

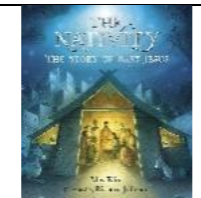
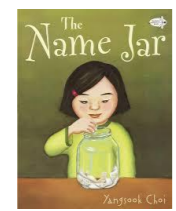
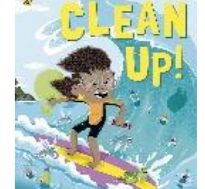
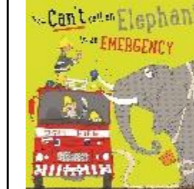
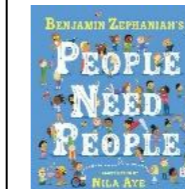
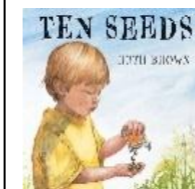
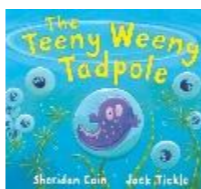
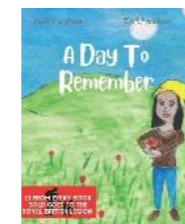
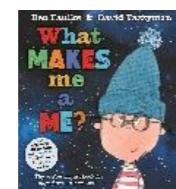
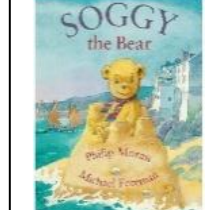
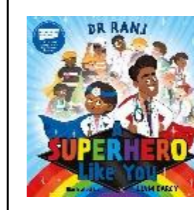
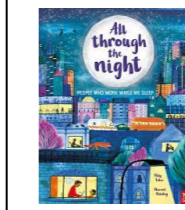
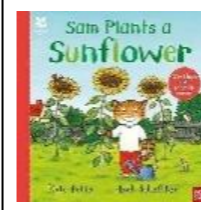
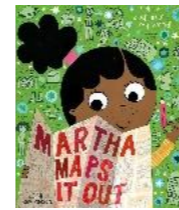
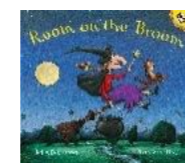
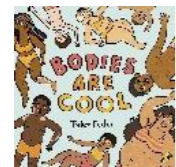
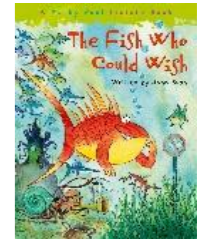
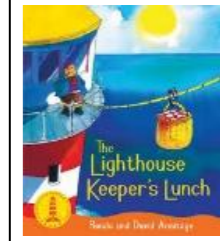
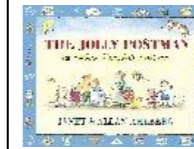
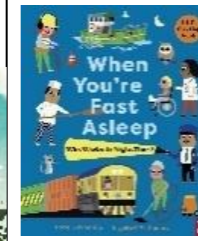
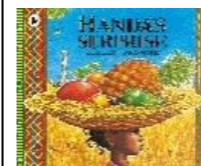
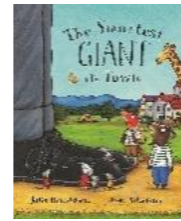
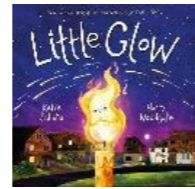
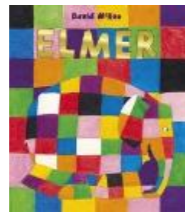


| | Autumn 1 7 Weeks | Autumn 2 7 Weeks | Spring 1 6 Weeks | Spring 2 6 Weeks | Summer 1 6 Weeks | Summer 2 7 Weeks |
|--|--|--|---|--|--|---|
| Main Theme A | What makes me special? | How do we celebrate? | Can little feet go on big adventures? | What can we grow? | Which people help us? | What will I find at the seaside? |
| Trips and Visits | | Perform Christmas Nativity | Local area walk | Nancarrow farm | Emergency services visit | Rockpool roadshow |
| Characteristics of effective teaching and learning | <p>Playing and Exploring: Exploring Elephant – I explore and plan my ideas Go-For-It Gorilla – I try new activities based on my interests Choosing Chimp – I make independent choices</p> <p>Active Learning: Persevering Parrot – I keep trying Proud Peacock – I achieve my goals Analysing Alligator – I am beginning to correct my mistakes by myself</p> <p>Creating and Thinking Critically: Slinky-Linky Snake – I can make links between ideas Reflecting Rhino – I can check my progress and see how well I am doing Creative Chameleon – I have my own ideas</p> | | | | | |
| Possible Themes and lines of enquiry | <p>Starting nursery/school (rules, routines and boundaries)</p> <p>All About Me (my family, my home)</p> <p>Relationships and feelings (Colours - feelings/emotions)</p> <p>Autumn/Harvest 5th October</p> | <p>Diwali 20th October</p> <p>Bonfire Night 5th November</p> <p>Remembrance Day 11th November</p> <p>Hanukkah 14th-26 December</p> <p>Christmas 25th December</p> | <p>Luna New Year 17th February</p> <p>National Storytelling 1st – 9th February</p> <p>Winter/Ice</p> <p>Valentine's Day 14th February</p> | <p>Pancake Day 17th February</p> <p>St. Piran's Day 5th March</p> <p>World Book Day 5th March</p> <p>Mother's Day 15th March</p> <p>Easter 5th April</p> <p>Seasons and weather</p> <p>Healthy eating Plants and flowers</p> | <p>People who help us (Doctor, Fire fighter, Vet, Police, Teachers, Cleaners)</p> <p>World Bee Day 20th May</p> <p>Africa Day 25th May</p> <p>Superheroes</p> | <p>Lifeguards (how to stay safe by water)</p> <p>Looking after the ocean</p> <p>Pirates</p> <p>Local beaches River and Estuaries, Lighthouses</p> <p>Father's Day 21st June</p> <p>World Music Day 21st June</p> <p>Starting School/Transition</p> |

