



Sunnybrow Primary School EYFS: Long-term planning

Our Intent

By the time our children leave our EYFS unit, we want them to be able to:

Communication and Language	Personal, Social and Emotional Development	Physical Development
<ul style="list-style-type: none"> -Speak to friends and adults and have conversations -Listen to, enjoy and retell favourite stories -Use a range of vocabulary to talk about interests, intentions and things around them 	<ul style="list-style-type: none"> -Be confident to talk about how they and others feel -Understand their feelings and emotions -Be independent and resilient learners 	<ul style="list-style-type: none"> -Be active, healthy and happy -Be strong, coordinated and balanced -Be precise, proficient and confident

Literacy	Maths	Understanding the world	Expressive arts and design
<ul style="list-style-type: none"> -Develop a love for reading and listening to stories -Decode and recognise printed words -Communicate through print -Articulate ideas 	<ul style="list-style-type: none"> -Know numbers to 10 -Count confidently -Notice patterns and relationships -Reason and explain 	<ul style="list-style-type: none"> -Make sense of their community -Experience the wider world around them -Develop a rich and wide vocabulary -Have a secure understanding of simple scientific processes -Observe, analyse, justify and explain why and how 	<ul style="list-style-type: none"> -Imagine and create -Explore and play -Communicate through what they see and hear

Our Long-term objectives

Area	By the end of their time in Nursery, children will be able to...	By the end of their time in Reception, children will be able to...
Listening, attention and understanding	<ul style="list-style-type: none"> -Enjoy listening to stories (getting progressively longer in length) and can remember some of what happens -Pay attention to more than one thing at a time -Understand a question or instruction that has two parts -Understand what, when, where and why questions in relation to stories and their personal experiences 	<ul style="list-style-type: none"> -Understand what makes a good listener -Actively listen to others in a group and respond to what they have heard. -Make comments about what they have heard and ask questions to clarify their understanding -Listen attentively to stories, rhymes and non-fiction texts. Respond to what they hear with relevant questions, comments and actions -Understand and answer how and why questions
Speaking	<ul style="list-style-type: none"> -Sing at least 5 Nursery Rhymes by heart -Talk about familiar books, and be able to tell a simple familiar story plot (likes, dislikes, character) -Use longer sentences of four to six words -Express needs and wants -Start a conversation with an adult or friend and continue it for many turns -Use talk to organise their play (give ideas, listen to the ideas of their friend) 	<ul style="list-style-type: none"> -Have conversations about things that interest them with their friends and familiar adults, speaking in full sentences -Chat to their friends and familiar adults, sharing their ideas and feelings using full sentences. Express their understanding of how and why using some causal conjunctions. -Use a rich and varied vocabulary, developed from their new experiences, stories and non-fiction texts. -Retell a range of familiar and well-loved stories, drawing on some story language and new vocabulary introduced in the texts shared
Gross Motor	<ul style="list-style-type: none"> -Develop their movement, balancing, riding and ball skills -Remember sequences and patterns of movements which are related to music and rhythm -Develop large body movements to make marks on a large scale -Collaborate with others to manage large items, such as moving a plank safely, carrying large hollow blocks -Throw, catch, roll and kick a large ball -Use throw, catch, roll and kick skills to play games with a partner -Cross the mid-line 	<ul style="list-style-type: none"> -Revise and refine fundamental movement skills (running, crawling, walking, skipping, hopping, jumping, rolling) -Negotiate space and obstacles safely -Demonstrate strength, balance and co-ordination when playing -Engage in 'risky-play', starting to take 'risks' and push themselves beyond their immediate comfort zones -Throw, catch, roll and kick a medium-sized ball with some accuracy -Play team games with a simple scoring system and understand the need to apply rules
Fine motor skills	<ul style="list-style-type: none"> -Use one-handed tools and equipment -Developing a comfortable tripod grip with good control when holding pens and pencils and other mark-making equipment -Form pre-writing shapes with different types of medium (fingers, paint, brushes) -Eat independently using a fork -Show a preference for a dominant hand -Get undressed and dressed when clothes correct way around (only needing support with socks, buttons and laces) 	<ul style="list-style-type: none"> -Use a range of small tools, including scissors, paint brushes and cutlery -Holding a writing tool with a comfortable tripod grip. Mark-making shows recognisable letters, many of which are correctly formed. Drawings are clearer representations of people and houses. (house shape has straight lines, person has head, body, arms, legs, hand, feet) -Use a knife and fork effectively when eating -Get dressed and undressed independently when clothes are the correct way around, including socks. Manage zips and buttons.

Self-regulation	<ul style="list-style-type: none"> -Select and use activities and resources, with help when needed (to help them achieve a goal) -Find solutions to conflicts or rivalries, such as accepting a situation and suggesting other ideas -Develop appropriate ways to be assertive -Talk about their feelings using words 'happy', 'sad', 'angry' or worried -Identify the feelings of others (happy, sad, angry, worried(from facial expressions. 	<ul style="list-style-type: none"> -Talk about how they are feeling and identify the feelings of others using developing descriptive vocabulary (happy, sad, worried, tired, angry, excited, okay) -Understand that someone else can have a different point of view and begin to reach compromises and solutions (still with adult support). Know ways to help themselves and others. -Be able to wait for what they want and control their immediate impulses when appropriate -Follow the wishes and requests of others (such as a teacher)
Managing self	<ul style="list-style-type: none"> -Develop their sense of responsibility and develop their awareness of belonging to a class -Remember rules without needing an adult to remind them and show a growing ability to follow the rules -Understand road safety -Understand why it is important to keep clean -Select the resources they want or need from adult-provided selection in continuous provision -Tidy away resources they have been using, with adult modelling 	<ul style="list-style-type: none"> -Be confident to try new activities and to go outside our comfort zones -Show resilience and perseverance when a situation is challenging -Understand road and basic river safety -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices -Understand the importance of good oral health -Select the resources they want or need to complete self-chosen activity. Be confident to ask for resource if what they need isn't provided. -Tidy-away resources they have been using, using labels etc to support organisation
Building relationships	<ul style="list-style-type: none"> -Become more outgoing with unfamiliar people, in the safe context of their setting -Show more confidence in new social situations -Play with one or more other children, extending and elaborating play ideas -Understand the role of service workers (such as fire, police etc) in keeping us safe 	<ul style="list-style-type: none"> -Work and play cooperatively and take turns with others -Form positive attachments to adult and friendships with peers -Show sensitivity to their own and to others' needs -Have respect for others, including our service workers (police, fire, ambulance)
Comprehension	<ul style="list-style-type: none"> -Immerse themselves in the joys of reading and story-time -Have favourite stories, enjoy sharing these stories and be able to talk about their likes and dislikes -Chat to others about stories, learning new vocabulary -Answer what, where, when questions related to stories. Begin to explore why questions. 	<ul style="list-style-type: none"> -Enjoy sharing, retelling and re-enacting favourite stories and be able to talk about their likes and dislikes (in relation to character, setting and plot) and demonstrate their understanding of what they have read -Learn, understand and use new vocabulary learnt through stories, non-fiction, rhymes and poems -Understand the five key concepts about print (it has meaning, can have different purposes, read from left to right, top to bottom, names of different parts of a book, page sequencing) -Anticipate and make predictions on key events in stories -Answer, why and how questions related to things read or heard.
Reading	<ul style="list-style-type: none"> -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 -Have favourite rhymes and be able to sing these rhymes -Recognise their first name without pictorial supports 	<ul style="list-style-type: none"> -Recite a range of stories, rhymes, poems and songs for fun and enjoyment -Say a sound for each letter in the alphabet and learn to read digraphs and trigraphs within words -Read words consistent with their phonic knowledge by sound blending -Read tricky words or common everyday words by sight

