

Term: YR Autumn <i>Let's Celebrate</i>	Term: YR Spring <i>Traditional Tales</i>	Term: YR Summer <i>Plants and Animals</i>
Characteristics of Effective Learning:		
<u>Playing and exploring</u> finding out and exploring playing with what they know being willing to have a go		
<u>Active learning</u> being involved and concentrating keeping on trying enjoying achieving what they set out to do		
<u>Creating and thinking critically</u> having their own ideas making links choosing ways to do things		
<u>Curriculum Programme of Study</u>		
Self-confidence and self-awareness: <ul style="list-style-type: none"> • Confident to speak to others about own needs, wants, interests and opinions; • Describe self in positive terms and talk about abilities; • children are confident to try new activities and to say why they like the activity more than others. 	Self-confidence and self-awareness: <ul style="list-style-type: none"> • Describe self in positive terms and talk about abilities; • Confident to speak in a familiar group; • talk about their ideas; • choose the resources they need. 	Self-confidence and self-awareness: <ul style="list-style-type: none"> • Confident to speak in a familiar group; • talk about their ideas; • choose the resources they need; • say when they do or don't need help;
Managing feelings and behaviour: <ul style="list-style-type: none"> • aware of boundaries set, and of behavioural expectations in the setting; • understands that own actions affect other people; • beginning to negotiate and solve problems without aggression. 	Managing feelings and behaviour: <ul style="list-style-type: none"> • work as part of a group and understand; • follow the rules; • adjust their behaviour to different situations and take changes of routine in their stride. 	Managing feelings and behaviour: <ul style="list-style-type: none"> • work as part of a group and understand; • follow the rules; • adjust their behaviour to different situations; • take changes of routine in their stride; • children talk about how they and others show feelings, talk about their own and others' behaviour and its consequences; • know that some behaviour is unacceptable.
Making relationships: <ul style="list-style-type: none"> • initiates conversations and attends to what others are saying; • explains own knowledge and understanding and asks appropriate questions of others. 	Making relationships: <ul style="list-style-type: none"> • takes steps to resolve conflicts with other children; • play cooperatively taking turns with others; • show sensitivity to others' needs and feelings; • form positive relationships with adults and other children 	Making relationships: <ul style="list-style-type: none"> • play cooperatively taking turns with others; • show sensitivity to others' needs and feelings; • form positive relationships with adults and other children; • they take account of one another's ideas and how to organise their activity.

<p>Listening and Attention:</p> <ul style="list-style-type: none"> two-channel attention; can sit and do for a short span; sits still and maintains concentration during an activity. 	<p>Listening and Attention:</p> <ul style="list-style-type: none"> listen attentively in a range of situations; listen to stories accurately, anticipating key events and respond to what they hear with relevant comments, questions or actions. 	<p>Listening and Attention:</p> <ul style="list-style-type: none"> listen attentively in a range of situations; listen to stories accurately, anticipating key events and respond to what they hear with relevant comments, questions or actions; give their attention to what others say and respond appropriately, while engaged in another activity.
<p>Understanding:</p> <ul style="list-style-type: none"> responds to two-part sequence of instructions; able to follow a story without pictures or props. 	<p>Understanding:</p> <ul style="list-style-type: none"> listens and responds to ideas expressed by others in conversation or discussion. 	<p>Understanding:</p> <ul style="list-style-type: none"> follow instructions, involving several ideas or actions; they answer how and why questions about their experiences and in response to stories or events.
<p>Speaking:</p> <ul style="list-style-type: none"> uses language to imagine and recreate roles and experiences in play situations; introduces a storyline or narrative into their play. 	<p>Speaking:</p> <ul style="list-style-type: none"> links statements and sticks to a main theme or intention; uses talk to organise, sequence and clarify thinking, ideas feelings and events; extends vocabulary by exploring the meaning and sounds of new words. 	<p>Speaking:</p> <ul style="list-style-type: none"> express themselves effectively, showing awareness of the listeners' needs; use past, present and future tenses accurately when talking about events; develop their own narratives and explanations by connecting ideas or events.
<p>Moving and Handling:</p> <ul style="list-style-type: none"> Using a tripod pencil grip; shows a preference for a dominant hand; begins to use anticlockwise movement and retrace vertical lines ; experiments with different ways of moving; negotiates space successfully, adjusting speed and changing direction. 	<p>Moving and Handling:</p> <ul style="list-style-type: none"> jumps off and lands appropriately; travels with confidence and skill around, under, over and through balancing and climbing equipment; uses simple tools to affect changes to materials; begins to form recognisable letters; uses a pencil to write correctly-formed letters; handles tools with increasing control. 	<p>Moving and Handling:</p> <ul style="list-style-type: none"> show good control and coordination in large and small movements; move confidently in a range of ways, safely negotiating space; handle equipment and tools effectively including pencils for writing.
<p>Health and self-care:</p> <ul style="list-style-type: none"> eats a healthy range of foodstuffs and understands the need for variety in food; shows understanding of the need for safety when tackling new challenges and considers and manages the risk; shows understanding of how to transport and store equipment safely. 	<p>Health and self-care:</p> <ul style="list-style-type: none"> shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health; practise some safety measures without direct supervision. 	<p>Health and self-care:</p> <ul style="list-style-type: none"> know the importance for good health of physical exercise and a healthy diet; talk about ways to keep healthy and safe; manage own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
<p>Reading:</p> <ul style="list-style-type: none"> hear and says initial sounds in words; enjoys an increasing range of books; knows that information can be retrieved from computers and books. 	<p>Reading:</p> <ul style="list-style-type: none"> uses vocabulary and forms of speech that are increasingly influenced by their experiences of books; links sounds to letters, naming and sounding letters of the alphabet; can segment sounds in simple words and blend them together; 	<p>Reading:</p> <ul style="list-style-type: none"> read and understand simple sentences; use phonic knowledge to decode regular words and read them accurately; read some common irregular words; demonstrate understanding when talking with

