Coleridge Primary School
N2 Curriculum Overview
2026-2027

	Autumn 1 (7 Weeks) Tuesday 1st September- Friday 16th October	Autumn 2 (7 Weeks) Monday 2nd November- Friday 18th December	Spring 1 (6 Weeks) Monday 4th January- Friday 12th February	Spring 2 (5 Weeks) Monday 22nd February- Thursday 25th March	Summer 1 (7 Weeks) Monday 12th April- Friday 28th May	Summer 2 (7 Weeks) Monday 7th June- Friday 23rd July
Topic Title (Main theme)	**What makes me special?/ Let's celebrate!**	**Let's celebrate!**	**Once upon a time…**	**A long, long time ago…**	**How do things grow?**	**We are explorers!**
Theme by week	Week 1, 2 and 3: What makes me special? Week 4 and 5: Birthdays Week 6 and 7: Autumn	Week 1 and 2: Halloween and Bonfire Night Week 3: Diwali Week 4 and 5: Winter Week 6 and 7: Christmas	Week 1 and 2: Goldilocks and the three bears Week 3 and 4: Little Red Riding Hood Week 5 and 6: The Gingerbread Man	Week 1 and 2: A long, long time ago- Dinosaurs Week 3: A long, long time ago- Castles Week 4: Eid Week 5: Easter	Week 1: Spring Week 2 and 3: Minibeasts Week 4 and 5: Fruit, vegetables and plants Week 6 and 7: Farm animals	Weeks 1 and 2: Space Weeks 3 and 4: All Around the World (Africa and the Arctic) Weeks 5 and 6: Under the sea and pirates Week 7: Seaside and Summer
Core books	Week 1: Transition (4 days) Week 2: Someone just like you Week 3: The Gruffalo Week 4: We're going to a birthday party Week 5: Peter rabbit tales: Happy birthday Week 6: Fox's favourite Autumn Week 7: Fletcher and the falling leaves	Week 1: Scary hairy party Week 2: Five little pumpkins Week 3: First festivals: Diwali Week 4: I definitely don't like winter Week 5: One snowy night Week 6: Pip and Posy- The Christmas tree Week 7: The Christmas bear	Week 1: Goldilocks and the three bears (Mandy Ross) Week 2: Mr wolf and the three bears Week 3: The Gingerbread Man (Mandy Ross) Week 4: The gingerbread man loose in school Week 5: Little Red Riding Hood (Mandy Ross) Week 6: Mr Wolf's pancakes	Week 1: Oi Dinosaurs Week 2: Hugasaurus Week 3: Zog Week 4: The Most Exciting Eid Week 5: Five little Easter bunnies (4 days)	Week 1: Fletcher and the springtime blossom Week 2: The very hungry caterpillar Week 3: Little Bee Week 4: Daisy eat your peas (4 days) Week 5: Annabelle and flower Week 6: Cows go boo! Week 7: Cock-a-doodle poo!	Week 1: Whatever Next Week 2: Aliens love underpants Week 3: On our blue planet- In the savannah Week 4: Our blue planet- In the Antarctic Week 5: One day on our blue planet… in the ocean Week 6: Pirates Love Underpants Week 7: Maisy goes on holiday
Dates		Diwali- Sunday 8th November (week 1)	Lunar New Year- Saturday 6th February Pancake Day- Tuesday 9th February Valentines Day- Friday 14th February	Eid- Wednesday 10th March (week 3) Good Friday- Friday 26th March Easter Sunday- Sunday 28th March	Eid- Monday 17th May-Thursday 20th May	
20 things to do in N2	Attend a birthday party Play party games Use wax crayons to do leaf rubbings Ride on a scooter Go on a scavenger hunt Dress up in a costume	Make a potion Dress up in a costume Smask ice with sticks outside Watch a firework display Ride on a scooter Play party games Sing songs	Dance in the rain Ride on a scooter Dress up in a costume	Ride on a scooter Watch an adult cook food Dress up in a costume	Watch caterpillars grow into butterflies Ride on a scooter Help care for animals Watch chicks hatch from eggs Roll down a grassy hill Go to the woods	Go on a treasure hunt Ride on a scooter Take part in a competition Sing songs Go on a scavenger hunt Build a giant sandcastle Dress up in a costume

		Go on a scavenger hunt			Go on a scavenger hunt Dress up in a costume	
Experiences	Trips: Clifton Park- Autumn walk (week 6) Visitors: Big Talk workshop- RSE	Trips: Clifton Park- Winter walk (week 4) Visitors: Diwali dance company visit Bonfire safety workshop- fire service Pantomime Breakfast with Santa	Visitors: Oral health workshop	Visitors: Road safety workshop	Trips: Clifton Park- Spring walk (week 1) Graves Park Farm (week 7) Visitors: Bee keeper visit	Trips: Clifton Park- Summer walk (week 7)
