

Coleridge Primary School

Reception 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!	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: N/A due to transition Week 2: Super Duper you Week 3: The Gruffalo's Child Week 4: Kipper's Birthday Week 5: Cake Week 6: After the Storm Week 7: The leaf thief	Week 1: Room on the Broom Week 2: Funny bones Week 3: The Best Diwali Ever Week 4: The snow thief Week 5: Stickman Week 6: Kipper's Christmas Eve Week 7: The Christmas Pine	Week 1: Goldilocks and the three bears (Mara Alperin) Week 2: Goldilocks and just the one bear Week 3: The gingerbread man (Mara Alperin) Week 4: The gingerbread man 2 Week 5: Little Red Riding Hood (Mara Alperin) Week 6: Red Riding Hood and the sweet wolf	Week 1: Harry and the dinosaurs go to school Week 2: Tyranosaurus drip Week 3: The princess and the wizard Week 4: Eid for Nylah Week 5: We're going on an egg hunt (4 days)	Week 1: The flower thief Week 2: What the ladybird heard Week 3: Superworm Week 4: Supertato (4 days) Week 5: Luna loves gardening Week 6: Farmer Duck Week 7: The Little Red Hen	Week 1: Astro girl Week 2: How to catch a star Week 3: The lion inside Week 4: A dot in the snow Week 5: Tiddler Week 6: Pirates Love Underpants Week 7: What the ladybird heard at the seaside
Dates		Diwali- Sunday 8 th November (week 1)	Lunar New Year- Saturday 6 th February Pancake Day- Tuesday 9 th February Valentines Day- Friday 14 th February	World Book day- Thursday 4 th March Mother's Day- Sunday 7 th March Eid- Wednesday 10 th March (week 3) Good Friday- Friday 26 th March Easter Sunday- Sunday 28 th March	Eid- Monday 17 th May-Thursday 20 th May	Father's Day- 20 th June

20 things to do in Reception	Bake something from scratch (buns) Ride a bike Play a board game	Post a letter in a post box Take part in a class performance or show Watch a movie with popcorn Make something with a stick Make patterns in the air with a sparkler Watch a pantomime Ride a bike Play a board game	Ride a bike Play a board game Bake something from scratch (Gingerbread men)	Visit a library Ride a bike Play a board game Bake something from scratch (chapatis)	Visit a farm Visit a stately home Feed an animal Have a picnic Go on a coach journey Grow a seed into a plant Ride a bike Play a board game Bake something from scratch (bread)	Visit a beach Have a picnic Paddle in the sea Go on a coach journey Take part in a competitive sport Play a board game Learn to play hop skitch Ride a bike
Experiences	<u>Trips:</u> Clifton Park- Autumn walk <u>Visitors:</u> Big Talk- RSE Bonfire safety workshop- fire service	<u>Trips:</u> Clifton Park- Winter walk <u>Visitors:</u> Diwali Dance Company Pantomime Breakfast with Santa	<u>Trips:</u> Little Town of Play <u>Visitors:</u> Oral health workshop E-safety workshop	<u>Trips:</u> Library <u>Visitors:</u> Road safety workshop	<u>Trips:</u> Clifton Park- Spring walk Chatsworth Farm <u>Visitors:</u> Bee keeper	<u>Trips:</u> Clifton Park- Summer walk Cleethorpes
Physical Development- Gross Motor	Fundamental movement skills Children are taught to: I can start, stop, change my speed and direction in response to a signal, and combine different travelling movements. I can change my speed and direction quickly and safely when moving around people and obstacles. I can find and use space appropriately and respond quickly to signals when moving and playing games. I can throw underarm and overarm with increasing control and accuracy. I can change the force and direction of my throw depending on the distance and target. I can catch a small ball with two hands with increasing accuracy. I can track, move towards and retrieve an object safely. I can catch and retrieve objects in simple games, working with others and using space appropriately.	Ball skills Children are taught to: I can kick a ball towards a target using increasing control and accuracy. I can move with and control a ball using my feet. I can kick, stop and control a ball when playing simple games.	Gymnastics Children are taught to: I can balance on different parts of my body and maintain my balance when moving. I can combine balancing, travelling, climbing, bending, stretching, twisting and turning with increasing control. I can jump for increasing height and distance, over obstacles and from different heights. I can land safely and with control and hop on one foot with increasing balance	Dance and movement Children are taught to: I can move in time with music and change my movements to match different rhythms and tempos. I can create and perform a short sequence of linked movements. I can use movement to express an idea, feeling, character or story	Striking and racket skills Children are taught to: I can use a bat or racket to strike a stationary or slowly moving object with increasing control. I can track an object and position my body to strike it. I can strike an object towards a target or partner in a simple game.	Athletics Children are taught to: I can start, stop, change my speed and direction in response to a signal, and combine different travelling movements. I can change my speed and direction quickly and safely when moving around people and obstacles. I can jump for increasing height and distance, over obstacles and from different heights. I can land safely and with control and hop on one foot with increasing balance. I can throw underarm and overarm with increasing control and accuracy. I can change the force and direction of my throw depending on the distance and target.

Physical Development- Fine Motor	<p>Children are taught to:</p> <p>I can use pegs, tweezers, or tongs to pick up small items.</p> <p>I can thread smaller beads or lace cards with care.</p> <p>I can use both hands together to manipulate materials with control.</p> <p>I can strengthen my fingers through activities like dough disco or finger rhymes.</p> <p>I can spread, cut, or stir food with cutlery or utensils.</p> <p>I can catch a large ball or beanbag with two hands.</p> <p>I can catch and throw a small object with increasing accuracy.</p> <p>I can draw simple shapes, lines, and circles with control.</p> <p>I begin to form the first 16 sounds using lower case letters correctly</p> <p>I can fasten and unfasten large buttons or poppers with help.</p>	<p>Children are taught to:</p> <p>I can use pegs, tweezers, or tongs to pick up small items.</p> <p>I can thread smaller beads or lace cards with care.</p> <p>I can use both hands together to manipulate materials with control.</p> <p>I can strengthen my fingers through activities like dough disco or finger rhymes.</p> <p>I can spread, cut, or stir food with cutlery or utensils.</p> <p>I can catch a large ball or beanbag with two hands.</p> <p>I can catch and throw a small object with increasing accuracy.</p> <p>I can draw simple shapes, lines, and circles with control.</p> <p>I can fasten and unfasten large buttons or poppers with help.</p>	<p>Children are taught to:</p> <p>I can squeeze and release small objects with control.</p> <p>I can cut along a line with scissors accurately.</p> <p>I can use a knife and fork with increasing independence.</p> <p>I can form lower case letters correctly</p> <p>I can use the toilet and wash my hands independently.</p> <p>I can use construction sets, Lego, and other small parts with control.</p> <p>I can aim and place objects carefully, like in target games.</p>	<p>Children are taught to:</p> <p>I can squeeze and release small objects with control.</p> <p>I can cut along a line with scissors accurately.</p> <p>I can use a knife and fork with increasing independence.</p> <p>I can form lower case letters correctly</p> <p>I can use the toilet and wash my hands independently.</p> <p>I can use construction sets, Lego, and other small parts with control.</p> <p>I can aim and place objects carefully, like in target games.</p>	<p>Children are taught to:</p> <p>I can show finger strength when using pencils, tools, or construction toys.</p> <p>I can coordinate both hands for more complex tasks, like cutting or construction.</p> <p>I can use tools like hole punchers, staplers, or hammers in play.</p> <p>I can use pencils, paintbrushes, and other tools with control and purpose.</p> <p>I can form numbers correctly</p> <p>I can dress and undress independently, managing zips and buttons.</p> <p>I can fasten zips, buttons, and other fastenings independently.</p>	<p>Children are taught to:</p> <p>I can show finger strength when using pencils, tools, or construction toys.</p> <p>I can coordinate both hands for more complex tasks, like cutting or construction.</p> <p>I can use tools like hole punchers, staplers, or hammers in play.</p> <p>I can use pencils, paintbrushes, and other tools with control and purpose.</p> <p>I can form capital letters correctly</p> <p>I can dress and undress independently, managing zips and buttons.</p> <p>I can fasten zips, buttons, and other fastenings independently.</p>