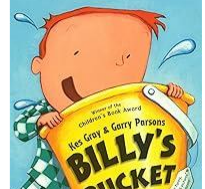
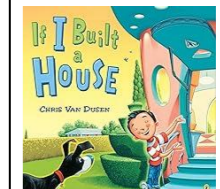
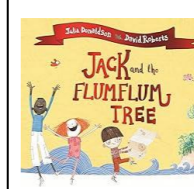
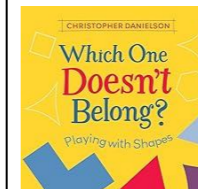
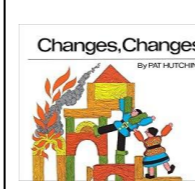
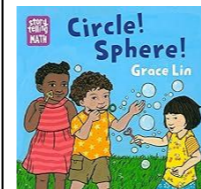
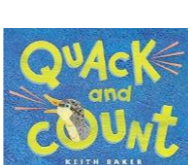
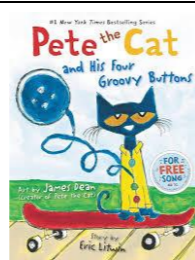
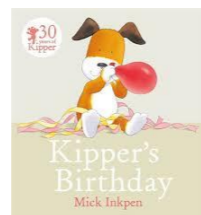
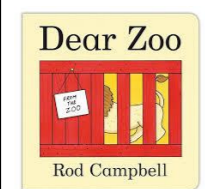
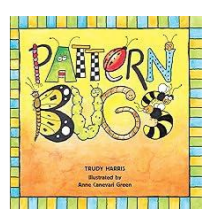
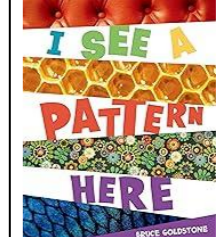
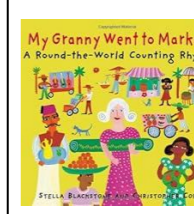
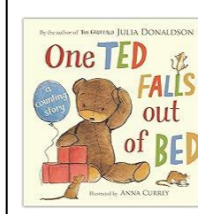
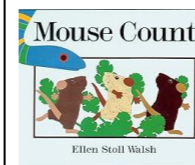
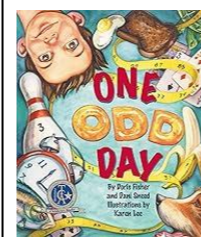
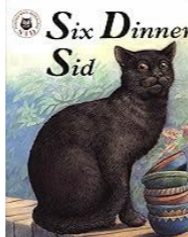
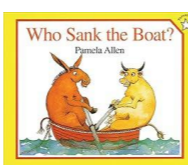
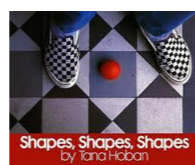
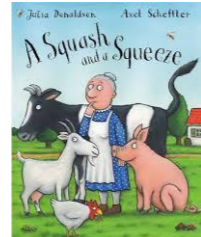
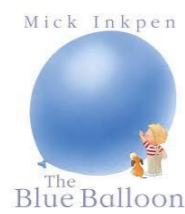
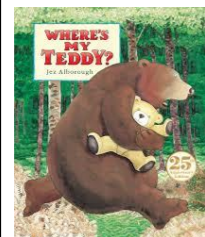
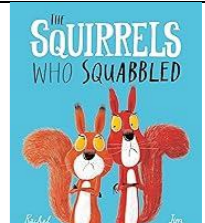
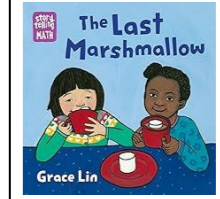
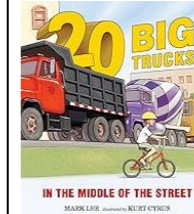
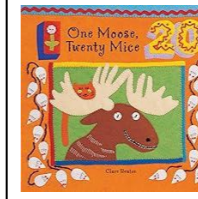
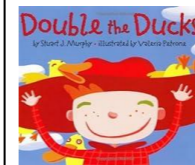
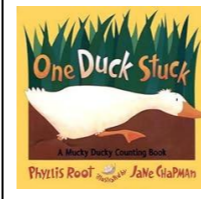
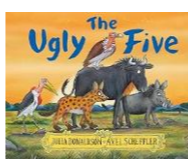
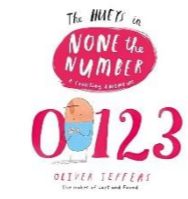
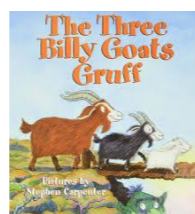
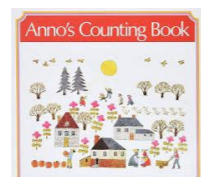
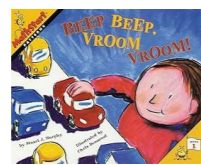
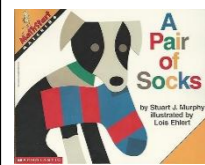


Texts

Key Texts



Key Maths Texts





| Key Nursery Rhymes and Makaton Signs | | | | | | |
|--------------------------------------|---|--|---|--|--|--|
| Key Nursery Rhymes | Hey, Diddle, Diddle Ring-a-ring-a-roses 2 Little Dickie Birds Wind the Bobbin Up Heads, Sholders, Knees, and Toes Big Red Combine Harvester 2 Cheeky Monkeys Swinging in a Tree | Tommy Thumb Jack and Jill Twinkle, Twinkle, Little Star I'm a Little Snow Man When Santa got Suck up the Chimney Christmas Pudding We wish you a merry Christmas | Incy Wincy Spider One, Two, Buckle My Shoe The Grand Old Duke of York Mary, Mary Quite Contrary The Easter Bunny Song | Baa, Baa, Black Sheep The Wheels on the Tractor Dingle Dangle Scarecrow The Goldilocks Song Old McDonald 5 Little Specked Frogs | Down at the Station Hickory, Dickory, Dock Miss Polly Had a Dolly Humpty Dumpty 5 Little Men in a Flying Saucer The Wheels on the Bus | 1,2,3,4,5 Once I Caught a Fish Alive A Sailor Went to Sea Row, Row, Row, Your Boat I had a little Turtle 5 Little Ducks Went Swimming One Day The Big Ship Sails One Big Hippo |
| Makaton Signs | Hello Drink To Eat Home Toilet Mummy Daddy | Paper Pencils Car Bus Cold Where? What? | Here There To Look Home Classroom | Book To Wash More Good Bad Please | Thank You Dog Cat Bird Tree Flower | Ice Cream Big Little Teddy Hot Fish |