Physical development Gross motor	**Fundamental movement skills** Children are taught to: I can travel confidently using different movements, including walking, running, jumping, hopping and climbing. I can change direction and speed when I move and move around obstacles and other people. I can balance when I am still and when I am moving. I can climb and move across equipment safely using my hands and feet. I can jump forwards and over low obstacles using two feet. I can land safely on two feet and bend my knees to keep my balance. I can change my speed and direction to move around people and obstacles. I can respond to simple visual and sound signals when I am moving. I can propel a scooter, tricycle or ride-on independently. I can steer and change direction to move around simple obstacles. I can start and stop my wheeled equipment safely.	**Ball skills** Children are taught to: I can roll a ball and throw underarm towards a target. I can throw different objects towards a target with increasing accuracy. I can catch a large ball with two hands with increasing consistency. I can move my hands and body to help me catch an approaching object. I can kick a ball towards a target. I can stop and control a rolling ball using my feet.	**Gymnastics** Children are taught to: I can balance when I am still and when I am moving. I can climb and move across equipment safely using my hands and feet. I can jump forwards and over low obstacles using two feet. I can land safely on two feet and bend my knees to keep my balance. I can travel confidently using different movements, including walking, running, jumping, hopping and climbing.	**Dance and movement** Children are taught to: I can copy and repeat simple movement patterns. I can move in different ways to match music, rhythm and tempo. I can link two or more movements together.	**Striking and racket skills** Children are taught to: I can push, tap and strike a stationary object using my hands or equipment. I can track an object and attempt to strike it.	**Athletics** Children are taught to: I can travel confidently using different movements, including walking, running, jumping, hopping and climbing. I can change direction and speed when I move and move around obstacles and other people. I can start and stop when I hear or see a signal. I can jump forwards and over low obstacles using two feet. I can land safely on two feet and bend my knees to keep my balance. I can respond to simple visual and sound signals when I am moving. I can throw different objects towards a target with increasing accuracy.
Physical development Fine motor (See writing for more skills)	**Children are taught to:** I can roll, pinch, and poke playdough or clay to make shapes. I can thread large beads	**Children are taught to:** I can snip paper with scissors safely. I can stack blocks carefully.	**Children are taught to:** I can use construction toys to build models. I can put on my coat and shoes with some help.	**Children are taught to:** I can use pegs, tweezers, or tongs to pick up small items. I can spread, cut, or stir food with cutlery or utensils.	**Children are taught to:** I can fasten and unfasten large buttons or poppers with help. I can draw simple shapes, lines, and circles with control.	**Children are taught to:** I can use cutlery with increasing independence. I begin to form shapes that look like letters

Communication and Language	**Children are taught to:** I can give my attention to one thing of my choosing. I can use three or more words together. I can say sounds like t, d, k, g, ng. I can use about 900–1,000 words. I can follow instructions with two or three ideas. I can say "hello" and "goodbye." I can use words or phrases to join in play (e.g., "me too," "I'm mummy"). I can listen with interest 1:1 during stories or activities. I can use new words I hear in play.	**Children are taught to:** I can listen while I play and sometimes carry on what I'm doing. I can have a conversation but sometimes change topics quickly. I can point to the person who is doing an action when someone asks me I can take turns talking with my friends during play or games. I can use new words I hear in play.	**Children are taught to:** I can say simple sentences of 4–6 words. I can say "yes please" and "no thank you." When offered something I can listen in a small group when I am interested. I can follow a simple instruction while still engaged in play. I can understand new words in context. I can use new words I hear in play.	**Children are taught to:** I might stammer if I am excited to talk. I can give my attention when someone else chooses. I can use new words I hear in play. I can respond when someone talks to me, even if it's short. I can answer "who," "what" and "where" questions.	**Children are taught to:** I might still say "poon" instead of "spoon" etc but most people can understand me I can say "please" and "thank you" when I am given something. I can use new words I hear in play.	**Children are taught to:** I can respond to what another child says in play. I can begin to use plurals or past tense. I can understand ideas like big/little and on/under. I can use new words I hear in play.
