

Reception LTP – POS	Autumn 1 Super me, Super you!	Autumn 2 Family Celebration	Spring 1 Polar Explorers	Spring 2 Creatures around the World	Summer 1 Food Glorious Food	Summer 2 Journeys
	Why are people different?	Why are people different?	How big is the sky?	How big is the sky?	What will our seeds grow into?	What will you grow into?

Listening, Attention and Understanding ELG
Children at the expected level of development will: - 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; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking ELG
Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - 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.

Communication and Language	Can listen and understand why it is important	Can engage in story times and predict what might happen next.	Can use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen, e.g. explain thoughts when experimenting with ice.	Able to remember meaning of new vocabulary on tree	Engage in non-fiction books.	Can innovate stories
	Can sit and listen, e.g to a story	Can retell events in stories – stickman.		Developing social phrases – showing respect (CV)	Learns and uses new vocabulary related to healthy lifestyles and food groups	Can use past, present and future tense, e.g when explaining our journeys
	Can describe previous experiences with families	Can listen carefully to rhymes and songs, paying attention to how they sound.	Can offer viewpoints when engaging in story times	Can use story language when retelling stories or in play – Snail and the Whale, adding detail	Predicts, e.g. explaining how their plants may change – using full sentences (including future tense)	Can explain how things work, e.g. how their models work – transport
	Shows understanding of simple stories and non-fiction books	Can engage in non-fiction books.	Can retelling events in stories, e.g. Lost and Found	Listens carefully to rhymes and songs, paying attention to how they sound.	Asks questions after inputs to clarify their understanding of challenges	Participates in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary, e.g. about transport, seaside's, water safety
	Can answer simple questions, including 'why' questions.	Can use new vocabulary related to celebrations, religions, communities and cultures	Can attempt to create new lyrics to familiar tunes, e.g. polar songs	Listen to and talk about animal non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Explains using full and complex sentences – e.g. how plants change – how things work and why they might happen	Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
	Asks questions	Can use full sentences when explaining their celebrations – including using past tense.	Can recite repeated rhymes, e.g. - Phonics mnemonics	Questions after inputs – children to be encouraged to ask questions to clarify their understanding of challenges Retelling the Snail and the Whale – connecting ideas using a range of connectives	Developing social phrases – garden centre – how much is this? Have a nice day.	Expresses 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.
	Will talk to others about themselves and their interests	Can recount events/experiences/homework and ask others questions	Using new vocabulary related to polar places	Is able to explain their ideas and feelings using conjunctions such as 'because' or 'so'.		
	Understands signals for 'stop' and follows simple instructions	Can use social phrases, e.g. 'please can I have?' in Indian restaurant role play.	Asks questions to clarify their understanding of challenges	Uses their talk to work through problems or organise thinking		
	Can follow two-part instructions	With some adult support, can reflect on previous experiences to develop understanding 'remember when we looked at..'	Can use full sentences when explaining or requesting			
	Beginning to learn rhymes for Phase 2 Phonics mnemonics	Can speak in front of a small group to share their ideas	Developing social phrases, e.g. in Chinese Restaurant			
Learning and using new vocabulary related to people who help us	I can use basic time vocabulary, e.g. morning, afternoon	Links statements and will stick to the theme of the conversation for longer periods without jumping topic.			Children will answer how and why questions about stories and events	
Can respond to and use social phrases, e.g asking for help, 'good morning', familiar phrases from home when rein acting home experiences in home corner.		Uses previous experience to talk about what might happen using language from books read				
Can link up 6 words with confidence and accuracy.						

	Can use past and future tense patterns mostly correctly					See Goal statements.
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Self-Regulation ELG
 Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self ELG
 Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships ELG
 Children at the expected level of development will: Early Adopter Handbook 12 - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.