| Communication and Language (C&L) | | | | | | |
|--|--|---|---|--|---|--|
| Listening, Attention and Understanding | | | | | | |
| 0-3 | I can copy what adults do, taking turns. I can understand simple words in context. | I can use single words or phrases during play. I can recognise and point to objects if asked about them. | I can listen, understand and respond to simple instructions. I can identify familiar objects and properties for practitioners when they are described e.g. blue car. | I can focus on an activity of our own choice. I can listen, understand and respond to a simple instruction | I can listen to other people's talk with interest. I can listen to simple stories and understand what is happening, with the help of the pictures. | I can understand and act on longer sentences like "make teddy jump". I can understand simple questions about 'who', 'what', and 'where'. |
| 3 – 4 | I enjoy listening to longer stories and remember much of what happens. | I understand a question or instruction that has two parts, such as "Get your coat and wait at the door?". | I understand 'why' questions like: "Why do you think the caterpillar got so fat?" | I pay attention to more than one thing at a time, which can be difficult. | I can use longer sentences of four to six words. | I know many rhymes, I am able to talk about familiar books, and can tell a long story. |
| Reception | I can listen carefully to a story. | I can join in with repeated refrains in a story. | I can talk about key events in a story. | I can identify the main characters in stories and talk about their feelings. | I can link events in a story to my own experiences. | I can 'hot seat' characters from stories. |
| Speaking | | | | | | |
| 0-3 | I can use gestures like waving and pointing to communicate. | I enjoy singing, music and toys that make sounds. | I can make myself understood using words and actions. | I can say how I am feeling, using words as well as actions. | I can develop conversations. | |
| 3 – 4 | I can use a wider range of vocabulary. | I can start a conversation with an adult or a friend and continue it for many turns. | I can ask and answer 'why' questions. | I use talk to organise myself and my play: "Let's go on a bus...you sit there...I'll be the driver." | I can sing a large repertoire of songs. | I am able to express a point of view and to debate when I disagree with an adult or a friend, using words as well as actions. |
| Reception | I can ask 'what' questions. I can know and use vocabulary from the core texts. I can talk in full sentences | I can ask 'why' questions. I know and use vocabulary from the core texts. I share my ideas in class discussions. | I can ask 'who' questions. I know and use vocabulary from the core texts. I can explain why we think things happen. | I ask 'when' questions I know and use vocabulary from the core texts. I use recently introduced vocabulary throughout the day.. | I can ask 'where' questions. I know and use vocabulary from the core texts. I participate in small group discussions. | I ask a range of what, who, when, where and why questions. I know and use vocabulary from the core texts. I express my views using past and present tense. |
| Year 1 Oracy | Listen to others and be willing to change their mind based on what they have heard. | Organise group discussions independent of an adult. | Begin to show body language associated with careful listening. | Use sentence stems to signal when they are building on or challenging others' ideas. | Offer reasons for their opinions. | Ask questions to find out more about a subject. |

**Personal, Social and Emotional Development (PSED)****Self Regulation**

| | | | | | | |
|------------------|---|---|--|---|--|--|
| 0-3 | I can find ways to calm myself with the support of my key person. | I can respond to boundaries and routines. | I am developing confidence when exploring new places. | I can express a range of emotions. | I am increasingly able to talk about and manage my emotions. | I can talk about my feelings in more elaborated ways. |
| 3 – 4 | I can select activities and resources with help. | I can develop a sense of responsibility and community. | I can talk about and express simple feelings. | I understand boundaries and routines. | I can resolve conflicts. | I can maintain attention for a short while at a chosen activity. |
| Reception | I seek comfort from a trusted adult at school. I can follow simple instructions. | I can name feelings. I can give focussed attention to adults during adult led tasks. | I can express my own feelings verbally. I can follow two-part instructions. | I can wait for what I want and begin to control immediate impulses. | I can give focused attention to my teacher when engaged in another activity. I can set and work towards simple goals. | I can follow instructions including several ideas or actions. |

Managing Self

| | | | | | | |
|------------------|--|--|---|--|--|---|
| 0-3 | I am establishing my sense of self. | I am developing self-assurance | I am developing independence and rejecting help. | I can show effortful control e.g. waiting for my turn | I can take part in short adult let session. | I can use the toilet with help (following parents lead). |
| 3 – 4 | I can express my preferences. I am being increasingly independent in meeting my own needs, e.g. brushing teeth, using the toilet, washing and drying my hands thoroughly. | I can make healthy choices about food, drink, activity and toothbrushing. | I can understand simple emotions. | I give comfort to others. | I am becoming more confident around others. | I can speak with confidence. |
| Reception | I understand the rules and expectations at school. I can manage my own personal hygiene needs with some support (toileting, hand washing). | I can follow school and class rules and expectations effectively. I am developing independence when dressing for P.E. | I am developing positive vocabulary to talk about challenge. I understand the importance of toothbrushing and physical activity. | I persevere when faced with a challenge. I understand the importance of healthy eating and sleep routine. | I can recognise and be proud of personal achievements. I can my personal hygiene needs independently. | I understand right from wrong and manage behaviour effectively in a range of situations. I know how to be a safe pedestrian and model this on school visits. |

Building Relationships

| | | | | | | |
|------------------|---|---|--|---|--|--|
| 0-3 | I am building a positive relationship with my key person. | I can play with increasing confidence with other children when my key person is nearby. | I am developing friendships with other children with the support of my key person. | I am developing friendships with other children independently. | I can notice and ask questions about differences such as skin colour, types of hair, gender etc. | I can explore emotions beyond my normal range through play alongside other children. |
| 3-4 | I am interested in others play. | I can initiate play. | I can take turns with adult guidance. | I can take part in pretend play. | I understand how other might be feeling. | I keep play going by responding to what other are saying or doing. |
| Reception | I am building positive relationships with new adults within school. | I am building positive friendships with a range of children across the school. | I understand the importance of turn taking and play turn taking games. | I understand that other children may have different perspectives. | I can show consideration and sensitivity to the needs of others. | I play cooperatively with others during 'busy learning' time. |



| PHSEE | | | | | | |
|------------------|--|---|--|--|--|---|
| Reception | 1x lesson on British Values Respecting Myself All about me What makes me special? My feelings (1) My feelings (2) Growth Mindset Bouncing back when things go wrong Yes I can! | Tolerance & Respect 1x lesson on black history month I'm special, you're special Same and different Same and different families Same and different homes I am caring I am a friend | Healthy Living Healthy eating My Healthy Mind Move your body A good night's sleep The Environment Seasons Life stages – plants, animals, humans | Keeping Myself and Others Safe What's safe to go onto my body What's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings Keeping safe online 1x lesson on road safety: Stop, look, listen | The People Around Me Me and my special people Looking after my special people Being helpful at home and caring for out classroom Who can help me? Economics Looking after money (1) Looking after money (2) | Growing Life stages: Human life stage – who will I be? Getting bigger Me and my body – girls and boys Babies Where do babies come from? |
| Year 1 | 1x lesson on British Values Teamwork & Conflict Resolution Why we have classroom rules How are you listening? Thinking about feelings Our Feelings Feelings and bodies Good friends | Tolerance & Respect 1x lesson on black history month Safe or different? Unkind, tease or bully? It's not fair! Who are our special people? Our special people balloons | Keeping Myself and Others Safe 1x lesson on road safety: road signs and markings 1x lesson on fire safety Who can help? What could Harld do? Harold loses Geoffrey Internet Safety Sharing pictures | Responsibility Taking care of something Around and about the school Pass on the praise! 1x lesson on government Economics Harold's money How should we look after our money? | Healthy Living I can eat a rainbow Harold's wash and brush up Healthy me Super sleep Basic first aid Catch it! Bin it! Kill it! Inside my wonderful body! | Growing & Changing Then and now Babies Taking care of a baby Consent Good or bad touches? Keeping privates private Sharing pictures Suprises and Secrets |