PSED	**Jigsaw PSHE Sessions-** **Being me** **Children are taught to:** Lesson 1- I understand how it feels to belong and that we are similar and different Lesson 2- I understand how feeling happy and sad can be expressed Lesson 3- I can work together and consider other people's feelings Lesson 4- I can use gentle hands and understand that it is good to be kind to people Lesson 5- I start to understand children's rights and that this means we should all be allowed to learn and play Lesson 6- I understand what being responsible means **Throughout the day** **Children are taught to:** I can talk about my own feelings and begin to notice how others feel. I can follow class rules with some reminders. I can use the toilet with some help	**Jigsaw PSHE Sessions-** **Celebrating difference** **Children are taught to:** Lesson 1- I know how it feels to be proud of something I am good at Lesson 2- I can say one way that I am special and unique Lesson 3- I know that all families are different Lesson 4- I know that there are lots of different houses and homes Lesson 5- I can tell you how I could make new friends Lesson 6- I use my words to stand up for myself **Throughout the day** **Children are taught to:** I can make choices and explain what I want or need. I know how to keep myself safe on Bonfire Night. I can put on my coat and shoes with some help.	**Jigsaw PSHE Sessions-** **Dreams and goals** **Children are taught to:** Lesson 1- I understand what a challenge means Lesson 2- I keep trying until they can do something Lesson 3- I set a goal and work towards it Lesson 4- I know some kind words to encourage people with Lesson 5- I start to think about the jobs they might like to do when they are older **Jigsaw PSHE-** **Healthy me** **Children are taught to:** Lesson 3- I know what the word 'healthy' means and that some foods are heathier than others Lesson 6- I know what to do if I get lost and how to say NO to strangers **Throughout the day** **Children are taught to:** I can keep trying when something is tricky instead of giving up. I can try new activities with support from an adult.	**Jigsaw PSHE Sessions-** **Dreams and goals** **Children are taught to:** Lesson 6- I feel proud when they achieve a goal **Jigsaw PSHE Sessions-** **Healthy me** **Children are taught to:** Lesson 1- I know the names for some parts of my body and am starting to understand that I need to be active to be healthy Lesson 2- I can tell you some of the things I need to do to be healthy Lesson 4- I know how to help myself go to sleep and that sleep is good for me Lesson 5- I can wash my hands and know it is important to do this before I eat and after I go to the toilet **Throughout the day** **Children are taught to:** I can start using strategies (like breathing or asking for help) when I feel upset. I can wash my hands independently I know abour road safety	**Jigsaw PSHE Sessions-** **Relationships** **Children are taught to:** Lesson 1- I can tell you about my family Lesson 2- I understand how to make friends if I feel lonely Lesson 3- I can tell you some things that I like about my friends Lesson 4- I know what to say and do if somebody is mean to me Lesson 5- I use calm me time to manage my feelings Lesson 6- I work together and enjoy being with my friends **Throughout the day** **Children are taught to:** I can play cooperatively with friends on a shared goal. I can begin to solve small problems with help from an adult. I can talk about what is fair and unfair, kind and unkind.	**Jigsaw PSHE Sessions-** **Changing me.** **Children are taught to:** Lesson 1- I can name parts of my body and show respect for myself Lesson 2- I can tell you some things that I can do and some food I can eat to be healthy Lesson 3- I understand that we all start as babies and grow into children and then adults Lesson 4- I know that I grow and change Lesson 5- I talk about how I feel moving to Reception from N2 Lesson 6- I remember some fun things about N2 this year **Throughout the day** **Children are taught to:** I can start to show care for others when they are upset. I can use cutlery with increasing independence. I know abour water safety

			I know how to keep my teeth healthy I know about stranger danger			
Literacy- Reading- Word reading	**Children are taught to:** I can copy a sound that I hear eg a moo sounds for a cow I can match a sound that I hear to a picture of what makes the sound	**Children are taught to:** I can copy a sound that I hear eg a moo sounds for a cow I can match a sound that I hear to a picture of what makes the sound **Links to EAD:** I can make loud and quiet sounds (dynamics) using instruments I can make fast and slow sounds (tempo) using instruments I am beginning to be able name some instruments (drum, tambourine, maraca, triangle) and I know how to play them I can clap or stomp along to a simple beat accurately (pulse)	**Children are taught to:** I can clap and count the syllables in words	**Children are taught to:** I can identify when words rhyme and can continue a rhyming string	**Children are taught to:** I can hear and say initial sounds in words I can recognise my name	**Children are taught to:** I can hear and say all of the sounds in a cvc word (segment) and orally blend sounds together I can recognise the picture side of the set 1 speed sound cards and say the word I can read the first 16 single letter grahphemes

Reading- Comprehension	**Children are taught to:** I can talk about the characters, setting and key events in the story I can turn pages in a book and handle them with care independently I know that the title is what the book is called I know that the author is the person that wrote the book	**Children are taught to:** I can talk about the characters, setting and key events in the story I can turn pages in a book and handle them with care independently I know that the title is what the book is called I know that the author is the person that wrote the book	**Children are taught to:** I can talk about the characters, setting and key events in the story I can turn pages in a book and handle them with care independently I know that the title is what the book is called I know that the author is the person that wrote the book	**Children are taught to:** I can recall simple stories I understand that we turn one page at a time and start from the front of the book. I can identify the front cover and the pages	**Children are taught to:** I can recall simple stories I understand that we turn one page at a time and start from the front of the book. I can identify the front cover and the pages	**Children are taught to:** I can recall simple stories I understand that we turn one page at a time and start from the front of the book. I can identify the front cover and the pages
Literacy- Writing- Transcription	**Children are taught to:** I can hold a writing tool with increasing control and begin to use a tripod grip I can draw vertical and horizontal lines	**Children are taught to:** I can hold a writing tool with increasing control and begin to use a tripod grip I can draw vertical and horizontal lines I can draw circles	**Children are taught to:** I can hold a writing tool with increasing control and begin to use a tripod grip I can draw vertical and horizontal lines I can draw circles	**Children are taught to:** I can hold a writing tool with increasing control and begin to use a tripod grip I can draw vertical and horizontal lines I can draw circles I can draw a cross with a horizontal and vertical line (+)	**Children are taught to:** I can hold a writing tool with increasing control and begin to use a tripod grip I can draw vertical and horizontal lines I can draw circles I can draw a cross with a horizontal and vertical line (+) I can draw a square	**Children are taught to:** I can hold a writing tool with increasing control and begin to use a tripod grip I can draw vertical and horizontal lines I can draw circles I can draw a cross with a horizontal and vertical line (+) I can draw a square I can draw diagonal lines
Literacy- Writing- Oral Composition	**Children are taught to:** I can ascribe a more detailed meaning to the marks that I have made eg "This is Mummy's long hair" I can tell an adult what I would like them to write for me I can join in with and build on other children's ideas during play	**Children are taught to:** I can ascribe a more detailed meaning to the marks that I have made eg "This is Mummy's long hair" I can tell an adult what I would like them to write for me I can join in with and build on other children's ideas during play	**Children are taught to:** I can ascribe a more detailed meaning to the marks that I have made eg "This is Mummy's long hair" I can re-tell familiar stories with some correct sequence I can tell an adult what I would like them to write for me I can join in with and build on other children's ideas during play	**Children are taught to:** I give meaning to what I write (emergent writing) or draw and tell an adult what it says I can re-tell familiar stories with some correct sequence I can take turns to contribute to a story or discussion I begin to repeat and rehearse sentences after adult modelling.	**Children are taught to:** I give meaning to what I write (emergent writing) or draw and tell an adult what it says I can create my own simple narratives in play eg "this is the knight in the castle. The dragon comes" I can take turns to contribute to a story or discussion I begin to repeat and rehearse sentences after adult modelling.	**Children are taught to:** I give meaning to what I write (emergent writing) or draw and tell an adult what it says I can create my own simple narratives in play eg "this is the knight in the castle. The dragon comes" I can take turns to contribute to a story or discussion I begin to repeat and rehearse sentences after adult modelling.
