



The EYFS Reception Year Curriculum at Totley Primary School

“At Totley Primary School, learning is a journey”

R

Relationships

Positive relationships provide a true sense of belonging for all of our school community.

O

Outcomes

High expectations drive all children to aspire to achieve exceptional outcomes across and beyond the curriculum.

A

Attitudes

Through a culture of learning, children are life-long, self-motivated learners with the resilience to embrace future challenges.

D

Development

Nurture the personal growth of happy, well-rounded and balanced citizens with a deep-rooted appreciation of British values.

Our EYFS Curriculum has been designed to reflect the nature of our beautiful environment, the seasons of the year and the nature and community around our school. It aims to teach the children how their environment compares to other places, cultures and nature in other parts of the world. It is therefore unique to Totley Primary School.

Each topic planned is included in the curriculum for very specific reasons and we want to ensure that all children leaving the Reception Year are ready to start the Totley KS1 Curriculum. Each topic does not last a specific amount of time but is based on the children's curiosity and learning at the time. All the topics have resources and activities ready to use in the enhanced provision and children are supported by a team of adults who are passionate about inspiring, supporting and challenging children through play, use of language and questioning. Topics are introduced with a good quality storybook or age appropriate non – fiction text. Using books in this way teaches children that books and reading form the basis of all learning.

This ambitious Early Year's curriculum aims to teach all children the skills and knowledge in order that they reach the seventeen Early Learning Goals described in the Early Years Foundation Stage. We teach through a range of teaching methods including child-initiated learning, whole class teaching, group teaching, investigations and problem solving together, and independently. As many activities as possible are play-based; however, there is also a need for direct teacher-led activities to ensure children gain essential knowledge and skills from their teacher. All activities are expertly modelled, and children are given sufficient time, support and resources to repeat and practise them.

Intent

To develop a curriculum which:

- ✓ Instils a lifelong love of learning in our youngest children, encouraging a positive attitude and disposition to learn.
- ✓ Allows every child to be a writer, reader, mathematician, artist, builder, musician, linguist, actor, dancer, athlete and a good friend.
- ✓ Teaches a knowledge of the world and enables pupil's to be independent, resilient and creative thinkers that are prepared for the demands of the National Curriculum.
- ✓ Supports and extends knowledge, practical skills, understanding and confidence, and helps pupil's to overcome any disadvantage.
- ✓ Is sequenced deliberately for progression and places an equal value on all curriculum areas.
- ✓ Values creative and immersive learning opportunities that are deeply rooted in a foundation of knowledge.
- ✓ Gives children opportunities and experiences to grow their cultural and social capital.

Implementation

Content and Sequence

- The curriculum promotes self-confidence and a positive attitude to learning in all children, whatever their gender, ethnicity, home language, special educational needs, disability or ability.
- Well-planned, purposeful activities and appropriate interventions by practitioners will engage children in their learning and help them make progress in all areas of the framework. Experiences build on what children already know and can do.
- There are opportunities for children to engage in activities planned by adults and activities that they plan or initiate themselves. Children do not make a distinction between 'play' and 'work' and neither should practitioners. Children need time to become engrossed, work in depth and complete activities.
- Practitioners observe and respond appropriately to children, informed by a knowledge of how children develop and learn. There is a clear understanding of possible next steps in their development and learning.
- For children to have rich experiences whilst in the Foundation Stage, the environment and provision that is available is carefully planned and resourced to support children's knowledge and understanding. It allows children to explore, plan, experiment, and make their own decisions about their learning thus creating independent learners who are 'Year One ready'.
- All adults working in the Foundation Stage Unit ensure that all children feel included, secure and valued. Positive relationships are built with parents from the beginning in order to work effectively with them and their children. There is an atmosphere of mutual respect within which children can have security and confidence.
- Provision should cater for the different starting points from which children develop their learning, building on what they can already do. There should be relevant and appropriate content that matches the different levels of needs.
- The children's learning journey is sequential and driven by a theme. Teaching and learning should be planned and purposeful, providing opportunities for both indoor and outdoor play within the theme. All areas of the framework are considered, and all children are given opportunities to move their learning on in all 17 areas of the framework.

Teaching and Learning, Assessment and Feedback

- Long-term planning is deliberately spaced and interleaved for revision and over-learning of the content.
- The curriculum is carefully structured, with well-planned activities and appropriate intervention. This is demonstrated through practitioners spending most of their time working directly with children help to develop and extend children's vocabulary and language.
- Teaching is tailored to suite the different ways the children learn by planning for learning objectives in a range of different ways, pupils are given opportunity to work with an adult to acquire and refine new skills.
- Provocations and challenges are placed in the provision that allow children to embed and retrieve knowledge. Adults will then work in the provision to extend and deepen the children's knowledge and understanding through precise questioning that doesn't lead children to the answer but allows them to find their own way, whilst still identifying and resolving any misconceptions.
- Adults working in Foundation Stage will make systematic observations and assessments of each child's achievements, interests and learning styles. This will be through snapshot observations, recording what children are saying, taking photographs or videos and recording longer 'Characteristics of Effective Learning' observations.
- Practitioners will use these observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child and will match their observations to the expectations of the early learning goals to determine where children are working at.
- Feedback is given on children's learning in line with our feedback policy. Formative assessment within every lesson helps teachers to identify the children who need more support to achieve the intended outcome, and who is ready for greater stretch and challenge through planned questioning or additional activities.
- As the year progresses, children are given immediate feedback in line with our feedback policy, including *Yippee Yellow* and *Green Pen Work* to check, consolidate or challenge, preparing them for the expectations of Year One.

Impact

- No ceiling is placed on any learner: focus groups are flexible and adapted according to emerging learning needs and the level of support that is needed to enable all children to access the right curriculum content for their learning.
- There is an emerging improvement and impact in staff's expectations of our youngest learners and a developing understanding of the EYFS Framework. Adults are much more aware of the impact they are having on children's learning through their own questioning and understanding of the requirements of the framework.
- Year One teachers noticed a huge difference in the children entering Year One this year, as opposed to previous years. Children were more independent learners and Year One ready. Children are more able and prepared to tackle the raised expectations of the Year One curriculum. Children are aware of the school expectations on them and are more settled socially, emotionally and physically.
- Children entering school in the 2018/19 cohort began this school year very confident and settled in to the school environment, this was due to the provision being ready to take them on and staffs raised expectations of our youngest children. Inductions were carefully planned and executed so that all children felt safe, secure and ready to learn.
- All staff in the EYFS are placing greater emphasis on having positive attitudes to learning and are becoming more aware of the impact this has on outcomes. Children are able to talk eloquently about what it means to be independent and can explain how they have worked hard to achieve something they are proud of.
- Nearly all children leave the EYFS having achieved at least the expected standard and as confident and enthusiastic learners, ready to take on the next stage in their education. Many reach Exceeding ELG within the standard.
- Most SEND children make at least expected progress and reach their attainment targets.

Personal, Social and Emotional Development

We strive to enable children to be safe, happy, confident individuals. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. We encourage self-regulation as much as possible and introduce rules and boundaries through modelling good behaviour and reflection time.

Children are supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Children are introduced to our '**Zones of Regulation**' from the very beginning of Foundation Stage 2 and are encouraged to use these to express how they are feeling to both adults and their friends. These are used throughout the school so children are able to express themselves to all adults in school. There is also a 'calm corner' in the provision that children can access when they feel they need to. There is lots of discussion around different emotions the ZONES are designed to help the children recognise when they are in different zones as well as learn how to use strategies to change or stay in the Zone they are in. Children are given tools and resources to help them regulate their emotions and help them remain in a mind-set best suited for successful learning.