		<ul style="list-style-type: none"> -Demonstrate understanding when talking with others about what they have read or listened to -Make basic predictions -Identify start and end of a sentence -Recognise their first and surname without pictorial supports -Sing the alphabet song
Writing	<ul style="list-style-type: none"> -Enjoy mark-making for their own purposes -Form pre-writing shapes correctly -Ascribe meaning to the marks they make. Make purposeful representation of a person. (Head, body, arms and legs) -Use some of their print and letter knowledge in their early writing -Can form some recognisable letter shapes 	<ul style="list-style-type: none"> -Enjoy writing and mark-making for their own purposes -Write recognisable letters, most of which are correctly formed, including capital letters -Spell words by identifying sounds in them and representing the sounds with a letter or letters -Write simple phrases and sentences that can be read by others -Write their first name and surname -Draw a person with head, body, legs, arms, hand, fingers and facial features
Number	<ul style="list-style-type: none"> -Develop fast recognition of up to 3 objects -Show finger numbers up to 5 -Link numerals and amounts up to 5 -Experiment with their own symbols and marks as well as numerals -Solve real world mathematics problems with numbers up to 5 	<ul style="list-style-type: none"> -Show the composition of numbers to 10 -Subitise up to 5 -Accurately count items to 10 with 1-1 correspondence -Link numerals to amounts up to 10 -Develop recall of number bonds to 5 and some number bonds to 10, including double facts -Understand the concepts of addition and subtraction using concrete apparatus -Solve real-life problems with numbers up to 10
Numerical Patterns (& other aspects of Maths Curriculum)	<ul style="list-style-type: none"> -Recite numbers past 5 -Say one number of each item in order -Know that the last number reached when counting a small set of objects tells you how many there are in total -Compare quantities using language more than, fewer than -Talk about common 2D and 3D shapes using everyday language. Begin to use some of their correct names. (square, circle, triangle, cone, sphere, cube) -Explore capacity, mass, length and height in practical contexts. Use some of the related mathematical vocabulary to describe and compare. -Complete simple puzzles -Talk about, recreate, extend and create simple AB patterns (2 variables) -Understand and use positional language to accurately describe the position of objects (next to, on top, behind, above, under, over) 	<ul style="list-style-type: none"> -Verbally count beyond 20, recognising the pattern of the counting system -Use the term fewer than and less than to compare numbers to 10 -Understand and find one more and one less -Describe the properties for some 2d and 3D shapes (square, circle, triangle, rectangle, cube, cuboid, sphere, cylinder, cone,) -Understand and use positional language (forward, backward, left, right) -Copy and continue patterns with more than 2 variables -Notice odd and even pattern to 10 -Explore the pattern of double facts to 10 -Compare objects by length, weight and capacity -Describe a sequence of events
Past and present	<ul style="list-style-type: none"> -Understand the stages in the life cycle of plants and animals -Know how we have changed and will continue to change (baby, child, adult, old age) -Talk about members of family and relate to different stages in life cycle 	<ul style="list-style-type: none"> -Understand and explain decay -Identify how humans and other animals change as they get older (egg, birth, baby, child, teenager, adult, old age)

	<ul style="list-style-type: none"> -Share stories about experiences, events and celebrations from the past -Understand yesterday, today, tomorrow 	<ul style="list-style-type: none"> -Understand how different stages in the life cycle bring responsibilities and different levels of independence -Know some similarities and differences between things in the living past and now, drawing on their experiences and what has been read in class -Use everyday language related to the passing of time (yesterday, today, tomorrow, past, a long time ago, last week, soon)
<p>People, Culture and Communities</p>	<p><u>Local Area</u></p> <ul style="list-style-type: none"> -Understand that they live in a place called Sunnybrow -Understand that there are different types of homes -Recognise, observe and describe some of the human and physical features of their local area -Show interest in and name some different occupations (including police and fire person, doctor, nurse, paramedic) <p><u>The wider world</u></p> <ul style="list-style-type: none"> -Continue developing positive attitudes about the differences between people -Know that there are different countries in the world and talk about the differences they have experienced or seen in photos -Understand that people around the world live in different types of homes and be able to describe some of the similarities and differences between these homes and their own, drawing on the key features of a building (windows, roof, door, chimney, garden, garage) 	<p><u>Local Area</u></p> <ul style="list-style-type: none"> -Understand that they live in a small village in England -Identify human and physical features of Sunnybrow -Understand that Durham is larger than Sunnybrow and is a city close to them -Use and draw simple pictorial maps and plans <p><u>The wider world</u></p> <ul style="list-style-type: none"> -Understand that we live on planet Earth -Understand that Earth is made up of land and sea -Understand that the land is made up of lots of countries and we live in England -Identify the human and physical features of a place and compare with Sunnybrow (buildings, roads, fields, woodland, rivers, lakes) -Identify and name some of the different types of homes people live in in Sunnybrow and compare them to homes in Durham City and around the world (detached, semi-detached, bungalow, terrace, caravan) -Understand that the type of home can be affected by weather, culture or wealth <ul style="list-style-type: none"> -Understand that the weather and climate of a place is determined by their place on Earth, locating North and South Pole and the Equator -Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –where appropriate- maps <ul style="list-style-type: none"> -Know some similarities and differences between religious and cultural communities in their country, drawing on their experiences and what has been read in class
<p>The Natural World</p>	<p><u>Weather and Seasons</u></p> <ul style="list-style-type: none"> -Identify different types of weather (sun, rain, wind, snow) and understand how this affects our daily life (clothing, dangers etc) <p><u>Plants</u></p> <ul style="list-style-type: none"> -Talk about and describe common wildflowers. Name buttercup, dandelion, daisy and daffodil) -Observe and describe the stages in the life cycle of a plant -Plant seeds and care for them. 	<p><u>Weather and Seasons</u></p> <ul style="list-style-type: none"> -Observe and discuss seasonal changes in the local area (including weather sun, rain, wind, snow, cloudy, hail ,thunder and lightening) <p><u>Plants</u></p> <ul style="list-style-type: none"> -Observe and name wildflowers (daisy, dandelion, snowdrop, buttercup, daffodil and forget-me-not) Observe and describe trees and their leaves, including through the seasonal changes -Draw wild flowers and trees and find ways to sort and categorise them