Communication and Language	<p>Children are taught to:</p> <p>I can give my attention to the activity an adult has chosen.</p> <p>I can listen to stories and remember what has happened.</p> <p>I can follow a simple instruction while still engaged in play.</p> <p>I can say simple sentences of 4–6 words.</p> <p>I can begin to use plurals or past tense.</p> <p>I can say sounds like f, v, s, z, l.</p> <p>I am learning sh, ch, j.</p> <p>I might still find “r” and “th” tricky.</p> <p>I can use new words I hear in play.</p> <p>I can understand new words in context.</p> <p>I can understand ideas like big/little and on/under.</p>	<p>Children are taught to:</p> <p>I can give my attention to the activity an adult has chosen.</p> <p>I can listen to stories and remember what has happened.</p> <p>I can follow a simple instruction while still engaged in play.</p> <p>I can start a conversation with an adult or friend and keep it going.</p> <p>I can say sounds like f, v, s, z, l.</p> <p>I am learning sh, ch, j.</p> <p>I might still find “r” and “th” tricky.</p> <p>I can understand long and tricky sentences.</p> <p>I can follow instructions with two or three ideas.</p> <p>I can answer “who,” “what” and “where” questions.</p> <p>I can respond when someone talks to me, even if it’s short.</p>	<p>Children are taught to:</p> <p>I can sit and concentrate for longer periods of time.</p> <p>I can listen while I do something else (integrated attention).</p> <p>I can listen and do at the same time (e.g., listen to instructions while drawing).</p> <p>I can join my ideas with words like “and” or “because.”</p> <p>I can retell events or stories in order.</p> <p>I can ask questions to find out more.</p> <p>People who don’t know me can usually understand me.</p> <p>I can use 1,500–3,000 words.</p> <p>I can understand long and tricky sentences.</p> <p>I can follow instructions with several steps.</p> <p>I can answer “how” and “why” questions.</p>	<p>Children are taught to:</p> <p>I can sit and concentrate for longer periods of time.</p> <p>I can listen while I do something else (integrated attention).</p> <p>I can listen and do at the same time (e.g., listen to instructions while drawing).</p> <p>I can join my ideas with words like “and” or “because.”</p> <p>I can retell events or stories in order.</p> <p>I can ask questions to find out more.</p> <p>People who don’t know me can usually understand me.</p> <p>I can use 1,500–3,000 words.</p> <p>I can follow instructions with several steps.</p> <p>I can answer “how” and “why” questions.</p> <p>I can use social phrases like “you’re welcome” and “how are you?”</p>	<p>Children are taught to:</p> <p>I can keep my attention on what I am doing until it is finished.</p> <p>I can listen while I do something else (integrated attention).</p> <p>I can join in a group conversation while carrying out a task.</p> <p>I can say sentences that are mostly grammatically correct.</p> <p>I can explain my ideas clearly in sentences.</p> <p>People who don’t know me can usually understand me.</p> <p>I can use topic words (e.g., “predict,” “compare”).</p> <p>I can follow a story without pictures.</p> <p>I can use tenses correctly.</p> <p>I can follow instructions with sequencing words like “first, next, then.”</p> <p>I can answer “how” and “why” questions.</p>	<p>Children are taught to:</p> <p>I can keep my attention on what I am doing until it is finished.</p> <p>I can listen while I do something else (integrated attention).</p> <p>I can join in a group conversation while carrying out a task.</p> <p>I can say sentences that are mostly grammatically correct.</p> <p>I can explain my ideas clearly in sentences.</p> <p>People who don’t know me can usually understand me.</p> <p>I can use topic words (e.g., “predict,” “compare”).</p> <p>I can follow a story without pictures.</p> <p>I can use tenses correctly.</p> <p>I can follow instructions with sequencing words like “first, next, then.”</p> <p>I can answer “how” and “why” questions.</p>

	<p>I can follow instructions with two or three ideas.</p> <p>I can answer “who,” “what” and “where” questions.</p> <p>I can say “hello” and “goodbye.”</p> <p>I can say “yes please” and “no thank you.” when offered something</p> <p>I can say “please” and “thank you” when I am given something.</p> <p>I can respond to what another child says in play.</p> <p>I can take turns talking with my friends during play or games.</p>		<p>I can use social phrases like “you’re welcome” and “how are you?”</p> <p>I can use language to stay in role during pretend play.</p> <p>I can take turns in conversations, listening and responding with relevant comments.</p>	<p>I can use language to stay in role during pretend play.</p> <p>I can take turns in conversations, listening and responding with relevant comments.</p>	<p>I can add ideas to others’ play through talk.</p> <p>I can use language to negotiate or solve problems with friends (e.g., “you be the shopkeeper and I’ll be the customer”).</p>	<p>I can add ideas to others’ play through talk.</p> <p>I can use language to negotiate or solve problems with friends (e.g., “you be the shopkeeper and I’ll be the customer”).</p>
PSED- Jigsaw	<p>Jigsaw PSHE- Being Me <u>Children are taught to:</u></p> <p>Lesson 1- I understand how it feels to belong and that we are similar and different</p> <p>Lesson 2- I start to recognise and manage their feelings</p> <p>Lesson 3- I enjoy working with others to make school a good place to be</p> <p>Lesson 4- I understand why it is good to be kind and use gentle hands</p> <p>Lesson 5- I understand children’s rights and know that this means that we should all be allowed to learn and play</p> <p>Lesson 6- I know what responsible means</p>	<p>Jigsaw PSHE- Celebrating difference <u>Children are taught to:</u></p> <p>I can identify something that I am good at and understand that everyone is good at different things</p> <p>I understand that being different makes us all special</p> <p>I know that we are all different but the same in some ways.</p> <p>I can say why they think their home is special to them</p> <p>I understand what makes someone a good friend</p> <p>I understand which words to use to stand up for themselves when someone says or does something unkind.</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing</p> <p>Be increasingly independent as they get dressed and undressed- zip coat up.</p> <p>Know and talk about the different factors that support their overall health and wellbeing- safety near bonfires and fireworks.</p>	<p>Jigsaw PSHE- Dreams and goals <u>Children are taught to:</u></p> <p>Lesson 1- I understand that if I persevere I can tackle challenges</p> <p>Lesson 2- I talk about a time that I didn’t give up until they achieved their goal</p> <p>Lesson 3- I set goals and work towards them</p> <p>Lesson 4- I use kind words to encourage people</p> <p>Lesson 5- I understand the link between what I learn now and the job I might like to do when I am older</p> <p>Jigsaw PSHE- Healthy me <u>Children are taught to:</u></p> <p>Lesson 3- I know which foods are healthy and not so healthy and I am able to make healthy eating choices</p> <p>Lesson 6- I know what a stranger is and how to stay safe if a stranger approaches me</p> <p><u>Through daily routines:</u> <u>Children are taught to:</u></p> <p>I can take turns and play fairly with others</p> <p>I can follow rules and routines without reminders</p>	<p>Jigsaw PSHE- Healthy me <u>Children are taught to:</u></p> <p>Lesson 1- I understand that I need exercise to keep my body healthy</p> <p>Lesson 2- I understand how moving and resting are good for my body</p> <p>Lesson 4- I know how to help myself go to sleep and understand why sleep is good for me</p> <p>Lesson 5- I wash my hands thoroughly and understand why this is important before I eat and after I go to the toilet</p> <p>Jigsaw PSHE- Dreams and goals <u>Children are taught to:</u></p> <p>Lesson 6- I say how I feel when I achieve a goal and know what it means to feel proud.</p>	<p>Jigsaw PSHE- Relationships <u>Children are taught to:</u></p> <p>Lesson 1- I can identify some of the jobs that they do in their family and how they feel like they belong</p> <p>Lesson 2- I know how to make friends and to stop themselves from feeling lonely</p> <p>Lesson 3- I think of ways to solve problems and stay friends</p> <p>Lesson 4- I begin to understand the impact of unkind words</p> <p>Lesson 5- I use Calm Me time to manage their feelings</p> <p>Lesson 6- I know how to be a good friend</p>	<p>Jigsaw PSHE- Changing me <u>Children are taught to:</u></p> <p>I can name parts of the body</p> <p>I am able to say some things that I can do and foods that I can eat to be healthy</p> <p>I understand that we all grow from babies to adults</p> <p>I express how I feel about moving to Y1.</p> <p>I talk about my worries and/or the things I am looking forward to about being in Y1</p> <p>I share memories of the best bits of this year in Reception.</p>

