

The Valley Primary School

EYFS Curriculum Overview

Area EYFS	Subject KS1	Autumn	Spring	Summer
Literacy (Writing)	English Writing	<u>Autumn 1:</u> Meesha Makes Friends by Tom Percival To depict the main events of the story in first person (Meesha) using 3 and 5 images. <ul style="list-style-type: none"> Write some or all of my name Write some letters accurately Use print and letter knowledge in early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy 	<u>Spring 1:</u> Naughty Bus by Jan & Jerry Oke To create a new journey for the Naughty Bus by creating a story map and writing captions/sentences describing the journey of the bus. <ul style="list-style-type: none"> Write short sentences with words with known sound-letter correspondences. Spell words by identifying the sounds and then writing the sound with letter/s. Re-read what they have written to check that it makes sense Form lower-case letters correctly 	<u>Summer 1:</u> Silly Doggy! By Adam Stower To rewrite the story <ul style="list-style-type: none"> Write short sentences with words with known sound-letter correspondences Re-read what they have written to check that it makes sense he story Form lower-case and some capital letters correctly
Physical Development		<u>Autumn 2:</u> I'm going to eat this ant by Chris-Naylor Ballesteros To write a list of foods for an animal. <ul style="list-style-type: none"> Write labels and captions. Write CVC words. Break speech down into words. Hear and say the initial sound in words and some subsequent sounds. Link sounds to letters. Segment the sounds in simple words and blend them together. 	<u>Spring 2:</u> The Journey Home by Emma Levey To retell/rewrite the story <ul style="list-style-type: none"> Write short sentences with words with known sound-letter correspondence Form lower-case letters correctly Re-read what they have written to check that it makes sense. Spell words by identifying the sounds and then writing the sound with letter/s 	<u>Summer 2:</u> Supertato By Sue Hendra To rewrite the story <ul style="list-style-type: none"> Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense Form lower-case and capital letters correctly
Literacy (Reading)	English Reading	Read, Write Inc Phonics	Read, Write Inc Phonics	Read, Write Inc Phonics
Communication & Language		Read, Write Inc Guided Reading	Read, Write Inc Guided Reading	Read, Write Inc Guided Reading
Mathematical Development	Maths	<u>Autumn 1:</u> Numbers 1 – 4, Numbers 5 – 8 Numbers 9 – 10 and ordering numbers to 10 Practical number activities Cardinal Values Bigger and Smaller Ordinal Numbers <u>Autumn 2:</u> Count the objects in two groups by counting on Patterns and sequencing Count on using a number track Subtraction within 5	<u>Spring 1:</u> Recite numbers to 10 Number bonds to 5 3D shapes Explore composition of numbers to 10 Use a tens frame to aid counting <u>Spring 2:</u> Compare objects by weight Know number bonds to 10 Find one more or less 1 – 10 Order and sequence familiar events Recite numbers beyond 10 Doubles	<u>Summer 1:</u> Capacity Complex repeated patterns Odd and even numbers Estimating Greater and less than <u>Summer 2:</u> Consolidation

		Use the language more and fewer		
Understanding the World	Science	<p><u>Autumn 1:</u> Who am I?</p> <p><u>UTW – The Natural World</u></p> <p>Talk about what they see, in more depth, using a wide vocabulary.</p> <p><u>C&L – Speaking</u></p> <p>Learn new vocabulary</p> <p><u>EAD – Creating Materials</u></p> <p>To draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p><u>PD – Gross Motor</u></p> <p>Know and talk about the different factors that support their health and wellbeing;</p> <p>physical activity using the term ‘exercise’;</p> <p>talk about some healthy eating habits understand the importance of brushing their teeth the importance of sleep;</p> <p><u>Autumn 2:</u> Celebrations</p> <p><u>UTW - The Natural World</u></p> <p>Describe what they see, hear and feel whilst outside</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Explore materials with similar and/or different properties</p> <p>To begin to make use of props and materials when acting out a simple stories and events.</p> <p><u>UTW – Past and Present</u></p> <p>Begins to talk about a special time for example festivals, celebrations</p> <p><u>EAD – Creating Materials</u></p> <p>Use their imagination as they consider what they can do</p>	<p><u>Spring 1:</u> Polar Places</p> <p><u>UTW – The Natural World</u></p> <p>Understand the effect of changing seasons in a contrasting environment.