Personal, Social and Emotional Development

Is able to settle and separate from parent/carer or will allow an adult to comfort them.
 Learning names in the classroom, showing an interest and playing alongside new peers and 'with' familiar peers.
 Begins to understand school expectations, behaviour policy and school ethos – all different, all equal
 Follows rules
 Understands their role in the classroom (area monitor)
 Developing confidence to speak and take turns in small groups/whole class inputs and circle times.
 Can recognise when a peer is upset and express feeling and give simple reasons e.g. when using 'Balance your Emotions' scale.
 Beginning to use reflection area to pray, reflect and regulate.
 Able to take turns and share with some support.
 Can use the toilet independently and wash hands.
 Can take their coat off and put it on.
 Can join in adult led activity.
 Understands importance of privacy and hygiene in toilet and snack table.
 Able to dress with support into puddle suits and wellies.
 Responds to call and response signals when learning in provision and follows simple instructions with support.
 Seeks help through finding an adult
 Can comment on which foods are healthy.

Can explain to an adult what has happened when they are upset.
 Can 'bounce back' after upsets with developing independence.
 Can remember some safety rules, e.g. related to environment or Bonfire Night safety
 Can follow regular routine with instruction
 Continuing to embed and articulate school expectations and behaviour policy
 Developing relationships with staff and other children
 Begin to understand the need for hygiene when taking part in food experiences, e.g. making fruit salad - harvest
 Can use toilet independently and wash hands – understanding why this is important.
 Undresses independently with support for buttons and can fasten coat.
 Can follow most classroom rules and articulate some of these and their reasons.
 Forms some closer friendships.
 Take turns with adult support.
 Is confident to try new activities.
 Know that brushing teeth is important

Can work with others and take turns e.g. exploring together to research, explore etc
 Can help others with prompting, e.g. when identified as an expert
 Can express their feelings – Children's mental health week
 Can talk about aspects of online safety - Safer internet day –and sensible amounts of 'screen time'
 Can think about feelings of characters in stories, e.g. CNY story – thinking about feelings of characters and how we could help
 Hold back & forth conversations, listening to their peers' ideas and responding appropriately.
 Show empathy in simple ways, e.g. finding an adult for a child who is hurt

With support, can persevere with a task when challenged.
 Show understanding of safety in different places, e.g. safety on an aeroplane and boat
 Follows two-step instructions.
 Showing increased patience, when necessary, e.g. When waiting for a turn on the computer
 Begins to solve small conflicts through speaking to each other and being assertive, e.g. "Stop that, I don't like it" or "Can I have a turn when you are finished?"
 Can dress independently.
 Begin to understand and discuss consequences of our behaviour, e.g. If I hit someone, it hurts and they are upset.
 Begin to persevere when something is challenging. Work on short activities independently, e.g. a Phonics game.
 Can explain why we need to be hygienic before taking part in food experiences, e.g. washing hands
 Know that exercise is healthy

Understands aspects of road safety – e.g. when walking to the allotment
 Can with others and assign roles, e.g. when role playing Jim/Jack and the Beanstalk
 Can consider and discuss choices of others, e.g. when thinking about Jack's choices in the story – right or wrong?
 Developing independence, resilience and perseverance.
 Can explain what is healthy, e.g. regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine"
 Sort some healthy and not so healthy foods
 Understand that some foods are healthier than others and give some examples
 Beginning to understand where some foods come from
 Manages their own basic hygiene and personal needs, including dressing, going to the toilet.
 Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
 Know that it is important to have good health and a healthy diet
 Know how to keep teeth healthy and why it is important
 Begin to understand the effect of exercise on the human

Can show understanding of road safety, e.g. when role playing road safety outside ice cream van.
 Can show some understanding of water safety and how people help, e.g. lifeguards
 Expresses their thoughts about their journey and progress so far.
 Can talk about themselves and their interests, e.g. during transition activities
 Can express their feelings and potential future feelings, e.g. transition
 Can follow instructions involving several ideas or actions.
 See Goal statements.