Blue Zone	Green Zone	Yellow Zone	Red Zone
How might you feel in this zone?			
Sad Sick Tired Bored Moving slowly	Happy Calm Feeling OK Focused Ready to learn/play	Frustrated Worried Silly/wiggly Excited Loss of some control	Mad/angry Mean Yelling/hitting Disgusted Out of control
Strategies			
<ul style="list-style-type: none"> • Speak to a friend • Get a drink • Take a break • Go for a walk • Read a book • Draw a picture 	<ul style="list-style-type: none"> • Do my best • Help someone • Be a leader • Share a smile • Breathe steadily • Maintain focus 	<ul style="list-style-type: none"> • Speak to a friend • Get a drink • Take a break • Have a snack • Use a fidget toy • Breathe in 8s • Go for a walk • Listen to music 	<ul style="list-style-type: none"> • Stretching • Run • Eat a snack • Use a fidget • Speak to a friend • Anchor • Breathe in 8s • Listen to music

We teach the children the Totley School Learning Values based on our **Attitudes to Learning**:



We introduce these at the beginning of the year. These values underpin our whole curriculum and teaching style throughout the Reception year. These values then follow on throughout the school. The language of these attitudes is used consistently from the start to praise and describe the children's learning, this means that children then use this language to describe themselves as learners and in turn become more purposeful and reflective learners.

Each week, the children also take part in small group sessions led by an adult in FS2. This gives the children further opportunities to explore ideas and to practise articulating their own feelings and beliefs. From the very beginning of their reception year, children take part in Key Stage and whole school assemblies in which they also experience taking part in larger gatherings and discussions around different ideas, beliefs and feelings.

They are also welcomed in to the whole school community through the school's buddy system in which they are paired up with a Year Six child who supports, guides and nurtures them during their first year at Totley Primary School. Children flourish under the guidance and care of their buddies and their settlement in to school life and routines is only made stronger by this process.

Physical Development



By creating games and providing opportunities for play both indoors and outdoors, adults support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Our fully equipped outdoor environment and grounds enables us to make the most of the outdoors and we encourage children to play outside as much as possible and in all weathers. Our intention is that children learn how to take measured risks and they are given access to our outdoor provision as well as the whole school playground. We encourage children to learn about nature and look after their environment through regular walks in our school grounds and local community. There is a well-established and comprehensive PE curriculum, which includes Fundamentals ('Qualitas' qualified coaching), Dance, Gymnastics and Invasion Games. Children are taught about the importance of regular exercise and healthy eating, and are encouraged to join in with whole-school sports initiatives such as intra-school competitions, after school clubs and Sports Days.

Fine Motor skills underpin many of the activities planned for in our provision. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy, children develop their pencil grip and work on handwriting skills and letter formation from day one as part of our *Read Write Inc* scheme and opportunities to mark-make and write are planned for throughout the indoor and outdoor provision. There is a specific 'Finger Gym' area in the classroom where children practise different skills like pinching, rolling, squeezing, snipping and threading, skills that support their learning in other areas of the framework

Gross Motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. Children are encouraged to safely move, run, climb and negotiate space in various different ways. Children have access to a range of equipment as well as scooters, trikes and bicycles.

Communication and Language



Children are encouraged to listen and communicate appropriately. We enhance the classroom and outdoor area to reflect the current 'Big Question'. Each topic encompasses enhancements to the learning environment that include role-play areas, small-world play and story-making set-up to encourage the children to act out scenarios and discuss concepts being learnt. This helps children learn and use new vocabulary introduced through the topics. Children are encouraged to ask questions and contribute to whole-class and group discussion whenever possible. Children take part in small 'Talk Time' group sessions weekly to practise and develop their speaking and listening skills. Discussions are had around the current topic or subjects relating to PSED. Children who struggle to communicate are targeted in the provision and learning interventions are used when children lack confidence or do not have the age-appropriate skills.

Being an effective communicator is a key part of being a successful language learner. The development of children's spoken language underpins all areas of learning and development in our provision. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial, therefore language and vocabulary is planned in to each area. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners build children's language effectively. Focused planning around oracy ensures children develop their listening and speaking skills, enabling them to be confident and effective communicators. This means that children are able to express themselves well, have the vocabulary to say what they want to say and have the ability to structure their thoughts so that they make sense to others.

Reading



We aim to teach children to read and develop a love of books as soon as they arrive at Totley Primary School, and books are used to teach topics and to enhance our whole curriculum.

We follow a systematic approach to phonics teaching via Read Write Inc. Phonics lessons are taught daily, starting short and eventually building up to hour long sessions. In addition to daily phonics, children take part in guided reading twice a week, either in small groups or individually. They read four reading books per week based on the phonics phase being taught. A short phonics task and reading book is taken home every day. Children are also encouraged to take home age-appropriate picture books from the class library and books in the library are changed each half-term to reflect the different seasons, topics taught and children's interests. Teachers read stories to children from high quality age-appropriate texts at every available opportunity. These books are then used to enhance the learning environment and reading area. Children who need extra help with phonics are targeted in the provision by key members of staff. Each morning, a phonics activity is set up in continuous provision with individual children's next steps in mind. Those children who need extra teaching are encouraged to the activity with a member of staff who facilitates a short teaching session each day (three days a week).

Writing



We introduce writing straight away, and teach handwriting using the Read Write Inc scheme. During the phonics lesson, there are regular timetabled slots for handwriting to ensure that children build up their handwriting skills every day. We make the physical process of writing – handwriting – enjoyable from the start, so children see themselves as 'writers'. We use mnemonics – memory pictures – to help children visualise the letter or join before they write it down. Children practise handwriting under the guidance of a teacher so they do not develop habits that will be difficult to undo later. The school's handwriting policy is also implemented in that children are taught '6 feet flat on the floor' and 'BBC: bottom back in chair' whilst also being taught,

- body one fist from the table
- shoulders down and relaxed
- back leaning forward slightly
- left/right hand holding the page
- left/right hand ready in a tripod grip

Each child has a handwriting book where they are taught the correct letter formation. As well as writing being taught through phonics, writing activities are also taught in small focus groups. These include writing topic words, labels, lists, captions and simple sentences. Guided writing activities are based on the topic being taught and the class book is often used as a basis for writing. Children are also encouraged to write in the provision in the role-play area, writing area, maths area, mud kitchen and outdoors. The children are provided with a range of pencils, pens, and other media to encourage them to write as much as possible. We hope to inspire children to write independently after they have been introduced to writing skills in their guided writing sessions.

Mathematics



As with all other Areas of Learning, the teaching and learning of mathematics in EYFS takes place both indoors and outdoors through a wide range of practical and "hands on" activities. The staff use their knowledge and expertise to plan for a high-quality learning environment which provides children with lots of opportunities to explore different aspects of number, shape, space and measures and learn new concepts. The children have a wide range of structured play resources available to them throughout the year. For example, children learn about capacity through their water play. They use containers of different shapes and sizes to measure and compare and the adults model the use of these resources and the appropriate mathematical language as they support the children in their play.

Children are taught maths through guided group work and whole-class activities. We begin by concentrating on one number a week in the first term, with the aim that children have a better understanding of one-digit numbers before they move on to place value and calculations later in the year. Children also learn shape, space and measure skills and knowledge through guided work and as activities in the enhanced provision.

Accurate counting and having a strong sense of number is one of the main aims of the curriculum, children are given lots of opportunities to develop number sense and deepen their conceptual understanding, whether this is through taught sessions, opportunities for counting during the day (marbles, in the line, tidy-up time) or during independent activities in the provision.

Children who are identified as needing extra help with mathematics are targeted in the provision by key members of staff on a daily and weekly basis. Long-term planning is deliberately spaced and interleaved for revision and over-learning of the content. Retrieval practice is deliberately planned in to lessons and the continuous provision, meaning children are constantly revisiting concepts and ideas.