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Record their observations of plants and animals through drawings and labels.</p> <p>Begin to sort animals and plants by their features.</p> <p><u>EAD – Creating with Materials</u></p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p><u>C&L – Speaking</u></p> <p>Use new vocabulary in different contexts</p> <p>Articulate their ideas and thoughts in well-formed sentences</p> <p>Use talk to help work out problems and organise thinking and activities.</p> <p><u>C&L – Listening, Attention and Understanding</u></p> <p>Understand simple questions about ‘who’, ‘what’, ‘where’, ‘why’ and ‘how’</p> <p><u>Spring 2:</u> Plants & Animals</p> <p><u>UTW – The Natural World</u></p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Record their observations of plants and animals through drawings and labels.</p> <p>Begin to sort animals and plants by their features.</p> <p><u>EAD – Creating with Materials</u></p>	<p><u>Summer 1:</u> On Safari</p> <p><u>C&L – Listening, Attention and Understanding</u></p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p><u>C&L - Speaking</u></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p><u>UTW – The Natural World</u></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p><u>Summer 2:</u> Holiday</p> <p><u>UTW – The Natural World</u></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</p> <p><u>C&L Speaking</u></p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>

		<p>with different materials for a purpose.</p> <p>Use their imagination as they consider what they can do with different materials for a purpose.</p> <p><u>EAD - Being Imaginative and Expressive</u></p> <p>Develop storylines in their pretend play.</p>	<p>To talk to others in depth about what they have created and how they have achieved this.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p><u>C&L Speaking</u></p> <p>Use new vocabulary in different contexts</p> <p>Articulate their ideas and thoughts in well-formed sentences</p> <p><u>C&L Listening, Attention and Understanding</u></p> <p>Understand simple questions about 'who', 'what', 'where', 'why' and 'how'</p>	
	History	<p><u>Autumn 1:</u> My Family History</p> <p><u>UTW – Past and Present</u></p> <p>Name and describe people who are familiar to them</p> <p>Talk about members of their immediate family and community</p> <p>Comment on images of familiar situations in the past. *To begin to talk about how things change.</p> <p><u>C&L – Speaking</u></p> <p>Describe events in some detail</p> <p>Use talk to help organise thinking and activities.</p> <p><u>C&L – Listening, Attention and Understanding</u></p> <p>Begins to ask questions to find out more</p> <p><u>EAD – Being Imaginative and Expressive</u></p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits</p> <p>Develop storylines in their pretend play.</p>	<p><u>Spring 1:</u> The Greatest Explorers</p> <p><u>UTW – Past and Present</u></p> <p>To talk about the roles of people in their community and from the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>To begin to talk about objects from the past</p> <p><u>EAD – Being Imaginative and Expressive</u></p> <p>Show a range of different emotions in their drawings and paintings.</p> <p>Begin to create or change a familiar narrative.</p> <p><u>EAD – Creating with Materials.</u></p> <p>To talk to others in depth about what they have created and how they have achieved this.</p> <p><u>UTW – People, Cultures and Communities</u></p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p><u>C&L - Speaking</u></p> <p>To explain how things, work and why they might happen (real events)</p> <p>Begin to use correct tenses and plurals</p> <p><u>PSE – Building Relationships</u></p> <p>Develop their sense of responsibility and membership of a community, such as the importance of environmental issues, working with others, the work of charities and</p>	<p><u>Summer 2:</u> Great Inventions: Transport</p> <p><u>UTW – Past and Present</u></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>C&L- Listening, Attention and Understanding</u></p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p><u>C&L – Speaking</u></p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p><u>EAD – Creating with Materials</u></p> <p>Share their creations, explaining the process they have used</p>

			organisations.	