	<ul style="list-style-type: none"> • knows which letters represent some of them; • begins to read words and simple sentences. 	others about what they have read.
Writing: <ul style="list-style-type: none"> • writes own name; • hears and says initial sounds in words; • gives meaning to the marks they make when they draw, paint and write; • begins to break the flow of speech into words. 	Writing: <ul style="list-style-type: none"> • link sounds to letters and naming letters of the alphabet; • can segment the sounds in simple words and blend them together; • uses some clearly identifiable letters to communicate meaning; • representing some sounds correctly and in a sequence; • writes own name and labels and captions. 	Writing: <ul style="list-style-type: none"> • attempts to write short sentences in meaningful contexts; • use their phonic knowledge to write words in ways which match their spoken sounds; • write some irregular common words; • write simple sentences, which can be read by themselves and others; • some words are spelled correctly and others are phonically plausible.
Story books to be used (Pie Corbett + other authors):	Story books to be used (Pie Corbett + other authors):	Story books to be used (Pie Corbett + other authors):
Number: <ul style="list-style-type: none"> • recognises some numerals of personal significance; • recognises numerals to 5; • counts up to four objects with 1-1 correspondence; • counts objects/actions that cannot be moved; • counts up to six objects from a larger group; • uses the language of more and fewer to compare two sets of objects; • estimates the number of objects seen and checks by counting. 	Number: <ul style="list-style-type: none"> • select the correct numeral to represent 1-5, then 1-10 objects; • counts an irregular arrangement of up to 10 objects; • finds one more or one less than 5 in a group of up to 10 objects; • say the number that is one more than a given number; • finds the total number of items in two groups by counting all of them; • in practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting; • record using marks that they can interpret and explain; • identify mathematical problems that fascinate and interest. 	Number: <ul style="list-style-type: none"> • MATHS HUB MASTERY OVERVIEW
Shape, Space and Measures: USE MATHS HUB MASTERY OVERVIEW	Shape, Space and Measures: <ul style="list-style-type: none"> • KATE BURTON MATHS HUB MASTERY OVERVIEW 	Shape, Space and Measures: <ul style="list-style-type: none"> • KATE BURTON
People and Communities: <ul style="list-style-type: none"> • enjoys joining in with family customs and routines; • talk about past and present events in their own lives and in the lives of family members. 	People and Communities: <ul style="list-style-type: none"> • talk about past and present events in their own lives and in the lives of family members. • know about similarities and differences between themselves, others, families, communities and traditions. 	People and Communities: <ul style="list-style-type: none"> • talk about past and present events in their own lives and in the lives of family members. • know about similarities and differences between themselves, others, families, communities and traditions; • know that other children don't always enjoy the same things and are sensitive to this.

<p>Technology</p> <ul style="list-style-type: none"> uses ICT hardware to interact with age-appropriate software and complete a simple program on a computer. 	<p>Technology</p> <ul style="list-style-type: none"> children recognise that a range of technology is used in places such as homes and schools. 	<p>Technology</p> <ul style="list-style-type: none"> children recognise that a range of technology is used in places such as homes and schools; select and use technology for a particular purpose.
<p>Understanding of the World:</p> <ul style="list-style-type: none"> looks closely at similarities, differences, patterns and change. 	<p>Understanding of the World:</p> <ul style="list-style-type: none"> children know about similarities and differences, in relation to places, objects, materials and living things. 	<p>Understanding of the World:</p> <ul style="list-style-type: none"> children know about similarities and differences, in relation to places, objects, materials and living things; talk about the features of their own immediate environment and how environments might vary from one another; make observations of animals and plants and explain why some things occur and talk about changes.
<p>Exploring and using media and materials:</p> <ul style="list-style-type: none"> constructs with a purpose in mind, using a variety of resources; begins to build a repertoire of songs and dances; explores the different sounds of instruments; experiments with different textures. 	<p>Exploring and using media and materials:</p> <ul style="list-style-type: none"> explore what happens when they mix colours; understands that different media can be combined to create new effects; selects tools and techniques needed to shape, assemble and join materials. 	<p>Exploring and using media and materials:</p> <ul style="list-style-type: none"> selects appropriate resources and adapts work where necessary; sing songs, make music and dance, and experiment with ways of changing them; safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
<p>Imagination:</p> <ul style="list-style-type: none"> plays alongside other children who are engaged in the same theme; creates simple representations of events, people and objects; chooses particular colours to use for a purpose. 	<p>Imagination:</p> <ul style="list-style-type: none"> plays cooperatively as part of a group to develop and act out a narrative; initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. 	<p>Imagination:</p> <ul style="list-style-type: none"> introduces a storyline or narrative into their play; use what they have learned about media and materials in original ways, thinking about uses and purposes; they represent their own ideas, thoughts and feelings through D&T, At, Music, Dance, role play and stories.