Mathematics	**Children are taught to:** **Pattern- Colours** I can name primary colours I can name secondary colours **Pattern- Matching** I can match two objects that are identical (same colour, item, shape, size, orientation) I talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. I use informal language like 'pointy', 'spotty', 'blobs' etc.	**Children are taught to:** **Measures- Time (1)** I understand night and day I understand and use the words 'before' and 'after' **Measures- Height (1)** I understand and use the language 'tall' and 'short' (height) to describe size I can find objects that are taller/shorter (height) than a given reference item using the correct language	**Children are taught to:** **Measures- Capacity (2)** I understand and use the language full, empty and half-full to describe volume I understand and use the language less and more to describe capacity I know that the volume/ capacity of an item does not change when the item is moved to another place I can find containers that hold more or less capacity than a	**Children are taught to:** **Counting and cardinality, comparison and composition- Number 1** I can recognise numerals 1 to 5 I have fast recognition of up to 3 objects (perceptual subitising) I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 I can represent amounts up to 5 using objects, pictorials and my fingers	**Children are taught to:** **Counting and cardinality, comparison and composition- Recapping amounts 1 to 3** I can recognise numbers 1 to 5 I have fast recognition of up to 3 objects (perceptual subitising) **Counting and cardinality, comparison and composition- Number 4** I can recognise numbers 1 to 5 I can represent amounts up to 5 using objects, pictorials and my fingers	**Children are taught to:** **Composition- Partitioning an amount** I can separate a group of 3 or 4 objects in different ways I can identify smaller numbers within a number (conceptual subitising) I can partition an amount up to 5 into two groups and understand that if you put the two groups back together it makes the same total **Space- building and arranging**

	Pattern- Sorting I can sort objects into two groups (by colour, item, shape, size) I talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. **Shape and pattern- 2d shape (1) and sorting (2)** I can sort objects into two groups (by colour, item, shape, size) I talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. I can recognise and name a circle, triangle and square I can select a circle, triangle and square from a selection of 2d shapes I can find pairs of shapes that are identical (same shape, size, orientation)	I know that the height of an item does not change when the item is moved to another place **Measures- Length (1)** I understand and use the language 'long' and 'short' (length) to describe size I can find objects that are longer/shorter (length) than a given reference item using the correct language I know that the length of an item does not change when the item is moved to another place **Measures- Capacity/ volume (1)** I understand and use the language full, empty and half full to describe volume I understand and use the language less and more to describe capacity **Measures- Time (2)** I understand and use the words 'faster' and 'slower' to compare speed I experience specific time durations (seconds)- 1 second, 10 seconds, 30 seconds **Measures- Weight/ mass (1)** I understand and use the language 'heavy' and' light' I can find objects that are heavier and lighter than a given reference item using correct language. I know that the weight of an item does not change when the item is moved to another place **Space- Positional language (1)** I can move with control and adjust to others in space I can choose pathways to avoid obstacles or reach a destination I can describe my movements using simple positional words I can understand and use the words in, on, under, behind, next to, between and in front of I can use positional words when describing my play	given reference container using the correct language I can find containers that have more or less volume than a given reference container using the correct language **Measures- Size (1)** I understand and respond to the words big, medium and small I can order three objects by size from smallest to biggest I can recognise that the size of an item does not change when the item is moved to another place **Counting and cardinality- Perceptual subitising** I have fast recognition of up to 3 objects **Space- directional language** I can understanding and use the words up, down, over, through and around I can use directional words when describing my play **Pattern- Repeating patterns (1)** I can continue an AB pattern end unit repeat I can continue an AB pattern mid unit repeat **Pattern- Repeating patterns (2)** I can copy an AB pattern I can create an AB pattern I can spot and correct an error in an AB pattern	**Counting and cardinality, comparison and composition- Number 2** I can recognize numerals 1 to 5 I have fast recognition of up to 3 objects (perceptual subitising) I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 I can represent amounts up to 5 using objects, pictorials and my fingers **Counting and cardinality, comparison and composition- Numbers 1 and 2** I can recognise numerals 1 to 5 I have fast recognition of up to 3 objects (perceptual subitising) I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 I can represent amounts up to 5 using objects, pictorials and my fingers I can put the numerals 1 to 3 in order where all are given I can compare clearly different amounts up to 5 using the language 'more', and 'fewer'. I can compare amounts up to 5 that are more similar in value using the language 'more', and 'fewer' **Counting and cardinality, comparison and composition- Number 3** I can recognise numerals 1 to 5 I have fast recognition of up to 3 objects (perceptual subitising) I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 I can represent amounts up to 5 using objects, pictorials and my fingers **Counting and cardinality, comparison and composition- Numbers 1 to 3** I can recognise numerals 1 to 5	I can separate a group of 3 