	<p><u>Animals</u></p> <ul style="list-style-type: none"> -Name common farm and zoo animals (Horse, sheep, pig, hen, cow, dog, cat, rabbit, giraffe, elephant, zebra, lion, tiger) and find different ways to sort and categorise them -Talk about the similarities/differences/key features of animals -Observe and describe the stages in the life cycle of an animal. Show care and concern for living things. <p><u>Materials</u></p> <ul style="list-style-type: none"> -Explore the properties of different materials using senses (soft, hard, rough, bendy, smooth) <p><u>Light</u></p> <ul style="list-style-type: none"> -Understand there are different sources of light 	<ul style="list-style-type: none"> -Identify the parts of a plant (stem, roots, leaf, flower, petal) -Know what plants need to help them grow and carry out simple fair tests to check hypothesis <p><u>Animals</u></p> <ul style="list-style-type: none"> -Observe common animals, (including farm, zoo, woodland and insects) draw them and find ways to sort and categorise them -Know the names of baby animals (sheep-lamb, cow-calf, horse-foal, hen-chick, pig-piglet, rabbit-kitten, dog-puppy, cat-kitten, duck-duckling, owl-owlet, deer-fawn, frog-tadpole, butterfly-caterpillar) -Explore the habitats of different animals and make comparisons <p><u>Materials</u></p> <ul style="list-style-type: none"> -Distinguish between object and material -Name common materials and describe their properties (metal, wood, plastic, glass, fabric, clay, paper) (soft, hard, stiff, bendy, rough, smooth, shiny, dull, see-through, runny) -Observe how some materials change then they have heated/cooled -Carry out simple fair experiments to test properties <p><u>Light</u></p> <ul style="list-style-type: none"> -Understand that there are different sources of light. The moon and shiny paper are not light sources. -When the light source is blocked by an object, it creates a shadow -Identify different ways we can keep safe in the dark
Technology	<ul style="list-style-type: none"> -Knows how to operate simple equipment -Can complete a simple program on an iPad -Can move a mouse, moving the cursor around the screen and using the left button to select an item 	<ul style="list-style-type: none"> -Select and use technology for a specific purpose (taking a photo or video with iPad, Siri to help find an answer to question) -confidently use a mouse to complete a simple programme -become familiar with a keyboard, e.g. find letters in own name)
Creating with materials	<ul style="list-style-type: none"> -Explore different materials freely, in order to develop their ideas about how to use them and what to make -Develop their own ideas and decide which materials to use to express them -Join different surfaces and materials and explore different textures -Create closed shapes with continuous lines, and begin to use these shapes to represent objects 	<ul style="list-style-type: none"> -Use different joining techniques (including pivot hinge and levers, pulleys, wheels and axis) -Construct with a specific purpose in mind to build mechanisms and simple structures. Use knowledge from exploration to inform design. -To find ways to make structures stronger -Use real tools competently for a purpose (scissors, stapler, hole punch, glue gun, knife, grater, juicer, peeler, masher)

	<ul style="list-style-type: none"> -Draw a person with a head, trunk, arms and legs and use drawing to represent ideas and show different emotions in their drawings and paintings -Explore colour and colour-mixing 	<ul style="list-style-type: none"> -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function -Through independent exploration, explore a wide range of different materials (paint, clay, dough, watercolour, foam, gloop) and their properties on different surfaces (table, slate, paper, glass, stone) and at different scales and talk about their likes and dislikes. -Share their creations, explaining the process they have used. Check if their model matches their plan. Test their design and consider what they could have done differently if they were to do it again. -Make use of props and materials when role playing characters in narratives and stories -Create increasingly accurate representations of people (with facial features, fingers, feet) and homes (straight lines for walls, door, windows, roof)
Being imaginative and Expressive	<ul style="list-style-type: none"> -Take part in pretend play, using an object to represent something else even if they are not similar -Develop story-lines using small world equipment -Respond to what they have heard or saw, expressing their thoughts and feelings using different media (see curriculum content below) -Remember and sing some Nursery Rhymes (See English LTP) -Sing the pitch and tone sung by another person -Create or improvise their own song -Play instruments with increasing control to express their feelings and ideas 	<ul style="list-style-type: none"> -Create or adapt their own story-lines in their play -Find favourite ways to positively express themselves -Use the style of an artist to influence their creations -Sing a range of well-known nursery rhymes and songs (See English LTP) -Record and explore their ideas and experiences of the world around them from first-hand observation -Listen attentively, move to and talk about music, expressing their feelings and responses -Perform songs, rhymes, poems and stories with others, and-when appropriate-try to move in time with music -Explore and engage in music making and dance, performing solo or in groups

Curriculum Map: Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Hibernation (Autumn)	Letters	Night Including Arctic/winter	Journeys	Plants (Spring/Summer)	The coast (Summer)
Key experience	Trip to the woods	Walk around Sunnybrow and Willington	Star-gazing/Planetarium	Make a journey to Durham City	Allotments/Garden centre	Visit South Shields
Key learning	<ul style="list-style-type: none"> -Autumn is a season -The woodland changes in Autumn. -The weather gets colder, there is less food for animals so some animals hibernate or migrate -Animals about the world migrate and hibernate -The animal's habitat offers them food, shelter and safety 	<ul style="list-style-type: none"> -We live in Sunnybrow. It is a village - Sunnybrow has specific human and physical features. Willington is a town and it has some similar and different human and physical features. -There are different reasons why we send mail. These can include celebrations. (celebrations) -Families celebrate different things and have different traditions. 	<ul style="list-style-type: none"> -We get day and night according to when we are facing towards or away from the sun. -When we are having day time, other countries and having night time. -Some animals are nocturnal. -When it is Winter, we get longer nights and shorter days -There are different sources of light. The moon and shiny paper are not sources of light. 	<ul style="list-style-type: none"> -Earth is made up of land and sea -There are lots of different ways we can travel. -Boats float. Some materials float and others sink. -Transport has changed over the years. This has allowed us to see more of the world. -We can use maps to help us find our way to new places. 	<ul style="list-style-type: none"> -Plants grow from seeds or bulbs -Plants have roots, stems, leaves and flowers -Plants need light, warmth, water and food to grow -We can eat plants and the produce from plants -Some fruits and vegetables need to be grown in warmer countries -It is important to stay healthy by eating a balanced diet, exercising, drinking enough water, getting 	<ul style="list-style-type: none"> -Earth is made up of land and sea -Coastal towns have specific features. South Shields has similarities and differences to Sunnybrow -Seaside holidays have changed since the past -There are ways we can keep safe near rivers and at the seaside

			-When the light sources is blocked by an object, it creates a shadow		enough sleep and following good hygiene -We have five senses-taste, touch, sight, hearing and smell	
Science Focus	Why do some animals hibernate during Winter?		Where does my shadow go?	What materials could we use to build a boat?	Do plants need light to grow?	Is a shell natural or manmade?
Art & Design focus	Collage Lois Ehlert	Printing Deborah Harris	Textiles (stitching) Cas Holmes		Painting flowers (or oils/pastels) Georgia O'Keeffe	Sculpture (Natural) Andy Goldsworthy
Design & Technology focus	Delivery vehicle (Design a new vehicle for Jolly Postman-wheels and axels)		Structures: Junk modelling Boats		Cooking & Nutrition Soup	Textiles: Coaster (as per Book mark planning)
History focus	Seasonal changes and decay	Past and present events including celebrations		Transport in the past (old and new)	Life cycles	Holidays in the past (old and new)
Geography focus	Where could a bear hibernate in Sunnybrow?	Where did the Jolly Postman go?	Day and Night	Journeys		The coast
PSHE	How can I describe how I am feeling?	How can we make our classroom a happy place to work and play?	Who are my special people?	How do keep ourselves healthy?	How can I begin to keep myself safe as I get bigger?	How can I help to look after other living things in my local area?
P.E.	Me and myself	Movement and development	Throwing and Catching	Ball skills	Fun and games	Working with others
R.E.	Let's find out about Harvest in a church Let's find out about Shabbat	Let's find out about the Christmas story Let's find out about Christmas celebrations in churches	*Let's find out about holy books (Qur'an, Torah, the Guru Granth Sahib) *Let's hear some stories about Jesus (Lost sheep, Lost coin)	*Let's find out about Easter celebrations in churches	*Let's find out about special buildings and worship there	
Music focus	Exploring sounds	Celebration music	Movement & Music	Musical stories	Big Band	
Computing focus	Awesome Autumn	Winter warmers	Busy bodies	Springtime	Boats Ahoy	Summer fun