Concrete resources are used throughout the year and children are given a range of ways to approach different mathematical concepts. Children are also able to access these resources throughout the continuous provision, experiencing and exploring these concepts in a range of different contexts.

Understanding the World



We strive to give children knowledge about the world around them in Totley and the rest of the world. Science is taught throughout the year and events and experiences are taken advantage of that could provide children with a deeper scientific understanding. For example, we observe ice in our and the changes in the weather during Winter and investigate how ice melts and forms through real hands-on experiences. We are extremely fortunate to have many nature trails around our school. Staff have varied interest's wildlife and gardening, and endeavour to pass this knowledge on to children at every opportunity. During the Spring Term we take a trip to a farm and raise our own chicks and butterflies, deepening the children's understanding of life cycles and allowing children to see nature changing over time.

Geography is taught, including maps and countries of the world, through our Celebrations and Wider World topics. Similarly, we introduce the children to history through events like Remembrance Day and use real life artefacts and photographs to encourage children to think like a historian. For example, we look at old and new buildings and how people look different in photographs compared to nowadays. We teach RE throughout the year, focusing on the four religions of Christianity, Hinduism, Islam and Judaism, learning about a range of celebrations including, Diwali, Christmas, Eid and Hanukkah. Children are encouraged to think about their own beliefs and ways of life and make links and comparisons to these through exploration and discussion.

Expressive Arts and Design



We see art as a vehicle for creativity and individual expression, and it provides opportunities for building cultural capital. It is an important form of cultural expression and, therefore, has significance and meaning for all our children. Our teaching provides an understanding of techniques and media in drawing, painting, printing and using 3D media. Child-initiated art activities are encouraged during continuous provision as well as art and crafts being taught by the staff. Children are given time to explore their creative side in the provision and are free to create as they wish using a wide range of materials and resources. We encourage trial and error; children are taught to explore different materials and methods to find out for themselves what works best for their creation. Children are taught how to safely use and explore a variety of tools and techniques, experimenting with colour, design, texture, form and function. We study artists and at the end of the year take a trip to a local gallery where children also get to experience workshops by real artists. We endeavour that children leave Reception with good art skills, as well as encouraging them to use their own ideas and techniques in their art and design work.

Throughout the year, pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Assemblies also provide an opportunity to practise singing. Pupils have access to a variety of instruments in the provision and are encouraged to explore these and play together in ensemble groups or individually. We encourage listening to a wide range of music with concentration and understanding. We teach children how to describe music using subject specific vocabulary. Children are given time to play imaginative games and make up stories, songs and dances, using props they have made themselves, using instruments in the provision or those they have created.

Drama is used as a key tool in developing oral skills, vocabulary development, building confidence and self-esteem, and as an essential tool in developing imaginative, expressive, and persuasive spoken and written language. Our curriculum provides opportunities to perform to wider audiences through assemblies and events around key festivals. Children are encouraged to take on roles in their play, dress up and create stories around their characters. There is always a role-play area set up in the provision, linked to current topics and themes. Children can create worlds and stories through small world opportunities, linked to known stories or current interests. We have a stage and a cupboard full of 'grown-up' clothes and accessories.

Characteristics of Effective Learning





Reception Curriculum Goals

Reading



book/ author and discuss this with confidence and excitement.

To become a book lover and expressive storyteller who can read books containing words they can decode and who can chat about what they have read. They have a favourite

Writing



To become a 'Sentence Superstar' who uses writing to express themselves and their ideas. They can write simple sentences (with words containing learnt sounds) and are beginning to write simple stories using known texts or from their own imagination!

Listening, Attention and Understanding



To become a careful listener who pays attention, can ask relevant questions and make comments, can hold a conversation with friends and adults and express ideas and feelings with confidence.

Speaking and Oracy



To become a confident communicator who can express their ideas and feelings using full sentences, including correct tenses and conjunctions, with modelling and support from their teacher. They participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Maths



To become a mathematician who has a deep and solid understanding of numbers to 10, who can recognise the pattern of the counting system, compare quantities and who can recall number bonds to 5 and 10 in a flash!

Self-Regulation



Manage their emotions and behaviour in response to things happening around them, control their impulses (to make better decisions), to not over-react when upset or excited, and to be able to calm down after an incident, should one occur.

Managing Self

To become an independent individual who can follow the Golden Rules, set simple goals, and persevere, showing resilience and determination. Select resources, manage their own personal needs and know how to stay fit and healthy. They understand and are aware of emotions, regulating their behaviour accordingly. They understand the need for a healthy lifestyle and the right amount of sleep.

Building Relationships



To become a fantastic friend who can be kind, caring and helpful; shows empathy and respect to others, works, and plays co-operatively whilst considering others' ideas and feelings.

Fine Motor Skills



To become a talented tool user who holds a pencil effectively to draw and write, uses cutlery with confidence and uses a range of tools safely and confidently to effect changes in materials.

Physical Development & Gross Motor Skills



To become an amazing athlete who can use strength, balance and co-ordination to run, jump, hop, skip, climb and dance confidently and safely. They use a range of equipment with confidence and accuracy.

The Natural World



To become an explorer of the world around them, who understands how to read a simple map, shows care to living creatures, understands some differences between our country and other countries and notices changes in the world around them.

People and Communities



To become a compassionate citizen who can help to look after their community and care for the environment, know some reasons why Sheffield is special; have an awareness of other people's lives, cultures and beliefs and understand why its important to respect these.

Past and Present



To become curious historians who can talk about the lives of people around them and how life was different in the past, drawing on their own experiences and what they have heard in stories. They explore artefacts and can talk about photos and pictures from history to explain their understanding.

Being Imaginative and Expressive



To become a proud performer who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.

Creating with Materials



To become imaginative artists who use a variety of tools and techniques to create crafts, models, paintings and constructions inspired by what they have learnt, an artist or a piece of music. They can talk about what they have made, how they made it and what they might change.

Computing (non-statutory)

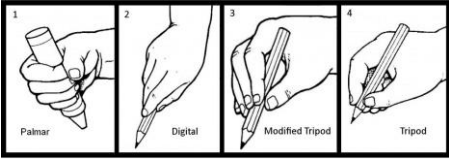
While not part of the statutory framework, computing is an important part of our curriculum and provision. Children are taught to use technology safely and for authentic purposes. Technology already plays a vital role in our children's lives and this will only increase, so it is important that children are prepared and equipped.