or 4 objects in different ways I can identify smaller numbers within a number I can partition an amount up to 5 into two groups and understand that if you put the two groups back together it makes the same total **Counting and cardinality, comparison and composition- Number 5** I can recognise numbers 1 to 5 I can represent amounts up to 5 using objects, pictorials and my fingers I can identify smaller numbers within a number I can partition an amount up to 5 into two groups and understand that if you put the two groups back together it makes the same total **Counting and cardinality, comparison and composition- Comparison of 1 to 5** I can compare clearly different amounts up to 5 using the language 'more', and 'fewer'. I can compare amounts up to 5 that are more similar in value using the language 'more', and 'fewer' I can compare amounts up to 5 using the language 'more' and 'fewer' when the objects are of different sizes and take up different amounts of surface space. **Shape and pattern- 2d shape (2) and pattern (4)** I can recognise and name a circle, triangle and square I can select a circle, triangle and square from a selection of 2d shapes I can find pairs of shapes that are identical (same shape, size, orientation) I can find pairs of shapes that are the same despite being different sizes	I can solve simple problems by rotating or moving objects to make them fit I can arrange objects in purposeful ways (lines, towers, enclosures) I can talk about how things fit together **Measures- Height (2)** I understand and use the language 'tall' and 'short' (height) to describe size I order two objects by height from shortest to tallest saying 'shortest' and 'tallest'. I know that the height of an item does not change when the item is moved to another place **Measures- Length (2)** I understand and use the language 'long' and 'short' (length) to describe size I order two objects by length from shortest to longest saying 'shortest' and 'longest'. I know that the length of an item does not change when the item is moved to another place **Measures- Weight/Mass (2)** I understand and use the language 'light' and 'heavy' (length) to describe weight/mass I order two objects by weight from lightest to heaviest saying 'lightest' and 'heaviest'. I know that the weight/mass of an item does not change when the item is moved to another place I can explore what happens when two objects are placed on each side of a balance scale I can use a balance scale to compare the weight of two objects understanding that the lower side contains the heavier object and the higher side contains the lighter object **Measures- Capacity (2)** I can order two containers by capacity from can hold the least to can hold the most saying 'can

				I have fast recognition of up to 3 objects (perceptual subitising) I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 I can represent amounts up to 5 using objects, pictorials and my fingers I can put the numerals 1 to 3 in order where all are given I can compare clearly different amounts up to 5 using the language 'more', and 'fewer'. I can compare amounts up to 5 that are more similar in value using the language 'more', and 'fewer'	I can find pairs of shapes that are the same despite being different orientations I understand and use mathematical language to describe shapes- straight, curved, round, flat I can continue an AB pattern end unit repeat I can continue an AB pattern mid unit repeat I can copy an AB pattern **Shape and pattern- 3d shape and pattern (5)** I can recognise and name a sphere, cube and cone I can select a sphere, cube and cone from a selection of 3d shapes I can find pairs of shapes that are identical (same shape, size, orientation) I can find pairs of shapes that are the same despite being different sizes I can find pairs of shapes that are the same despite being different orientations I understand and use mathematical language to describe shapes- straight, curved, round, flat I can continue an AB pattern end unit repeat I can continue an AB pattern mid unit repeat I can copy an AB pattern **Counting and cardinality, comparison and composition- Counting objects, sounds and actions** I can count up to 5 objects by pointing to one object while saying one number name (one to one correspondence) I can count up to 5 objects accurately and understand that the last number said is the number in the set (cardinality) I understand that objects can be counted in any order and the	hold the least' and 'can hold the most' I can order two containers by volume from contains the least to contains the most saying 'contains the least' and 'contains the most' **Space- representing space** I can represent simple routes or layouts in drawings and small word play I can use blocks or loose parts to create tracks, pathways or enclosures

					amount will be the same (order irrelevance) I can count up to 5 pictures and mark each one off as they are counted I can count up to 5 sounds or actions, keeping track of each as they are counted (abstraction principle)	
Understanding the World	**Children are taught to:** **History links:** I can talk about who I am I can say who I live with I can talk about my immediate family I can briefly talk about things I did in the past that were important to me when looking at photos **RE links:** I can talk about what I see and hear during a celebration "This was me celebrating my birthday, people sang happy birthday to me" **Geography links:** I can name different types of homes- house, bungalow, flat I can talk in more detail about what they see in their own environment (school/home) I know that we live in Rotherham which is in England I can articulate what daily life is like in our country **Science links:** I can name parts of my body- head, arms, legs, back, neck, elbows, shoulders, knees, feet. I can name my eyes, ears, nose, hands and mouth I can name the four seasons of the year- Autumn, Spring, Summer and Winter I can talk about seasonal changes for each season- weather,	**Children are taught to:** **History links:** I can briefly talk about things I did in the past that were important to me when looking at photos- Halloween, Bonfire party, Christmas I