Curriculum Map: Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Owls and other woodland creatures (Autumn)	Celebrations	Winter weather (North and South Pole)	Homes (Spring)	Eggs (Spring/Summer)	Food (Where does it come from)
Key experience:	Trip to the woods Falconry display	Church to Christen a baby	Ice-skating	Builders yard/new building site	Farm next door/Hatch chicks	Visit co-op/allotment/bakery
Key Concepts	-The woodland is a habitat to specific animals -The woodland offers, food, safety, shelter to specific animals	-Different families celebrate different things and have different traditions -People celebrate their birthday to remember the day they were born	-Winter is a season -Not much grows in Winter. It is cold and can be snowy and icy. The winter weather can affect us in different ways.	-Our school is in Sunnybrow. -Humans need to live in a home to help keep them safe and secure.	-Spring is a season. Plants start to grow and lots of animals are born. -Some animals give birth to live babies and some animals lay eggs.	-All food either comes from plants or animals -There are different food groups -Some fruits and vegetables need to be grown in warmer countries

	-The woodland changes during the season of Autumn	-Advent is a time for preparation for Christmas, which a celebration of the birth of Jesus -Light is a symbol in lots of different festivals -There are different sources of light. The moon and shiny paper are not light sources.	-Some countries have wintry weather all year around -Only certain animals can survive in arctic conditions -Some animals hibernate or migrate in winter -freezing and melting	-There are different types of homes in Sunnybrow village, Durham city and around the world -Homes around the world are built from different materials -Homes have key features-door, windows, roof, chimney -Homes have changed over time	-Baby animals are sometimes known by different names to adult -All animals are born, grow and then die. This is called a life cycle.	-Some food is nutritionally better for you than other food -We have five senses-taste, touch, sight, hearing and smell
Science focus	How does the woodland change during Autumn?	How can I see in the dark?	How does the winter weather affect our daily lives?	Why are homes in Sunnybrow built from bricks or stone?	Do only hens lay eggs?	What happens to butter when it gets hot?
Art & Design focus	Collage Eric Carle	Painting (Pollock)	Textiles/weaving Jilly Edwards	Sculpture (Junk) (Michelle Reader)	Self-portraits Van Gogh	Printing (Warhol)
Design & Technology focus	Toy (Mechanisms-levers, sliders and hinges)		Structures: Junk modelling Homes		Cooking & Nutrition Tea Party	Textiles: Book mark
History focus	Seasonal Changes	My family celebrations		Homes in the past (old and new)	Life cycles	
Geography focus	Where would owls live in Sunnybrow?		The Arctic	Homes		Food grown in hot countries
PSHE	How can I describe how I am feeling?	How can we make our classroom a happy place to work and play?	Who are my special people?	How do keep ourselves healthy?	How can I begin to keep myself safe as I get bigger?	How can I help to look after other living things in my local area?
P.E.	Me and myself	Movement and development	Throwing and Catching	Ball skills	Fun and games	Working with others
R.E.	Let's find out about Harvest	*Let's find out about the Christmas story Let's find out about Divali	*Let's find out about the Bible *Let's hear some stories about Jesus (Jesus and Zacchaeus, Jesus calming the storm)	*Let's find out about Easter	Let's find out about Christian baptism	*Let's find out about Raksha Bandhan
Music focus	Exploring sounds	Celebration music	Movement & Music	Musical stories	Big Band	
Computing focus	Awesome Autumn	Winter warmers	Busy bodies	Springtime	Boats Ahoy	Summer fun

Small steps of progression

Prime Areas: Milestones progression

	<u>Communication & Language</u>	<u>PSED</u>	<u>Physical Development</u>
1 yr	Turns to own name Understands simple instructions (clap hands) Babbles and makes different noises	Likes to be in sight and hearing of a familiar adult Enjoys peek-a-boo games Responds to facial expressions and tone of voice	Can sit without support Pulls up to standing position Can move from lying down to sitting Drinks from a cup with a lid and feeds themselves finger foods
18 mths	Jabbers to themselves when playing Points to own nose, hair, feet etc and Hands familiar objects to adult when requested Starting to use single words, understands single words in context and understands frequently used words such as 'all gone' (using between 6 & 20 single words) Understands no	Seeks physical contact from others (likes others close by in play) Watches what friends are doing Can use pointing to let an adult know what they want Thrive as they develop self-assurance Holds spoon and gets food safely to mouth. Holds cup between two hands-not much split	Walks independently, carrying an object (doll, teddy etc) Will squat to pick up objects Walks upstairs with a helping hand Enjoys climbing, can climb into an adult's chair and turn themselves the right way around
2 yr	Puts two or more words together Uses around 50 or more words Beginning to ask questions, such as names of people and objects Repeats words and finds objects when asked e.g. ball, shoes Developing pretend play Responds to familiar music, songs or rhymes Carries out simple instructions	Enjoys simple make-believe play e.g. having a cup of tea Likes to do things for themselves, without help (puts on hat and shoes) Displays a range of big emotions, eg. May jump up and down when excited Finding ways to manage transitions (for example, away from parents) Make take turns but has little understanding of sharing Plays contentedly near other children but not with them	Climbs over obstacles, climbs stairs independently and on furniture to look out window etc Runs on whole foot, kick a ball and jump with both feet off the ground at the same time. Avoids obstacles Uses a spoon or fork to feed themselves Pick up tiny objects accurately and quickly, and places down neatly Holds pencil well down shat, using thumb and first two fingers. Using preferred hand.
30 mth	Is interested in books and stories Can stop what they are doing and can listen to you Uses lots of new words (around 300, including descriptive language, words for time, space and function) (still lots of immaturities) Linking around 5 words together Follow instructions with 3 key words Beginning to use words like, me, I and you Show understanding of action words	Enjoys simple make-believe play e.g. having a cup of tea Likes to do things for themselves, without help Displays a range of big emotions, eg. May jump up and down when excited Emotionally still very dependent on adult Finding ways to manage transitions (for example, away from parents) Uses a spoon or fork to feed themselves	Climbs over obstacles with ease and climbs stairs confidently holding rail Run well, kick a ball and jump with both feet off the ground at the same time and from a low step, throws ball from hand (somewhat stiffly) at body level Holds pencil in preferred hand, with improved tripod grasp Imitates horizontal line and circle, and usually T and V Use large and small motor skills to do things independently
3yr	Can shift from one task to another if attention fully obtained Responds to questions and instructions. Starting to answer why questions Uses personal pronouns and plurals and also most prepositions Carries on simple conversations and able to describe briefly present activities and past experiences Asks many what, where, who questions Uses longer sentences of four to six words Listens eagerly to stories and knows several nursery rhymes	Shows an interest in others and makes new relationships General behaviour is more amenable-can be affectionate and confiding Can sometimes share and take turns, with adult guidance Can settle at an activity for sustained period of time Eats with fork and spoon Showing awareness when needing toilet Joins in active make-believe play with other children	Walks alone upstairs using alternating feet, comes down two feet at a time Climbs apparatus with agility Can turn around obstacles and corners while running Rides tricycle using pedals Can throw a ball overhand and catch large ball. Kicks ball forcibly
42 mths	Sings songs and rhymes Talks with other children Listens and responds to things said by others Able to follow instructions with two parts	Shows awareness of the feelings of others Knows what they want to play with and where to find it Plays with others	Uses the toilet independently Climbs, runs and jumps with confidence Uses toys and tools safely
4 yr	Speech grammatically correct and completely intelligible (only few phonetic immaturities) Use sentences joined up with words like because/or/and Using future and past tense Answer simple why questions. Eternally asking questions Gives connected account of recent events and experiences Start a conversation with an adult or friend and continue it for many turns Use talk to organise themselves and their play	Can dress and undress except for laces etc General behaviour more independent and strongly self-willed. Increasingly following rules and understanding why they are important Needs companionship of other children with whom they alternately cooperative and aggressive but understand need to argue with words rather than blows Confident to try new things and have a go Dramatic make-believe play and dressing-up favoured	Can dress themselves with support and increasingly independent in meeting own care needs Navigates self-locomotion skilfully, tuning sharp corners, running, pushing and pulling Skip, hop, stand on one leg and gold a pose Can stand, walk and run on tiptoe Use a comfortable grip with good control. Copies cross and also letters V/H/T/O. Draws a person with head, legs, trunk and usually arms and fingers Starting to use a knife and fork to eat independently
54 mth	Listens attentively in range of situations Ask and answers questions to find out more Talks in clear sentences about people they know, what they see and how they feel	Stays at an activity they really like without being distracted by other things Is able to make friends Follows the class rules	Uses a variety of tools with accuracy (one-handed) Independently uses the toilet and keeps themselves clean and dry Can move around spaces with control and coordination