Gross Motor Skills ELG

Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills ELG

Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

Physical Development	Gross Motor Skills:	Gross Motor Skills:	Gross Motor Skills:	Gross Motor Skills:	Gross Motor Skills:	Gross Motor Skills:
	Runs safely	Is dressing with help – PE, costumes outdoors, puddlesuits etc	Can travel in different ways, e.g. like polar animals/animals from CNY race - rolling - crawling - walking - jumping - running - hopping – skipping and negotiating space and obstacles	Moves/travels in different ways, e.g like different minibeasts/animals – rolling, crawling, walking, jumping, running, hopping, skipping	Can catch kick, pass and bat a ball, e.g. preparing for sports day (increasingly smaller balls)	Performing dances on the stage – combining different movements
	Can put own coat on	Adjusts their speed appropriately and with control	Can combine different movements, e.g. dragon dance parade	Developing strength balance skills and balancing for longer periods of time, e.g. holding a yoga pose	Can bat a ball	Building and completing obstacle courses with physical equipment – safely using large and small apparatus
	Can line up/queue for dinner	Developing increasing controls of apparatus	Can throw a ball	Can balance for longer periods of time.	Fine motor skills:	Negotiates space and obstacles, showing consideration for themselves and others
	Climbs up and downstairs with alternate feet	Can complete obstacle course which requires various movements	Can walk across a plank independently	Can pass (by throwing and kicking) a ball to someone else and is able to manipulate the speed/distance of a thrown object	Can use a knife to cut up fruits	Demonstrates strength, balance and coordination when playing
	Climbs to a comfortable height, e.g. on climbing frame	Fine motor skills:	Jumps from a safe height, holding on to an adult’s hand, e.g. climbing frame, stepping stones	Good co-ordination and balance when walking across planks or climbing/ jumping	Proficient pencil control, tripod grip is used almost all of the time	Moves energetically, such as running, jumping, dancing hopping, skipping and climbing
	Is beginning to sit with good posture when sitting at a table or sitting on the floor.	Beginning to show accuracy and increased control when manipulating materials, e.g. adding smaller enhancements with increasing attentions to items such as Christmas cards/decorations and calendars	Can apply horizontal strokes with a paintbrush, e.g. (blue gradients – cold place scenes)	Is able to manipulate the speed/ distance of a thrown object.	Letters are mostly always correctly formed	Ball skills – aiming
	Can kick a ball.	Using tools to create patterns in clay and play dough	Fine motor skills:	Can use the balance bikes/scooters with competence.	Can pour water from jug to set a table	Fine Motor Skills:
	Fine motor skills:	Can attempt to cut soft food using cutlery independently	Can apply horizontal strokes with a paintbrush, e.g. (blue gradients – cold place scenes)	Fine motor skills:	Cuts some foods independently, e.g. fish fingers	Use scissors with care to cut a variety of shapes and materials
	Uses dominant hand most of the time	Showing persistence with scissors and developing accuracy, e.g. cutting along a line	Using tools to roll and fold – play dough (dumplings)	Squeezes and moulds similar shapes in play dough – e.g. pointed shapes – volcanoes, mountains	Beginning to show accuracy and care when drawing	Holds a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
Turns individual pages in a book.	Forms recognisable letters		Shows accuracy and care when drawing, e.g. when drawing mini beasts – Austin’s butterfly	Uses a range of small tools, including scissors, paint brushes and cutlery.	Uses a range of small tools, including scissors, paint brushes and cutlery	
Practising pencil grip - tripod	Using pincer/tripod grip when handling tools, e.g. glue spreaders when making decorations		Can collect very small objects and move them with accuracy, e.g. beads			
Beginning to show accuracy when drawing self/family portraits	Stirs with a spoon, e.g. when making chapatis/play dough, water, mud mixtures		Use scissors to cut out a shape with curved sides			
Beginning to use cutlery at lunch times			Use a hole punch to make holes in paper			
Can make controlled snips with scissors						