PSED- Looking after themselves	Children are taught to: I can explain how I am feeling and why I can use the toilet and wash my hands independently	Children are taught to: I can dress and undress myself, managing zips and buttons I can show kindness and think about how others feel	Children are taught to: I can take turns and play fairly with others I can follow rules and routines without reminders	Children are taught to: I can think about others feelings and change my behaviour to help them	Children are taught to: I can solve small conflicts myself, using words I have learned I can be a good friend by listening, helping and using kinds words	Children are taught to: I can keep going when things are difficult and bounce back after mistakes
Literacy- Reading- Word reading	Children are taught to: I can clap and count the syllables in words I can identify when words rhyme and can continue a rhyming string I can hear and say initial sounds in words 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 graphemes I can orally blend spoken sounds together	Children are taught to: I can read all 25 single letter graphemes I can orally blend spoken sounds together I can hear and say all of the sounds in a cvc word (segment)	Children are taught to: I can speedily read all 25 single letter graphemes I can read the digraphs ss, zz, ff, ll and ck I can say the sounds in a written cvc word and blend them together to read the word I know that not all words are decodable and that this means that we cannot fred talk them I can read the tricky words: I, to, the, no, go, into, my, me, you, he, she, they, was, we, be, said. I can begin to read short phrases of 2 or 3 words	Children are taught to: I can speedily read all 25 single letter graphemes I can read the digraphs ss, zz, ff, ll and ck I can say the sounds in a written cvc word and blend them together to read the word I am beginning to be able to speedily read cvc words by using 'fred in your head' I know that not all words are decodable and that this means that we cannot fred talk them I can read the tricky words: I, to, the, no, go, into, my, me, you, he, she, they, was, we, be, said. I can begin to read short phrases of 2 or 3 words	Children are taught to: I can read the digraphs ch, sh, th, qu, ng and nk I can say the sounds in a written words with four or five sounds and blend them together to read the word I can speedily read cvc words by using 'speedy reading' I know that not all words are decodable and that this means that we cannot fred talk them I can read the tricky words: I, to, the, no, go, into, my, me, you, he, she, they, was, we, be, said. I can read short sentences that contain the sounds that I know	Children are taught to: I can read the digraphs ch, sh, th, qu, ng and nk I can say the sounds in a written words with four or five sounds and blend them together to read the word I know that not all words are decodable and that this means that we cannot fred talk them I can read the tricky words: I, to, the, no, go, into, my, me, you, he, she, they, was, we, be, said. I can read short sentences that contain the sounds that I know
Literacy- Reading- Comprehension	Children are taught to: I can turn pages in a book and handle them with care independently I understand that we turn one page at a time and start from the front of the book. I can talk about the characters, setting and key events in the story I can recall simple stories	Children are taught to: I can talk about the characters, setting and key events in the story I can recall simple stories I understand that in England we read text from the top of the page to the bottom and from left to right.	Children are taught to: I can listen to longer stories with increasing attention I demonstrate an understanding of what has been read to me by re-telling the story using my own words and by using new vocabulary from the story I know that the author is the person that wrote the book	Children are taught to: I can listen to longer stories with increasing attention I demonstrate an understanding of what has been read to me by re-telling the story using my own words and by using new vocabulary from the story	Children are taught to: I can anticipate and predict what might happen I can identify the front cover and the pages I can identify the blurb and contents page I understand that fiction is stories that are not real and that non-fiction is real I can talk about some of the features of fiction and non-fiction	Children are taught to: I can anticipate and predict what might happen I can identify the blurb and contents page I understand that fiction is stories that are not real and that non-fiction is real I can talk about some of the features of fiction and non-fiction books eg contents page in non-fiction

	I know that the title is what the book is called				fiction books eg contents page in non-fiction I can answer simple questions about what I have read	I can answer simple questions about what I have read
Literacy- Writing- Transcription	Children are taught to: I can hold a pencil using a static tripod grip I can draw diagonal lines I can draw a cross with two diagonal lines (x) I can draw a triangle I begin to be able to form the first 16 single letter sounds using phonics letter formation rhymes on plain paper. I can hear, say and write the initial sound in a dictated word I begin to be able to copy the letters in my name from my name card	Children are taught to: I can hold a pencil using a static tripod grip I can form recognisable letters for the first 16 single letter sounds using phonics letter formation rhymes on plain paper. I can hear, say and write the sounds in a dictated cvc word. I can copy the letters in my name from my name card	Children are taught to: I can hold a pencil using a static tripod grip I can form recognisable letters for all single letter sounds using phonics letter formation rhymes on plain paper. I can write a simple dictated phrase of two or three words using finger spaces I can spell the tricky words- the, I, to I begin to be able to write the letters in my name from memory.	Children are taught to: I can hold a pencil using a static tripod grip I can write a simple dictated phrase of three words using finger spaces I can spell the tricky words- the, I, to I begin to be able to write the letters in my name from memory.	Children are taught to: I can hold a pencil using a dynamic tripod grip I can hear, say and write all sounds in a dictated word that has four single letter sounds I can spell the tricky words- the, I, to, no, of, my, he I can write a dictated sentence of four words or more containing sounds that I know using finger spaces I can write the letters in my name from memory.	Children are taught to: I can hold a pencil using a dynamic tripod grip I can hear, say and write a dictated word that contains set 1 special friends I can hear, say and write all sounds in a dictated word that has five single letter sounds I can spell the tricky words- the, I, to, no, of, my, he I can write a dictated sentence of four or more words containing sounds that I know using a capital letter, finger spaces and a full stop correctly I can re-read my sentence to check that it makes sense I can write the letters in my name from memory.
