

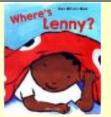




|                 | Autumn                 | Spring                 | Summer                   | Autumn   | Spring   | Summer                    |
|-----------------|------------------------|------------------------|--------------------------|--|--|---------------------------|
| KS1 theme       | Who am I?              | Dress to               | Circle of Life           | Home and Away  | The Big Build  | All Aboard                |
|                 |                        | Impress                |                          |  | _  |                           |
| Main EYFS       | Nice to Meet You!      | Do You                 | Ready Steady             | Big Adventures with                                      | How Big is Big?  | I Wonder What's           |
| Theme           | This is *              | Remember               | Grow                     | Little Feet  | THE PARTY OF THE PARTY AND THE | at the Seaside?           |
|                 | ** <b>ME!</b> **       | When?                  |                          |  |  | ***                       |
|                 | Clare Topies The below |                        | <u>_</u> <u>_</u>        |  | Bricks Concrete  Sand Reinforcement Glass  Flastic Wood Tiles  |                           |
| Characteristics | Playing and explori    | ng: Finding out and    | l exploring, playing w   | ith what they know, being                                | willing to 'have a go'.  |                           |
| of effective    | First-hand expense     | eriences of changes i  | n seasons i.e. to feel o | drizzle, the snowflakes falli                            | ng, the wind and experi  | ience natural changes     |
| teaching and    | in light and ter       | · ·                    |                          |  |  |                           |
| learning        |                        |                        |                          | s, smells, sounds etc. throu                             | igh hands on real exper  | iences.                   |
| (CoETL)         |                        |                        | vironments with open     |  |  |                           |
|                 | 3                      | 3                      | 3 ,                      | rying, enjoying achieving v                              | 2  |                           |
|                 | 3                      | 3                      | •                        | esources which are freely o                              |  | the children's interests. |
|                 | 9                      | 9                      | 3                        | h other to create a 'learnir<br>o discuss with children. | ig community.  |                           |
|                 |                        | 3 1                    | 3                        | naking links, choosing way                               | us to do things  |                           |
|                 | •                      |                        | <u> </u>                 | ble to accurately predict a                              |  | ith previous              |
|                 | experiences.           | itpus joi tite routite | oo arac cimareir are a   | oto to accurately predict a                              | ita itake conficetions w   | ter providus              |
|                 |                        | lren's thinking throu  | gh providing new and     | inspiring resources and gi                               | ving children opportuni  | ties to explore these     |
|                 | freely and mak         | <u> </u>               |                          | , ,  | 5 11   |                           |
|                 | Ensure there a         | re rich opportunities  | for children to engag    | e in imaginative play.                                   |  |                           |

| Possible Lines    | Starting school        | Birthdays, what   | Plants & flowers  | Where do we live in     | Buildings,            | On the water / under  |
|-------------------|------------------------|-------------------|-------------------|-------------------------|-----------------------|-----------------------|
| of Enquiry        | My new class           | we wore when      | Ourselves,        | the UK / world?         | Space-A Starry        | the water, pirates,   |
| (These mini-ideas | Welcome to our         | we were babies,   | What lives in our | Travel and transport,   | Night(Van Gogh)       | beach safety,         |
| within the themes | setting (rules,        | Our World –       | pond?             | Animals including       | Arts & Design focus:  | holidays,             |
| may change or     | routines, and          | Seasons and       | Life cycles,      | minibeasts, and their   | illustration          | Where in the world    |
| be replaced       | boundaries             | weather           | The great         | habitats,               |                       | shall we go?          |
| depending on      | New Beginnings         | Clothes for       | outdoors,         | Comparing habitats in   |                       | Send me a postcard!   |
| child interest or | All About Me - What    | different seasons | -planting beans   | our local environment   |                       | Marine life,          |
| fascination)      | am I good at?          |                   | and other seeds,  |                         |                       | Seaside in the past   |
|                   | My family              |                   | Make a sculpture  |                         |                       | Compare now and       |
|                   | Our homes/Our          |                   | linked with Andy  |                         |                       | then.                 |
|                   | community              |                   | Goldsworthy       |                         |                       | Seaside art           |
|                   | PSED focus:            |                   | Reduce, Reuse &   |                         |                       |                       |
|                   | relationships /        |                   | Recycle           |                         |                       |                       |
|                   | feelings               |                   | Materials         |                         |                       |                       |
|                   |                        |                   | Healthy Eating    |                         |                       |                       |
| Enrichment        | Autumn Trail – local   | Spring walk -     | Exploring food    | Caterpillars to         | Valentine's Day       | Under the Sea Singing |
|                   | area walk.             | signs of spring   | (healthy food     | butterflies             | National Storytelling | songs and sea         |
|                   | Cooking vegetable      | Tadpoles          | choices)          | (Observation of growth) | week                  | shanties              |
|                   | soup / bread           | Mother's Day      | Regrowing         | Building and            | Winter / ice - walk   | Pirate day            |
|                   | Visit from key         | World Book Day:   | vegetables        | investigating a bug     | Winter weather        | Map work: Find the    |
|                   | workers: nurse /       | March             | Drawing plants    | hotel<br>-              | changes, Studying     | Treasure              |
|                   | police officer / vet / | Weather           | and flowers       | Forest school           | frost, snow, ice      | Father's Day          |
|                   | soldier.               | experiments       | Growing plants /  | Where do we live? Map   | Ice experiment: How   | Ice-cream at the park |
|                   | National Poetry Day:   | Weather forecast  | flowers / food    | of the United Kingdom   | can we make ice?      | End of year family    |
|                   | October                | videos.           | from seed, bulb   | Creating Maps – World   | How can we melt ice   | picnic                |
|                   |                        |                   | and plug plant    |                         | the quickest?         | Making a healthy      |
|                   |                        |                   | including         |                         | Space Art exhibition  | lunch                 |
|                   |                        |                   | sunflower         |                         | Launching rockets,    |                       |
|                   |                        |                   | competition       |                         | Chinese New Year      |                       |