begin to recognise that we celebrate certain events, such as bonfire night and Remembrance Day, because of what happened many years ago **RE links:** I know that people have different beliefs- Christianity- Christmas and Sikh- Diwali I can join in with activities for special festivals like Halloween, Diwali, Christmas or Eid I can talk about what I see or hear during a celebration I can say that some building are special for different people I can talk about what I see in a place of worship I can listen to a remember parts of a religious or moral story **Science links:** I can name the four seasons of the year- Autumn, Spring, Summer and Winter I can talk about seasonal changes for each season- weather, animals, plants and trees, clothing **Computing links: (in provision)**	**Children are taught to:** **History links:** I know that people can get a job to get money I show an interest in different occupations eg nurse, doctor, police, fire…) **RE links:** I know that people have different beliefs (Lunar New Year) I can join in with activities with special festivals like Lunar New Year. **Geography links:** I can talk about what a map is used for I can identify features on a simple map (trees, house, river, mountain) **Science links:** I can explore collections of materials with similar and/or different properties I can talk about the similarities and differences between materials- hard/soft I can name my eyes, ears, nose, hands and mouth **Computing links: (in provision)** I can ask an adult if I need help using a device. I can press buttons to make a toy or app do something	**Children are taught to:** **History links:** Uses and understands the words old, new and a long time ago I can briefly talk about things that I did in the past that were important to them when looking at photos- Eid **RE links:** I know that people have different beliefs- Islam I can join in with activities for special festivals like Eid and Lunar new year I can talk about what I see and hear during a celebration- Eid and Lunar new year I can say that some buildings are special for different people- mosque I can talk about what I can see in a place of worship. I can listen to and remember parts of a religious story **Science links:** I can explore collections of materials with similar and/or different properties I can identify and name everyday materials- wood, plastic, glass, metal I can talk about similarties and differences between materials- hard/soft, bumpy/ smooth, shiny/not shiny **Computing links (in provision):**	**Children are taught to:** **History links:** I can briefly talk about things that I did in the past that were important to me when looking at photos- Easter **RE links:** I know that people have different beliefs- Christianity- Easter I can join in with activities for special festivals like Easter I can talk about what I see and hear during a celebration- Easter I can say that some buildings are special for different people- church I can talk about what I can see in a place of worship. I can listen to and remember parts of a religious story **Science links:** I can identify a plant I know that a plant is a living thing and I can say what a plant needs to survive- water, light, food I can recognise and name a wider range of animals and insects- Farm- pig, cow, sheep, horse, hen, duck, goat. Insects- spider, caterpillar, butterfly, ladybird, fly, ant, bee. I can name the four seasons of the year- Autumn, Spring, Summer and Winter I can talk about seasonal changes for each season- weather,	**Children are taught to:** **Geography links:** Can articulate what daily life is like in our country Know that the world is a planet Knows that different countries have different homes Knows that a globe is a map of the world **Science links:** Children will recognise and name some common animals and insects in the UK: Under the sea- fish, shark, octopus, star fish, sea horse Can explore collections of materials with similar and/or different properties Can identify and name everyday materials- wood, plastic, glass and metal Can talk about the similarities and differences between materials- hard/soft, bumpy/smooth Explore and talk about different forces they can feel- that they produce- lifting, pulling, pushing, twisting and feel on their bodies- such as on swings, wobble board, slides etc. Investigate push and pull Understand and name different weather Know that there are four seasons in a year and name them- summer Begin to be able to talk about some of the changes in each seasons- summer

	animals, plants and trees, clothing I can recognise and name a wider range of animals, insects and sea creatures (pets and woodland animals) **Computing links:** I can ask an adult if I need help using a device. I can name some types of technology I see at home or nursery. I can use a tablet or camera with help to do something	I can draw a picture using a digital drawing tool. I can notice patterns and try to solve problems when something doesn't work. I can name some types of technology I see at home or nursery.		I can say what some technology is for eg taking photos, playing music I can take a photo or record my voice with help	animals, plants and trees, clothing **Computing links: (in provision)** I can try different ways to make something work I can draw a picture using a digital drawing tool. I can notice patterns and try to solve problems when something doesn't work. I can name some types of technology I see at home or nursery.	**Computing links: (in provision)** Children can name an ipad, laptop, camera and computer Children know to ask for help if needed