	Geography	<p><u>Autumn 2:</u> People and their communities</p> <p><u>UTW - People, Cultures and Communities</u></p> <p>Begin to know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Talk about members of their immediate family and community</p> <p>Talk about their immediate community/ locality for example village, street, town etc.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p><u>EAD - Creating with Materials</u></p> <p>Use their imagination as they consider what they can do with different materials for a purpose.</p> <p><u>C&L – Listening, Attention and Understanding</u></p> <p>Engage in non-fiction books</p> <p><u>C&L – Speaking</u></p> <p>Learn new vocabulary</p> <p>Use new vocabulary through the day</p>	<p><u>Spring 2:</u> Our Local Area</p> <p><u>UTW - People, Cultures and Communities</u></p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Draw information from a simple map.</p> <p><u>EAD - Creating with Materials</u></p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><u>C&L – Listening, Attention and Understanding</u></p> <p>Understand simple questions about ‘who’, ‘what’, ‘where’, ‘why’ and ‘how’</p> <p><u>C&L – Speaking</u></p> <p>Use new vocabulary in different contexts</p> <p>To explain how things, work and why they might happen (real events) Begin to use correct tenses and plurals</p>	<p><u>Summer1:</u> Animals & Their Habitats</p> <p><u>UTW - People, Cultures and Communities</u></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate – maps.</p> <p><u>EAD - Creating with Materials</u></p> <p>Share their creations, explaining the process they have used</p> <p><u>C&L – Listening, Attention and Understanding</u></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back and forth exchanges with their teacher and peers.</p> <p><u>C&L – Speaking</u></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p>
	FL	<p><u>Autumn 1:</u> Nursery Rhymes <u>Autumn 2:</u> Yo Apprendo Español (I’m Learning Spanish)</p> <p><u>EAD - Being Imaginative and Expressive</u></p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p><u>Autumn 1:</u> Fonetica (Spanish Phonics) <u>Autumn 2:</u> Colours and Numbers</p> <p><u>C&L - Listening, Attention and Understanding</u></p> <p>Understand how to listen carefully and why listening is important</p> <p><u>C&L Speaking</u></p>	<p><u>Autumn 1:</u> Ice Creams <u>Autumn 2:</u> Aliens Love Underpants</p> <p><u>C&L Speaking</u></p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</p> <p><u>L – Comprehension</u></p>

		<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Begin to perform solo or in groups.</p> <p><u>EAD – Creating with Materials</u></p> <p>Use their imagination as they consider what they can do with different materials for a purpose.</p>	<p>Use new vocabulary in different contexts</p>	<p>To retell a favourite part of a story</p> <p>Beginning to sequence the main events in stories.</p> <p>Begin to predict what might happen next in stories.</p>
Expressive Arts	Art	<p><u>Autumn 1:</u> Portraits</p> <p><u>UTW – PCC:</u></p> <p>Continue developing positive attitudes about the differences between people.</p> <p><u>EAD –CwM:</u></p> <p>Sometimes give meaning to the marks they make;</p> <p>Use their imagination to consider what they can do with different materials;</p> <p>Develop their own ideas and decide which materials to use to express them;</p> <p>Explore colour and begin mixing;</p> <p>To begin to explore a variety of tools and techniques;</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects;</p> <p>To draw with increasing complexity and detail, such as representing a face with a circle and including details;</p> <p>Explore colour and mixing for a purpose;</p> <p>To talk to others about what they have created;</p> <p>Use their imagination as they consider what they can do with different materials for a purpose;</p> <p><u>EAD – BlaE:</u></p> <p>Begin to show different emotions in their drawings and paintings, like happiness and sadness;</p> <p><u>PD – FMS:</u></p> <p>Develop small motor skills so that they can use a range of tools competently, safely and confidently</p>	<p><u>Spring 1:</u> L.S. Lowry</p> <p><u>UTW – PCC:</u></p> <p>Continue developing positive attitudes about the differences between people.