| Trips and Visit      | Going on a Bear<br>Hunt in Wildlife | Truro Museum —<br>Old Toys   | Newquay Zoo visit  | Eden                           | Local visit  | Beach Trip<br>Heligan                                   |
|----------------------|-------------------------------------|--|--|--------------------------------|--|---|
|                      | Garden                              |  | muito e as es  |                                |  | rouguit   |
| Language and         | Communication and L                 | anguage is develope  | d throughout the yea   | r through high quality inte    | eractions through daily  | group discussions, circle                               |
| Communication        |                                     | times, stories, singir   | ng and nursery rhyme   | s. It is closely linked with ( | our reading and phonic   | S.  |
| Nursery              | 1,2,3,4,5, Once I                   | Hey, Diddle,   | Jack and Jill  | 1,2,3,4,5, Once I              | Hey, Diddle, Diddle  | Jack and Jill   |
| Rhymes               | Caught a Fish Alive                 | Diddle   | Mary, Mary, Quite  | Caught a Fish Alive            | Hickory, Dickory,  | Mary, Mary, Quite                                       |
|                      | A Sailor Went to                    | Hickory, Dickory,  | Contrary   | A Sailor Went to Sea           | Dock   | Contrary  |
|                      | Sea                                 | Dock   | Miss Molly Had a   | Baa, Baa, Black Sheep          | Humpty Dumpty  | Miss Molly Had a  |
|                      | Baa, Baa, Black                     | Humpty Dumpty  | Dolly  | Down at the Station            | Incy Wincy Spider  | Dolly   |
|                      | Sheep                               | Incy Wincy   | One, Two, Buckle   | Pat-a-cake                     | Ring-a-ring-a-roses  | One, Two, Buckle My                                     |
|                      | Down at the Station                 | Spider   | My Shoe  | Row, Row, Row Your             | The Grand Old Duke   | Shoe  |
|                      | Pat-a-cake                          | Ring-a-ring-a-   | Round and Round  | Boat                           | of York  | Round and Round the                                     |
|                      | Row, Row, Row                       | roses  | the Garden   | Twinkle, Twinkle Little        | Wind the Bobbin Up   | Garden  |
|                      | Your Boat                           | The Grand Old  | The Wheels on the  | Star                           |  | The Wheels on the                                       |
|                      | Twinkle, Twinkle                    | Duke of York   | Bus  |                                |  | Bus   |
|                      | Little Star                         | Wind the Bobbin  |  |                                |  |   |
|                      |                                     | Up   |  |                                |  |   |
| Reading /<br>Phonics | SE WITH                             | John Borningham<br>Would You<br>Rather   | through  | SE WWW                         | Join Burninghan<br>Would You<br>Rather   | through the night                                       |
| (3 and 4)            | MINDNESS<br>makes us                | Also.  |  | MINDNESS<br>makes as           | A.o  |   |
|                      | STRUME                              | MA.  |  | STRUNG                         |  |   |
|                      | HA A                                |  | The state of the s | HA A                           |  |   |
|                      | 8                                   | Anna Magaine + Basaline Beardnay   |  | 8                              | And McQuine I blooked becoming   |   |
|                      |                                     | Lulutoveshi  | Pip long story to the lost of maxima, fund beautiful   |                                | Lulutoveshi  | PER long strong for the horn of data, flant through the |
|                      | Trease.                             |  | Car. Car   | Course .                       |  | Car. Car  |
|                      | M_MCTED                             | Ti di  | Truck, Jeep  | M. MSTED                       | T  | Truck, Jeep   |
|                      | CLOTHES                             | T  |  | CLOTHES                        | T.   |   |
|                      | DAIST HIRST                         | A STATE OF THE PARTY OF THE PAR | -0-0-40-0 <sup>1</sup>   | EXIST HIRST                    | A STATE OF THE PARTY OF THE PAR | -0-40-0°  |



Listening and attending: tuning into sounds and auditory discrimination.