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 give meaning to what I write (emergent writing) or draw and tell an adult what it says/ what it is 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 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/ what it is I can tell an adult what I would like them to write for me I can repeat back and rehearse a full sentence after adult modelling	Children are taught to: I can read my writing back to an adult I can create my own simple narratives in play eg “this is the knight in the castle. The dragon comes” I contribute to shared writing with adults and other children	Children are taught to: I can read my writing back to an adult I can create my own simple narratives in play eg “this is the knight in the castle. The dragon comes” I contribute to shared writing with adults and other children I can count how many words there are in an orally rehearsed phrase	Children are taught to: I can read my writing back to an adult I can re-tell familiar stories in detail using story language I contribute to shared writing with adults and other children	Children are taught to: I can read my writing back to an adult I orally compose my own stories that have a beginning, middle and end I contribute to shared writing with adults and other children I negotiate shared writing with other children during play
Mathematics	Children are taught to: Matching and sorting I can sort objects into three or more groups (by colour, item, shape, size) I can create and explain my own criteria for sorting Compare size, mass and capacity I can order three objects by height from shortest to tallest saying ‘shortest’ and ‘tallest’ I can order three objects by length from shortest to longest saying ‘shortest’ and ‘longest’ I can order three objects by width from narrowest to widest saying ‘narrowest’ and ‘widest’ I can order three objects by height from lightest to heaviest using the language ‘lightest’ and ‘heaviest’	Children are taught to: Counting to 5 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 amount will be the same (order irrelevance) I can represent amounts up to 5 using objects, pictorials and my fingers Comparison and equal groups	Children are taught to: Positional Language I can understand and use the positional language in, next to, between, in front of, beside, opposite, above, below, nearer, further I can describe where objects are in relation to each other I can understand and use the words forwards, backwards, turn, left and right I can use positional words and directional words when giving instructions I can give and follow instructions for movement Subitising and matching quantities to numerals	Children are taught to: One more and one less I understand the ‘one more than/one less than’ relationship between consecutive numbers I can use my understanding of one more and one less to solve problems Comparing quantities to 8 I can compare amounts up to 10 that are more similar in value using the language ‘more’, and ‘fewer’ I can compare amounts up to 10 that are more similar in value using the language ‘more’, and ‘fewer’ I can compare amounts up to 10 using the language ‘more’ and ‘fewer’ when the objects are of different sizes and take up different amounts of surface space.	Children are taught to: Counting larger amounts I can count up to 20 sounds or actions, keeping track of each as they are counted I can count up to 20 objects by saying one number for each object. I can count up to 20 pictures, marking each one off as they are counted Subitising and ten frames I have fast recognition of up to 10 objects (Conceptual subitising) I can count up to 10 sounds or actions, keeping track of each as they are counted I can explore the composition of numbers to 10 by partitioning the amount into two groups	Children are taught to: Comparing and measuring measures I can order three objects by weight from lightest to heaviest using the language “lightest” and “heaviest” I understand that if the balance scale is level, the objects being compared are equal in weight I understand that the weight of an item can be represented by a number I understand that to measure the weight of an object using a balance scale, the object needs to be placed on one side and counting items placed on the other side until the balance is level I can use non-standard units which are not uniform (such as pine cones) to measure weight to recognise that

	<p>I can order three containers by capacity from can hold the least to can hold the most saying ‘can hold the least’ and ‘can hold the most’</p> <p>I can order three containers by volume from contains the least to contains the most saying “has less” and “has more”</p> <p>Subitising to 3</p> <p>I have fast recognition of up to 3 objects (Perceptual subitising)</p> <p>I can recognise numerals 0 to 10</p> <p>I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 10, including zero</p> <p>Counting, one to one correspondence, cardinality</p> <p>I can recite numbers from 1 to 5 accurately</p> <p>I can recite numbers from 1 to 5 from any given starting point</p> <p>I can count up to 5 objects by pointing to one object while saying one number name (one to one correspondence)</p> <p>I can count up to 5 objects accurately and understand that the last number said is the number in the set (cardinality)</p> <p>I can count up to 5 sounds or actions, keeping track of each as they are counted (abstraction principle)</p> <p>Composition of 2, 3 and 4</p> <p>I understand how numbers can be composed of 1’s</p> <p>I can recall number bonds to 5</p> <p>I can explore the composition of numbers to 10 by partitioning the amount into two groups</p> <p>Subitising to 4</p> <p>I have fast recognition of up to 5 objects, pictures and sounds (Conceptual subitising)</p> <p>I can represent amounts up to 5 using objects, pictorials and my fingers</p> <p>Comparing amounts</p> <p>I can compare clearly different amounts up to 5 using the language ‘more’, and ‘fewer’.</p> <p>I can compare amounts up to 5 that are more similar in value using the language ‘more’, and ‘fewer’</p> <p>I can compare amounts up to 5 using the language ‘more’ and ‘fewer’ when the objects are of different sizes</p> <p>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</p> <p>I can use the language ‘equal’ to describe when two amounts are the same.</p> <p>I can convert two unequal groups into equal groups.</p> <p>Whole and part</p> <p>I understand that a whole can be represented by a group of objects and that if some of the objects are missing it is not a whole group</p> <p>I understand that whole object can be split into two parts and that each part will be smaller than the whole and that the two parts together make a whole</p> <p>I understand that a whole can be represented by one object and that if part of the whole object is missing then it is not whole</p> <p>Composition of 5</p> <p>I can partition an amount up to 5 into two groups and understand that if you put the two groups back together to make the same total</p> <p>I can identify smaller numbers within a number (conceptual subitising)</p> <p>I understand that an amount can be partitioned into more than two parts</p> <p>I can recall number bonds to 5</p> <p>I understand that whole object can be split into two parts and that each part will be smaller than the whole and that the two parts together make a whole</p> <p>Counting beyond 5</p> <p>I can recite numbers from 1 to 10 accurately</p> <p>I can recognise numerals 1 to 5</p> <p>I understand that objects can be counted in any order and the amount will be the same (order irrelevance)</p> <p>I can represent amounts up to 5 using objects, pictorials and my fingers</p>	<p>I have fast recognition of up to 5 objects (conceptual subitising)</p> <p>I can recognise numerals 0 to 5</p> <p>I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5</p> <p>I can represent amounts up to 5 using objects, pictorials and my fingers</p> <p>Ordering numbers to 5</p> <p>I can recognise numerals 0 to 5</p> <p>I can put the numerals 1 to 5 in order when all are given</p> <p>I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5</p> <p>I can compare clearly different amounts up to 5 using the language ‘more’ and ‘fewer’</p> <p>I can compare amounts to 5 that are more similar in value using the language ‘more’ and ‘fewer’</p> <p>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</p> <p>I can use practical objects to find one more than numbers to 5</p> <p>I can use practical objects to find one more less numbers to 5</p> <p>Composition of 5</p> <p>I understand how numbers can be composed of 1s</p> <p>I understand that a whole can be represented by a group of objects and that if some of the objects are missing it is not a whole group</p> <p>I can partition an amount of up to 5 into two groups and understand that if you put the two groups back together it makes the same total</p> <p>I can recall number bonds to 5</p> <p>Composition of 6 and 7</p> <p>I understand how numbers can be composed of 1s</p> <p>I understand that a whole can be represented by a group of objects and that if some of the objects are missing it is not a whole group</p> <p>I can partition an amount of up to 10 into two groups and understand that if you put the two groups back together it makes the same total</p> <p>I can recall number bonds to 10</p> <p>Equal and unequal groups</p>	<p>I can use the language ‘equal’ to describe when two amounts are the same</p> <p>I have fast recognition of up to 10 objects (subitising)</p> <p>I can put the numerals 0 to 10 in order where all are given</p> <p>Composition of quantities up to 7</p> <p>I understand how numbers can be composed of 1s.