**Physical Development (PD)**

| | | | | | | |
|-----------------------------------|--|--|--|--|---|---|
| 0-3 | I am gradually gaining control of my whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. | I can fit myself into spaces like tunnels, dens and large boxes, and move around in them. I can walk, run, jump and climb – and start to use stairs independently. | I can build independently with a range of appropriate resources. I can clap and stamp to music. | I can spin, roll and climb independently. I can explore different materials and tools. | I can sit on a push-along wheeled toy, use a scooter or ride a tricycle. I enjoy kicking, throwing and catching balls. | I use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. I am developing manipulation and control. I am starting to eat independently and learning how to use a knife and fork. |
| 3-4 | I show a preference for a dominant hand. I continue to develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills. I can go up and down stairs, or climb up apparatus using alternate feet. | I can use large muscle movements to wave flags and streamers, paint and make marks. I can match my developing physical skills to tasks and activities in the setting. For example, I decide whether to crawl, walk or run across a plank depending on its length and width. | I am able to use and remember sequences and patterns of movements which are related to music and rhythm. I can skip, hop, stand on one leg and hold a pose for a game like musical statues. | I choose the right resources to carry out my own plan. For example, choosing a spade to enlarge a small hole I have dug with a trowel. I am taking part in some group activities which I make up for myself, or in teams. | I collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. I use one handed tools and equipment, for example, making snips in paper with scissors. | I am becoming increasingly independent as I get dressed and undressed, for example, putting coats on and doing up zips. I can use a comfortable grip with good control when holding pens and pencils. |
| Reception Fine Motor | I can draw freely using a range of materials. I can attempt to use scissors. | I can draw freely with increasing detail and control. | I can draw in structured activities guided by an adult with increasing control. I am beginning to use scissors more accurately. | I can form most letters correctly. | I can form all letters correctly. I can use scissors effectively. | I am developing the foundations of a handwriting style which is fast, accurate and efficient. |
| Reception – Gross Motor | I am developing upper arm and shoulder strength by using the climbing equipment and crawling. | I am revising and refining the fundamental movement skills already acquired including rolling, crawling, walking, jumping, running, hopping, skipping and climbing. | I can move around spaces with awareness for obstacles and other children. | I can move through obstacle courses using a range of movements including crawling, climbing, jumping and running. | I use core muscle strength to achieve a good posture when sitting at a table or on the floor. I can move with developing control and grace. | I confidently use a range of large and small apparatus. I display confidence, competence, precision and accuracy when engaging in activities that involve a ball. |
| P.E. | | | | | | |
| Reception | Gymnastics Moving | Locomotion Jumping | Dance Nursery Rhymes | Ball Skills Feet | Attack Vs Defence Games for understanding | Ball Skills Rackets, bats, balls and balloons |
| Year 1 | Gymnastics Linking | Locomotion Jumping | Dance Water | Ball Skills Feet | Attack Vs Defence Games for understanding | Ball Skills Rackets, bats, balls |
| Squiggle Whilst you Wiggle | | | | | | |
| | Move 1 - Up and Down Move 2 – The Wiggle | Move 3 – The Circles | Move 4 – The Hump (& under the hump) | Move 5 – The Hook | Move 6 – Precursive Move 7- A Gentle Wave | Move 8 – laid down 8, the stand it up straight Move 9 – straight line |



| Literacy | | | | | | |
|---------------|---|--|---|--|--|--|
| Reading | | | | | | |
| 0-3 | I handle books, printed and digital reading material with interest. | I am interested in and explore the sounds made by banging and tapping familiar objects and simple instruments | I am interested in and anticipate books and rhymes and may have favourites | I notice pictures and symbols and beginning to recognise what they stand for in my familiar experiences | Begins to join in with actions and sounds in | Repeats and uses actions, words or phrases from familiar stories |
| 3 – 4 | I have some favourite stories, rhymes, songs, poems or jingles. | I can fill in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ... Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps | I enjoy rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes | I listen to and join in with stories and poems, when reading one-to-one and in small groups | Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories | Looks at and enjoys print and digital books independently |
| Reception | I can read individual letters by saying the sounds for them. | I can blend sounds into words, so that we can read short words made up of known letter sound correspondences. | I can read some letter groups that each represent one sound and say sounds for them. | I can read a few common exception words matched to the school's phonics programme. | I can read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary a few exception words. | I can re-read books to build up confidence in word reading, fluency, understanding and enjoyment. I can recognise and say a sound for each letter of the alphabet as well as 10 'special friends' (digraphs). |
| Year 1 | I can read simple captions. | | | | | |
| Comprehension | | | | | | |
| Reception | I can identify my favourite books and talk about why I like them. I can retell simple stories. | I can answer simple questions about a familiar story. | I can predict what might happen next in a story. I can retell stories with increasing detail. | I can use the vocabulary fiction and non-fiction and begin to understand meaning. I can use newly introduced vocabulary when talking about stories. | I can use vocabulary introduced from stories throughout the school day. I can create and recall my own stories. | I can identify whether a book is fiction or non-fiction. I can use new vocabulary in a range of contexts. |
| Year 1 | | | | | | |
| Writing | | | | | | |
| 0-3 | I enjoy the sensory experience of making marks in food, damp sand, water, mud, paste or paint. | I am manipulating objects using my hands singly and together, such as squeezing water out of a sponge | I push, pull, lift and carry objects, moving them around and placing with intent | I begin to understand the cause and effect of my action in mark making | Knows that the marks they make are of value | Enjoys the sensory experience of making marks |
| 3 – 4 | I distinguish between the different marks I make. | I enjoy drawing and writing on paper, on screen and on | I make up stories, play scenarios, and drawings in | I include mark making and early writing in my play | Attempts to write their own name, or other names and | Begins to make letter-type shapes to represent the initial |