I can listen with increased attention to sounds.

I enjoy listening to longer stories and can remember much of what happens.



Rhythm and rhyme

I can sing a large repertoire of songs.

I can remember and sing entire songs.

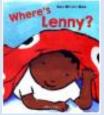
I know many rhymes. I can talk about familiar books and I can tell a long story.

I can understand
the 5 key
concepts about
print:
-print has
meaning
-print can have
different purposes



I can engage in extended conversations about stories, learning new vocabulary.

I am developing my phonological awareness so that I can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother.



Listening and attending: tuning into sounds and auditory discrimination.

I can listen with increased attention to sounds.

I enjoy listening to longer stories and can remember much of what happens.



Rhythm and rhyme

I can sing a large repertoire of songs.

I can remember and sing entire songs.

I know many rhymes. I can talk about familiar books and I can tell a long story.

I can understand the 5 key concepts about print:
-print has meaning -print can have different purposes
-we read English text from left to right and top to bottom -the names of the different parts of a book



I can engage in extended conversations about stories, learning new vocabulary.

I am developing my phonological awareness so that I can:
-spot and suggest rhymes
-count or clap syllables in a word
-recognise words with the same initial sound, such as money and mother.

|           |                     | -we read English   |                    |                        | -page sequencing.   |                       |
|-----------|---------------------|--------------------|--------------------|------------------------|---------------------|-----------------------|
|           |                     | text from left to  |                    |                        | page sequencing.    |                       |
|           |                     | right and top to   |                    |                        |                     |                       |
|           |                     | bottom             |                    |                        |                     |                       |
|           |                     | -the names of the  |                    |                        |                     |                       |
|           |                     | different parts of |                    |                        |                     |                       |
|           |                     | a book             |                    |                        |                     |                       |
|           |                     |                    |                    |                        |                     |                       |
| D         | Daadina Tarra       | -page sequencing.  | Danding Tours      | Dandin a Tauta (and    | Dandin a Tanta      | Daadina Tanta (and    |
| Reception | Reading Texts       | Reading Texts      | Reading Texts      | Reading Texts (and     | Reading Texts       | Reading Texts (and    |
| Reading/  | (and Writing        | (and Writing       | (and Writing       | Writing Stimulus):     | (and Writing        | Writing Stimulus):    |
| Phonics   | Stimulus):          | Stimulus):         | Stimulus):         | Handa's Surprise       | Stimulus):          | Sharing a Shell       |
|           | The Colour Monster  | The Smartest       | The Little Red Hen | What the Ladybird      | The Gruffalo        | The Lighthouse        |
|           | Elmer               | Giant in Town      | Jack and the       | Heard                  | Dinosaur Bones      | Keeper's Lunch        |
|           | Only One You        | Storm Little       | Beanstalk          | Rumble in the jungle   | Stomp Dinosaur      | The Snail and the     |
|           | Hair Love           | Cloud              | The Very Hungry    | You Can't Take an      | Stomp               | Whale                 |
|           | Super Duper You     | Rama and Sita      | Caterpillar        | Elephant on a Bus One  | How to Catch a Star | Billy's Bucket        |
|           | What Makes Me A     | The Emperor's      | Lola               | Day in our Blue        | Hairy McLary        | Lucy and Tom at the   |
|           | Me?                 | New Clothes        | Plants a Garden    | Planet in the          | How Many Mice       | Seaside               |
|           | Giraffe is Left Out | Aliens Love        | Ten Seeds          | Savannah               | Make an Elephant?   | The Pirates Next Door |
|           | Little Red Riding   | Underpants         | Supertato          | Lost and Found         | There's a T-Rex in  | A First Book of the   |
|           | Hood                | Rosie's Hat        | The Runaway Pea    | Room on the Broom      | Town                | Sea                   |
|           | Bonfire night       | Does a Bear        | The Extraordinary  | Mr Gumpy's Outing      | Amy Gets Eaten      | There's a Beach in my |
|           | celebrations        | Wear Boots?        | Gardener           | Naughty Bus            | The Tale of the     | Pants                 |
|           | The Nativity        | Animal Pants       | Non-fiction books  |                        | Three Trees         | Changing Tides        |
|           | _                   |                    | on Lifecycles      |                        |                     |                       |
|           |                     |                    |                    |                        |                     | I use words that I    |
|           | I can show a        |                    |                    |                        |                     | know to check my      |
|           | preference for a    |                    |                    | I can show a           | I can fill in       | reading makes sense.  |
|           | book, song or       | I can fill in      | I use words that I | preference for a book, | missing words       |                       |
|           | rhyme.              | missing words      | know to check my   | song or rhyme.         | from well-known     | I can show interest   |
|           | J                   | from well-         |                    | ŭ                      | rhymes.             | and answer simple     |