5 yr	<p>Speech fluent, grammatically conventional and usually phonetically correct</p> <p>Asks questions to find out more and to check they understand what has been said to them</p> <p>Uses new vocabulary throughout the day. Asks meaning of abstract words and uses them in and out of season</p> <p>Remember and recall detailed information (describe events in some detail)</p> <p>Uses language to express their imaginative ideas</p> <p>Engages in story time and with non-fiction books</p>	<p>General behaviour more sensible, controlled and independent</p> <p>Understands need for order and tidiness, but needs constant reminders</p> <p>Understands the feelings of others and responds thoughtfully</p> <p>Can talk about some things they like, don't like and say why</p> <p>Chooses their own friends. Cooperative with companions most of the time and understands the need for rules and fair play</p> <p>Copes with new routines or when plans change</p> <p>Plans and carries out their own ideas</p> <p>Managing their own needs and self-care. Dressing independently Using knife and fork competently.</p>	<p>Walks easily on narrow line. Runs lightly on toes. Active and skilful in climbing, sliding, swinging, digging. Skips on alternate feet.</p> <p>Can stand on one foot for about 8 seconds (arms folded)</p> <p>Is adventurous and confident in their physical play</p> <p>Moves rhythmically to music</p> <p>Plays variety of ball games with considerable ability</p> <p>Good control I writing. Copies squares.</p> <p>Draws recognisable man with head, truck, legs, arms and features. Draws house with door, windows, roof and chimney</p> <p>Colours neatly staying within lines</p> <p>Good posture when sitting at table or on the floor</p>
ELG	<p>Listening & Attention</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 their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently 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, with modelling and support from their teacher.</p>	<p>Self-Regulation</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> <p>Managing Self</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>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships</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>	<p>Gross Motor Skills</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> <p>Fine Motor Skills</p> <p>Hold a pencil effectively in 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>

Art and Design:

Drawing and sketching	Collage	Printing	Sculpture	Painting
<ul style="list-style-type: none"> -Begin to develop large scale gross motor movements that begin to become progressively smaller to manipulate wrists 	<ul style="list-style-type: none"> -Use ready cut paper and fabric/arrange to make a picture or pattern -Tear paper into strips then simple shapes 	<ul style="list-style-type: none"> -Paint hands and print at random -Print in water/paint with feet/tyres etc in play 	<ul style="list-style-type: none"> -Threading cotton reels, cards -Threading cards, large objects, large beads. threading on to chopsticks, wooden rings onto kitchen roll holder. -Use simple tools to manipulate-rolling pins, stamps, large cutters when using playdough -Explore and create with Stickle bricks, Duplo, people and animals 	<ul style="list-style-type: none"> -Sensory, messy play, large rollers, finger painting, sensory paints (mixed with sand/porridge etc) large scale printing, large rolls of paper, tuff spots -Painting- rollers, thick handled brushes, hands/fingers, with objects, stamps, vehicles
<ul style="list-style-type: none"> -Mark make inside and outside with a variety of tools on a very large scale -Make marks and experiment with chalk eggs/pencil and crayons (when developmentally ready) to make marks -Development of gross motor skills and arm/finger muscles ready for drawing -Developing movements into lines, circles 	<ul style="list-style-type: none"> -Explore and tear paper of different strengths and textures -Cut with scissors different strength of paper and card -Cut with scissors different fabrics -Apply PVA glue sparingly, using fingers then glue spreaders -Collect natural and other resources for collage 	<ul style="list-style-type: none"> -Load everyday object with paint and gently print -Create a continuous flow of printing -Select objects from a limited range to print with card 	<ul style="list-style-type: none"> -Use smaller finger movements and the pincer grip for emergent drawing, tweezers- different sized objects of differing shape, size, texture, pasta of different shapes, gears -Use knives, numbers and letter cutters in playdough -Explore via role play: Duplo, wooden blocks + extra shapes, wooden vehicles ,people & animals to build for purpose -Attempt to cut with scissors, join with glue to create a collage or junk model using: paper plates straws, lolly sticks, big and small paper 	<ul style="list-style-type: none"> -Investigate with chunky brushes, natural brushes -Explore using different sized brushes and rollers with poster paint, messy mark making tray
<ul style="list-style-type: none"> -begin to add meaning to marks e.g portraits...this is my face, messy mark making tray -Use a range of chalks/pencil crayons/pencils thick and thin 	<ul style="list-style-type: none"> -Sort and categorise collections of natural and manmade materials by size, colour and shape -Select and assemble a variety of materials to express ideas about different creatures etc -Experiment with creating collage on different surface and scales 	<ul style="list-style-type: none"> -Create scene or repeated pattern (building up number of variables) -Make rubbings from textured surfaces -Explore printing with hard/soft materials (cork, pen, sponge, fruit etc) 	<ul style="list-style-type: none"> -Build/construct height/width/balance/secure buildings using :Duplo Mobile ,Knex, wooden block and Lego. -Enjoy using a variety of malleable media – clay, playdough, salt dough. Impress and apply simple decorations Use small scale intricate fine motor activities to develop pincer/ tripod grip for sketching, tweezers- small objects of differing texture- water beads, beads, threading/ weaving, pasta on string, pegs and boards, cut shapes using simple tools and scissors -Attach and join materials using glue, paste or tape. --Build a construction/sculpture using a variety of objects 	<ul style="list-style-type: none"> -Enjoy using a variety of different tools including different size brushes, sponges and fingers -Recognise and name primary colours -Explore and mix colours. -Investigate colour mixing using poster, powder and watercolour paints -Explore working with paint on different surfaces and in different ways
<ul style="list-style-type: none"> -Look at and describe what they have produced describing simple techniques -Begin to use and control a variety of drawing tools on different surfaces: fingers, hands, thick and thin chalk, pens and pencils -Develop the correct hand-grip to form marks -Using fingers to trace in sand etc and progressing to pencils to follow pattern -Produce lines of different thickness and tone using pencil 	<ul style="list-style-type: none"> -Sort and categorise material into different families by texture/type of material -Crush natural materials and use to build up collage 	<ul style="list-style-type: none"> -Make simple stamps -Build up layers of colours in printing -Add detail to print with black pen 	<ul style="list-style-type: none"> -Experiment with a variety of malleable media including : tin foil and pipe cleaners -Sculpt, shape, twist and bend materials to form a figure in a variety of poses 	<ul style="list-style-type: none"> -Experiment using a variety of different tools including different size brushes, cotton buds, hands and fingers to create marks and blending -Name the primary colours and start to mix a range of secondary colours and tints of colour by adding white
<ul style="list-style-type: none"> -Start to produce different patterns and textures from observations, imagination and illustrations. -Investigate different lines: Straight, curved, wavy, dashed -Make more realistic drawings from first-hand observation 	<ul style="list-style-type: none"> -Creating own collage materials-painting/printing on absorbent materials then tearing/cutting to create -Add detail to print with black pen 	<ul style="list-style-type: none"> -Use different print-making techniques to create repeated patterns in Pop Art style 		