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| | | different textures, such as in sand or playdough and through using touch-screen technology. | response to experiences, such as outings | | words, using combinations of lines, circles and curves, or letter-type shapes | sound of their name and other familiar words |
| Reception | I can form some lower case letters correctly. | I can form most lower-case letters correctly. I can write simple CVC words using the sounds I have been taught. I can write my name. | I can spell words by identifying the sounds and then writing the sound with letter/s. | I can form all lower case letters correctly. I am beginning to write short captions using finger spaces. | I am beginning to form capital letters correctly. I understand when we use capital letters (at the beginning of sentences and for names). I am consistently writing my name with correct letter formation. | I am learning to write short sentences with words with known sound-letter correspondences using a capital letter and full stop. I can re-read what i have written to check that it makes sense. |
| Year 1 | Write simple dictated sentences using finger spaces consistently. Consistently use a capital letter for the personal pronoun "I". Know to use capital letters for names. | Form capital letters correctly. Write simple sentences using capital letters, finger spaces and full stops. | Form capital letters correctly. Spell each of the days of the week and understand that these always begin with a capital letter. Join words and clauses using and. | Sequence sentences to form short narratives. | Use exclamation marks and question marks to demarcate sentences. | Understand and use suffixes. |



| Maths | | | | | | |
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| 3-4 | <p>Number Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Shape, Space and Measure Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.</p> <p>Use informal language like 'pointy', 'spotty', 'blobs', etc. Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> | <p>Number Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Shape, Space and Measure Talk about and explore 2D (for example, circles, rectangles, triangles) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> | <p>Number Show 'finger numbers' up to 5.</p> <p>Shape, Space and Measure Make comparisons between objects relating to size, length, weight and capacity.</p> | <p>Number Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to five. Experiment with their own symbols and marks as well as numerals.</p> <p>Shape, Space and Measure Talk about and explore 3D shapes (for example, cube, cuboid) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> | <p>Number Compare quantities using language: 'more than', 'fewer than'.</p> <p>Shape, Space and Measure Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc.</p> | <p>Number Solve real world mathematical problems with numbers up to 5.</p> <p>Shape, Space and Measure Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'. </p> |
| Reception | <p>Match, sort and compare Match objects. Match pictures and objects. Identify a set. Sort objects to a type. Explore sorting techniques Create sorting rules Compare amounts.</p> <p>Talk about measure and patterns Compare size. Compare mass. Compare capacity. Explore simple patterns. Copy and continue simple patterns. Create simple patterns.</p> <p>It's me 1,2,3 Find 1, 2 and 3. Subitise 1, 2 and 3. Represent 1, 2 and 3. Find 1 more. Find 1 less.</p> | <p>Circles and Triangles Identify and name circles and triangles Compare circles and triangles Spot shapes in the environment Describe position</p> <p>1, 2, 3, 4, 5 Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 Find 1 more Find 1 less The composition of 4 and 5 The composition of 1-5</p> <p>Shapes with 4 Sides Identify and name shapes with 4 sides Combine shapes with 4 sides Spot shape in the environment Order our day and night</p> | <p>Alive in 5 Understand the concept of zero Find 0 to 5 Subitise 0 to 5 Represent 0 to 5 Find 1 more Find 1 less Understand composition Conceptually subitise to 5</p> <p>Mass and Capacity Compare mass. Find a balance Explore capacity Compare capacity</p> <p>Growing 6, 7, 8 Find 6, 7 and 8 Represent 6, 7 and 8 Find 1 more Find 1 less Understand the composition of 6, 7 and 8 Make pairs – odd and even Find a double to 8</p> | <p>Length, height and time Explore length Compare length Explore height Compare height Talk about time Order and sequence time</p> <p>Building 9 and 10 Find 9 and 10 Compare numbers to 10 WALT represent 9 and 10 Conceptually subitise to 10 Find 1 more Find 1 less Understand composition to 10 Find bonds to 10 (2 parts) Make arrangements of 10 Find bonds to 10 (3 parts) Find doubles to 10 Make doubles to 10 Explore even and odd</p> <p>Explore 3-D shapes</p> | <p>To 20 and Beyond Build numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbally count beyond 20 Understand verbal counting patterns</p> <p>How many now? Add more. How many did I add? Take away How many did I take away?</p> <p>Manipulate, compose and decompose Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes</p> | <p>Sharing and Grouping Explore sharing Share Explore grouping Share (even and odd) Play with and build doubles</p> <p>Visualise, Build and Map Identify units of repeating patterns Create our own pattern rules Explore pattern rules Replicate and build scenes and constructions Visualise from different positions Give instructions to build Explore mapping Represent maps with models Create own maps and plans from story situations</p> <p>Make Connections Deepen understanding</p> |



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| | The composition of 1, 2 and 3 | | Make a double to 8 Combine two groups Conceptually subitise | Recognise and name 3-D shapes Find 2-D shapes within 3-D shapes Use 3-D shapes for tasks Find 3-D shapes in the environment Identify more complex patterns Copy and continue patterns Find patterns in the environment | Decompose shapes Copy 2-D shape pictures Find 2-D shapes within 3D shapes | Notice patterns and relationships |
| Year 1 | Place Value (within 10) Sort objects. Count objects Count objects from a larger group Represent objects Count on from any number Find 1 more Count backwards within 10 Find 1 less Compare groups by matching Identify fewer, more, same Identify less than, greater than, equal to Compare numbers Order objects and numbers Use the number line Recognise numbers as words Addition and Subtraction Understand the concept of parts and wholes Use a part-whole model Write number sentences Understand fact families – addition facts. Recall number bonds within 10 Recall systematic number bonds within 10 | Addition and Subtraction (continued) Recall number bonds to 10 Understand addition – add together Add more Solve addition problems Find a part Find a part Understand Fact families – the eight facts Take away/cross out (How many left?) Take away (How many left?) Subtract using a number line Add or subtract 1 or 2 Shape Recognise and name 3-D shapes Sort 3-D shapes Recognise and name 2-D shapes Sort 2-D shapes Recognise patterns with 2-D and 3-D shapes. | Place Value (within 20) Count within 20 Understand 10 Understand 11, 12 and 13 Understand 14, 15 and 16 Understand 17, 18 and 19 Understand 20 Understand 1 more and 1 less Complete number lines to 20 Use a number line to 20 Estimate on a number line to 20 Compare numbers to 20 Order numbers to 20 Addition and Subtraction (within 20) Add by counting on within 20 Add ones using number bonds Find and make number bonds to 20 Understand doubles Understand near doubles Subtract ones using number bonds Subtract by counting back Subtract by finding the difference Understand related facts Solve missing number problems | Place Value (within 50) Count from 20 to Understand 20, 30, 40 and 50 Count by making groups of tens Group tens and ones Partition into tens and ones Use the number line to 50 Estimate on a number line to 50 Understand 1 more and 1 less Length and Height Compare lengths and heights Measure length in objects Measure length in centimetres Mass and Volume Use the language heavier and lighter Measure mass Compare mass Use the language full and empty Compare volume Measure capacity Compare capacity | Multiplication and Division Count in 2s Count in 10s Count in 5s Recognise equal groups Add equal groups Make arrays Make doubles Make equal groups – grouping Make equal groups – sharing Fractions Recognise half of an object or a shape Find a half of an object or a shape Recognise a half of a quantity Find half of a quantity Recognise a quarter of an object or a shape Find a quarter of an object or a shape Recognise a quarter of a quantity Find a quarter of a quantity Position and Direction Describe turns Describe position – left and right Describe position – forwards and backwards Describe position – above and below Use ordinal numbers | Place Value (within 100) Count from 50 to 100 Count in tens to 100 Partition into tens and ones Use the number line to 100 Find 1 more and 1 less Compare numbers with the same number of tens Compare any two numbers Money Unitise Recognise coins Recognise notes Count in coins Time Use the language before and after Name and order the days of the week Name and order the months of the year Identify hours, minutes and seconds Tell the time to the hour Tell the time to the half hour |
| Number Sense | | | | | | |
| Reception | Strand 1 | Strand 1 | Strand 2 | Strand 2 | Strand 3 | Strand 3 |