|           | I can talk about      | known            | reading makes         | I can talk about events |                      | questions about the     |
|-----------|-----------------------|------------------|-----------------------|-------------------------|----------------------|-------------------------|
|           | events and            | rhymes.          | sense.                | and characters in a     | I can say rhymes     | text                    |
|           | characters in a story |                  |                       | story read to me.       | by heart I can       |                         |
|           | read to me.           | I can say        | I can show interest   |                         | sometimes notice     | I can demonstrate       |
|           |                       | rhymes by        | and answer simple     | I can join in with      | errors.              | understanding of        |
|           | I can join in with    | heart I can      | questions about       | rhymes and stories.     |                      | what has been read to   |
|           | rhymes and stories.   | sometimes        | the text              |                         | I can repeat         | me by retelling stories |
|           |                       | notice errors.   |                       |                         | words or phrases     | and narratives using    |
|           |                       |                  | I can demonstrate     |                         | to check my          | my own words and        |
|           |                       | I can repeat     | understanding of      |                         | reading.             | recently introduced     |
|           |                       | words or         | what has been         |                         |                      | vocabulary              |
|           |                       | phrases to       | read to me by         |                         | I am beginning to    |                         |
|           |                       | check my         | retelling stories     |                         | notice if my reading | I can use and           |
|           |                       | reading.         | and narratives        |                         | makes sense and      | understand recently     |
|           |                       |                  | using my own          |                         | looks right.         | introduced vocabulary   |
|           |                       | I am beginning   | words and recently    |                         |                      | during discussions      |
|           |                       | to notice if my  | introduced            |                         |                      | about stories, non-     |
|           |                       | reading makes    | vocabulary (ELG)      |                         |                      | fiction, rhymes and     |
|           |                       | sense and looks  | _                     |                         |                      | poems and               |
|           |                       | right.           | I can use and         |                         |                      | during role-play        |
|           |                       |                  | understand            |                         |                      |                         |
|           |                       |                  | recently introduced   |                         |                      |                         |
|           |                       |                  | vocabulary during     |                         |                      |                         |
|           |                       |                  | discussions about     |                         |                      |                         |
|           |                       |                  | stories, non-fiction, |                         |                      |                         |
|           |                       |                  | rhymes and poems      |                         |                      |                         |
|           |                       |                  | and                   |                         |                      |                         |
|           |                       |                  | during role-play      |                         |                      |                         |
|           |                       |                  | (ELG)                 |                         |                      |                         |
| Writing   | I can use large-      | I can use one-   | I can draw with       | I can use large-muscle  | I can use a          | I can draw with         |
| (3 and 4) | muscle movements      | handed tools and | increasing            | movements to wave       | comfortable grip     | increasing complexity   |
| (5        |                       |                  |                       |                         | J J                  | J = 1 1 2 3             |

|           | to wave flags and    | equipment, for     | complexity and      | flags and streamers,    | with good control    | and detail, such as  |
|-----------|----------------------|--------------------|---------------------|-------------------------|----------------------|--|
|           | streamers, paint and | example, making    | detail, such as     | paint and make marks.   | when holding pens    | representing a face  |
|           | make marks.          | snips in paper     | representing a face | •                       | and pencils.         | with a circle and  |
|           |                      | with scissors.     | with a circle and   | I can use a comfortable | ,                    | including details.   |
|           | I can use a          |                    | including details.  | grip with good control  | I am beginning to    | J  |
|           | comfortable grip     | I am beginning to  |                     | when holding pens and   | show a preference    | I can write some   |
|           | with good control    | show a             | I can write some    | pencils.                | for a dominant       | letters accurately   |
|           | when holding pens    | preference for a   | letters accurately  | ·                       | hand.                | , and the second se |
|           | and pencils.         | dominant hand.     |                     |                         |                      | I can use some of my   |
|           | ·                    |                    | I can use some of   | I can write some or all |                      | print and letter   |
|           |                      |                    | my print and letter | of my name.             |                      | knowledge in my early  |
|           | I can write some or  |                    | knowledge in my     |                         |                      | writing. For example:  |
|           | all of my name.      |                    | early writing. For  |                         |                      |  |
|           |                      |                    | example:            |                         |                      | I can write a pretend  |
|           |                      |                    |                     |                         |                      | shopping list that   |
|           |                      |                    | I can write a       |                         |                      | starts at the top of   |
|           |                      |                    | pretend shopping    |                         |                      | the page.  |
|           |                      |                    | list that starts at |                         |                      |  |
|           |                      |                    | the top of the      |                         |                      |  |
|           |                      |                    | page.               |                         |                      |  |
| Reception | Dominant hand,       | Name writing,      | Creating own        | Dominant hand, tripod   | Name writing,        | Creating own story   |
| Writing   | tripod grip, mark    | labelling          | story maps,         | grip, mark making,      | labelling            | maps, writing captions   |
|           | making, giving       | Retelling stories, | writing captions    | giving meaning to       | Retelling stories,   | and labels   |
|           | meaning to marks     | Letter writing     | and labels, Writing | marks and labelling.    | Letter writing       | Writing simple   |
|           | and labelling.       | Recounts           | simple sentences.   | Name writing Shopping   | Recounts             | sentences.   |
|           | Christmas Lists      | Writing tricky     | Writing short       | lists                   | Writing tricky words | Writing short  |
|           | Letters to Santa     | words such as I,   | sentences to        | Writing initial sounds  | such as I, me, my,   | sentences to   |
|           | Name writing         | me, my, like, to,  | accompany story     | and simple captions.    | like, to, the.       | accompany story  |
|           | Shopping lists       | the.               | maps.               | Use initial sounds to   | Writing CVC words,   | maps.  |
|           | Writing initial      | Writing CVC        | Labels and          | label characters and    | Labels using CVC,    | Labels and captions —  |
|           | sounds and simple    | words,             | captions — life     | images.                 | CVCC, CCVC           | sea creatures  |
|           | captions.            |                    | cycles              | Names labels.           | words.               | Character descriptions   |