</p> <p>I understand that a whole can be represented by a group of objects and that if some of the objects are missing it is not a whole group</p> <p>I understand that whole object can be split into two parts and that each part will be smaller than the whole and that the two parts together make a whole</p> <p>I can combine two groups and count all of them to see how many there are altogether up to 10</p> <p>I can explore the composition of numbers to 10 by partitioning the amount into two groups</p> <p>I can recall number bonds to 10</p> <p>Subitising within 6 and doubling</p> <p>I understand that doubling is adding the same amount twice</p> <p>I explore doubling up to double 5 using practical objects</p> <p>I can recall doubling facts up to double 5</p> <p>I can use doubling fact knowledge to solve problems</p> <p>Odd and even</p> <p>I understand that an even number can be shared into two equal groups and that an odd number cannot be shared into two equal groups.</p> <p>I can explore whether numbers are odd or even to 10.</p>	<p>I understand that doubling is adding the same amount twice</p> <p>Representing numbers to 10</p> <p>I can recognise numerals 0 to 10</p> <p>I can represent amounts up to 10 using objects, pictorials and my fingers</p> <p>I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 10, including zero.</p> <p>I can put the numerals 0 to 10 in order where all are given</p> <p>I can find the numeral that comes between two other numerals</p> <p>I can order a random set of numerals between 0 and 10</p> <p>Composition of 10 and doubling</p> <p>I understand that doubling is adding the same amount twice</p> <p>I can explore doubling up to double 5 using practical objects</p> <p>I can recall doubling facts up to double 5</p> <p>I can use my doubling fact knowledge to solve problems and reason</p> <p>I can explore the composition of numbers to 10 by partitioning the amount into two groups</p> <p>I can recall number bonds to 10</p> <p>I can use my number bond knowledge to solve problems</p> <p>Comparing amounts</p> <p>I can compare amounts up to and beyond 10 using the language ‘more’ and ‘fewer’ when the objects are of different sizes and take up different amounts of surface space.</p> <p>I can put the numerals 0 to 10 in order where all are given</p> <p>I can find the numeral that comes between two other numerals</p> <p>I can order a random set of numerals between 0 and 10</p> <p>Using the rekenrek to represent amounts</p> <p>I have fast recognition of up to 10 objects (conceptual subitising)</p> <p>I can represent amounts up to 10 using objects, pictorials and my fingers</p> <p>I understand the one more than/ one less than relationship between consecutive numbers</p>	<p>different results may be obtained when measuring the same item</p> <p>I know that the mass/weight of an item does not change when its moved or it’s orientation changes</p> <p>I can order three objects by height from shortest to tallest</p> <p>I can order three objects by length from shortest to longest</p> <p>I can order three objects by width from narrowest to widest</p> <p>I understand that the length / width / height of an item can be represented by a number</p> <p>I can use non-standard units which are not uniform (such as pine cones) to measure length / width / height to recognise that different results may be obtained when measuring the same item</p> <p>I recognise that the number of uniform nonstandard items (such as Multilink cubes) must span from one end of the dimension being measured to the other with no gaps between the non-standard items</p> <p>I know that the length / width / height of an item does not change when its orientation changes, e.g. the length of a pencil does not change when you stand it up vertically</p> <p>I can order three containers by capacity from can hold the least to can hold the most</p> <p>I can order three containers by volume from contains the least to contains the most</p> <p>I know that the capacity/ volume of an item does not change when its orientation changes, e.g. the volume of a bottle does not change when you lay it down</p> <p>I understand that the volume/ capacity of an item can be represent by a number</p> <p>I can use non-standard units which are not uniform (such as cups of water) to measure volume/ capacity</p> <p>I recognise that the number of uniform nonstandard items (such as Multilink cubes) must span from one end of the dimension being measured to the other with no gaps between the non-standard items</p> <p>Counting beyond 20</p> <p>I have fast recognition of up to 10 objects (Conceptual subitising)</p> <p>I can recite numbers from 1 to 20 and beyond accurately</p>
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	<p>sizes and take up different amounts of surface space.</p>	<p>I can use the language ‘equal’ to describe when two amounts are the same.</p> <p>Pattern- Repeating patterns</p> <p>I can continue an AB pattern end unit repeat</p> <p>I can continue an AB pattern mid unit repeat</p> <p>I can copy an AB pattern</p> <p>I can create an AB pattern</p> <p>I can spot and correct an error in an AB pattern</p> <p>I can continue an ABC pattern end unit repeat</p> <p>I can continue an ABC pattern mid unit repeat</p> <p>I can copy an ABC pattern</p> <p>I can create an ABC pattern</p> <p>I can spot and correct an error in an ABC pattern</p> <p>I can continue an ABB pattern end unit repeat</p> <p>I can continue an ABB pattern mid unit repeat</p> <p>I can copy an ABB pattern</p> <p>I can create an ABB pattern</p> <p>I can spot and correct an error in an ABB pattern</p> <p>I can explore which type of repeating pattern you can make in an un-fixed border pattern</p> <p>2d and 3d shapes</p> <p>I can recognise and name a circle, triangle, square, rectangle, pentagon and hexagon.</p> <p>I can select a circle, triangle, square, rectangle, pentagon and a hexagon from a selection of 2d shapes</p> <p>I can find pairs of shapes that are identical (same shape, size, orientation)</p> <p>I can find pairs of shapes that are the same despite being different sizes</p> <p>I can find pairs of shapes that are the same despite being in different orientations</p> <p>I can find pairs of shapes that are the same despite being in different sizes and orientations</p> <p>I can sort shapes by their type despite being different in size or orientation</p> <p>I understand and use mathematical terms to describe shapes. Use the words ‘sides’ and ‘corners’ to describe 2d shapes</p>	<p>I can compare clearly different amounts up to 10 using the language ‘more’ and ‘fewer’</p> <p>I can compare amounts up to 10 that are more similar using the language ‘more’ and ‘fewer’ when the objects are of different sizes</p> <p>I can compare amounts up to 10 using the language ‘more’ and ‘fewer’ when the objects are of different sizes and take up different amounts of surface space</p> <p>I can use practical objects to find one more than numbers to 10</p> <p>I can use practical objects to find one more less numbers to 1</p> <p>I can identify when two groups have equal amounts using the language ‘same’</p> <p>I can use the language equal to describe when two amounts are the same</p>			<p>I can recite numbers from 1 to a given number up to 20, stopping at the correct number</p> <p>I can count up to 20 objects by pointing to one object while saying one number name (one to one correspondence)</p> <p>I can count up to 20 objects accurately and understand that the last number said is the number in the set (cardinality)</p> <p>I understand that objects can be counted in any order and the amount will be the same (order irrelevance)</p> <p>I can explore the composition of numbers to 10 by partitioning the amount into two groups</p> <p>I can recall number bonds to 10</p> <p>Comparing amounts</p> <p>I have fast recognition of up to 10 objects (Conceptual subitising)</p> <p>I can compare amounts up to and beyond 10 using the language ‘more’ and ‘fewer’ when the objects are of different sizes and take up different amounts of surface space.