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| | Subitising 1 and 2 Subitising 1 to 3 Subitising 1 to 4 Subitising 1 to 5 | Subitising 6 to 10 | Partitioning 2 Partitioning 3 Partitioning 4 Partitioning 5 | Partitioning 10 Composition of 6 to 9 | Comparing quantities to 10. | Patterns in numbers to 10 |
| Year 1 | Stage 1 Subitising 1-5 Subitising 6-10 Subitising on tens frames | Stage 2 Make and break 5 Make and break 4, 3 and 2 Make and break 10 | Stage 2 Make and break 6 Make and break 7 Make and break 8 Make and break 9 | Stage 3 One more, one less Two more, two less Number 10 fact families Five and a bit | Stage 3 Know about zero Doubles and near doubles Number neighbours 7 tree and 9 square Strategy selection | Stage 4 Ten and a bit |



| Understanding the world | | | | | | |
|---------------------------------|--|---|--|---|--|---|
| 0-3 | Explore the environment in Autumn. Make connections between the features of our family and other families. | Explore materials with different properties. Notice differences between people. | Explore the environment in Winter. Explore a range of instruments that make different sounds. Repeat actions that have an effect. | Explore natural materials, indoors and outside. | Explore the environment in Spring. Explore and respond to different natural phenomena in our setting and on trips (plants). | Explore the environment in Summer. Identify animals and their babies in their surrounding environment. Explore and respond to different natural phenomena in our setting and on trips (animals). |
| 3 – 4 | Take care of ourselves. Identify and talk about our senses. Understand the key features of the lifecycle of a human. Begin to make sense of our own life story and family history. Show interest in different occupations (nurse). | Explore collections of materials with similar and/or different properties. Combine and mix ingredients. Shape and join materials. Change materials by heating and cooling, including cooking. Talk about the differences between materials and changes we notice. Show interest in different occupations (cook). | Make sounds Listen to sounds Explore how things work Identify electrical devices Use battery-powered devices Show interest in different occupations (musician). | Explore the surrounding natural environment. Use all our senses in hands on exploration of natural objects from the surrounding environment. Plant seeds and care for growing plants. Understand the key features of the lifecycle of a plant. Show interest in different occupations (gardener). | Explore light sources Shine light on or through different materials Explore and talk about different forces they can feel. Show interest in different occupations (emergency services). | Talk about what we see using a wide vocabulary. Begin to understand the need to respect and care for the natural environment and all living things. Compare adult animals to their babies Observe how baby animals change over time. Understand the key features of the lifecycle of an animal. Show interest in different occupations (farmer). |
| Past and Present/History | | | | | | |
| Reception | Identify what the past means. Look at family photos and identify, name and describe immediate family members. Talk about the pets in our families and identify how they have changed as they have grown. | Talk about our family Christmas traditions and find out if they were the same for our parents when they were children. | Ask questions to find out about what life was like when our teachers and parents were children. Identify similarities and differences when looking at photographs of Shortlanesend in the past and present. | Order events from our lives. | Know about different methods of transport and how they have changed over time. | Talk about our favourite memories from the past. |
| | How has Shortlanesend changed? | | | | Who was the greatest nurse? Florence Nightingale and Mary Seacole | What were seaside holidays like in the past? |



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| | <p>What can we learn about our village from looking at old photos?</p> <p>How has our school changed?</p> <p>What can we learn about our village from looking at old maps?</p> <p>What jobs did villagers do in the past?</p> | | | | <p>Who was Florence Nightingale, when did she live?</p> <p>Why did Florence become famous?</p> <p>How do we remember her today?</p> <p>Who was Mary Seacole when did she live? Why did Mary become famous? How do we remember her today?</p> <p>What are the similarities and difference between the lives of Florence and Mary?</p> | <p>What was going to the seaside like 100 years ago? (write a postcard)</p> <p>What did people do at the seaside 100 years ago?</p> <p>How do we know what holidays were like 100 years ago?</p> <p>Do we go on seaside holidays for the same reason people went 100 years ago?</p> <p>How have seaside holidays changes over time?</p> <p>How have seaside holidays changed (what do our grandparents say?)</p> |
| People, Culture and Communities/Geography | | | | | | |
| Reception | <p>Understand what it means to be part of a community.</p> <p>Follow a simple map around school.</p> | <p>Know how to stay safe when near roads and how to cross safety.</p> <p>Follow a simple map around the village.</p> | <p>Recognise some similarities and differences between life in England and life in the Arctic Circle.</p> | <p>Identify animals that live in different countries.</p> | <p>Recognise similarities and differences between life in a village and city.</p> | <p>Draw a simple map of our journey to school.</p> |
| Year 1 | | <p>Topic: The United Kingdom</p> <p><u>Key Question</u> What makes the United Kingdom so special?</p> <p>Where do I live?</p> <p>What would I find in a capital city?</p> <p>What would I find in the United Kingdom's countryside?</p> <p>Does the weather change between the north and south of the United Kingdom?</p> | <p>Topic: Arctic Environments</p> <p><u>Key Question</u> Why don't penguins need to fly?</p> <p>What are our planets poles?</p> <p>Are the poles as cold as they say?</p> <p>How does a penguin survive in such a cold environment?</p> <p>What does a penguin's home look like?</p> | <p>Topic: Fairtrade</p> <p><u>Key Question</u> Why can't bananas grow in England?</p> <p>Where does my banana come from?</p> <p>What is Fairtrade?</p> <p>How do Fairtrade farmers look after the environment?</p> <p>Can bananas grow in Cornwall?</p> <p>How do bananas get to my house?</p> | | |