Curriculum Questions	What's in the world around me?						What happens in the world around us?					How do we keep the world super?					
	Autumn 1			Autumn 2			Spring 1		Spring 2			Summer 1			Summer 2		
	What is it like at school?	What does my family look like?	What is special to me?	What is harvest?	What is my favourite story?	How is Christmas celebrated?	Do bears live in Totley?	How do people celebrate around the world?	Which comes first the chicken or the egg?	Where does it live and how does it grow?	How is Easter celebrated ?	What makes our world super?	How do we keep our world super?	What makes me super?	How does art make the world a better place?	Children's Choice: Pirates	How have I changed in a year?
Prime Area																	
Communication and Language																	
Listening, Attention, and Understanding	To know and understand how to listen carefully and why listening is important.			To be able to ask questions to find out more and to check they understand what has been said to them.			To be able to articulate their ideas and thoughts in well-formed sentences.		To be able to describe events in some detail To be able to use talk to help work out problems and organise thinking and activities.			To be able to describe events in some detail and talk about what they observe in the natural world and growing observations.			To listen to and talk about stories to build familiarity and understanding.		
Speaking	To know and talk about the school rules and how they help to keep us happy and safe.			To be able to begin developing social phrases and engage in story times.			To be able to connect one idea or action to another using a range of connectives.		To be able to use talk to explain how things work and why they might happen.			To be able to use talk to help work out problems and organise thinking and activities.			To be able to engage in fiction and non-fiction books and talk about what they have read and what has been read to them.		
	To be able to engage in story times.			To be able to make comments about what they have heard and ask questions to clarify their understanding.			To be able to engage in non-fiction books.		To be able to use talk to explain how things work and why they might happen.			To know explain how things work and why they might happen regarding the environment and sustainability.			To be able to listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.		
	To be able to 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.			To be able to hold conversation when engaged in back-and-forth exchanges with their teacher and peers.			To be able to listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary regarding different places around the world.		To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.			To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.			To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.		
	To be able to talk about and describe themselves and their families.			To be able to use language associated with story-telling to retell familiar stories.			To know vocabulary related to different celebrations and understand the different ways people celebrate.		To know and be able to use the new vocabulary taught in Topic in discussions and play.			To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.			To be able to 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.		
	To know and talk about the different people in our class and wider communities who are special to them.			To know be able to use the new vocabulary taught in Topic in discussions and play			To be able to 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.		To be able to participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.			To know and talk about the different people who help us in the community. (Police, fire brigade, Dr and Nurses)			To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.		
	To know and be able to use the new vocabulary taught in Topic in discussions and play			To know vocabulary related to different celebrations and understand the different ways people celebrate.			To be able to 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.		To know and be able to use the new vocabulary taught in Topic in discussions and play.			To know and talk about some influential figures from the past who have helped us.			To know and be able to use the new vocabulary taught in Topic in discussions and play.		
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ELG	Listening, Attention and Understanding - 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.																
	Speaking - participate in a small group, class or one to one discussion, offering their own ideas, using recently introduced vocabulary.																

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	What is it like at school?	What does my family look like?	What is special to me?	What is harvest?	What is my favourite story?	How is Christmas celebrated?	Do bears live in Totley?	How do people celebrate around the world?	Which comes first the chicken or the egg?	Where does it live and how does it grow?	How is Easter celebrated ?	What makes our world super?	How do we keep our world super?	What makes me super?	How does art make the world a better place?	Children's Choice: Pirates	How have I changed in a year?
Prime Area																	
Personal, Social and Emotional Development																	
Self-Regulation Managing Self Building Relationships	To know the school rules and be able to talk about how they help to keep them happy and safe. To be able to talk about how to stay safe. To be able to see themselves as a valuable individual. To be able to build constructive and respectful relationships. To know how to be a good friend. To know what to do if they are feeling worried about something. To be able to express their feelings and consider the feelings of others and regulate behaviour accordingly. To be able to work and play cooperatively and take turns with others. To be able to give focused attention to what their peers and the teachers say.						To be able to show resilience and perseverance in the face of challenge. To be able to Identify and moderate their own feelings socially and emotionally. To be able to display confidence to try new activities To be able to Manage own basic hygiene and personal needs. To know what democracy means and begin to build an awareness of majority votes through voting in class.		To be able to show understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. To be able to set and work towards simple goals. To be able to display Confidence to try new activities. To be able to explain the reasons for rules and know right from wrong. To be able to Manage own behaviour. To be able to talk about what is fair and what is not fair.			To be able to think about the perspectives of others. To be able to manage their own needs. To know about and show understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. To be able to set and work towards simple goals. To be confident to try new activities and be able to explore different ways of doing things. To be able to explain the reasons for rules and know right from wrong. To be able to manage own basic hygiene and personal needs.			To be able to show sensitivity to their own and to others' feelings. To be able to display confidence to try new activities and show independence, resilience and perseverance in the faces of challenge To be able to 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.		
ELG	Self-Regulation - 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 focus and attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.																
	Managing self - Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.																
	Building Relationships - Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and other's needs.																

Curriculum Questions	What's in the world around me?						What happens in the world around us?					How do we keep the world super?					
	Autumn 1			Autumn 2			Spring 1		Spring 2			Summer 1			Summer 2		
	What is it like at school?	What does my family look like?	What is special to me?	What is harvest?	What is my favourite story?	How is Christmas celebrated?	Do bears live in Totley?	How do people celebrate around the world?	Which comes first the chicken or the egg?	Where does it live and how does it grow?	How is Easter celebrated?	What makes our world super?	How do we keep our world super?	What makes me super?	How does art make the world a better place?	Children's Choice: Pirates	How have I changed in a year?
Prime Area																	
Physical Development																	
PE Lesson	Team Games		Dance				Gymnastics		Fundamentals			Athletics			Striking and Fielding		
	Can stop a ball using the instep of either foot.		Can move arms and legs spontaneously to music.				Can balance in a static position.		To know how to use high apparatus safely.			Can stay significantly active for up to 2 minutes.			Roll equipment along the floor.		
	Can throw a ball up to themselves and catch it.		Can count a beat of 8.				Be able to perform a: ● Bunny Hop ● Tip Toe ● Jump ● Hop ● Egg Roll ● Pencil Roll ● Straight Jump ● Tuck Jump ● Jumping Jack ● Half Turn Jump		To be able to use high apparatus such as the ropes and climbing structures in P.E and in the playground.			Can change their speed to meet their environment.			Understand the arm is used to throw objects.		
	Bounce a ball with 2 hands.		Can stay in a space when performing.						Can get into a good starting position with their ankles, knees and hips slightly bent, ready to jump.			Can run in different pathways.			Can balance a ball on a tennis racquet.		
	Can move in a chosen direction.		Can find space without colliding with another child.						Can jump with 2 feet off the floor or equipment and land safely.			Jump with 2 feet off the floor and land safely.			Can follow the path of a rolling ball.		
	Can co-ordinate my body to stay still in a space.		Can dance/ improvise solo.				To be able to combine 2 or more basic movements and balances together.		Roll equipment along the floor.			Roll equipment along the floor.			Can throw a ball up to themselves and catch it.		
	Can stop and go when instructed.		Can join together different movements.				Can talk about what they have seen in a partner's performance.		Can keep their whole body still while they balance.			Knows the arm is used to throw objects.			Can use and share equipment safely around others.		
	Can talk about what they did well.		Can copy a movement shown by an adult.				Can perform actions without bumping into other children.		Can travel carefully along beams / equipment whilst balancing carefully.			Can describe how they feel when they are exercising.			Can talk about what they did well and what they want to get better at.		
Physical Development	To be able to move confidently in different ways.		To be able to balance and coordinate safely.				To know and be able to perform in small groups some floor gymnastic moves.		To be able to balance in a static position.			<ul style="list-style-type: none"> Scissors- snipping paper moving forward, cuts curved lines and circle shapes, cuts complex shapes 			To be able to develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.		
	To know and revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.		To be able to negotiate space effectively.				To be able to develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with PE sessions.		To be able to keep their support leg still with their foot flat on the ground.			<ul style="list-style-type: none"> Use of Clips, Clasps, zips, buttons and Screwing Jars 			To be able to develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.		
	To be able to listen to instructions and know how to stay safe in PE lessons.		To be able to experiment with and develop increasingly complex ways of travelling.				To be able to perform a single skills or movement with simple control.		To be able to balance on either leg.			<ul style="list-style-type: none"> Finger Puppet 					
	To knows and be able to travel and balance in different ways, returning to defined space.		To be able to define own space without visible boundaries.				To know and be able to discuss some of the changes to the body that occur during exercise.		To be able to keep their eyes focused forwards as they balance.			<ul style="list-style-type: none"> Building with small Lego and small Contruction. 					
	To be able to move on the spot and around with some awareness of others		To be able to experiment with wider range of equipment and use with more control.				To know good practices regarding health and wellbeing such as eating healthily, exercising regularly, sleep and reasonable amounts of screen time.		To be able to use their arms to help them balance.			<ul style="list-style-type: none"> Sort small bits and pieces using tweezers. 					
	To be able to experiment with wide range of small equipment learning some degree of control.								To keep their head up and upper body straight when balancing.			<ul style="list-style-type: none"> Nuts and Bolts Pasta Lacing Peg Boards and Pin 					
	To be able to name basic equipment and explain their safe use in P.E.								To straighten their legs from a crouched position as they spring upwards.			Boards					
									To be able to bend their ankles, knees and hips for a soft, quiet landing.			<ul style="list-style-type: none"> Pipettes in the Water Jugs in water Play-dough (dough disco) Tearing Paper Threading the Lace Tweezer Tub Funky finger activities 					
									To try something first before asking for help.								
									To work as a team and help and encourage their friends.								

