarities and differences when looking at different aspects.</p>	<p>To be able to talk about the relationships they have at home with their family and friends.</p>	

							<p>teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b><u>Managing Self.</u></b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.</p> <p>*Explain the reasons for rules, know right from wrong and try</p>
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							<p>to behave accordingly.</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> <p><b><u>Building Relationships.</u></b> Work and play cooperatively and take turns with others.</p> <p>*Form positive attachments to adults and friendships with peers.</p>
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							*Show sensitivity to their own and to others' needs.
Understanding the World Reception Skills	<p>To talk about how they have changed since they were a baby.</p> <p>To talk about the changes they observe in their environment – Seasons link.</p>	<p>To talk about how Hindus celebrate Diwali.</p> <p>To be able to talk about the different jobs that adults do and how they can help us.</p>	<p>To identify and sort healthy/unhealthy foods.</p> <p>To identify and group a range of fruits and vegetables.</p> <p>To talk about a special event in their life.</p>	<p>Making treasure maps to direct friends to a 'goal'. Exploring maps of the world.</p> <p>Talking about the life cycle of plants and animals and what they need to survive.</p> <p>Exploring a range of habitats, looking at why the animal lives like that.</p>			<p><b><u>Past and Present.</u></b></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 through settings, characters and</p>
Understanding the world Knowledge	<p>To know the names of different body parts.</p> <p>To know that there are many countries around the world.</p> <p>To know that people in other countries may speak different languages.</p>	<p>To know that people around the world have different religions.</p> <p>To know that Mendi and Rangoli patterns are created to celebrate Diwali.</p> <p>To know that some facts about animals.</p> <p>To know that adults do a variety of jobs.</p>	<p>To know that some foods are unhealthy. Sorting healthy and unhealthy foods.</p> <p>To know the names of common fruits and vegetables.</p> <p>To know that humans and other animals can grow.</p> <p>To understand and use positional language.</p> <p>To know that Christians celebrate Easter.</p>	<p>To select appropriate materials according to their properties.</p> <p>To name and identify a range of different materials and to know how they are used in familiar environments.</p>			

		<p>To know that the emergency services exist and what they do.</p>	<p>To know about different festivals and celebrations in different cultures.</p>		<p>events encountered in books read in class and storytelling.</p> <p><b><u>People, Culture and Communities.</u></b></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 different religious and cultural communities in</p>
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					<p>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> <p><u>The Natural World.</u></p> <p>Explore the natural world around them,</p>
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					<p>making observations and drawing pictures of animals and plants.</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 natural world around them, including the</p>
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						seasons and changing states of matter.	
<b>Religious Education. Lincs Agreed Syllabus</b>	<p><b>Myself</b> People who belong to religious groups. <b>Christianity, Islam</b></p> <p><b>Special People to me.</b> Introduce people who are important to members of a religious group. <b>Christianity, Islam</b></p>	<p><b>Special times for me and others.</b> Introduce the idea of special times that bring people together as a community, e.g. religious festivals <b>Christmas, Holi, Diwali, Hanukkah.</b></p> <p><b>My senses Unit.</b></p>	<p><b>My Friends</b> Introduce the idea of community and the Golden Rule: treat others as you would want to be treated, which can be found in many religions. <b>Christianity, Islam and Judaism</b></p> <p><b>Our Beautiful World</b> Introduce stories about creation and some beliefs about the natural world, e.g. the duty to care for the environment; make links with Judaism <b>Christianity, Judaism, Hinduism</b></p> <p><b>Our Special Places</b> Introduce places of worship <b>Range of religions.</b></p>	<p><b>Special Books</b> Introduce stories from religions and important books for members of a religious group <b>Christianity, Islam</b></p> <p><b>Our Special things</b> Introduce objects that are important to members of a religious group, e.g. cross, subha beads, prayer mat, etc</p>		PCC  *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.	
Expressive Arts and Design Skills	<p>To remember the words to a range of songs.</p> <p>To give meaning to the marks that are made.</p>	<p>To design a Rangoli pattern.</p> <p>To use role play to show how 'People who Help Us'.</p> <p>Uses simple tools and techniques</p>	<p>To explore and recreate Aboriginal Art.</p> <p>To draw a range of plants and fruits.</p> <p>To use resources to create own props.</p> <p>Constructs with a purpose in mind,</p>	<p>To use a range of resources to create own props to aid role play.</p> <p>To plan, carry out and evaluate and</p>	<p>To use what they have learnt about media and materials in an original way and be able to explain their choices.</p> <p>Selects appropriate resources and</p>	<p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p><b>Creating with Materials.</b></p> <p>*Safely use and explore a variety of materials, tools and techniques, experimenting</p>

		competently and appropriately.	using a variety of resources.	change where necessary.  Manipulates materials to achieve a planned effect.	adapts work where necessary.		with colour, design, texture, form and function.
Expressive Arts and Design Knowledge	<p>To learn a range of songs from around the world.</p> <p>To know that people from different countries may have different traditions.</p> <p>For children to be able to safely construct with a purpose and evaluate their designs.</p>	<p>To learn the names of different tools and techniques that can be used to create Art.</p> <p>To experiment with creating different things and to be able to talk about their uses.</p>	<p>To understand that pictures can be created by making observations or by using imagination.</p> <p>To use paints, pastels and other resources to create observational drawings.</p> <p>For children to be able to safely construct with a purpose and evaluate their designs.</p>	<p>To use a range of props to support and enhance role play.</p> <p>To identify and select resources and tools to achieve a particular outcome.</p>	<p>To know the different uses and purposes of a range of media and materials.</p> <p>For children to be able to safely construct with a purpose and evaluate their designs.</p>	<p>To describe ways of safely using and exploring a variety of materials.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</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><b><u>Being Imaginative and Expressive</u></b></p> <p>*Invent, adapt and recount narratives and stories with peers and their teacher.</p>

							<p>*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.</p>
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