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Comprehension ELG

Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading ELG

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

Writing ELG

Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others

Literacy	<p>Comprehension: Begin to recognise that information can be retrieved from books, computers and mobile digital devices</p> <p>Makes a simple prediction about a book using the front cover, e.g. story time</p> <p>Word Reading: Orally recognises and find items with the same initial sound, e.g. phonics</p> <p>Begins to orally blend sounds into words, so that they can read short words made up of known letter-sound correspondences, e.g. phonics</p> <p>Writing: Writes some familiar, recognisable letters (letters in their name) and writes these when labelling, e.g. superheroes, family portraits etc</p> <p>Use their dominant hand most of the time.</p>	<p>Comprehension: Re-enacts and reinvents stories/information they have read they have heard in their play, e.g. Christmas story, Diwali information, Bonfire Night information, Stick man small world</p> <p>Describes main story settings, events and principal characters in increasing detail, e.g. Stickman, Rama and Sita</p> <p>Enjoys an increasing range of print and digital books, both fiction and non-fiction</p> <p>Word Reading: Reading individual letters by saying the sounds for them</p> <p>Supply words with the same initial sound for most taught single sounds.</p> <p>Blending and reading CVC words containing known letter-sound correspondences, e.g. Phonics and individual reading.</p> <p>Writing: Forming recognisable letters that match their current phonics teaching.</p> <p>Making anticlockwise movements and retrace vertical lines – letter formation</p> <p>Segmenting simple CVC words and spell them correctly.</p>	<p>Comprehension: Recalls and discuss stories or information that has been read to them, or they have read themselves</p> <p>Word Reading: Recognises all taught single sounds including some digraphs</p> <p>Segments to identify how many sounds are in a word.</p> <p>Writing: Children use writing for a wider range of purposes such as labels, captions and lists with increased independence.</p>	<p>Comprehension: Know that information can be retrieved from books, the internet and people</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading</p> <p>Word Reading: Reads phonetically decodable books with increasing confidence in word reading, their fluency and their understanding and enjoyment is developing.</p> <p>Reads simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words.</p> <p>Writing: Writes short sentences with words with known sound-letter correspondences, some using a capital letter and full stop.</p> <p>Forms some lowercase and uppercase letters correctly.</p> <p>Re-reads what they have written to check that it makes sense.</p>	<p>Comprehension: Demonstrates understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>I can listen to and discuss different versions of the same story - compares stories that have been read to them, e.g. Jack/Jim and the beanstalk</p> <p>Anticipates (when appropriate) key events in stories.</p> <p>Word Reading: Says a sound for each letter of the alphabet plus 10 digraphs.</p> <p>Reads words consistent with their phonic knowledge by sound-blending.</p> <p>Reads, understands and acts on simple sentences, e.g. instructions</p> <p>Writes for a purpose, e.g. postcard, posters, invitations etc</p> <p>To read a selection of common exception words</p> <p>Writing: Writes recognisable letters, most of which are correctly formed.</p> <p>Spells words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>Comprehension: Uses and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Word Reading: Reads aloud simple sentences and books that are consistent with their phonic knowledge</p> <p>Link sounds to names, naming and sounding the letters of the alphabet</p> <p>Writing: Writes simple phrases and sentences that can be read by others.</p> <p>Beginning to write their own narratives.</p> <p>Can write for a purpose, e.g. postcard, posters, invitations etc</p>
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Phonics	<p>Begin Phase 2 Phonics – learning single letter GPCs and ‘ck’ digraph, oral blending and blending of cvc words. Learning first three tricky words.</p> <p>s a t p i n m d g o c k c k e u r l h b f l</p> <p>tricky words: is, I, the</p>	<p>Learning Phase 2 digraphs ff ll ss j v w x y z zz qu ch sh th ng nk</p> <p>words with –s /s/ added at the end (hats sits) he of words ending in s /z/ (his) and with –s /z/ added at the end (bags)</p> <p>Tricky words : as, has, his, go no to into she he of we me be</p>	<p>Beginning Phase 3 GPCS ai ee igh oa oo ar or ur ow oi ear air er</p> <p>words with double letters: dd mm tt bb rr gg pp longer words</p> <p>tricky words: was you they my by all are sure pure</p>	<p>Reviewing Phase 3 GPCS ai ee igh oa oo ar or ur oo ow oi ear</p> <p>er air words with double letters longer words words with two or more digraphs longer words words ending in –ing compound words longer words words with s /z/ in the middle words with –s /s/ /z/ at the end words with –es /z/ at the end</p>	<p>Phase 4 short vowels CVCC short vowels CVCC CCVC short vowels CCVCC CCCVC CCCVCC longer words compound words root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est</p> <p>tricky words: said so have like some come love do were here little says there when what one out today</p>	<p>Phase 4 long vowel sounds CVCC CCVC long vowel sounds CCVC CCCVC CCV CCVCC</p> <p>Phase 4 words with –s /s/ at the end Phase 4 words with –s /z/ at the end Phase 4 words with –es /z/ at the end longer words root words ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ root words ending in: –er, –est longer words</p>