Self-Care	To know and be able to talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.					
	Home challenge: Can I get myself dressed? Getting ourselves changed for PE Keeping ourselves clean – washing hands	Home challenge: Do I brush my teeth twice a day? How do I look after my teeth? Why is it important? What do we wear as the weather gets colder?	Home challenge: Can I make healthy choices? Can I try new healthy foods? What are healthy foods?	Home challenge: How do I keep myself clean? Why is it important? *Retrieval: Oral health Why is it important to keep our bodies clean?	Home challenge: Can I make my own breakfast? *Retrieval: Healthy choices How can I be more independent? What makes a healthy meal?	Home challenge: How many minutes of screen time have you had this month?
Gross Motor	To be able to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. To be able to develop the foundations of a handwriting style which is fast, accurate and efficient. To be able to confidently and safely use a range of large and small apparatus indoors and outside and in a group. Develop overall body-strength, balance, co-ordination, and agility.					
Fine Motor	To begin to develop scissor grip and hold the scissors comfortably in order to make small snips. Threading, cutting, weaving, playdough. Manipulate objects with good fine motor skills, using tweezers, pegs etc. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp pencil grip. Draw simple pictures to represent people, objects or places. To use resources like cello tape or glue to join materials together. Build things with smaller linking blocks, such as Duplo.	To be able to make small, controlled snips in paper. Threading, cutting, weaving, playdough. Develop muscle tone to put pencil pressure on paper. Use small tools to effect changes to materials. Show preference for dominant hand. To be able to hold on to a small pin and use a hammer to secure it with growing precision. To use different tools like sponges or printers to make purposeful marks when painting or making. To use resources like cello tape / masking tape or glue to join materials together. Begin to place small beads, gems or Hama beads to create simple pictures.	To be able to use the scissors to cut in lines or curved shapes to begin to cut with more purpose. Threading, cutting, weaving, playdough. Begin to form letters independently and correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Continue to use resources like cello tape / masking tape or glue to join materials together. To begin to use split pins to join materials together. Develop skills with smaller linking blocks, such as Lego when building.	To be able to use the scissors to cut in lines or curved shapes to begin to cut with more purpose. Threading, cutting, weaving, playdough. Hold pencil effectively with comfortable grip. Forms recognisable letters most correctly formed. Begin to draw diagonal lines, like in a triangle. Start to colour inside the lines of a picture with more accuracy. Start to draw pictures that are more recognisable. Be able to use the hammer and pins with growing precision to create pictures or join materials together. Begin to use a saw with growing precision to make changes to the wood. To begin to use split pins or staples to join materials together with purpose and precision.	To be able to use the scissors to cut out more complex shapes with control and confidence. Threading, cutting, weaving, playdough. Develop pencil grip and letter formation continually. Use one hand consistently for fine motor tasks. To use split pins or staples to join materials together with purpose and precision. To be able to place small beads, gems or Hama beads to create pictures with purpose and accuracy.	To be able to use the scissors to cut out more complex shapes with control and confidence. Threading, cutting, weaving, playdough. Form letters correctly and clearly when writing.
	Teach and model correct letter formation throughout year using Read Write Inc scheme. <div></div>					
ELG	Gross Motor Skills - 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 - 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.					

Curriculum Questions	What's in the world around me?						What happens in the world around us?					How do we keep the world super?					
	Autumn 1			Autumn 2			Spring 1		Spring 2			Summer 1			Summer 2		
	What is it like at school?	What does my family look like?	What is special to me?	What is harvest?	What is my favourite story?	How is Christmas celebrated?	Do bears live in Totley?	How do people celebrate around the world?	Which comes first the chicken or the egg?	Where does it live and how does it grow?	How is Easter celebrated?	What makes our world super?	How do we keep our world super?	What makes me super?	How does art make the world a better place?	Children's Choice: Pirates	How have I changed in a year?
Specific Area																	
Literacy																	
Comprehension	To be able demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.						To be able demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.					To be able to make predictions about what might happen next when listening to or reading a story.					
	With support, be able to sequence familiar stories through the use of pictures to tell the story.						With support, be able to sequence familiar stories through the use of pictures to tell the story.					Predict repeated phrases from texts and join in with these.					
	To be able anticipate (where appropriate) key events in stories.						To be able anticipate (where appropriate) key events in stories.					Use pictures in a book to predict what might happen next.					
	To know and use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.						To know and use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.					Begin to make predictions about how characters feel and use the pictures to explain their reasons for these.					
	To join in with rhymes and showing an interest in stories with repeated refrains.						To join in with rhymes and showing an interest in stories with repeated refrains.					Use key words from stories to retell them.					
	To be able to talk about a favourite story/rhyme.						To be able to talk about a favourite story/rhyme.					Explain to others what newly learnt words might mean.					
	To engage in extended conversations about stories, learning new vocabulary.						To engage in extended conversations about stories, learning new vocabulary.					Use key words and phrases from stories within role play.					
	To retell stories related to events through acting/role play.						To retell stories related to events through acting/role play.					Use key vocabulary learned from non-fiction when describing within the provision and recall information learned from non-fiction					
	To begin to be able to talk about characters, settings, authors and illustrators.						To be able to talk about characters, settings, authors and illustrators and begin to talk about their favourite.					Use some simple synonyms when retelling.					
	Begin to use vocabulary of beginning, middle and end.						To use vocabulary of beginning, middle and end when talking about familiar stories.					Remember sequences of events in stories and retell events from a story, confidently using the language of beginning, middle and end.					
	Enjoys an increasing range of books and talk about which ones they like/ dislike.						Enjoys an increasing range of books and talk about which ones they like/ dislike.					Use vocabulary learned from other stories when retelling narratives.					
	Map events of stories in the order they happened, placing pictures or drawing their own.											Compare stories they have heard and make simple comparisons about characters.					
Word Reading	To begin to recognise and know some graphemes and phonemes. (Set 1)			To recognise and recall the majority of taught graphemes and phonemes. (Set 1)			To confidently recall all taught graphemes and phonemes in Set 1 and at least 6 digraphs. (sh th ch ng nk qu)		To be able to read words consistent with their phonic knowledge.			To be able to read words consistent with their phonic knowledge.			To knows the sounds for each letter in the alphabet and at least 10 digraphs confidently. (sh, th, ch, ng, nk, qu, ay, ee, igh, ow, oo and oo)		
	To begin to be able to orally blend some CVC words to read.			Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.			To know and be able to read a few common exception words matched to the school's phonic programme.		To be able to read simple sentences and books that are consistent with their phonic knowledge, including taught common exception words.			To be able to read simple sentences and books that are consistent with their phonic knowledge, including taught common exception words.					
	To hear initial sounds in words.			To begin to be able to read some short sentences.			To be able to read words consistent with their phonic knowledge.		To be able to re-read these books and build up their confidence in word reading, fluency, understanding and enjoyment.			To be able to re-read these books and build up their confidence in word reading, fluency, understanding and enjoyment.					
Writing	To show a preference for a dominant hand when mark-making and writing.			To know all taught graphemes and phonemes in Set 1.			To be able to read and write some CVCC words.		To be able to segment and spell simple words consistent with their phonics knowledge.			To begin to know some tricky red words.			Use key vocabulary from stories in their writing.		
	To give meaning to marks that they make.			Begin to be able to segment and write simple CVC and CVCC words.			To be able to write recognisable letters, most of which are correctly formed.		To independently draw and innovate story maps from well-known stories.			To be able to write sentences and continue to build an awareness of capital letters full stops and finger spaces when writing sentences.			Use information from stories or non-fiction in their writing.		
	To be able to write their name.			To be able to participate in shared writing experiences in whole class writing sessions and story maps.			To begin to be able to draw and innovate their own story maps from familiar stories.		To begin to be able to write some short captions, labels, and sentences with adult support.			To be able to use taught common exception words in their writing and spell these correctly.			To knows the sounds for each letter in the alphabet and at least 10 digraphs confidently (sh, th, ch, ng, nk, qu, ay, ee, igh, ow, oo and oo) and use these in their writing.		
	To know some graphemes (Set 1) and use these when writing or mark making.			To be able to write labels and simple captions to match their pictures or pictures from a familiar story.			To begin to be able to draw and innovate their own story maps from familiar stories.		To begin to be able to write some short captions, labels, and sentences with adult support.						To be able to use taught common exception words in their writing and spell these correctly.		
	To hear initial sounds in words and begin to write these.			To begin to write labels and simple captions to match their pictures or pictures from a familiar story.			To be able to segment and spell words when writing independently using learnt phones / graphemes.		To begin to be aware of sentence structure (capital letters, finger spaces and full stops).						To be able to use taught common exception words in their writing and spell these correctly.		
	To begin to be able to orally blend some CVC words to write.						To be able to segment and spell words when writing independently using learnt phones / graphemes.								To be able to use taught common exception words in their writing and spell these correctly.		
	To draw a picture and label it or write the initial sounds of the words I want to write.						Begin to be able to write simple sentences using learnt phones / graphemes.								To confidently write simple sentences and become more consistent in their use of capital letters, full stops and finger spaces.		