Design and Technology

Design and Evaluate	Cut	Join	Decorate	Cooking & Nutrition
<ul style="list-style-type: none"> -Use ideas from provocations and observations of adults and other children to help decide what to build or make/mirror what others are doing -Develop own ideas and select from small range of resources what to use to express them 	<ul style="list-style-type: none"> -Use both hands to hold scissors and open and close blades -Open and close scissors to cut dough, encouraging 'thumbs-up' position -Tear paper 	<ul style="list-style-type: none"> -Stick together two surfaces with large flat surfaces -Select between glue stick and PVA glue 	<ul style="list-style-type: none"> -Stick materials to large surface, choosing from small selection of resources that also have a large surface -Mark-make use chunky pens/pens/paint 	<ul style="list-style-type: none"> -Know what some foods are nutritionally better for you than others -Know why some food & drink is more nutritionally better than others -Know I have to wash my hands before handling food & why -Know how to use some techniques such as mixing, spreading & cutting -Know about the changes that happen when heating or cooling ingredients
<ul style="list-style-type: none"> -Use other people's ideas and selection of non-fiction and fiction books as a stimulus for developing ideas -Know how to express myself - Know how to choose materials for own use from selection provided in continuous provision -Say what I like about creation -Know I can discuss my work & change it as it progresses -Know how to use materials, thinking about its purpose -Use iPad to record finished pieces 	<ul style="list-style-type: none"> -Make small snips in paper with scissors -Snip paper moving forward 	<ul style="list-style-type: none"> -Join together surfaces of different widths to build-up a more 3D structure -Explore the differences between making tape and sellotape -Fold card or paper to make a 'flap' for joining -Safely use a stapler 	<ul style="list-style-type: none"> -Select embellishments from resources provided in continuous provision -Include resources that have narrower surfaces/rounded surfaces such as beads or sequins -Explore scrunching, bending and folding paper -Use pens/pencils/paint. Begin to include some general details (door for house etc) 	
<ul style="list-style-type: none"> -Have a clear purpose for construction and design -Ask for resource if not provided in continuous provision -Know how to make a simple verbal plan before making -Check if model matches plan -Clearly describe product and suggest why materials etc have been used -Test their design and consider what could have been done differently if they were to do it again -Suggest changes that could be made to improve quality of product 	<ul style="list-style-type: none"> -Use 'helping hand' to hold paper while cutting with dominant hand -Cut a straight line -Increase accuracy of cutting along a straight line (within ¼ inch of line) -Cut circles -Cut squares -Cut out more complex shapes such as figures 	<ul style="list-style-type: none"> -Be more sparing with glue (more accurate with application) -Learn to use pivot hinge and levers -Learn to use links -Make purposeful choices to joining equipment based on need and knowledge of different joining techniques 	<ul style="list-style-type: none"> -Use open-ended resources, including natural and man-made materials -Explore curling and fringing -Use pens/pencils/paint to add specific details to model. More accuracy in representations. 	

History

Constructing the past	Sequencing the past	Change and Development/ Similarities and differences	Cause and effect	Historical enquiry	Historical Terms
-Is curious about people and shows interest in stories about themselves and their family -Has a sense of own immediate family and relations -Knows where they fit within their family, parents were children before they were grown up	-Associates a sequence of actions with daily routines -Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon' -Turn taking and sharing Listening to instructions first we need to do this then you can do that...	-Explores the similarities and differences in old and new nursery rhymes (Words we might not use anymore)	-Talks about something that they can do now but couldn't before e.g. I can use the toilet now before I wore nappies	-Explore pictures of the characters in nursery rhymes and picture books – Grand Old Duke of York	-Beginning to understand that things might happen 'now' -Using language now and next to help with turn taking
-Begins to understand that events happened in the past eg: parents got married before they were born	Begins to say events in the correct order eg: I went outside and played on the slide	-Learns that they have similarities and differences that connect them to, and distinguish them from, others -Difference from the past, picture of their parents as children	-Begins to look at how things change	-Look at photos of their parents as children	Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'
-Talk about past and present events in their own lives and in the lives of family members Where they live – have they moved house. Discussion on birthdays – future and past events – Christmas	-Orders and sequences familiar events e.g. their day, photos of people of different ages -Uses everyday language related to time	-Begins to develop an awareness of old and new eg: telephones and mobiles	Explore cause and effect- the three little pigs -Looks closely at similarities, differences, patterns and change	-Explore the past by looking at old photos of family members, events in their own past -Know about similarities and differences between themselves and others	-Begins to know about old and new and what happened in the past
-In discussion, can recall some of the key events and people associated with themes studied within family, local, national and global history	Begin to understand the difference between things that happened in the past and the present	Explore how people lived differently in the past -Looks closely at similarities, differences, patterns and change -Talk about past and present events in their own lives and in the lives of family members	-Begin to identify a relevant cause for, and effect of, events covered within stories	-Begin to extract some information from more than one type of source to find out about an aspect of the past	-Use everyday language related to time
		-Begin to identify a range of similarities, differences and changes within a specific time period			-Develop the use a wide vocabulary of historical terms, such as: yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young