|           | Use initial sounds to | Labels using         | Character              | Writing for a purpose     |                         |                        |
|-----------|-----------------------|----------------------|------------------------|---------------------------|-------------------------|------------------------|
|           | label characters and  | CVC, CVCC,           | descriptions           | in role play              |                         |                        |
|           | images.               | CCVC                 | ·                      | . •                       |                         |                        |
|           | Names labels.         | words.               |                        |                           |                         |                        |
|           | Writing for a         |                      |                        |                           |                         |                        |
|           | purpose in role play  |                      |                        |                           |                         |                        |
| Maths     | I am developing fast  | I know that the      | I can experiment       | I am developing fast      | I know that the last    | I can experiment with  |
| (3 and 4) | recognition of up to  | last number          | with my own            | recognition of up to 3    | number reached          | my own symbols and     |
|           | 3 objects, without    | reached when         | symbols and marks      | objects, without having   | when counting a         | marks as well as       |
|           | having to count       | counting a small     | as well as             | to count them             | small set of objects    | numerals.              |
|           | them individually     | set of objects tells | numerals.              | individually              | tells you how many      |                        |
|           | ('subitising').       | you how many         |                        | ('subitising').           | there are in total      | I can solve real world |
|           |                       | there are in total   | I can solve real       |                           | ('cardinal principle'). | mathematical           |
|           | I can show 'finger    | ('cardinal           | world                  | I can show 'finger        |                         | problems with          |
|           | numbers' up to 5.     | principle').         | mathematical           | numbers' up to 5.         | I can link numerals     | numbers up to 5.       |
|           |                       |                      | problems with          |                           | and amounts: for        |                        |
|           | I can talk about and  | I can link           | numbers up to 5.       | I can talk about and      | example, I can show     | I can talk about and   |
|           | identify the patterns | numerals and         |                        | identify the patterns     | the right number of     | explore 2D and 3D      |
|           | around me. For        | amounts: for         | I can talk about       | around me. For            | objects to match the    | shapes (for example,   |
|           | example, stripes on   | example, I can       | and explore 2D         | example, stripes on       | numeral, up to 5.       | circles, rectangles,   |
|           | clothes, designs on   | show the right       | and 3D shapes (for     | clothes, designs on rugs  |                         | triangles and cuboids) |
|           | rugs and wallpaper.   | number of objects    | example, circles,      | and wallpaper.            | I can understand        | using informal and     |
|           |                       | to match the         | rectangles,            |                           | position through        | mathematical           |
|           | I can use informal    | numeral, up to 5.    | triangles and          | I can use informal        | words alone — for       | language: 'sides',     |
|           | language like         |                      | cuboids) using         | language like 'pointy',   | example, "The bag is    | 'corners', 'straight', |
|           | 'pointy', 'spotty',   | I can understand     | informal and           | 'spotty', 'blobs', etc.   | under the table," -     | 'flat', 'round'.       |
|           | 'blobs', etc.         | position through     | mathematical           | I can make                | with no pointing.       |                        |
|           | I can make            | words alone — for    | language: 'sides',     | comparisons between       | I can describe a        |                        |
|           | comparisons           | example, "The        | 'corners', 'straight', | objects relating to size, | familiar route.         | I can extend and       |
|           | between objects       | bag is under the     | 'flat', 'round'.       | length, weight and        | Ŧ                       | create ABAB patterns   |
|           | relating to size,     | table," - with no    |                        | capacity.                 | I can discuss routes    | – stick, leaf, stick,  |
|           |                       | pointing.            |                        |                           | and locations, using    | leaf.                  |