| The Natural World/Science | | | | | | |
|---------------------------|---|--|---|---|---|---|
| Reception | Describe people who are familiar to us Play, explore and observe living things in Autumn (in all weather). | Explore a range of materials, including natural materials Compare how materials change over time and in different conditions Draw simple pictures of the natural environment. autumn leaves, plants and animals. Understand the concept of space travel. Identify the Earth, Sun, Moon, planets and stars. | Play, explore and observe living things in Winter (in all weather). Explore how objects move in water. Explore how the wind can move objects. Explore how to change how things work. Explore ice and freezing. | Make objects from different materials, including natural materials Explore plants in the surrounding natural environment Name and describe animals that live in different habitats. Explore the animals in the surrounding natural environment Describe different habitats | Play, explore and observe living things in Spring (in all weather). To take care of ourselves. Observe, measure and record how materials change when heated and cooled | Play, explore and observe living things in Summer (in all weather). Explore plants and animals in a contrasting natural environment Describe what we can hear when outside. Describe what we can feel when outside. |
| Year 1 | Animals Including Humans: Y2 – Nutrition 3.What Do Animals Need to Survive? (KP) 4.Why Should Humans Exercise? (KP) 5.Why Do We Eat Different Types Of Food? (KP) | Animals Including Humans: Y1 – Animals Diets 1.Do All Animals Eat the Same Things? (KP) 2.What do living things eat? (DE) | Animals Including Humans: Y2 – Life Cycles 1.What is the human life cycle? (DE) 2.What are the stages of life form adulthood to old age? (DE) 3.How do I know which offspring belong to which parents? (DE) 4.What is the life cycle of a chicken? (DE) 5.What is the life cycle of a butterfly? (DE) 6.What is the life cycle of a frog? (DE) | Plants: Y1 1. What Plants Do We Know and Where Can We Find Them? 2. What Part of a Plant Is Under the Ground? 3. Can We Use a Flower to Name a Plant? 4. Are All Tree Trunks the Same? 5. What Are the Leaves Like on Different Trees? (KP) 6.Assessment focus/gaps in learning (DE) | Plants: Y2 1.What Do Plants Grow From? (KP) 2.How Do Bulbs and Seeds Grow? (KP) 3.What Does a Seed Need to Grow? (KP) 4.What Does a Plant Need to Stay Healthy? (KP) 5.What Is the Lifecycle of a Plant? (KP) 6.Assessment focus/gaps in learning (DE) | Living Things and Their Habitats: Y2 1.What Examples Can I Find of Living Things, Things That Are No Longer Alive and Things That Have Never Been Alive? (KP) 2.What Microhabitats Can We Find in Our School? (KP) 3.Do Plants Need Particular Habitats Too? (KP) 4.How Do Different Habitats Provide For The Basic Needs Of Different Kinds Of Animals And Plants? (KP) 5.How Do Animals Obtain Food From Other Animals And Plants? (KP) 6.Assessment focus/gaps in learning (DE) |
| R.E. | | | | | | |
| Reception | Being Special: where do we belong? (EYFS Unit) | F2 INCARNATION: Why do Christians perform Nativity plays at Christmas? (EYFS Unit) | What times/stories are special and why? (EYFS Unit) | F3 SALVATION: Why do Christians put a cross in an Easter garden? (EYFS Unit) | F1 GOD/ CREATION: Why is the word 'God' so important to Christians? (EYFS Unit) | Which places are special and why? (EYFS Unit) |



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| | <p>Question 1 – How do we show respect for one another?</p> <p>Question 2 – How do we show care? How do we know we are cared for?</p> <p>Question 3 – How do we show people they are welcome?</p> <p>Question 4 – What things can we do better together rather than alone?</p> <p>Question 5 – Where do we belong? How do we know we belong?</p> <p>Question 6 - What makes us feel special about being welcomed into a group of people?</p> | <p>Question 1 - Which character from the Nativity story do I think is the most important and why?</p> <p>Question 2 - Who visited Jesus in the Nativity story?</p> <p>Question 3 - Can I re-tell the Christmas story?</p> <p>Question 4 - Why do some Christians call Jesus the light of the world?</p> <p>Question 5 - Why did Jesus receive gifts of gold, frankincense and myrrh?</p> <p>Question 6 - Can I create a timeline of the Christmas story?</p> | <p>Question 1 – Which are our favourite stories?</p> <p>Question 2 – What stories do we know about Jesus?</p> <p>Question 3 – Which stories are special to Christians?</p> <p>Question 4 – Where can we find stories which are special to Christians?</p> <p>Question 5 – What stories do we know that tell us how we should behave towards other people?</p> | <p>Question 1 - Why did Christians shout Hosanna when Jesus entered Jerusalem?</p> <p>Question 2 - Why do some Christians make palm crosses at Easter?</p> <p>Question 3 - What events took place in the Easter story?</p> <p>Question 4 - What symbols represent new life at Easter?</p> <p>Question 5 - What are Easter celebrations like for some Christians?</p> <p>Question 6 - Why do some Christians put a cross in their Easter gardens?</p> | <p>Question 1 - Who do Christians believe created the world?</p> <p>Question 2 - Why do Christians thank God at Harvest time?</p> <p>Question 3 - Why do some Christians believe they should care for the world?</p> <p>Question 4 -Why do Christians think God is special?</p> <p>Question 5 - Why is God so important to Christians?</p> <p>Question 6 - What is precious to me?</p> <p>Question 7 - Why is the word God special to Christians?</p> | <p>Question 1 – Where do we feel safe? Why?</p> <p>Question 2 – Where is special to me?</p> <p>Question 3 – Where do we feel happy? Why?</p> <p>Question 4 – Where is a special place for Christians? What makes this place special?</p> <p>Question 5 – What might we find in this special place?</p> |
| Year 1 | <p>Islam</p> <p>Who is Muslim and how do they live? (PART 1) (Year 2: Unit 15)</p> <p>Lesson 1: What do people think about God? What do Muslims think about God?</p> <p>Lesson 2: What do some of the Muslim 99 Beautiful Names for God mean?</p> <p>Lesson 3: What does the Shahadah say about Muslim beliefs?</p> <p>Lesson 4: Who was the Prophet Muhammad and why is he important to Muslims? What do Muslims believe the Prophet Muhammad was like?</p> | <p>Christianity</p> <p>1.3 INCARNATION: Why does Christmas matter to Christians? (Year 1: Unit 8)</p> <p>Lesson 1: Who was Jesus?</p> <p>Lesson 2: What happened in the story of the birth of Jesus?</p> <p>Lesson 3: Was Jesus born where people would have expected?</p> <p>Lesson 4: Why is waiting and preparing for Christmas important for many Christians?</p> <p>Lesson 5: What do some people like to say thank you for at Christmas?</p> <p>Lesson 6: How do people use the story of the nativity to guide their beliefs at Christmas?</p> | <p>Christianity</p> <p>1.4 GOSPEL: What is the good news Jesus brings? Church visit (Year 2: Unit 13)</p> <p>Lesson 1: What did Jesus' good news mean for Matthew in the Bible story?</p> <p>Lesson 2: What might a Christian say was the good news that Jesus brought to Matthew?</p> <p>Lesson 3: What do many Christians believe is the good news that Jesus brings about forgiveness?</p> <p>Lesson 4: What do many Christians believe is the good news that Jesus brings about peace?</p> | <p>Christianity</p> <p>1.5 SALVATION: Why does Easter matter to Christians? (Year 2: Unit 16)</p> <p>Lesson 1: What are the main events of the Bible story of Holy Week and Easter?</p> <p>Lesson 2: What are the six biggest moments in the story of Easter?</p> <p>Lesson 3: How do Christians feel about the main events of the Bible stories of Holy Week and Easter?</p> <p>Lesson 4: Why do Christians say 'Good Friday' for the day Jesus died?</p> | <p>Islam</p> <p>Who is Muslim and how do they live? (PART 2) (Year 2: Unit 17)</p> <p>Lesson 1: Who was the Prophet Muhammad and why is he important to Muslims?</p> <p>Lesson 2: What difference does worshipping God make to Muslims?</p> <p>Lesson 3: What difference does worshipping God make to Muslims?</p> <p>Lesson 4: What difference does worshipping God make to Muslims?</p> <p>Lesson 5: What difference does worshipping God make to Muslims?</p> | <p>Cornwall</p> <p>What makes some people and places in Cornwall sacred? (Curriculum Kernewek) (Year 2: Unit 18)</p> <p>Question 1 – Who was St Piran?</p> <p>Question 2 – How is St Piran remembered by people in Cornwall today?</p> <p>Question 3 – Are there different types of Celtic cross in Cornwall? Why are these special?</p> <p>Question 4 – Does our local community have a sacred place?</p> |