</p> <p><u>EAD –CwM:</u></p> <p>Sometimes give meaning to the marks they make;</p> <p>Use their imagination to consider what they can do with different materials;</p> <p>Develop their own ideas and decide which materials to use to express them;</p> <p>Explore colour and begin mixing;</p> <p>To begin to explore a variety of tools and techniques;</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects;</p> <p>To draw with increasing complexity and detail, such as representing a face with a circle and including details;</p> <p>Explore colour and mixing for a purpose;</p> <p>To talk to others about what they have created;</p> <p>Use their imagination as they consider what they can do with different materials for a purpose;</p> <p><u>EAD – BlaE:</u></p> <p>Begin to show different emotions in their drawings and paintings, like happiness and sadness;</p> <p><u>PD – FMS:</u></p> <p>Develop small motor skills so that they can use a range of tools competently, safely and confidently</p>	<p><u>Summer 2:</u> Landscapes & Cityscapes</p> <p><u>UTW – PaP:</u></p> <p>Show interest in different occupations;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling;</p> <p><u>UTW – TNW:</u></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</p> <p><u>EAD –CwM:</u></p> <p>Sometimes give meaning to the marks they make;</p> <p>Use their imagination to consider what they can do with different materials;</p> <p>Develop their own ideas and decide which materials to use to express them;</p> <p>Explore colour and begin mixing;</p> <p>Safely use and explore a variety of materials, tools and techniques;</p> <p>Share their creations, explaining the process they have used;</p> <p><u>EAD – BlaE:</u></p> <p>Show different emotions in their drawings and paintings, like happiness and sadness;</p> <p><u>PD – FMS:</u></p> <p>Develop small motor skills so that they can use a range of</p>

				tools competently, safely and confidently
	D&T	<p><u>Autumn 2:</u> Faces</p> <p><u>CL – S:</u></p> <p>Use a wider range of vocabulary;</p> <p>Learn new vocabulary;</p> <p>Use new vocabulary throughout the day;</p> <p>Use talk to help organise thinking and activities;</p> <p><u>CL – LAaU:</u></p> <p>Begin to understand instructions that have two parts;</p> <p>Understand simple questions about 'who' and 'what';</p> <p>Begin to ask more questions to find out more;</p> <p>Understand simple 'who', 'what', 'where' and 'why' questions;</p> <p><u>UTW – PCC:</u></p> <p>Continue developing positive attitudes about the differences between people.</p> <p><u>UTW – TNW:</u></p> <p>Explore collections of materials with similar and/or different properties;</p> <p>Talk about what they see, using a wide vocabulary;</p> <p>Explore materials with similar and/or different properties;</p> <p>Talk about what they see in more details, using a wide vocabulary;</p> <p><u>EAD –CwM:</u></p> <p>Use their imagination to consider what they can do with different materials;</p> <p>Develop their own ideas and decide which materials to use to express them;</p> <p>Explore different materials freely in order to develop their ideas about how to use them and what to make;</p> <p>Explore different textures;</p> <p>To begin to explore a variety of tools and techniques;</p> <p>Join materials in a variety of ways;</p> <p>To talk to others about what they have created;</p>	<p><u>Spring 2:</u> Playground</p> <p><u>CL – S:</u></p> <p>Use a wider range of vocabulary;</p> <p>Learn new vocabulary;</p> <p>Use new vocabulary throughout the day;</p> <p>Use talk to help organise thinking and activities;</p> <p><u>CL – LAaU:</u></p> <p>Begin to understand instructions that have two parts;</p> <p>Understand simple questions about 'who' and 'what';</p> <p>Begin to ask more questions to find out more;</p> <p>Understand simple 'who', 'what', 'where' and 'why' questions;</p> <p><u>UTW – PCC:</u></p> <p>Continue developing positive attitudes about the differences between people.</p> <p><u>UTW – TNW:</u></p> <p>Explore collections of materials with similar and/or different properties;</p> <p>Talk about what they see, using a wide vocabulary;</p> <p>Explore materials with similar and/or different properties;</p> <p>Talk about what they see in more details, using a wide vocabulary;</p> <p><u>EAD –CwM:</u></p> <p>Use their imagination to consider what they can do with different materials;</p> <p>Develop their own ideas and decide which materials to use to express them;</p> <p>Explore different materials freely in order to develop their ideas about how to use them and what to make;</p> <p>Explore different textures;</p> <p>To begin to explore a variety of tools and techniques;</p> <p>Join materials in a variety of ways;</p> <p>To talk to others about what they have created;</p>	<p><u>Summer 1:</u> Drinks</p> <p><u>CL – S:</u></p> <p>Use a wider range of vocabulary;</p> <p>Learn new vocabulary;</p> <p>Participate in small group, class and 1:1 discussion, offering their own ideas using recently introduced vocabulary;</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary when appropriate;</p> <p><u>CL – LAaU:</u></p> <p>Begin to understand instructions that have two