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<p>Number ELG Children at the expected level of development will: Early Adopter Handbook 13 - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - 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>Numerical Patterns ELG Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - 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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Mathematics	Develops a fast recognition of up to three objects (subitising)	Know number names to 10 and begin to rote count beyond 10.	Say one number for each item in order to 10.	Say one number for each item in order to 10.	Can count objects, actions and sounds up to 20.	Can count objects, actions and sounds up to 20.
	Say one number for each item in order, e.g. one, two, three, four, five	Consolidating 5 and beginning to work beyond 5.	To be able to represent amounts up to 10 on a tens frame.	To be able to represent amounts up to 10 on a tens frame.	Subitise (recognise quantities without counting) up to 5.	Automatically recall (without reference to rhymes, counting or other aids) and some number bonds to 10, (including subtraction and double facts.
	Know the last number reached when counting how many there are in total (cardinal principle)	Subitise (recognise quantities without counting) up to 5.	Count out up to 10 from a larger group.	Count out up to 10 from a larger group.	Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts)	Verbally count beyond 20, recognising the pattern of the counting system.
	Recite numbers past 5	Beginning to be able to recall number bonds to 5, including subtraction facts.	To be able to recognize amounts (subitise) on a dice.	Can represent numbers up to 10 on my fingers.	Explain how to solve a problem using mathematical vocabulary.	<i>Compares length, weight and capacity.</i>
	Recognises numerals to 5	Beginning to be able to record georepresentations of number, e.g. part, part whole models.	Can represent numbers up to 10 on my fingers.	I can recall what one more or one less than a given number to 10 is.	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	<i>Continue, copy and creates own patterns</i>
	Names 2D Shapes	Can add and subtract small amounts with adult support.	To match number to quantity up to 10, e.g. dot arrangements on a dice.	Becoming confident with more mathematical terms, pattern, add, halve, subtract, double, subitise, share, part, odd, even, total, whole, altogether, minus, take away, equal to, the same as.	Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally	<i>I can show resilience and learn from making mathematical mistakes.</i>
	Show finger numbers to 5	Know number names to 10 and begin to rote count beyond 10.	Can count objects, actions and sounds up to 10.	I can share quantities up to 10 equally and explore and represent doubles up to 10.	<i>I can show resilience and learn from making mathematical mistakes.</i>	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
	Link numerals and amounts (up to the numeral 5)	Beginning to explore which number you can and cannot share equally up to 5.	I can recall what one more or one less than a given number to 10 is.	To notice a pattern and continue.	<i>Selects, rotates and manipulates shapes in order to develop spatial reasoning skills.</i>	
	Experiment with their own symbols and marks, as well as numerals	Can compare groups of objects that are more, less or the same as 5.	Can compare groups of objects that are more, less or the same as 5, using language, more, fewer etc.	I can add and subtract with amounts to 5 independently and amount to 10 with adult support.	<i>Compose and decompose shapes so that they recognize that shapes can have other shapes within it, just as numbers can.</i>	
	Solve real world mathematical problems with numbers up to 5	Explores and represents doubles up to 5, e.g. double 1, double 2.	Combines shapes to make new ones, e.g. arch, bigger triangles etc.	Understands which numbers are odd and even up to 10 and why.	<i>Compares length, weight and capacity.</i>	
Compare quantities, using the language more than, fewer than.	I know that amounts change when we add or subtract.	Can identify 2D shapes within 3D shapes.				
Count out up to 5 from a larger group.	I can identify a mistake in a pattern.	Can manipulate shapes using their spatial reasoning skills, including the solving of more complex jigsaws.				
Can count objects, actions and sounds up to 5.	Can talk about and explore 2D and 3D shapes, using informal and mathematical language, e.g. sides, corners, straight, flat and round.					
Can recite some numbers songs and rhymes.	Children can recreate 2D pictures e.g. using the blocks to build a building from a given picture					