</p> <p>I understand the ‘one more than/one less than’ relationship between consecutive numbers</p> <p>I can use my understanding of one more and one less to solve problems</p> <p>I can put the numerals 0 to 10 in order where all are given</p> <p>I can find the numeral that comes between two other numerals between 0 and 10</p> <p>I can order a random set of numerals between 0 and 10</p> <p>Patterns within numbers to 10</p> <p>I understand that doubling is adding the same amount twice</p> <p>I explore doubling up to double 5 using practical objects</p> <p>I can recall doubling facts up to double 5</p> <p>I can use doubling fact knowledge to solve problems</p> <p>I can use the language equal to describe when two amounts are the same</p> <p>I understand that an even number can be shared into two equal groups and that an odd number cannot be shared into two equal groups.</p> <p>I can explore whether numbers are odd or even to 10.</p> <p>Automatic recall</p>
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Understanding the World	<p>Children are taught to:</p> <p>History links:</p> <p>I can discuss similarities and differences between the people in my family</p> <p>I can sequence family members by age (baby, toddler, child, teenager, adult, elder)</p> <p>I can talk about different ages and what they can and cannot do</p> <p>I can talk about a wider range of careers such as electrician, artist, author</p> <p>I can talk about different occupations of family members</p> <p>I can talk about similarities and differences between professions</p> <p>I can talk about things I did in the past that were important to me in more detail when looking at photos</p> <p>I use and understand the words past and present</p> <p>I can sort objects/images into past and present and compare similarities and differences.</p> <p>Geography links:</p> <p>I can name different types of homes- terraced house, detached house, semi-detached house, bungalow, flat, cottage</p> <p>I can explain features of different homes</p> <p>I can identify similarities and differences between homes in England</p> <p>I can talk about local environments (their road,</p>	<p>Children are taught to:</p> <p>History links:</p> <p>I begin to recognise that we celebrate certain events, such as bonfire night and Remembrance Day, because of what happened many years ago</p> <p>I can talk about things I did in the past that were important to me in more detail when looking at photos- Halloween, Bonfire night, Christmas</p> <p>Science links:</p> <p>I can order the four seasons of the year</p> <p>I can compare and contrast the four seasons</p> <p>I can identify objects that are a 'source of light' and 'not a source of light'.</p> <p>RE links:</p> <p>I know that a religion is what people believe and worship</p> <p>I can name some different religions- Christianity</p> <p>I can talk about some of the beliefs of different religions</p> <p>I can name some festivals and say who celebrates them</p> <p>I can compare similarities and differences between different religious celebrations</p> <p>I can name places where people go to worship</p> <p>I can retell simple religious stories and say what they mean</p> <p>Computing links:</p> <p>Technology-</p>	<p>Children are taught to:</p> <p>History links:</p> <p>I use and understand the words past and present</p> <p>Geography links:</p> <p>I can talk about what a map is used for</p> <p>I can identify features on a simple map (trees, roads, mountains, houses)</p> <p>I can briefly explain the difference between human and physical features</p> <p>Science links:</p> <p>I can identify and name everyday materials- wood, plastic, glass and metal</p> <p>I can talk about the similarities and differences between materials- hard/soft</p> <p>I can identify and sort different materials based on their properties and the results from experiments- hard/soft</p> <p>I can begin to understand why certain materials are better to use for different things- waterproof- gingerbread man</p> <p>I can name my 5 senses- sight, hear, smell, touch, taste and explain what they are used for</p> <p>Computing links:</p> <p>Technology-</p> <p>I can talk about different types of technology and what they are used for</p> <p>I can say how technology helps us</p> <p>I can use devices like tablets, cameras and audio recorders independently- audio recorder</p>	<p>Children are taught to:</p> <p>History links:</p> <p>I can talk about things I did in the past that were important to me in more detail when looking at photos- Eid</p> <p>I use and understand the words past and present</p> <p>I can sort objects/images into past and present and compare similarities and differences- castles</p> <p>I can name some historical figures- Mary Anning</p> <p>Science links:</p> <p>I can identify and name everyday materials- wood, plastic, glass and metal</p> <p>I can identify and sort different materials based on their properties and the results from experiments- shiny/ not shiny</p> <p>I am beginning to understand how magnets work and use them to investigate which materials are magnetic and non-magnetic</p> <p>RE links:</p> <p>I know that people have different beliefs</p> <p>I know that a religion is what people believe and worship</p> <p>I can name some different religions- Islam</p> <p>I can name some festivals and say who celebrates them- Eid</p> <p>I can talk about what I see and hear during a celebration- Eid</p> <p>I can name places where people go to worship- Mosque</p>	<p>Children are taught to:</p> <p>History links:</p> <p>I can talk about things that I did in the past that were important to them in more detail from memory- Easter</p> <p>Science links:</p> <p>I can order the four seasons of the year</p> <p>I can compare and contrast the four seasons</p> <p>I know that a plant is a living thing and I can say what a plant needs to survive- water, light, food</p> <p>I can name parts of a plant</p> <p>I can talk about the lifecycle of a sunflower</p> <p>I can recognise and name a wider range of animal, insects and sea creatures- Farm- pig, cow, sheep, horse, hen, duck. Insects- spider, caterpillar, butterfly, ladybird, fly, ant, bee.</p> <p>I can identify and say the name of baby animals: pig, cow, duck, chicken, horse, dog and cat.</p> <p>I can talk about the different habitats that animals, insects and se creatures live in</p> <p>I can talk about the life cycle of a chick</p> <p>I can talk about the life cycle of a butterfly</p> <p>Geography links:</p> <p>I can use maps to locate objects in 'real life' around school in a group- Easter egg hunt</p> <p>RE links:</p>	<p>Children are taught to:</p> <p>History links:</p> <p>I can sort objects/images into past and present and compare similarities and differences- seashores in the past and present</p> <p>I can talk about things I did in the past that were important to me in detail from memory- trip to the seaside</p> <p>Geography links:</p> <p>I know that a globe is a map of the world</p> <p>I can identify land and water on the globe</p> <p>I can point out some countries and continents on the globe- UK, Africa, the Arctic</p> <p>I know that London is the capital city of England</p> <p>I know that England is in the UK and that 4 countries make up the UK</p> <p>I know that there are different countries and continents in the world and can name some other countries- UK, Africa, the Arctic</p> <p>I can identify similarities and differences between homes in other countries</p> <p>I use pictures to compare and contrast England with other countries</p> <p>I can make comparisons between life for children in different countries</p> <p>Science links:</p> <p>I can identify and sort different materials based on their</p>