parts;</p> <p>Understand simple questions about 'who' and 'what';</p> <p>Make comments about what they have heard and ask questions to clarify their understanding;</p> <p><u>UTW – TNW:</u></p> <p>Explore collections of materials with similar and/or different properties;</p> <p>Talk about what they see, using a wide vocabulary;</p> <p><u>EAD –CwM:</u></p> <p>Use their imagination to consider what they can do with different materials;</p> <p>Develop their own ideas and decide which materials to use to express them;</p> <p>Explore different materials freely in order to develop their ideas about how to use them and what to make;</p> <p>Explore different textures;</p> <p>Safely use and explore a variety of different materials, tools and techniques;</p> <p>Share their creations, explaining the process they have used;</p> <p><u>PD – FMS:</u></p> <p>Develop small motor skills so that they can use a range of tools competently, safely and confidently</p>

		<p>Use their imagination as they consider what they can do with different materials for a purpose;</p> <p><u>PD – FMS:</u></p> <p>Develop small motor skills so that they can use a range of tools competently, safely and confidently</p>	<p>Use their imagination as they consider what they can do with different materials for a purpose;</p> <p><u>PD – FMS:</u></p> <p>Develop small motor skills so that they can use a range of tools competently, safely and confidently</p>	
	Computing	<p><u>Autumn 1:</u> We are Treasure Hunters <u>Autumn 2:</u> Computer Skills</p> <p><u>PSE – MS:</u></p> <p>Increasingly follow rules and routines;</p> <p>Follow rules and routines;</p> <p>Understand why rules are important;</p> <p><u>CL – S:</u></p> <p>Use a wider range of vocabulary;</p> <p>Learn new vocabulary;</p> <p>Use new vocabulary throughout the day;</p> <p>Describe events in some detail;</p> <p>Use talk to help organise their thinking and activities;</p> <p><u>CL – LAaU:</u></p> <p>Begin to understand instructions that have two parts;</p> <p>Understand simple questions about 'who' and 'what';</p> <p>Understand simple 'who', 'what', 'where', 'why' and 'when' questions;</p> <p>Understand an instruction that has two parts, such as 'get your coat and wait at the door';</p> <p>Understand how to listen carefully;</p> <p>Begin to ask questions to find out more;</p> <p><u>PD – FMS:</u></p> <p>Develop small motor skills so that they can use a range of tools competently, safely and confidently</p>	<p><u>Spring 1:</u> Online Safety <u>Spring 2:</u> Painting</p> <p><u>PSE – MS:</u></p> <p>Increasingly follow rules and routines;</p> <p>Show resilience and perseverance in the face of challenge;</p> <p>Remember rules without needing an adult to remind them;</p> <p><u>CL – S:</u></p> <p>Use a wider range of vocabulary;</p> <p>Use new vocabulary in different contexts;</p> <p>Articulate their ideas and thoughts in well-formed sentences;</p> <p>Connect one idea to another using a range of conjunctions;</p> <p>Use talk to help work out problems and organise thinking and activities;</p> <p>To explain how things work and why they might happen;</p> <p><u>CL – LAaU:</u></p> <p>Begin to understand instructions that have two parts;</p> <p>Understand simple questions about 'who' and 'what';</p> <p>Understand simple 'who', 'what', 'where', 'why' and 'when' questions;</p> <p>Understand how to listen carefully and why listening is important;</p> <p><u>PD – FMS:</u></p> <p>Develop small motor skills so that they can use a range of tools competently, safely and confidently</p>	<p><u>Summer 1:</u> Internet Research & Communication <u>Summer 2:</u> We are Opinion Pollsters</p> <p><u>PSE – MS:</u></p> <p>Increasingly follow rules and routines;</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly;</p> <p><u>CL – S:</u></p> <p>Use a wider range of vocabulary;</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p><u>CL – LAaU:</u></p> <p>Begin to understand instructions that have two parts;</p> <p>Understand simple questions about 'who' and 'what';</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</p> <p>Make comments about what they have heard and ask questions to clarify their understanding;</p> <p>Hold conversation when engaged in back and forth exchanges with their teacher and peers;</p> <p><u>PD – FMS:</u></p>

				Develop small motor skills so that they can use a range of tools competently, safely and confidently
	Music	<p><u>Autumn 1:</u> Beat & Tempo <u>Autumn 2:</u> Short & Long Sounds</p> <p><u>EAD - B1aE</u></p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance.</p> <p>Begin to perform solo or in groups.</p>	<p><u>Spring 1:</u> Pitch <u>Spring 2:</u> Texture</p> <p><u>EAD – B1aE</u></p> <p>To perform solo or in groups.</p>	<p><u>Summer 1:</u> Dynamics <u>Summer 2:</u> Structure</p> <p><u>EAD – B1aE</u></p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p>