|                | length, weight and capacity.  I can select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.  I can combine shapes to make new ones — an arch, a bigger triangle, etc. | I can describe a familiar route.  I can discuss routes and locations, using words like 'in front of' and 'behind'.  I can compare quantities using language: 'more than', 'fewer than' | I can extend and create ABAB patterns — stick, leaf, stick, leaf.  I can notice and correct an error in a repeating pattern.  I am beginning to describe a sequence of events, real or fictional, using | I can select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.  I can combine shapes to make new ones — an arch, a bigger triangle, etc. | words like 'in front of' and 'behind'.  I can compare quantities using language: 'more than', 'fewer than'  I can recite numbers past 5  I can say one number for each item in order: 1,2,3,4,5. | I can notice and correct an error in a repeating pattern.  I am beginning to describe a sequence of events, real or fictional, using words such as 'first', 'then' |
|----------------|--|--|---|--|--|--|
|                |  | I can recite numbers past 5  I can say one number for each item in order: 1,2,3,4,5.   | fictional, using<br>words such as<br>'first', 'then'  |  |  |  |
| ReceptionMaths | Count Objects, Actions and Sounds—Counting songs and rhymes, count objects of different arrangements (some   | Count Objects, Actions and Sounds— Counting songs and rhymes, count objects of different arrangements  | Count Objects, Actions and Sounds—Counting songs and rhymes, count objects of different arrangements  | Count Objects, Actions and Sounds—Counting songs and rhymes, count objects of different arrangements (some that cannot be moved or seen)                                     | Count Objects, Actions and Sounds—Counting songs and rhymes, count objects of different arrangements (some   | Count Objects, Actions and Sounds— Counting songs and rhymes, count objects of different arrangements (some that cannot be moved or seen)                          |

that cannot be moved or seen) Subitise (Explore the composition of numbers to 10)-0-3 building to 0-5 Link Number Symbol (Numeral) with Cardinal Number Value—Linked to subitise. Ordering and counting numbers Count Beyond 10-Count up 20 and back from 10. Compare Numbers— Collections of objects to count (differing sizes) Use vocabulary: more than, less than Understand 1 More/1 Less— One more, one less nursery rhymes and songs. Automatic Recall of number bonds to 10—sustained focus on number to 5 (working wall

(some that cannot be moved or seen) Subitise (Explore the composition of numbers to 10)—0-5 and then linked to addition Link Number Symbol (Numeral) with Cardinal Number Value— Linked to subitise. Ordering and counting numbers Count Beyond 10—Count up 20 and back from 10. Compare Numbers— Collections of objects to count (differing sizes) Use vocabulary: more than, less than, fewer, the same as, greater, equal to Understand 1

(some that cannot be moved or seen) Subitise (Explore the composition of numbers to 10)— 0-5 and then linked to addition Link Number Symbol (Numeral) with Cardinal Number Value— Linked to subitise. Ordering and counting numbers Count Beyond 10—Count up 30 and back from 20. Compare Numbers— Distribute items evenly (sharing) Odds, evens and doubles. Use vocabulary: more than, less than, fewer, the same as, greater, equal to, Understand 1 More/1 Less— One more, one less

Subitise (Explore the composition of numbers to 10)-0-3 building to 0-5Link Number Symbol (Numeral) with Cardinal Number Value—Linked to subitise. Ordering and counting numbers Count Beyond 10-Count up 20 and back from 10. Compare Numbers— Collections of objects to count (differing sizes) Use vocabulary: more than, less than Understand 1 More/1 Less— One more, one less nursery rhymes and songs. Automatic Recall of number bonds to 10 sustained focus on number to 5 (working wall display) Continue, Copy and Create Repeated Patterns—AB Shape - Name 2D

that cannot be moved or seen) Subitise (Explore the composition of numbers to 10)—0-5 and then linked to addition Link Number Symbol (Numeral) with Cardinal Number Value—Linked to subitise. Ordering and counting numbers Count Beyond 10-Count up 20 and back from 10. Compare Numbers— Collections of objects to count (differing sizes) Use vocabulary: more than, less than, fewer, the same as, greater, equal to Understand 1 More/1 Less— One more, one less nursery rhymes and songs. Automatic Recall of number bonds to

Subitise (Explore the composition of numbers to 10)-0-5 and then linked to addition Link Number Symbol (Numeral) with Cardinal Number Value—Linked to subitise. Ordering and counting numbers Count Beyond 10-Count up 30 and back from 20. Compare Numbers— Distribute items evenly (sharing) Odds, evens and doubles. Use vocabulary: more than, less than, fewer, the same as, greater, equal to, Understand 1 More/1 Less-One more, one less nursery rhymes and songs. Automatic Recall of number bonds to 10— sustained focus on number to 15