	<p>Eastwood, Clifton Park, Parkgate)</p> <p>Science links: I can identify and say the name of baby animals: dog/ puppy, cat/kitten (pets) I can name my 5 senses- sight, hear, smell, touch, taste and explain what they are used for I can order the four seasons I can compare and contrast the four seasons I can talk about the different habitats that animals, insects and sea creatures live in</p> <p>Computing links: I can use devices like tablets, cameras, and audio recorders independently.</p> <p>RE links: I can name some celebrations/ festivals and say who celebrates them- birthdays</p>	<p>I can talk about different types of technology and what they are used for I can say how technology helps us I can use devices like tablets, cameras and audio recorders independently- camera and ipad I can complete simple tasks using technology</p>	<p>I can complete simple tasks using technology</p>	<p>I can talk about what people do in these places I can retell simple religious stories and say what they mean</p> <p>Computing links: Online safety- I can say I should not share my name or where I live online I can tell an adult if something I see or hear upsets me</p>	<p>I know that people have different beliefs I know that a religion is what people believe and worship I can name some different religions- Christianity I can talk about the beliefs of different religions I can name some celebrations/festivals and say who celebrates them- Easter and Christians I can compare similarities and differences between celebrations/ festivals I can name places where people go to worship- Church I can talk about what people do in places of worship eg pray and sing I can retell simple religious stories Computing links: Technology- I can talk about different types of technology and what they are used for I can say how technology helps us I can create pictures, stories or recordings using digital tools I can take photos or videos to show my ideas or work</p>	<p>properties and the results from experiments- float/sinks. I know that the world is a planet I know that the world has one moon I know that there are other planets in our solar system and can name some I know that there is no gravity on the moon I can talk about seasonal changes- summer I can order the four seasons I can compare and contrast the four seasons I can talk about different habitats that animals, insects and sea creatures live in</p> <p>Computing links: Programming- I can give and follow instructions to control a programmable toy I can predict what will happen when I press certain buttons</p>
EAD (Art and DT)	<p>Artist: Pablo Picasso</p> <p>EAD concept: Drawing Pablo Picasso technique: Sketching self-portraits (1896 and 1900) End point: Self-portrait of their face EAD (art links) skills and knowledge: I can draw a portrait with more detail eg ears, hair, glasses I can draw a detailed portrait where features are in proportion I can draw straight lines, curved lines, crosses and dots I can draw circles and squares I can draw triangles and diamonds I can draw lines of different sizes I draw spontaneously and begin to show my own background, interests and experiences by talking about my drawings</p> <p>EAD concept: Collage Pablo Picasso technique: Cubism collage End point: Collage self-portrait</p>	<p>Artist: Georgia O’Keeffe</p> <p>EAD concept: Painting Georgia O’Keeffe technique: Bold, vibrant colours End point: Painting of a pumpkin EAD (art links) skills and knowledge: I can paint using a thin paint brush to add detail I use a paintbrush using a tripod grip I can mix primary colours to make secondary colours- orange and green I can dip a paint brush in water to clean when changing ready mixed paint colours using a sponge for excess water I can take one piece of paper from a pile</p> <p>EAD concept: Drawing Georgia O’Keeffe technique: Close up flowers End point: Drawing of poppies- pencil crayons EAD (art links) skills and knowledge:</p>	<p>Artist: Zaha Hadid</p> <p>Collage End point: Paper plate Goldilocks Children are taught to: Art links: I can create a collage using different materials (paper, tissue paper, glitter, wool etc) I can create a collage to look like something recognisable I can use the language bendy and rigid DT links: I can use glue spreaders and pva glue</p> <p>Drawing End point: Drawing a map from Little Red Riding Hood’s house to Grandma’s house on IWB/ paper Children are taught to: I can draw triangles and diamonds I can draw lines of different sizes</p>	<p>Artist: Andy Goldsworthy</p> <p>Collage End point: Natural art using “treasure” found outside Children are taught to: I can create a collage to look like something recognisable</p> <p>Sculpture and printing End point: Dinosaur fossils Children are taught to: I can manipulate different materials- clay I can roll, cut and squash the clay I can create patterns or meaningful pictures when printing I can manipulate malleable materials to look like something recognisable I can independently collect the tools I need and clean and tidy them away I can say what I like and don’t like about my own art work</p> <p>Drawing and Painting</p>	<p>Artist: Vincent Vangough</p> <p>Drawing End point: Drawing of daffodils- pencil crayons Children are taught to: I can draw lines of different sizes I can draw accurate representations of objects, buildings and landscapes from observation I can begin to self-correct any mistakes when creating my art work I can say what I like and don’t like about my art work</p> <p>Printing End point: Easter egg Children are taught to:</p>	<p>Artist: Lydia Monks (Illustrator)</p> <p>Sculpture and Painting End point: Clay planets Children are taught to: I can manipulate different malleable materials- clay I can manipulate malleable materials to look like something recognisable I can use powder paint by mixing it with water to create the correct consistency I can mix colours to colour match to a specific colour and shade I can independently select additional tools (stamps, rollers etc) to improve my painting</p> <p>Drawing End point: Drawing of the jungle</p>

	<p><u>EAD (art links) skills and knowledge:</u> I can rip/cut my own materials to create a collage I can create a collage using different materials (paper, tissue paper, glitter...)</p> <p><u>EAD (DT links) skills and knowledge:</u> 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 have made</p> <p>EAD concept: Painting Pablo Picasso technique: Blue and rose periods <u>End point:</u> Autumn tree painting <u>EAD (art links) skills and knowledge:</u> I can use ready mixed paint by loading it onto a paint brush I can drip a paint brush in water to clean when changing ready mixed paint colours using a sponge for excess water I can name primary and secondary colours that I paint with I can mix primary colours to make secondary colours- orange, brown I can paint using a thick paint brush I can print with small blocks, small sponges, fruit, shapes and other resources that use fine motor skills</p>	<p>I can draw accurate representations of objects from observation I can draw straight lines, curved lines, crosses and dots I can select colours for a purpose I decide before I make marks what I am going to draw I can take one piece of paper from a pile</p> <p>EAD concept: Sculpture Georgia O'Keeffe technique: moulding clay with her hands (vases) <u>End point:</u> Plastercine Diya lamps <u>EAD (art links) skills and knowledge:</u> I can manipulate different malleable materials (plastercine) I can manipulate different malleable materials to look like something recognisable</p> <p>EAD concept: Drawing and Painting Georgia O'Keeffe technique: Painting pine trees- <i>The Lawrence Tree</i> (1929 <u>End point:</u> Painting of a Christmas tree- Christmas card <u>EAD (art links) skills and knowledge:</u> I can draw triangles I can draw accurate representations of objects from observation I can paint using a thin paint brush to add detail I use a paintbrush using a tripod grip I can mix primary colours to make secondary colours- green</p>	<p>I can draw accurate representations of objects, buildings and landscapes from observation I can select colours for a purpose I can choose paper from a wide selection and of which is appropriate to the task (black paint on white paper, white paint on black...)