Phonics	All children assessed upon entry to school, progression determined by regular phonics assessments done every six weeks.																																																																															
	<table><tr><th>Term Set</th><th>Total No. of Children</th><th>Group A</th><th>Group B</th><th>Group C</th><th>Ditty</th><th>Red</th><th>Green</th><th>Purple</th></tr><tr><td>Baseline</td><td>60</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Autumn half term</td><td>60</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>End of Autumn term</td><td>60</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Spring half term</td><td>60</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>End of Spring term</td><td>0</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Summer half term</td><td>0</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>End of Summer term</td><td>0</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>								Term Set	Total No. of Children	Group A	Group B	Group C	Ditty	Red	Green	Purple	Baseline	60								Autumn half term	60								End of Autumn term	60								Spring half term	60								End of Spring term	0								Summer half term	0								End of Summer term	0							
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One sound taught every day, children are sent home with their five new sounds and a blending book in their book bags, matched to the sounds they have been learning. Reading for Pleasure Books sent home for parents/ carers to read to the children.		Children revisit taught sounds from Set 1 and begin to learn 'Special Friends'. Begin to learn 'Red Words' (Common Exception Words). Children are sent home with ditty sheets or book from that weeks lesson, a book bag book – matched to their phonic group, taught sounds and taught red words along with the Reading for Pleasure book. Begin to look at Set 2 sounds (ay, ee, igh, ow, oo, oo) if able to, to support children's reading / writing.			Children continue to revisit Set 1 and Set 2. Continue to learn 'Red Words' (Common Exception Words). Children are sent home with book from that weeks lesson, a book bag book – matched to their phonic group, taught sounds and taught red words along with the Reading for Pleasure book.																																																																											
ELG	Comprehension - 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, nonfiction, rhymes and poems and during role play.																																																																															
	Word Reading - Say a sound for each letter of the alphabet and at least 10 diagraphs. 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 - Write recognisable letters, most of which are correctly formed. Spell words by identifying the sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.																																																																															

Curriculum Questions	What's in the world around me?						What happens in the world around us?					How do we keep the world super?					
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	What is it like at school?	What does my family look like?	What is special to me?	What is harvest?	What is my favourite story?	How is Christmas celebrated?	Do bears live in Totley?	How do people celebrate around the world?	Which comes first the chicken or the egg?	Where does it live and how does it grow?	How is Easter celebrated?	What makes our world super?	How do we keep our world super?	What makes me super?	How does art make the world a better place?	Children's Choice: Pirates	How have I changed in a year?
Specific Area																	
Mathematics																	
Principles of Counting	Stable Order: Understanding the verbal sequence of counting; being able to say the number names in sequential order. Daily counting of marbles, children in the line, doing the calendar dates																
	One-to-One Correspondence: Understanding that when saying the names of the numbers in sequence, each object receives one count and one only one count. During taught sessions, tidying up																
	Cardinality: Understanding that the last number spoken in a counting sequence names the quantity for that set. During taught sessions, tidying up																
	Abstraction: Understanding that it doesn't not matter what you count, how we count stays the same. For example, any set of objects can be counted as a set, regardless of whether they are the same colour, shape, size, etc. This can also include non-physical things such as sounds, imaginary objects, etc. During taught sessions, tidying up, numbers of the week																
	Order Irrelevance: Knowledge that the order that items are counted in is irrelevant—left-to-right, right-to-left, in a random fashion—as long as every object in the set is given one count and only one count.																
Number and Numerical Patterns	<u>Numbers of the week: 0,1,2,3,4,5</u>			<u>Numbers of the week: 6,7,8,9,10</u>			<u>Number focus: Counting in 2's, 5's & 10's</u>		<u>Numbers of the week: 11,12,13,14,15</u>			<u>Numbers 10, 11, 12, 13, 14, 15</u>			<u>Numbers 16, 17, 18, 19, 20</u>		
	To be able to count orally and count with one-to-one correspondence.			To be able to count orally and with one-to-one correspondence.			To be able to count a range of objects or pictures accurately with one-to-one correspondence.		To recognise and be able to form numbers 11-15 confidently.			To know and be able to form Numbers 0-15 confidently.			To know and be able to form Numbers 16-20		
	To be able to match amounts and compare numbers 0-5 and 6-10 using language of more, less, fewer or the same as (using counters, dice, Numicon, dominoes, fingers, numeral, irregular arrangements and groups of objects).			To be able to match amounts and compare numbers using language of more, less, fewer, the same, equal 0-10 (counters, dice, Numicon, dominoes, fingers, money numeral, irregular arrangements and groups of objects).			To be able to match amounts and compare using mathematical language (counters, dice, Numicon, dominoes, fingers, money numerals, irregular arrangements)		To be able to order numbers confidently and say what one more and one less is.			To be able to solve addition and subtraction problems in a range of ways.			To be able to confidently order numbers 0-20 and say what one more or one less is		
	To begin to able to form numbers 0-10 with growing accuracy.			To know and be able to form numbers 0-10 confidently.			To know and be able to form numbers 11-15 with growing accuracy.		To know what halving means and be able to use halving language such as sharing, equal and even.			To be able to order numbers and count forwards and backwards			To be able to count forwards and backwards on a number line.		
	To be able to order numbers 0 -10 and say what one more or one less than a number is.			To be able to order numbers and say what one more or one less is.			To be able to order numbers and say what is one more or one less confidently.		To be able to halve shapes and numbers.			To be able to Share equally (part, part, whole)			To independently solve subtraction calculations using a preferred method.		
	To be able to subitise – using dice, Numicon, dominoes, fingers, numerals, irregular arrangements. Recognising different amounts without counting.			To know anything can be counted and be able to count actions and sounds.			To be able to count forwards and backwards on a number line and use the number line to find one more and one less.		To know that halves are equal.			To be able to halve numbers.			To independently solve addition calculations using a preferred method.		
				To be able to subitise using dice, Numicon, dominoes, fingers numeral, irregular arrangements. (Recognising different amounts without counting.)			To know the meaning of and recognise '+', '-' and '=' signs.		To be able to find halves with concrete objects.			To know number facts, focus on odds and even.			To be able to halve numbers and know and recall halving number facts.		
				To begin to know the meaning of and recognise '+', '-' and '=' signs			To begin to be able to solve some addition number sentences using concrete objects.		To be able to begin to recall halving number facts.			To be able to double numbers and recall doubling facts.			To be able to double and know and recall double number facts.		
				To know that addition involves combining two or more groups of objects.			To begin to be able to solve some subtraction number sentences using concrete objects.		To be able to begin to recall double number facts.			To be able to recall number bonds to 5 and 10 confidently.			To be able to count in 2s, 5s and 10s with confidence.		
				To begin to be able to solve some addition number sentences using concrete objects.			To know the group gets smaller when something is taken away.		To be able to share equally using part, part whole. Focus on odds and evens.			To be able to subitise different amounts in different contexts			To be able to halve numbers and know and recall halving number facts.		
				To begin to know the group gets smaller when something is taken away.			To begin to solve subtraction number sentences with concrete objects.		To know odd and even numbers to 10 then 20			Have a strong sense of numbers to 12 recognising, writing, adding taking away counting back or on and recalling number facts.			To be able to double and know and recall double number facts.		
				To begin to be able to solve some subtraction number sentences using concrete objects.			To be able to begin to recall double facts.		To be able to Subitise using dice, Numicon, dominoes, fingers numeral, irregular arrangements.			To be able to count in 2s, 5s and 10s			To be able to double and know and recall double number facts.		
				To begin to know a double is the same again.			To be able to subitise different amounts.		To be able to add using different addition methods. (Fingers, Numicon, manipulates, number lines and mentally).						To be able to count in 2s, 5s and 10s with confidence.		
				To be able to find double numbers using concrete resources.			To understand that ordinal numbers are used to describe.		To know and confidently recall number bonds to 5.								
				To understand what an estimation is and be able to make sensible estimates.			To use ordinal numbers to explain where an animal came in a race.										