Geography

Locational knowledge	Place knowledge	Physical Geography	Human Geography	Map Skills	Fieldwork skills
<ul style="list-style-type: none"> -Begins to explore locations by knowing where objects belong -Remembers where objects belong -Is interested in places they have been to and can talk about it through small world play 	<ul style="list-style-type: none"> -Has an awareness of home and school and how they are different -Looks at a range of stories and experiences so that they can familiarise with the wider world eg: farms, garden centres, homes 	<ul style="list-style-type: none"> -Begins to be interested in how plants grow and talks about change 	<ul style="list-style-type: none"> -Interested in familiar people -Begins to talk about people who they are familiar with eg: My Nana lives near the beach 	<ul style="list-style-type: none"> -Plays with small world models such as a farm, garage or train track -Use simple positional language 	<ul style="list-style-type: none"> -Trip to the local farm/ woodland to observe animals and how to look after them
<ul style="list-style-type: none"> -Talk about the local area and places they may visit including school, shops, parks, farms etc 	<ul style="list-style-type: none"> -Explores the local area through visits eg: post office, farm -Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world 	<ul style="list-style-type: none"> -Explores seeds and watches them grow and can talk about it -Is interested in animals and can ask questions -Developing an understanding of growth, decay and changes over time 	<ul style="list-style-type: none"> -Identify my house & different houses in the local area (past & present) 	<ul style="list-style-type: none"> -Use everyday language to talk about positions and distance to solve problems -Describe relative position to objects and places -Build up small world representations of places, such as farms 	<ul style="list-style-type: none"> -Gather information Explore the features of the local environment on a local area walk -Sketching/ Audio visual Give chn opportunities to record findings by e.g drawing, writing, making a model or photographing
<ul style="list-style-type: none"> -Name where they live- Sunnybrow (or other local village) & explore on a local area walk. -Begin to compare contrasting environments 	<ul style="list-style-type: none"> -Explore a different environment through stories -Talk about the features of their own immediate environment & how environments might vary from one another 	<ul style="list-style-type: none"> -Explore and investigate their own environment and the features of a contrasting environment -Name the 4 seasons -Identify land or sea. Explore the features of the coast 	<ul style="list-style-type: none"> -Use basic geographical vocabulary to refer to key human features: city, town, village, port, harbour, shop 	<ul style="list-style-type: none"> -Sequence events from a story or pictures from a journey -Begin to create simple picture maps of events from a story or short journey -Develop an understanding of a map and its purpose 	<ul style="list-style-type: none"> -Gather information Use basic observational skills -Carry out a small survey of the local area/school Sketching -Create plans and draw simple features in their familiar environment Audio/Visual Recognise a photo or a video as a record of what has been seen or heard
	<ul style="list-style-type: none"> -Begin to compare environments using some human and geographical features 	<ul style="list-style-type: none"> -Identify seasonal and daily weather patterns -Use basic geographical vocabulary to refer to key physical features: beach, cliff, coast, sea, ocean, season and weather 		<ul style="list-style-type: none"> -Begin to create simple maps, plans and observational drawings of known and imaginary landscapes 	
				<ul style="list-style-type: none"> -Use a simple map to move around a familiar environment -Explore aerial plans and maps. Begin to identify some symbols -Identify land and sea on a UK map, world map or globe -Draw a basic map, including some simple symbols to represent human and physical features 	

Living things and their habitats	Plants	Animals	Materials	Working scientifically
<ul style="list-style-type: none"> -Enjoys playing with small world models such as farms -Shows interest in real and story books based on known environments (such as farm, zoo) -Share own experiences of visits to different environments 	<ul style="list-style-type: none"> -Describe plants using everyday language such as tall, yellow, pretty -Begin to find ways to sort flowers and other plants -Compare plants and find similarities and differences 	<ul style="list-style-type: none"> -Enjoy playing with small world models and make some world environments -Name common animals (cow, dog, sheep etc) -Use everyday language to describe animals -Identify and name common features of animals (ears, head, legs etc) 	<ul style="list-style-type: none"> -Use all their senses in hands-on exploration of materials -Explore collections of materials with similar/different properties 	<ul style="list-style-type: none"> -Talk about and draw pictures of what they have seen, using everyday language -Find things that are similar or different -Sort/match things in their own way -Use simple equipment to sort things into -Explore how things work
<ul style="list-style-type: none"> -Explore different habitats outdoors and comment on some of the key features -Become more focused in observations-using photographs and magnifying glasses for example -Using small world resources to show understanding of different environments -Observe growth and decay over time -Begin to understand the need to respect and care for the natural environment and all living things 	<ul style="list-style-type: none"> -Most plants grow from seed or bulb -All plants need water and light to grow and survive -Observe plants closely through a variety of means such as magnifying glasses and photographs -Begins to use a wider vocabulary to name some of the parts of plants -Use the senses to explore plants -Understand some of the key features of life cycle of a plant 	<ul style="list-style-type: none"> -Observe animals closely using magnifying glasses, photographs etc -Find different ways to sort and categorise animals -Look at key stages in development from birth to adult -Name and identify external body parts -Observe and describe in words and actions the effects of physical activity on the body -Understand the key features of a life cycle of animal 	<ul style="list-style-type: none"> -Distinguish between an object and the material it is made from -Identify and name a variety of every day materials (wood, plastic, glass, metal, water, rock) -Find different ways to sort materials 	<ul style="list-style-type: none"> -Use their senses in hands-on exploration of natural materials -Explore collections of materials with similar and/or different properties -Talk about what they see, using a widening vocabulary -Begin to ask how/why questions -Show that they are curious -Talk to people about what they do and how things work
<ul style="list-style-type: none"> -Talk about what they see, using a widening everyday vocabulary -Begin to ask why and how questions -Provide simple explanations about why they think things happen and how they think they might work 	<ul style="list-style-type: none"> -all plants need water, light and warmth to grow and survive -Understand a seed produces roots to allow water to get into the plant and hoots to produce leaves to collect sunlight -Use a wider range of subject-specific vocabulary (blossom, bulb, buds, evergreen, deciduous) -Name, describe, categorise and sort plants -Draw pictures of plants -Understand the effect of changing seasons on the natural world around them 	<ul style="list-style-type: none"> -Identify 5 senses -Describe what they see, hear and feel -Identify different parts of human and animals body -Show care and concern for living things -Have an understanding of growth and change 	<ul style="list-style-type: none"> -Talk about what they see using a widening vocabulary -Explore the properties of different materials and use this to sort and group materials 	<ul style="list-style-type: none"> -Come up with new things to try/test -Demonstrate some resilience and try different ideas -Talk about things they are testing -Begin to record observations
<ul style="list-style-type: none"> -Look closely at similarities, difference, patterns and changes -Talk about the key features of their own environment and make comparisons with contrasting environments -Describe how habitats provide for basic needs of different animals and plants and how they depend on each other -Know that living things reproduce -Identify and name a variety of plants and animals -Observe changes across 4 seasons -Observe and describe weather associated with the seasons and how day length varies 	<ul style="list-style-type: none"> -Identify and name a variety of common wild and garden plants, including evergreen and deciduous -Identify and describe the basic structure of a variety of common flowering plants, including trees 	<ul style="list-style-type: none"> -Talk about things they observed including animals -Observational drawings of animals -Shows some good understanding that good practise with regard to exercise, eating, drinking water, sleeping and good hygiene can contribute to good health -Know the effect exercise has on the body 	<ul style="list-style-type: none"> -Explore and talk about different forces (stretch, snap, rigid etc) -Talk about the differences between materials and changes they notice -Begin to explore and describe the characteristics of liquids and solids -Observe and interact with natural materials -Explore how things work and offer simple explanations 	<ul style="list-style-type: none"> -Explore the natural world around, showing increased awareness in observations -Describe what they see, hear, smell, touch using more subject-specific vocabulary -Find things that are similar or different. Sort and categorise objects, using the senses to help sort. -Ask a range of questions -Find different ways to record observations, including ICT

				<ul style="list-style-type: none"> -Ask simple questions and recognise that they can be answered in different ways -Make careful observations to support identification, comparison and noticing change -Use practical resources to gather evidence to answer questions generated by themselves or teacher -Begin to carry out simple tests -Record observations and begin to take simple measurements
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P.E.