EAD (Art and DT)	**Drawing and Painting** **End point**: Self-portrait **Children are taught to:** **Art links:** I can draw faces with features such as eyes, nose, mouth I can ascribe a more detailed meaning to the marks that I have made eg "This is Mummy's long hair" I decide before I make marks what I am going to draw I can draw straight lines, curved lines, crosses and dots I can use ready mixed paint by loading it onto a paint brush. I can name secondary colours that I paint with I can paint using a thick paint brush I can hold a paintbrush in the palm of my hand **Printing** **End point**: Birthday bunting **Children are taught to:** **Art links:** I can print with small blocks, small sponges, fruit, shapes and other resources that use fine motor skills **Sculpture and Printing** **End point**: Autumn printing **Children are taught to:** **Art links:** I can make marks in playdough using my hands and tools I can roll, cut, squash, pinch and twist playdough I can print with small blocks, small sponges, fruit, shapes and other resources that use fine motor skills **Printing**	**Drawing** **End point**: Chalk firework pictures **Children are taught to:** I can draw straight lines, curved lines, crosses and dots I can draw simple representations of objects from observation I can name the secondary colours that I draw with I can ascribe a more detailed meaning to the marks that I have made eg "This is Mummy's long hair" I can take one piece of paper from a pile **Painting/ Product Design** **End point**: Poppy wreath **Children are taught to:** **Art links:** I can use ready mixed paint by loading it onto a paint brush. I can name primary and secondary colours that I paint with I can paint using a thick paint brush I can take one piece of paper from a pile **DT links:** I can join and combine materials using a glue stick independently I talk about what I like or don't like about what I have made I begin to make simple choice in the resources that I use **Printing** **End point**: Rangoli patterns **Children are taught to:** I can print with small blocks, small sponges, fruit, shapes and other resources that use fine motor skills I can take one piece of paper from a pile	**Painting** **End point**: Painting of a bear **Children are taught to:** I can dip a paint brush in water to clean when changing ready mixed paint colours using a sponge for excess water I can name the secondary colours that I paint with I can take one piece of paper from a pile **Textiles** **End point**: Basket for Grandma **Children are taught to:** **Art links:** I can weave small pieces of fabric or string through holes (fine motor skills) to create a design. **DT links:** I can weave small pieces of fabric or string through holes (fine motor skills) **Drawing** **End point**: Gingerbread man **Children are taught to:** **Art links:** I can draw straight lines, curved lines, crosses and dots I can draw faces with features such as eyes, nose, mouth I can name the secondary colours that I draw with I can ascribe a more detailed meaning to the marks that I make I can take one piece of paper from a pile **Sculpture** **End point**: Playdough gingerbread men **Children are taught to:**	**Collage/ Product Design** **End point**: Half a paper plate dinosaur **Children are taught to:** **Art links:** I can rip/ cut my own materials to make a collage **DT links:** I begin to make simple choice in the resources that I use I can use glue spreaders and pva glue I talk about what I like or don't like about what I've made. **Collage** **End point**: Natural art **Children are taught to:** I can create a collage using different materials I can use the language smooth and bumpy **Painting** **End point**: Eid card **Children are taught to:** I can dip a paint brush in water to clean when changing ready mixed paint colours using a sponge for excess water I can mix primary colours to make secondary colours (purple) I can name the secondary colours that I paint with I can take one piece of paper from a pile **Product design** **End point**: Simple junk model castle **Children are taught to:** **DT links:** I begin to make simple choices in the resources that I use I can use glue spreaders and pva glue	**Collage** **End point**: Easter Bonnet **Children are taught to:** **Art links:** I can rip/ cut my own materials to create a collage I can create a college using different materials (paper, tissue paper, glitter…) **DT links:** I begin to make simple choices in the resources that I use I can use glue spreaders and PVA glue I talk about what I like or don't like about what I have made **Food and nutrition** **End point**: Tasting different flavour hot cross buns **DT links:** I can talk about the foods that I like and dislike I begin to be able to describe foods as salty, sweet and sour I can wash and dry my hands independently and know that we do this before touching food I am able to prepare some foods such as cutting soft foods and spreading I am able to follow simple instructions from an adult **Drawing** **End point**: Drawing of tullips **Children are taught to:** I can draw simple representations of objects from observation I can draw straight lines, curved lines, crosses and dots I can name the secondary colours that I draw with	**Sculpture** **End point**: Clay aliens **Children are taught to:** I can roll, cut, squash, pinch and twist playdough I can make marks in playdough using my hands and tools **Painting** **End point**: Space painting **Children are taught to:** I can use water colour blocks by dipping a paint brush in the water and then onto the water colour block I can mix primary colours to make secondary colours I can name the secondary colours that I paint with I can take one piece of paper from a pile **Textiles** **End point**: Jungle leaf weaving **Children are taught to:** I can weave small pieces of fabric or string through holes (fine motor skills) to create a design **Painting** **End point**: Polar bear painting **Children are taught to:** I can use water colour blocks by dipping a paint brush in the water and then onto the water colour block I can mix primary colours to make secondary colours I can name the secondary colours that I paint with I can take one piece of paper from a pile **Drawing**