|   | display) Continue,  | More/1 Less—     | nursery rhymes       | shapes and their | 10—sustained focus | (working wall display)  |
|---|---------------------|------------------|----------------------|------------------|--------------------|-------------------------|
|   | Copy and Create     | One more, one    | and songs.           | · ·              | on number to 10    | different conceptual    |
|   | 1 3                 |                  | Automatic Recall     | properties.      |                    | 33                      |
|   | Repeated Patterns—  | less nursery     |                      |                  | (working wall      | variation (e.g. tens    |
|   | AB Shape - Name     | rhymes and       | of number bonds      |                  | display)           | frames, PPW,            |
| 2 | 2D shapes and their | songs.           | to 10— sustained     |                  | Compare Length     | numicon etc)            |
|   | properties.         | Automatic Recall | focus on number      |                  | Weight and         | Compare Length          |
|   |                     | of number bonds  | to 15 (working       |                  | Capacity           | Weight and Capacity     |
|   |                     | to 10—sustained  | wall display)        |                  | Continue, Copy     | Continue, Copy and      |
|   |                     | focus on number  | different            |                  | and Create         | Create Repeated         |
|   |                     | to 10 (working   | conceptual           |                  | Repeated           | Patterns—ABBC           |
|   |                     | wall display)    | variation (e.g. tens |                  | Patterns—ABB       | Shape — Compose and     |
|   |                     | Compare Length   | frames, PPW,         |                  | Shape - Name       | decompose shapes so     |
|   |                     | Weight and       | numicon etc)         |                  | 2D shapes and      | that children recognise |
|   |                     | Capacity         | Compare Length       |                  | their properties.  | a shape can other       |
|   |                     | Continue, Copy   | Weight and           |                  |                    | shapes within it (just  |
|   |                     | and Create       | Capacity             |                  |                    | as numbers can)         |
|   |                     | Repeated         | Continue, Copy       |                  |                    | Explore                 |
|   |                     | Patterns—ABB     | and Create           |                  |                    | how shapes can be       |
|   |                     | Shape - Name 2D  | Repeated             |                  |                    | combined to make        |
|   |                     | shapes and their | Patterns—ABBC        |                  |                    | new shapes, e.g. 2      |
|   |                     | properties.      | Shape — Compose      |                  |                    | triangles make a        |
|   |                     |                  | and decompose        |                  |                    | square. Notice 2D       |
|   |                     |                  | shapes so that       |                  |                    | shapes in 3D Shapes.    |
|   |                     |                  | children recognise   |                  |                    | ·                       |
|   |                     |                  | a shape can other    |                  |                    |                         |
|   |                     |                  | shapes within it     |                  |                    |                         |
|   |                     |                  | (just as numbers     |                  |                    |                         |
|   |                     |                  | can)                 |                  |                    |                         |
|   |                     |                  | Explore              |                  |                    |                         |
|   |                     |                  | how shapes can be    |                  |                    |                         |
|   |                     |                  | combined to make     |                  |                    |                         |
|   |                     |                  | new shapes, e.g. 2   |                  |                    |                         |
|   |                     |                  | , , <u>,</u>         |                  |                    |                         |

|  | gsaw:<br>ionships/ |
|--|--------------------|
| PSED Nursery Jigsaw: Being Me Jigsaw: Jigsaw: Jigsaw: Being Me in Jigsaw: Dreams  | •                  |
| Shapes.  PSED Nursery Jigsaw: Being Me Jigsaw: Jigsaw: Jigsaw: Being Me in Jigsaw: Dreams Jigsaw: Dreams   | ~                  |
| PSED Nursery Jigsaw: Being Me Jigsaw: Jigsaw: Jigsaw: Being Me in Jigsaw: Dreams Jigsaw: Dreams  | <b>~</b>           |
|  | <b>~</b>           |
|  | ionships/          |
|  | •                  |
|  | ging Me            |
|  | ody's Body         |
| J ,  | to move it,        |
| The same is a second of the sa | ove it!            |
| - may  | orious Food        |
|  | t Dreams           |
| Gentle Hands Families Sweet Dreams Gentle Hands Standing Up For Keepi  | ng Clean           |
| Our Rights Houses and Keeping Clean Our Rights Yourself Strang   | er Danger          |
| Our Responsibilities Homes Stranger Danger Our Responsibilities Oral Hygiene: teeth Trans  | ition into         |
| Class Rules: Making Friends Transition into Class Rules: cleaning linked to Reception  | n and School       |
| Behavioural Standing Up For Reception and Behavioural visit from Brighter Rec  | adiness            |
| expectations in the Yourself School Readiness expectations in the Smiles   |                    |
| classroom Oral Hygiene: classroom  |                    |
| teeth cleaning   |                    |
| linked to visit  |                    |
| from Brighter  |                    |
| Smiles Smiles  |                    |
| PSED Jigsaw: Being Me Jigsaw: Jigsaw: Jigsaw: Being Me in Jigsaw: Dreams Jigsaw: Jigsaw: Dreams  | qsaw:              |
|  | ionships/          |
|  | .ging Me           |
|  | to move it,        |
| 33   | ve it!             |
|  | rious Food         |
|  | Dreams             |
|  | ıq Clean           |