Dance	Gymnastics	Ball skills	Athletics	Fundamentals: Agility, Balance and Co-ordination	Fine Motor
<ul style="list-style-type: none"> -Move in a range of ways, negotiating space safely -Move to music -Copy dance moves -Perform some dance moves 	<ul style="list-style-type: none"> -Can travel in different ways -Can stretch in different ways -Can curl in different ways -Can copy and make up a simple 'story' or movement 	<ul style="list-style-type: none"> -Can kick a large ball -Roll a piece of equipment -Move and stop safely -Throw a ball underarm -Catch a large ball with both hands 	<ul style="list-style-type: none"> -Can jump forwards, backwards and side to side -Can change direction while running 	<ul style="list-style-type: none"> -Run safely on the whole foot -Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands -Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment 	<ul style="list-style-type: none"> -Builds tower with 4 small blocks -Puts 4 rings on a stick -Places 5 pegs on a pegboard -Turns pages two or three of a book at a time -Scribbles -Turns knobs
<ul style="list-style-type: none"> -Move in a range of ways, negotiating space safely -Move to music -Copy dance moves -Perform some dance moves 	<ul style="list-style-type: none"> -Can make body: tense, relaxed, curled and stretched -Can copy and repeat sequences -Can travel in different ways -Can stretch in different ways -Can curl in different ways 	<ul style="list-style-type: none"> -Can kick a large ball in different ways -Can catch a large ball -Throw a ball underarm -Catch a ball with both hands 	<ul style="list-style-type: none"> -Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles 	<ul style="list-style-type: none"> -Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles -Can stand momentarily on one foot when shown -Jumps off an object and lands appropriately 	<ul style="list-style-type: none"> -Paints with whole arm movement, shifts hands, makes strokes -Self-feeds with minimal assistance -Brings spoons to mouth -Holds and drinks from cup independently
<ul style="list-style-type: none"> -Copy dance moves -Change speed, rhythm, level and direction of movements -Dance imaginatively to music 	<ul style="list-style-type: none"> -Can control body when travelling -Can control body when balancing. Holding balance for 3 seconds -Can climb on equipment safely -Can plan and show a sequence of movements -Sequence has a clear beginning and end 	<ul style="list-style-type: none"> -Shows increasing control over an object in pushing, patting, throwing, catching or kicking it -Shows a preference for a dominant hand -Move around, change speed and stop safely -Throw a medium ball underarm -Catch a medium ball with both hands 	<ul style="list-style-type: none"> -Runs skilfully and negotiates space successfully, when playing racing and chasing games with other children, adjusting speed or direction to avoid obstacles -Experiments with different ways of moving 	<ul style="list-style-type: none"> -Mounts stairs, steps or climbing equipment using alternate feet -Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping 	<ul style="list-style-type: none"> -Strings four large beads -Turns single pages of a book -Snips with scissors -Holds crayon with thumb and fingers -Uses one hand consistently in most activities -Imitates circles, vertical and horizontal strokes -Paints with some wrist action, makes dots, lines and circular strokes -Rolls, pounds, squeezes and pulls playdough -Eats without assistance
		<ul style="list-style-type: none"> Shows increasing control over an object in pushing, patting, throwing, catching or kicking it 	<ul style="list-style-type: none"> -Can run and change direction at speed -Can throw equipment underarm 	<ul style="list-style-type: none"> -Begins to use anticlockwise movement and retrace vertical lines 	<ul style="list-style-type: none"> -Builds tower of 9 small blocks -Copies circles -Imitates cross

		<ul style="list-style-type: none"> -Shows a preference for a dominant hand -Move around, change speed and stop safely 	<ul style="list-style-type: none"> -Generate power to jump from a standing position 	<ul style="list-style-type: none"> -Experiments with different ways of moving -Travels with confidence and skill around, under, over and through balancing and climbing equipment 	<ul style="list-style-type: none"> -Manipulates clay material (rolls balls, makes snakes and cookies) -Uses dominant hand to assist and stabilise the use of objects -Snips paper using scissors
		<ul style="list-style-type: none"> -Hit a ball with a bat -Can follow rules -Can use hitting, kicking and rolling in a game -Throw a ball in different ways -Catch a ball with two hands 			<ul style="list-style-type: none"> -Cuts on line continuously -Copies cross and square -Begins to write recognisable letters and numbers -Handedness is well-established -Dresses and undresses independently
					<ul style="list-style-type: none"> -Cuts out simple shapes -Copies triangles -Beginning to colour in within the lines -Uses a 3 fingered grasp of pencil and uses fingers to generate movement -Pastes and glues appropriately -Can draw basic pictures
					<ul style="list-style-type: none"> -Forms most letters and numbers correctly -Writes consistently on the line -Demonstrates controlled pencil movement -Good endurance for writing -Ties shoelaces and can do fiddly buttons

Computing

Digital Literacy	Information Technology	Algorithms	Creating programs
<ul style="list-style-type: none"> -Is aware of buttons and switches -Knows what buttons and switches do and what their purpose is eg: light switch turns on the light. A button turn the washing machine on 	<ul style="list-style-type: none"> -Able to use push button books that make sounds that link to images in a book -Interested in remote controls and phones -Able to use remote controls to make toys move and begin to understand that some technology needs to be turned on and offswitches 	<ul style="list-style-type: none"> -Follow a one-part instruction -Follow a two-part instruction 	<ul style="list-style-type: none"> -Explores toys that can move in different directions
<ul style="list-style-type: none"> -Can talk about what technology they have at home eg: I play on my tablet. I watch Peppa pig on the TV 	<ul style="list-style-type: none"> -Begin to understand that there are lots of different types of technology all around us, lights, remotes, phones, computers, iPads etc 	<ul style="list-style-type: none"> -Begin to follow instructions in the correct order 	<ul style="list-style-type: none"> -Can understand that instructions need to go in the correct order. If you mix them up then the task will not be completed correctly. Eg: making toast- you can't butter the bread and then put it into the toaster - Explores games on Mini Mash that move forwards, backwards, left and left
<ul style="list-style-type: none"> -Is aware that we need passwords to protect our work and will use them with an adult eg: for teachers to log onto their computers or a passcode for the iPads -Able to sort different pieces of technology that they may find at school and what they may find at home eg: A washing machine in the kitchen not in the classroom 	<ul style="list-style-type: none"> -Understand how to give instructions to make things move eg: bee bots to make them move to a certain location 	<ul style="list-style-type: none"> -Understand that an algorithm is a set of instructions used to solve a problem or achieve an objective -Know that an algorithm written for a computer is called a program 	<ul style="list-style-type: none"> -Children can work out what is wrong with a simple algorithm when the steps are out of order, e.g. The Wrong Sandwich in Purple Mash and can write their own simple algorithm, e.g. Colouring in a Bird activity -Children know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code, e.g. Bubbles activity in 2Code -When looking at a program, children can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program. -Children can, for example, interpret where the turtle in 2Go challenges will end up at the end of the program
<ul style="list-style-type: none"> -Children understand what is meant by technology and can identify a variety of examples both in and out of school. They can make a distinction between objects that use modern technology and those that do not e.g. a microwave vs. a chair 	<ul style="list-style-type: none"> -Able to sort, collate, edit and store simple digital content e.g. children can name, save and retrieve their work and follow simple instructions to access online resources, use Purple Mash 2Quiz example (sorting shapes), 2Code design mode (manipulating backgrounds) or using pictogram software such as 2Count 		