Past and Present ELG

Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling;

People Culture and Communities ELG

Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The Natural World ELG

Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Understanding the World

<p>Can talk about themselves and express their likes, dislikes, feelings, talents.</p> <p>Can compare themselves and explain how they are different to others.</p> <p>Talks about special times or events for family or friends.</p> <p>Talks about our families and communities</p> <p>Understands some different occupations and what is involved in their role, e.g. doctor.</p> <p>Observing changes in plants and environment around us, e.g. autumn - Asks questions about what they have observed</p> <p>Describes immediate environment, e.g. house, town, familiar buildings/places.</p> <p>Draws a simple map, e.g. of a town</p> <p>Names body parts and what we do with them, e.g. linking to senses. .</p> <p>Make observations of different materials</p>	<p>Understands what and how they celebrate.</p> <p>Understands that others may celebrate different things</p> <p>Talks about aspects of a different celebration, e.g. Diwali and can compare to own.</p> <p>Understands where fruit and vegetable come from.</p> <p>Talks about the season and how it changes, e.g. autumn, Stickman etc</p> <p>Names some places of worship, e.g. Temple, Church etc</p> <p>Names key people from history/religious stories, e.g. Jesus and key characters from nativity.</p> <p>Knows that there are key places on the map, e.g. Bethlehem, India, London.</p> <p>Observing changes in the seasons, e.g. autumn and winter and discusses the weather associated</p> <p>Can recognise some similarities and differences in people and in objects.</p> <p>I can show an interest in events and people from the past</p>	<p>Understands that others may live differently to them and can talk about this, e.g. Inuit community</p> <p>Understands that places are different to their own, e.g Comparing North and South Pole</p> <p>Names some animals that live in key places, e.g. in Arctic/Antarctica</p> <p>I can remember people from the past with support - Names key people from the past and can talk about these people simply, e.g. Ernest Shackleton.</p> <p>Understands the process of freezing and melting, observing how it changes</p> <p>Formulates a hypothesis about what they think will happen and why</p> <p>Names key places in the world and can talk simply about their history, e.g. Great Wall of China</p> <p>Locates key places on a map, e.g. China, Antarctica and the Arctic circle</p> <p>Talks about how others celebrate differently, e.g. CNY and can compare to own.</p> <p>Understand simple life cycles – e.g. penguins</p> <p>Identify which materials float</p> <p>Uses appropriate resources to carry out chosen test</p> <p>Thinks about how they can find out the answer to their question</p>	<p>Understands that places around the world are different, e.g. Amazon rainforest, Atlantic Ocean and the Canadian Rockies.</p> <p>Locates key places on the map</p> <p>Talks about where animals/creatures live in key places/habitats</p> <p>Talks about different creatures and can compare, referring to similarities and differences.</p> <p>Understands how creatures may change over time, e.g. caterpillar lifecycle.</p> <p>Understands and articulates key religious stories, e.g. Easter story.</p> <p>Makes observations about the environment in Spring – discussing changes</p> <p>Observes and articulates how things might have been different in the past, e.g. boats</p> <p>Talks about key people from the past, e.g. Kattia Krafft, volcanos – rainforest week</p> <p>Know basic care for plants e.g. watering</p> <p>Understand the need for care and respect towards animals</p> <p>Begin to organise events using basic chronology with support, e.g. daily visual timetable</p>	<p>Names key places of worship, e.g. Mosque</p> <p>Describes immediate environment, e.g. garden, allotment, using their senses.</p> <p>Understands aspects of other faiths/cultures and compares other religious celebrations to their own, e.g. Eid</p> <p>Names key parts of a plant, e.g. when drawing plants</p> <p>Draws a simple map, e.g. from their house to the market the castle</p> <p>Talks about places in the past, e.g. castles</p> <p>Show an interest in aerial photos of the local area</p> <p>Make observations of plants and identifies different parts of a plant including roots, stem, leaves and flower</p> <p>Understand the basics of what a plant needs to grow: water, soil and sunlight</p> <p>Understand simple life cycles – plant</p> <p>Know about similarities and differences in relation to materials</p> <p>Closely observes experiments over several days</p> <p>Discusses what their observations tell them</p> <p>Seeks out items/resources to observe to find things out</p> <p>Records their findings in their own way</p> <p>Makes decisions about what will be the most effective resources to use when testing</p> <p>To observe physical features of a castle</p>	<p>Understands how key people in the community help us, e.g. lifeguards/RNLI</p> <p>Knows that the environment and living things are influenced by human activity , e.g. litter and recycling.</p> <p>Understands and observes which materials sink/float</p> <p>Can discuss how they have changed since they were babies/ I can recognise change in my life – from baby to now</p> <p>Describes how objects and places may have changed over time, e.g. transport, seascides</p> <p>Locates key places on the map, e.g. Lytham St Anne on map</p> <p>Identify and compares the 4 seasons and weather associated with seasons</p> <p>Know that materials have certain uses depending on their properties</p> <p>Show an awareness of the passing of time.</p> <p>Sequence photos of a person of different ages</p> <p>Use the words now and a long time ago</p> <p>I can show interest in pictures, photographs, people or events in the past.</p> <p>Begin to understand that pictures, books, internet and artefacts can help us to understand about the past</p> <p>I can give some reasons why people's lives were different in the past</p> <p>To explain how humans make the most of each season the local area</p> <p>To draw simple maps and locate key places</p> <p>To observe physical features of seascides</p>
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Creating with Materials ELG
 Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive ELG
 Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