Physical Development	P.E.	<p><u>Autumn 1:</u> Motor Movements <u>Autumn 2:</u> Manipulation of Objects</p>	<p><u>Spring1:</u> Hand/eye coordination <u>Spring 2:</u> Body shape development</p>	<p><u>Summer 1:</u> Gameplay Development <u>Summer 2:</u> Athletics</p>
Personal, Social & Emotional	PSHE	<p><u>Autumn 1:</u> Aiming High <u>Autumn 2:</u> Digital Wellbeing</p> <p><u>PSE – SR</u></p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried';</p> <p>Express their feelings of others;</p> <p>Understand gradually how others might be feeling;</p> <p><u>PSE – MS</u></p> <p>Increasingly follow rules and routines;</p> <p>See themselves as a valuable individual;</p> <p>Follow rules and routines;</p> <p>Understand why rules are important;</p> <p><u>CL – S</u></p> <p>Use a wider range of vocabulary;</p>	<p><u>Spring 1:</u> TEAM <u>Spring 2:</u> Be Yourself</p> <p><u>PSE – SR</u></p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried';</p> <p>Think about the perspectives of others;</p> <p><u>PSE – MS</u></p> <p>Increasingly follow rules and routines;</p> <p>Remember rules without needing an adult to remind them;</p> <p><u>CL – S:</u></p> <p>Use a wider range of vocabulary;</p> <p>Be able to express a point of view;</p> <p>Use longer sentences of four to six words;</p>	<p><u>Summer 1:</u> It's my body <u>Summer 2:</u> Diverse Britain</p> <p><u>PSE – SR</u></p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried';</p> <p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly;</p> <p>Give focused attention to what the teacher says, responding appropriately even hen engaged in activity and show an ability to follow instructions involving several ideas or actions;</p> <p><u>PSE – MS</u></p> <p>Increasingly follow rules and routines;</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly;</p> <p><u>CL – S:</u></p>

		<p>Use longer sentences of four to six words;</p> <p>Be able to express a point of view;</p> <p><u>CL – LAaU:</u></p> <p>Begin to understand instructions that have two parts;</p> <p>Understand simple questions about 'who' and 'what';</p> <p>Understand simple 'who', 'what', 'where', 'why' and 'when' questions;</p> <p>Understand an instruction that has two parts, such as 'get your coat and wait at the door';</p> <p>Understand how to listen carefully;</p> <p>Begin to ask questions to find out more;</p>	<p>Use new vocabulary in different contexts;</p> <p>Articulate their ideas and thoughts in well-formed sentences;</p> <p>Connect one idea or action to another using a range of conjunctions;</p> <p><u>CL – LAaU:</u></p> <p>Begin to understand instructions that have two parts;</p> <p>Understand simple questions about 'who' and 'what';</p> <p>Understand how to listen carefully and why listening is important;</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary;</p> <p>Understand simple 'what', 'how', 'who', 'where' and 'why' questions;</p>	<p>Use a wider range of vocabulary;</p> <p>Be able to express a point of view;</p> <p>Use longer sentences of four to six words;</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p><u>CL – LAaU:</u></p> <p>Begin to understand instructions that have two parts;</p> <p>Understand simple questions about 'who' and 'what';</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</p> <p>Make comments about what they have heard and ask questions to clarify their understanding;</p>
	R.E.	<p><u>Autumn 1:</u> Belonging <u>Autumn 2:</u> Gifts & Giving</p> <p><u>PSE – BR:</u></p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities and so on;</p> <p><u>CL – S:</u></p> <p>Use a wider range of vocabulary;</p> <p>Learn new vocabulary;</p> <p>Use new vocabulary throughout the day;</p> <p>Describe events in some detail;</p> <p>Use talk to help organise their thinking and activities;</p> <p><u>CL – LAaU:</u></p> <p>Begin to understand instructions that have two parts;</p>	<p><u>Spring 1:</u> Caring for Others <u>Spring 2:</u> Easter & Surprises</p> <p><u>PSE – BR:</u></p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities and so on;</p> <p><u>CL – S:</u></p> <p>Use a wider range of vocabulary;</p> <p>Be able to express a point of view;</p> <p>Use longer sentences of four to six words;</p> <p>Use new vocabulary in different contexts;</p> <p>Articulate their ideas and thoughts in well-formed sentences;</p> <p>Connect one idea or action to another using a range of conjunctions;</p>	<p><u>Summer 1:</u> Places of Worship <u>Summer 2:</u> Religion & Rituals</p> <p><u>PSE – BR:</u></p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities and so on;</p> <p><u>CL – S:</u></p> <p>Use a wider range of vocabulary;</p> <p>Be able to express a point of view;</p> <p>Use longer sentences of four to six words;</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p>