Shape, Space and Measure	To know different times of the day, days of the week and months of the year.	To know that we can measure how long or tall an object is and use this to compare.	To recognise and know the value of 1p,2p, 5p, 10p, 20p and £1.	To use non-standard units of measure to measure and compare length and height.	To know and recognise coins and be able to add amounts using coins.	To be able to recognise different coins and make amounts using them.
	To show interest in 2D shapes and be able to use these to create a picture or repeating pattern.	To use non-standard units of measure to measure and compare length and height.	To know that coins are used in exchanging for things or services and use this in practical play, beginning to use the concept of 'giving change'.	To confidently name common 2D shapes and shape properties.	To use a range of coins to make different amounts.	To be able to talk about their day, referring to different times of the day.
	To name common 2D shapes and shape properties.	To know that we can measure how much something weighs and use this to compare.	To begin to know that a clock is used to tell time.	To show interest in 2D shapes and be able to use these to create a picture or repeating pattern.	To know different ways we tell and record the time.	To confidently recognise and name common 2D shapes using their properties.
	To be able to select and rotate shapes building an awareness that a shape can have shapes within it.	To use balance scales to compare heavier/ lighter.	To be able to talk about patterns in events using language first, then, after before.	Use positional language confidently to make comparisons and describe.	To be able to make comparisons with length, weight and capacity.	To confidently recognise and name 3D shapes using their properties.
	To begin to use money in role play, beginning to recognise different coins.	To use non-standard units of measure to weigh and compare.	To begin to know and be able to talk about some 3D shapes and shape properties.	To confidently recall days of the week and months of the year.	To know and be able to talk about some 3D shapes and shape properties.	To be able to recognise, complete and create their own patterns.
	To begin to know different times of the day, days of the week and months of the year.	To be able to recognise some coins and begin to match amount to coin values 1p,2p, 5p	To recognise 3D shapes in the environment.		To recognise 3D shapes in the environment and in their play (e.g. building/ malleable)	To be able to make comparisons with length, weight and capacity using non-standard units of measure.
	To use positional language to describe themselves or others.	To name common 2D shapes and shape properties.	To be able to talk about and identify patterns and create own patterns.		To confidently recall days of the week and months of the year.	To confidently recall days of the week and months of the year.
ELG	Number - Have a deep understanding of numbers to 10 including the composition of each number. Subitise up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10 including double facts.					
	Numerical Patterns - Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities s 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 odds and evens, double facts and how quantities can be distributed equally.					

Specific Area				
Expressive Arts and Design				
(Skills developed throughout the year)				
Music	Appreciation Listening and Appraising Describe a piece of music in terms of its tempo and pitch. Tempo- The speed of a piece of music (fast/slow) Pitch- The highness or lowness of a sound of musical note (high, low, medium) To know a range of songs related to themselves and their communities. To know that different music is played for different celebrations. To know different songs and dance from around the world. Be able to listen attentively, move to, and talk about music, expressing their feelings and responses.	Vocal Use voices in different ways, such as speaking, singing and chanting to music. To be able to sing in a group or on their own, increasingly matching the pitch and following the melody. To use pulse when singing to maintain a consistent tempo To be able to sing in unison with others. To be able to move to match the tempo of music (e.g. hopping, marching, skipping and jumping). To be able to tap/clap the tempo of a song they sing. To be able to explore sound through: Singing topical, multicultural, seasonal etc songs. To be able to join in simple songs remembering some of the words. To know that they can use their voices whilst acting to create a dramatic affect.	Practical Performance and composition To experiment with sounds. Use untuned percussion to perform a piece of music as a group that demonstrates tempo. Listen to and explore the beats of different music from around the world. To be able to learn to play percussion, instruments and to listen as they play to the sounds they make. To know that sounds can be changed by altering the way they are made To be able to move to musical stimuli and keep in time to the music. To be able to perform songs on stage to others. To be able to participate in action songs which call for movement To know a repertoire of songs- nursery, topical, seasonal, interdenominational, and multi-cultural To be able to Imitate and create movement in response to music To Begin to be able to move rhythmically. To be able to Recognise repeated sound and motion movements to music	
Art - Painting	To explore the colours we can make by mixing other colours to match the colours we see and the colours we want to use. To name the colours we use. To make colours lighter and darker. To use a range of tools to paint with (thick and thin brushes, sponges, natural materials and non-standard tools). To take inspiration from other artists from different lines and cultures. To paint a self-portrait or a portrait of someone else. To include different levels of detail in our paintings. To plan what we want to paint and know the steps to take to achieve the outcome we want.			
Art - Drawing	To apply a meaning to the marks we make. To draw to represent stories, real objects and people. To draw as a way to plan and gather ideas. To draw with a range of tools range of pens, pencils, chalks, charcoal, pastels).			
Art - Printing	To explore the patterns and textures different materials make. To create a piece of art using chosen materials or tools to create a desired pattern or texture.			
Art – 3D	To change the shape and join malleable materials, including clay, to make shapes, patterns and textures.			
DT - Construction	Can you draw to communicate your plan and ideas for the product you will make, including labels and choices of materials? Can you use the best method from sello tape, split pins, glue (PVA and glue stick), masking tape, string, ribbon and toothpicks to join materials? Can you balance and place resources to make a strong structure? Do you choose the best materials for the job? Do the products you make do their job well? Can you explain what works well about your product and what you would improve? Have you bet the brief well? Can you explain whether your choices of materials and joining techniques were the best for the job?			
DT - Food	To talk about which foods are associated with typical meals in the day, and cultural, religious and national events and celebrations. Christmas – Christmas Dinner Diwali – Coconut Barfi Chinese New Year – Spring Rolls / Prawn Crackers/ Fortune Cookies	Skills	Equipment	
			Crushing / squeezing	Potato masher / Fork
			Peeling	Peel by hand
			Shaping	Rolling pin
			Mixing	Mixing spoons
			Measuring	Spoons / Cups
			Cutting	Butter knife Cutter shapes
DT - Textiles	Design	Make		Evaluate
	To choose colours for a specific purpose and explain why these colours are the most suitable. To choose fabrics based on their texture to suit the purpose of the product. To use pattern in design to create an appealing product.	Cut fabric to equal lengths and identify length. By weaving fabric, children... <ul style="list-style-type: none">Manipulate materials to achieve a planned effectExperiments to create different texturesSelects tools and techniques needed to assemble and join fabric.		
ELG	Creating with Materials - Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, f0orm and function. Share their creations explaining the process they have used. Make use of props and materials when roleplaying narratives and stories,			
	Being Imaginative and Expressive - 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 and move in time with Music.			