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| | Lesson 5: Why is the Prophet Muhammad so important to Muslims? Lesson 6: What do Muslims do because they love to treat the Quran with respect? | | Lesson 5: What might Christians do to follow the life of Jesus and bring 'good news' to people? Lesson 6: How might Christian prayer link to saying sorry and forgiveness? | Lesson 5: What impact does the Easter story have on many Christians? Lesson 6: Why do Christians remember Jesus as the Saviour at Easter? | | Question 5 – How does the Church provide support for the local community? Question 6 - Which Cornish places are sacred to me? |
| Computing | | | | | | |
| Year 1 | Internet safety | Technology around us Digital painting | Moving a robot Programming animations | Making Music | Grouping data Digital writings | Pictograms |



| Expressive Art and Design | | | | | | |
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| Art | | | | | | |
| 0-3 | Notice patterns with strong contrasts. Explore paint using fingers and other body parts. | Make marks with purpose. Explore different materials, using all our senses to investigate them. | Manipulate and play with different materials. Use our imagination as we consider what we can do with different materials. | Express feelings though making marks, and give a meaning to the marks we make. | Explore paint using tools. Explore paint using brushes. | Develop pretend play, pretending that one object represents another. Make simple models which express our ideas. |
| 3 – 4 | Take part in simple pretend play, using an object to represent something else even though they are not similar. Join different materials and explore different textures. | Explore different materials freely, to develop our own ideas about how to use them and what to make. Develop our own ideas and then decide which materials to use to express them. | Use drawing to represent ideas like movement or loud noises. Begin to develop complex stories using small world equipment. | Create closed shapes with continuous lines and begin to use these shapes to represent objects. | Show different emotions in our drawings and paintings. Draw with increasing complexity and detail, such as representing a face with circle including details. | Explore colour and colour mixing. Make imaginative and complex 'small worlds' with blocks and construction kits. |
| Reception | Investigate the marks and patterns made by different textures Explore mark making with felt tips. Explore mark making with chalk. Explore mark making using pencils. Use a variety of colours and materials to create a self-portrait. | Create a simple observational drawing. Explore paint through finger painting. Create natural paintbrushes using found objects. Create a large piece of group artwork based around fireworks. Use a range of tools to create and decorate salt dough decorations. Perform in the Christmas Nativity. | Respond to music through the medium of painting. Make child led collages using mixed media. Create landscape collages inspired by the word of Megan Coyle. Enjoy dancing with consideration to different styles and tempos of music. Enjoy creating and moving in time to music. | Explore clay and its properties. Explore playdough and its properties. Create natural 3D Landscape pictures using found objects. Generate inspiration and conversation about sculpture art and artists. Talk about dance and performance art. Listen to and learn simple poems. | Make a 3D clay sculpture using own designs. Develop scissor skills. Develop threading skills. Join materials together in different ways and practise these techniques. Perform familiar songs in groups and individually. | Fold, curl and cut paper to achieve a desired effect. Refine small motor skills through the use of drawing, cutting and manipulating paper. Retell a story as a performance for the school in assembly. |
| Year 1 | Sketchbooks Explore and Draw | | Surface and Colour Expressive Painting | | Working in 3D Be an Architect | |
| Music | | | | | | |
| 0-3 | Recognise sounds. Join in with songs and rhymes, making some sounds. | Move and dance to music. | Make rhythmical and repetitive sounds. | Enjoy and take part in action songs. | Explore our voices and enjoy making sounds. | Explore a range of sound makers and instruments and play them in different ways. |



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| | | | Respond emotionally and physically to music when it changes. | | | |
| 3-4 | Listen with increased attention to sounds. Sing the melodic shape of familiar songs. | Sing the pitch of a tone sung by another person. | Play instruments with increasing control to express our feelings and ideas | Respond to what we have heard, expressing our thoughts and feelings. | Create our own songs or improvise a song around one we know. | Remember and sing entire songs. |
| Reception | First Access – Sing and Play | Me | My Stories | Everyone | Our World | Big Bear Funk |
| Year 1 | Hands, Feet, Heart | Nativity Singing | I Wanna Play in a Band | Zootime | Ocarinas | Friendship Song |
| DT | | | | | | |
| Year 1 DT | | Mechanisms Wheels and axles | Structures Freestanding Structures Whose Home? | Food Preparing fruit and vegetables Fantastic Fruit | | |