		<p>Understand simple questions about 'who' and 'what';</p> <p>Understand simple 'who', 'what', 'where', 'why' and 'when' questions;</p> <p>Understand an instruction that has two parts, such as 'get your coat and wait at the door';</p> <p>Understand how to listen carefully;</p> <p>Begin to ask questions to find out more;</p> <p><u>L – W:</u></p> <p>Add some marks to their drawings, which they give meaning to;</p> <p>Use some of their print and letter knowledge in their early writing;</p> <p>Write some letters accurately;</p> <p><u>UTW – PaP:</u></p> <p>Begin to make sense of their own life-story and family's history;</p> <p>To talk about a past events of personal significance;</p> <p>Comment on images of familiar situations in the past;</p> <p>Begins to talk about a special time for example festivals, celebrations;</p> <p>To begin to talk about how things change;</p> <p><u>UTW – PCaC:</u></p> <p>Continue developing positive attitudes about the differences between people;</p> <p>Name and describe people who are familiar to them;</p> <p>Begin to know that there are different countries in the world and talk about the differences they have experienced or seen in photos;</p> <p>Talk about members of their immediate family and community;</p> <p>Understand that some places are special to members of their community;</p> <p>Recognise some environments that are different to the one in which they live;</p>	<p><u>CL – LAaU:</u></p> <p>Begin to understand instructions that have two parts;</p> <p>Understand simple questions about 'who' and 'what';</p> <p>Understand how to listen carefully and why listening is important;</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary;</p> <p>Understand simple 'what', 'how', 'who', 'where' and 'why' questions;</p> <p><u>L – W:</u></p> <p>Add some marks to their drawings, which they give meaning to;</p> <p>Make marks on their picture to stand for their name;</p> <p>Use some print and letter knowledge in their early writing;</p> <p>Form most lower-case letters correctly;</p> <p>Spell words by identifying the sounds and then writing the letters;</p> <p>Write short sentences with words with known sound-letter correspondences;</p> <p>Begin to use capital letters and full stops;</p> <p>Re-read what has been written to check that it makes sense with an adult;</p> <p><u>UTW – PaP:</u></p> <p>Begin to make sense of their own life-story and family's history;</p> <p>To talk about a past events of personal significance;</p> <p><u>UTW – PCaC:</u></p> <p>Continue developing positive attitudes about the differences between people;</p> <p>Name and describe people who are familiar to them;</p> <p>Begin to know that there are different countries in the world and talk about the differences they have experienced or seen in photos;</p> <p>Talk about members of their immediate family and community;</p> <p>Understand that some places are special to members of</p>	<p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p><u>CL – LAaU:</u></p> <p>Begin to understand instructions that have two parts;</p> <p>Understand simple questions about 'who' and 'what';</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</p> <p>Make comments about what they have heard and ask questions to clarify their understanding;</p> <p><u>L – W:</u></p> <p>Add some marks to their drawings, which they give meaning to;</p> <p>Make marks on their picture to stand for their name;</p> <p>Use some print and letter knowledge in their early writing;</p> <p>Write recognisable letters, most of which are correctly formed;</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>Write simple phrases and sentences that can be read by others;</p> <p><u>UTW – PaP:</u></p> <p>Begin to make sense of their own life-story and family's history;</p> <p>To talk about a past events of personal significance;</p> <p>Talk about the lives of the people around them and their roles in society;</p> <p><u>UTW – PCaC:</u></p> <p>Continue developing positive attitudes about the differences between people;</p> <p>Name and describe people who are familiar to them;</p> <p>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;</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when</p>
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			<p>their community;</p> <p>Recognise some environments that are different to the one in which they live;</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>appropriate, maps.</p>
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