Expressive Arts and design

<p>To give meaning to marks, .e.g family portraits</p> <p>To draw and replicate similar shapes with developing accuracy and holding pencil correctly, e.g. Self-portraits</p> <p>Paint and Sketch a self-portrait with more than one colour with the features appropriately placed</p> <p>To begin to construct with a purpose, and talk about what they have made, e.g. junk modelling self-portraits</p> <p>To use props to role play familiar events and attempt to replicate observed experiences, e.g. home corner</p> <p>To develop imagination by creating simple scenarios, e.g. superhero headquarters</p> <p>To learn, sing and remember simple songs/rhymes, e.g. 1, 2, 3 it's good to be me</p> <p>To use pincer/tripod grip – using tools to make changes to materials, e.g. glue spreaders</p> <p>Uses glue (Pritt stick and PVA) and Sellotape to join materials</p> <p>Talk about some things that have been made naming the resources and showing some understanding of the techniques that I have used</p> <p>Explore and investigate a range of simple large scale construction materials, such as cardboard boxes and crates,</p> <p>Print with deliberate placement to create an image</p> <p>Makes choices about the colours that they use</p>	<p>To explore how colour changes</p> <p>Uses tools to make changes to materials (competently and appropriately), e.g. marks in clay Diya lamps</p> <p>Experiments with creating items of interest and can talk about their uses/purpose</p> <p>Learn and perform Christmas songs – performing in a group – matching pitch and following melody</p> <p>Can listen and respond to different music, e.g. Indian music</p> <p>Developing independence with tools and materials, e.g. scissors and sellotape</p> <p>Can replicating simple choreography – e.g. bhangra dance moves</p> <p>Select materials from a limited range that fit a particular criteria, such as shiny with independence</p> <p>Explore and investigate a range of simple large scale construction materials, such as cardboard boxes and crates</p> <p>Use a variety of construction/small world toys that have wheels in them</p> <p>Assemble prepared collage materials within a templated shape</p> <p>Create dough models with support.</p>	<p>Mixes colours to create new ones, e.g. making 'cold' colours by mixing colours</p> <p>Experiments with changing textures, e.g. ice pictures</p> <p>Creates own lyrics to familiar melodies, e.g. polar animal songs</p> <p>Remembers and sings new songs, e.g. CNY songs</p> <p>Listen, move and responds to different music, e.g. talk about the music, expressing how it makes them feel - Chinese music</p> <p>Creates for a purpose, looking at form and function, e.g. Chinese string instruments and elastic bands</p> <p>Can follow a steady tempo using body parts – music lessons</p> <p>Can use tools and manipulate media by rolling, pinching, folding, e.g. play dough dumplings</p> <p>Can replicate a simple sequence of movements, e.f. dragon dances and parades.</p> <p>Can sort between materials, e.g. plastic and cardboard</p> <p>Explores building bridges, towers, walls, archways etc using a variety of small scale construction materials, blocks, Lego, cardboard.</p> <p>Assemble self-cut collage materials on templated shape</p> <p>Use a combination of dough manipulation skills to create own models.