	End point: Autumn tree **Children are taught to:** **Art links:** I can print with small blocks, small sponges, fruit, shapes and other resources that use fine motor skills **Food and nutrition** **End point**: Decorating buns **Children are taught to:** I begin to make simple choice in the resources that I use I talk about what I like or don't like about what I have made I can wash and dry my hands independently and know that we do this before touching food I am able to prepare some foods such as cutting soft foods and spreading I am able to follow simple instructions from an adult	**Collage/ Product Design** **End point**: Snowman **Children are taught to:** **Art links:** I can rip/ cut my own materials to create a collage I can take one piece of paper from a pile **DT links:** I can join and combine materials using a glue stick independently I talk about what I like or don't like about what I have made I begin to make simple choice in the resources that I use **Sculpture** **End point:** Playdough snowman **Children are taught to:** I can make marks in playdough using my hands and tools I can roll, cut, squash, pinch and twist playdough **Printing** **End point**: Christmas cards **Children are taught to:** I can print with small blocks, small sponges, fruit, shapes and other resources that use fine motor skills I can take one piece of paper from a pile **Collage/ Product Design** **End point**: Calendars **Children are taught to:** **Art links:** I can rip/ cut my own materials to create a collage I can take one piece of paper from a pile **DT links:** I can join and combine materials using a glue stick independently I talk about what I like or don't like about what I have made I begin to make simple choice in the resources that I use	I can use cutters to manipulate playdough I can make marks in playdough with my hands and tools **Collage/ Product Design** **End point**: Paper plate bear **Children are taught to:** **Art links:** I can rip/ cut my own materials to make a collage **DT links:** I begin to make simple choice in the resources that I use I can use glue spreaders and pva glue I talk about what I like or don't like about what I've made. **Textiles** **End point**: Basket for Grandma **Children are taught to:** **Art links:** I can weave small pieces of fabric or string through holes (fine motor skills) to create a design. **DT links:** I can weave small pieces of fabric or string through holes (fine motor skills)	I experiment with balancing and joining I talk about what I like or don't like about what I have made **Food and nutrition** **End point**: Eid food tasting **DT links:** I can wash and dry my hands independently and know that we do this before touching food I begin to be able to describe foods eg sweet, salty and sour I am able to prepare some foods such as cutting soft foods and spreading I am able to follow simple instructions from an adult I begin to make simple choice in the resources that I use I talk about what I like or don't like about what I have made	**Sculpture** **End point**: Playdough butterfly **Children are taught to:** I can roll, cut, squash, pinch and twist playdough I can make marks in playdough using my hands and tools **Product design** **End point**: Minibeast hotel using junk resources **Children are taught to:** **DT links:** I begin to make simple choices in the resources that I use I can rip and use masking tape I talk about what I like or don't like about what I have made **Printing** **End point**: Fruit and vegetable printing **Children are taught to:** I can print with small blocks, small sponges, fruit, shapes and other resources that use fine motor skills I can choose a piece of paper from a selection of 2 or 3 colours **Product design** **End point**: Pen for the farm animals **Children are taught to:** **DT links:** I can rip and use masking tape	**End point**: Drawing of shells **Children are taught to:** I can draw simple representations of objects from observation I can draw straight lines, curved lines, crosses and dots I can name the secondary colours that I draw with **Drawing** **End point**: Self-portrait **Children are taught to:** I can draw simple representations of objects from observation I can draw straight lines, curved lines, crosses and dots I can name the secondary colours that I draw with
EAD (Roleplay)	**Children are taught to:** I participate in small world play related to rhymes and stories that I know	**Children are taught to:** I can use my own experience to develop storylines in my play I participate in small world play related to rhymes and stories that I know	**Children are taught to:** I can use my own experience to develop storylines in my play I participate in small world play related to rhymes and stories that I know	**Children are taught to:** I can use my own experience to develop storylines in my play I participate in small world play related to rhymes and stories that I know	**Children are taught to:** I can use my own experience to develop storylines in my play I participate in small world play related to rhymes and stories that I know	**Children are taught to:** I can use my own experience to develop storylines in my play I participate in small world play related to rhymes and stories that I know
EAD (Music)	**Children are taught to:** I respond to changes in music through different movements eg	**Children are taught to:** I respond to changes in music through different movements eg	**Children are taught to:** I am beginning to be able name some instruments (drum,	**Children are taught to:** I can clap or stomp along to a simple beat accurately (pulse)	**Children are taught to:** I am beginning to be able name some instruments (drum,	**Children are taught to:** I can make loud and quiet sounds (dynamics) using instruments

	slow movements during slow music I can sing most of the words in familiar songs in a group I understand emotion through music and can identify if music is 'happy', 'scary' or 'sad' I can clap or stomp along to a simple beat accurately (pulse)	slow movements during slow music I can sing most of the words in familiar songs in a group I can pick up an instrument and have a go at playing it	tambourine, maraca, triangle) and I know how to play them	I understand emotion through music and can identify if music is happy, scary or sad.	tambourine, maraca, triangle) and I can recognise what they sound like	I can make fast and slow sounds (tempo) using instruments I can continue a simple composition in an AB pattern eg fast, slow, fast, slow I can copy a simple composition in an AB pattern eg fast, slow, fast, slow I can create a simple composition in an AB pattern eg fast, slow, fast, slow