Specific Area				
Understanding the World (Skills developed throughout the year)				
History	Historical Knowledge		Using Sources	Chronology
	Do you know how life was different in the past? Can you recall significant people from history and their story, and characters from stories set in the past? Can you recall how your parents and grandparents childhood was different and similar to your own? Can I recall events from the past that are important to us today? Can I use the words past, present and future to describe the days of the week and times of the day?		Can you describe examples from the past by looking at photographs, and listening to and telling stories? Can you give reasons for picking out things from the past? E.g. How do you know this photo is from the past? Can I work out how life might have been different in the past by looking at artefacts?	Do you understand that your parents and grandparents were once children? Can you spot old and new objects? Can you identify changes over time within your lifetime and within the school year?
Geography	Map Skills		Geographic substantive knowledge	
	Can you retrieve information from a map of school? Can you match features in the real world from maps and aerial photographs of the school? Can you draw a map, using symbols to represent real features, of your route to school and from stories you have read?		Do you know... The names of the roads around school and the road you live on? The name of the village and city you live in? The name of the country you live in and its capital city? There are different countries in the world and talk about the differences they have experienced or learn about?	
RE	Teachings and wisdom		Religion, family and community	Beliefs in action in the world
	What does it mean to be Hindu, Muslim, Christian or Jewish? Places of worship, sacred text and defining characteristics of Christianity, Hinduism, Judaism and Islam to develop a broad understanding of four major world religions. 1. Where are the special places of worship? 2. Do they have a sacred text? 3. What do they believe and how do they worship?		What is a wedding? How do different families celebrate? How do people celebrate in different countries?	How do Hindus, Jews, Christians and Jews celebrate? What is Diwali and how is it celebrated by Hindus? What is Hanukah and how is it celebrated by Jews? What is Christmas and how is it celebrated by Christians? What is Ramadan and how is Eid celebrated by Muslims?
Science	Understanding the World			
	Do bears live in Totley? Children learn that different animals need different habitats. By going on walks, children identify which animals do live in Totley and why it is a good place for them to call home because of their diet and access to what they need. Children learn about the life cycles of animals that live in their immediate area.	Which comes first, the chicken or the egg? Children visit a local farm to see animals being reared in the agricultural sector. Children access the farm shop in the continuous provision to link the original source of the food and how it has been turned into products to consume. Children rear chicks from eggs to demonstrate the concept of a life cycle. Children grow vegetables to learn about the concept of planting crops in order to generate food. They observe the changes in plants and animals as they grow to deepen their understanding of life cycles. Children explore the impact of care e.g. what happened to the tomato plants we didn't water?	Mini beasts Children learn about mini beasts to work scientifically by making careful observations, creating labelled diagrams and reinforcing the concept of a life cycles. Children observe the cycle from caterpillar to butterfly first-hand. Children observe mini beast in their natural habitat. Children care for a Giant African Land Snail to learn about the care of animals and to make observations of the behaviours of a living thing.	Materials Children explore floating and sinking through making a boat using the best materials. Children explore shadows by shining lights through different materials. Children learn about forces, melting, freezing, pushing, stretching, snapping, bending and other ways to change materials. They explore which materials can and cannot be changed in these ways. Children explore magnetic attraction and repulsions, and which materials are and are not magnetic.
	Communication and Language - Understand why and how questions, including: Why has ice appeared in the water area overnight? Why have leaves started to change colour and fall off the trees? Why is it getting colder and darker? How do we care for the eggs and chicks? How do animal parents care for their young? Do you ask your own scientific questions to find out more about what you are learning? Do you use I wonder if... and I wonder what will happen if... to find out more and explore your learning?			
	Physical Development - Oral hygiene Children develop good oral hygiene habits. Every child has a chart, provided by school, to track themselves cleaning their teeth for two minutes. Every child is given toothbrushes and toothpaste. In the classroom, the Tooth fairy Chart builds positive associations with losing teeth. In the continuous provision, children learn to examine teeth as dentists. Know and talk about the different factors that support their overall health and wellbeing: - Regular physical activity at least two hours of PE each week and purposeful active playtimes. - Children are taught about a healthy, balanced diet and how to make healthy choices. At home, children have a chart to track their healthy choices. Home challenge to make their own breakfast to reinforce healthy choices. - Sensible amounts of 'screen time' Home challenge- how many minutes of screen time have you had this month? What could you do instead of screen time? - Being a safe pedestrian: Be bright be seen and walk to the woods to reinforce being a safe pedestrian. Within transport topic, children are taught about pedestrian safety. - How do I keep myself clean and why is it important? After learning this in class, children have a home challenge to chart, over a week, the things they do to keep themselves clean. Daily routines are opportunity to practise and reinforce positive habits (washing hands after the toilet, before eating etc.)			
	What are the signs of the seasons? Throughout the year, children learn what is happening, what we see, what we wear and what we do in each season. Children use magnifying glasses to look closely as scientists at objects for clues and make careful observations.			

	Fundamental Skills	Online Safety	Computational Thinking and Coding	Multimedia	Technology in our lives
Computing	Use a computer mouse to drag with control and click on objects. Safely switch on and shutdown a computer. Drag objects using the mouse. Click on objects to select it. Handle equipment and tools effectively (Physical Development).	Why do we need to get enough sleep? How do I decide what to play on? Know that we can communicate online. Understand what we do if we don't feel safe online. Understand that some information is private. Why is it important to be kind?	Can follow instructions involving several ideas or actions (Communication and Language) Answer 'how' and 'why' questions in response to stories and events (Communication and Language) Uses everyday language to talk about position (Maths: Shape, Space, Measure) Uses everyday language to talk about distance (Maths: Shape, Space, Measure)	<u>PCs, BeeBots, Cameras, iPads etc</u> Selects and uses technology for particular purposes (<i>Understanding the World</i>)	Recognises that a range of technology is used in places such as homes and schools (<i>Understanding the World</i>)
ELG	Past and Present - Talk about the lives of 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 - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction, texts images 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, nonfiction texts and (when appropriate) maps.				
	The Natural World - Explores 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 to them in class. Understand some important processes and changes in the natural world around them, including seasons and changing states of matter.				