</p>	<p>Can stack and balance different materials when constructing, e.g. Making bug hotels</p> <p>Can talk to others about own work, reflect and improve work, e.g. making drafts – Austin's butterfly</p> <p>Select / plan and name the tools and resources needed e.g. scissors for paper</p> <p>To think of ideas and imagine scenarios to role play with others, e.g. Wildlife rescue centre – role playing taking care of animals, buying plane/boat tickets and travelling around the world to find natural habitats – following a longer sequence of narrative with peers</p> <p>Can follow a tempo, tapping rhythms and pulse</p> <p>Can use scissors effectively and replicate styles of art, e.g. Collage – cutting and sticking – creating in the style of an artists – Henri Matisse – snails</p> <p>Can imagine uses for props to support role plau, e.g. different purposes for material</p> <p>Sings learnt songs, e.g. Easter songs, increasingly matching the pitch and following the melody.</p> <p>Explore other ways of joining with support, treasury tags, split pins</p> <p>Begin to consider how their models might move, e.g. what causes a trap to work/fall</p> <p>Print with deliberate placement to create a pattern</p> <p>Sketched and paints things they have observed or images</p>	<p>Can design appropriately before creating, e.g. gardens/allotments – exploring how to make different textures</p> <p>Decides on material for a purpose, e.g. transparent, bendy etc to make items for the giant</p> <p>Can replicate different styles of art, e.g. Monet – gardens – dabbing</p> <p>Can show accuracy when sketching and paint/colour staying within the lines, e.g. Van Gogh – sunflowers</p> <p>Can take on roles, invent narratives, using social phrases in during role play, e.g. : Garden centre</p> <p>Can listen to how music changes as songs develop</p> <p>Can attempt to match pitch whilst singing learnt song – music lessons</p> <p>Selects own method of joining materials</p> <p>Build with a variety small scale construction adapting to make them more stable</p> <p>Print with deliberate placement to create a pattern or image and describe the skills used using vocabulary (press, paint, paper, pattern)</p>	<p>Can consider form and function when creating models, e.g. how will their how will their vehicle move?</p> <p>Sketched and paints things that they have observed with increasing detail with consideration to shape , size, colour and detail</p> <p>Use watercolour paints and more than one thickness of brush</p> <p>Uses a variety of materials for a purpose.</p> <p>Explain what I am making and which materials I am using and why</p> <p>Beginning to identify good points and bad points about models/pieces and chance and adapt where necessary</p> <p>To look closely at objects, e.g. vehicles when designing for a purpose</p> <p>Learning and performing graduation song</p> <p>Can share their creations and describe the process used</p> <p>Can make use of props when role playing, e.g. seaside role play</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Perform songs, rhymes, poems and stories with others, and try to move in time with music, e.g graduation song</p> <p>Understands that models may need wheels/round junk modelling to make movement</p> <p>Assemble mixed collage materials including fabric to make own creations and describe</p>
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