</p> <p>Sculpture and painting <u>End point:</u> Clay gingerbread men <u>Children are taught to:</u> I can manipulate different malleable materials eg salt dough, clay, plastercine I can manipulate malleable materials to look like something recognisable I can use powder paint by mixing powder paint with water to the create the correct consistency I can mix primary colours to make secondary colours (brown) I use a paintbrush using a tripod grip</p>	<p><u>End point:</u> Drawing/ painting of a castle <u>Children are taught to:</u> I can draw lines of different sizes I can draw accurate representations of objects, buildings and landscapes from observation I can use powder paint by mixing powder paint with water to create the correct consistency I can add white or black paint to alter tint or shade I use a paintbrush using a tripod grip I can paint using a thin paint brush to add fine details I can independently collect the tools I need and clean and tidy them away I can say what I like and don't like about my own art work</p>	<p>I can create patterns or meaningful pictures when printing</p> <p>Drawing <u>End point:</u> Drawing of ladybirds <u>Children are taught to:</u> I can draw lines of different thickness I can draw accurate representations of objects, buildings and landscapes from observation I can begin to self-correct any mistakes when creating my art work I can say what I like and don't like about my art work</p> <p>Painting <u>End point:</u> Sunflower painting <u>Children are taught to:</u> I can use powder paint by mixing powder paint with water to create the correct consistency I can mix colours to match to a specific colour and shade I can independently select additional tools (stamps, rollers etc) to improve my painting I can begin to self-correct any mistakes when creating my art work I can select the correct colour of paper linked to what I am drawing I can say what I like and don't like about my art work</p> <p>Drawing <u>End point:</u> Drawing of sunflowers- chalk <u>Children are taught to:</u> I can draw lines of different thickness I can draw accurate representations of objects, buildings and landscapes from observation I can alter colour to meet the desired effect eg with chalk I can begin to self-correct any mistakes when creating my art work</p>	<p>Children are taught to: I can select the correct colour of paper linked to what I am drawing I can draw lines of different thickness I can draw accurate representations of objects, buildings and landscapes from memory with increasing detail- the beach I draw spontaneously and begin to show my own background, interests and experiences by talking about my drawings</p> <p>Printing <u>End point:</u> Rainbow fish <u>Children are taught to:</u> I can create patterns or meaningful pictures when printing</p> <p>Painting <u>End point:</u> Painting of the beach <u>Children are taught to:</u> I can use powder paint by mixing it with water to create the correct consistency I can mix colours to match to a specific colour and shade I can independently select additional tools (stamps, rollers etc) to improve my painting</p>
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EAD (DT)	<p>Food and nutrition End point: EAD (DT links) skills and knowledge: I am able to prepare some foods such as cutting soft foods and spreading am able to follow simple instructions from an adult I am able to follow a simple recipe I can wash and dry my hands independently and know that we do this before touching food I can talk about why we need to wash our hands before touching food I can talk about the foods that I like and dislike I begin to be able to describe foods such as sweet, salty, sour</p>	<p>Product Design End point: Stickman Children are taught to: DT links I can join junk materials with masking tape or Sellotape I can rip and use masking tape</p> <p>Product Design End point: 2026 calendar EAD (DT links) skills and knowledge: I can use glue spreaders and pva glue to join materials together I can add other materials to develop models (tissue paper, glitter...) I can use the language smooth and bumpy to describe the texture</p>	<p>Product Design End point: Junk model of Grandma's cottage Children are taught to: DT links I can plan which which resources I am going to use for a purpose I can use sellotape independently I can join junk materials with masking tape or sellotape I know how to scrunch, twist, fold, bend, roll to enhance my junk models I can evaluate my creation against it's purpose eg does it have stable walls and a roof?</p> <p>Food and Nutrition End point: Porridge Children are taught to: DT links I can talk about why we need to wash our hands before touching food I am able to follow a simple recipe I am beginning to be able to evaluate foods I have made</p>	<p>Collage and Sculpture End point: Junk material castle Children are taught to: I can plan which resources I am going to use for a purpose I can talk about the steps I am going to follow to make something I can join junk materials with masking tape or sellotape I know how to scrunch, twist, fold, bend and roll to enhance my models I can rip masking tape I can use Sellotape independently I can evaluate my creation against it's purpose</p> <p>Food and Nutrition End point: Pancakes Children are taught to: DT links I can talk about why we need to wash our hands before touching food I am able to follow a simple recipe I am beginning to be able to evaluate foods I have made</p> <p>Food and Nutrition End point: Chapatis Children are taught to: DT links I can talk about why we need to wash our hands before touching food I am able to follow a simple recipe I am beginning to be able to evaluate foods I have made</p>	<p>Food and Nutrition End point: Baking bread Children are taught to: DT links I can talk about why we need to wash our hands before touching food I am able to follow a simple recipe I am beginning to be able to evaluate foods I have made</p>	<p>Product design End point: Junk material rocket Children are taught to: I can talk about the steps I am going to follow to make something I can join junk materials with masking tape or Sellotape I know how to fold, scrunch, twist, fold, bend and roll to enhance my junk models I know how to secure junk models most effectively I can join items in a variety of ways- Sellotape, masking tape, glue I can evaluate my creation against it's purpose- do the legs move</p> <p>Product design End point: Split pin polar bear Children are taught to: I can talk about the steps I am going to follow to make something I can join items in a variety of ways- split pins I can evaluate my creation against it's purpose- do the legs move</p> <p>Textiles End point: 3d fish Children are taught to: I can talk about the steps I am going to follow to make something I can sew a running stitch into pre-hole punched material using a needle I can evaluate my creation against it's purpose- being 3d</p>

EAD (Roleplay)	<p>I can use my experiences and learnt stories to develop storylines</p> <p>I enhance small world play with other resources that I add myself using my imagination</p>	<p>I can use my experiences and learnt stories to develop storylines</p> <p>I enhance small world play with other resources that I add myself using my imagination</p>	<p>I can use my experiences and learnt stories to develop storylines</p> <p>I enhance small world play with other resources that I add myself using my imagination</p>	<p>I can use my imagination to develop storylines</p> <p>I enhance small world play with resources that I pretend are something else</p>	<p>I can use my imagination to develop storylines</p> <p>I enhance small world play with resources that I pretend are something else</p>	<p>I can use my imagination to develop storylines</p> <p>I enhance small world play with resources that I pretend are something else</p>
EAD (Music)	<p>I can name a wide variety of instruments (drum, tambourine, maraca, triangle, castanets, chime bars, glockenspiel, xylophone) and I know how to play them</p> <p>I can play a given instrument to a simple beat</p>	<p>I can sing in a group and try and keep in time</p> <p>I can sing in a group, matching pitch and and following melody</p> <p>I can talk about how music makes me feel</p> <p>I can talk about the music I like and dislike listening to</p>	<p>I can name a wide variety of instruments (drum, tambourine, maraca, triangle, castanets, chime bars, glockenspiel, xylophone) and I know how to play them</p> <p>I can select my own instrument and play them in time to music, matching the beat</p>	<p>I can name a wide variety of instruments (drum, tambourine, maraca, triangle, castanets, chime bars, glockenspiel, xylophone) and I know how to play them</p> <p>I can identify and make loud and quiet sounds (dynamics) using instruments</p>	<p>I can name a wide variety of instruments (drum, tambourine, maraca, triangle, castanets, chime bars, glockenspiel, xylophone) and I know how to play them</p> <p>I can identify and make fast and slow sounds (tempo) using instruments</p>	<p>I can name a wide variety of instruments (drum, tambourine, maraca, triangle, castanets, chime bars, glockenspiel, xylophone) and I know how to play them</p> <p>I can identify low and high sounds (pitch)</p> <p>I can make low and high sounds (pitch) using my voice and instruments</p>