|            | Being at School      | Families Houses    | Keeping Clean       | Being at School Gentle   | Making Friends        | Stranger Danger        |
|------------|----------------------|--------------------|---------------------|--------------------------|-----------------------|------------------------|
|            | Gentle Hands Our     | and Homes          | Stranger Danger     | Hands Our Rights         | Standing Up for       | Healthy eating:        |
|            | Rights               | Making Friends     | Healthy eating:     | Our Responsibilities     | Yourself              | Transition into Year 1 |
|            | Our Responsibilities | Standing Up for    | Year 1 readiness    | Class rules: Behavioural | I know what it        | Year 1 readiness       |
|            | Class rules:         | Yourself           |                     | expectations in the      | means to be           |                        |
|            | Behavioural          | I know what it     |                     | class/boundaries set     | respectful and to be  |                        |
|            | expectations in the  | means to be        |                     | Class rules              | treated with respect  |                        |
|            | class/boundaries set | respectful and to  |                     |                          | Independence:         |                        |
|            | Class rules          | be treated with    |                     |                          | putting own socks     |                        |
|            |                      | respect            |                     |                          | and shoes on          |                        |
|            |                      | Independence:      |                     |                          |                       |                        |
|            |                      | putting own        |                     |                          |                       |                        |
|            |                      | socks and shoes    |                     |                          |                       |                        |
|            |                      | on                 |                     |                          |                       |                        |
| PD Nursery | Choo Choo            | Pop the Bubbles    | Hide and Seek       | Choo Choo                | Pop the Bubbles       | Hide and Seek          |
|            | Wiggle, Weave and    |                    |                     | Wiggle, Weave and        | Walking, running,     | Walking, running,      |
|            | Watch                | Walking, running,  | Walking, running,   | Watch                    | jumping, climbing,    | jumping, climbing,     |
|            | Walking, running,    | jumping,           | jumping, climbing,  | Walking, running,        | balancing, kicking,   | balancing, kicking,    |
|            | jumping, climbing,   | climbing,          | balancing, kicking, | jumping, climbing,       | catching, threading,  | catching, threading,   |
|            | balancing, kicking,  | balancing,         | catching,           | balancing, kicking,      | cutting, weaving,     | cutting, weaving,      |
|            | catching, threading, | kicking, catching, | threading, cutting, | catching, threading,     | playdough,            | playdough,             |
|            | cutting, weaving,    | threading,         | weaving,            | cutting, weaving,        | manipulating objects, | manipulating objects,  |
|            | playdough,           | cutting, weaving,  | playdough,          | playdough,               | using gross and fine  | using gross and fine   |
|            | manipulating         | playdough,         | manipulating        | manipulating objects,    | motor                 | motor                  |
|            | objects, using gross | manipulating       | objects, using      | using gross and fine     | Pencil grip           | Pencil grip            |
|            | and fine motor       | objects, using     | gross and fine      | motor                    | Dressing /            | Dressing / undressing  |
|            | Pencil grip          | gross and fine     | motor               | Pencil grip              | undressing            | independently          |
|            | Dressing /           | motor              | Pencil grip         | Dressing / undressing    | independently         |                        |
|            | undressing           | Pencil grip        | Dressing /          | independently            |                       |                        |
|            | independently        | Dressing /         | undressing          |                          |                       |                        |
|            |                      | undressing         | independently       |                          |                       |                        |
|            |                      | independently      |                     |                          |                       |                        |

| ReceptionPD-  | Threading,         | Threading,      | Threading,     | Threading, cutting,   | Threading,      | Threading,         |
|---------------|--------------------|-----------------|----------------|-----------------------|-----------------|--------------------|
| Get Set 4 P.E | cutting,           | cutting,        | cutting,       | weaving,              | cutting,        | cutting, weaving,  |
|               | weaving,           | weaving,        | weaving,       | playdough             | weaving,        | playdough          |
|               | playdough          | playdough       | playdough      | Fine Motor            | playdough       | Fine Motor         |
|               | Fine Motor         | Fine Motor      | Fine Motor     | activities.           | Fine Motor      | activities.        |
|               | activities.        | activities.     | activities.    | Manipulate objects    | activities.     | Form letters       |
|               | Manipulate         | Manipulate      | Form letters   | with good fine        | Manipulate      | correctly          |
|               | objects with       | objects with    | correctly      | motor skills          | objects with    | Cut a shape out    |
|               | good fine motor    | good fine       | Cut a shape    | Draw lines and        | good fine motor | using scissors     |
|               | skills             | motor skills    | out using      | circles using gross   | skills          | Begin to           |
|               | Draw lines and     | Develop         | scissors       | motor movements       | Develop muscle  | draw               |
|               | circlesusing gross | muscle tone     | Begin to       | Hold pencil/paint     | toneto put      | Cut along a        |
|               | motor              | to put pencil   | draw           | brush beyond          | pencil pressure | straight line with |
|               | movements          | pressure on     | Cut along a    | wholehand grasp       | on paper        | scissors           |
|               | Hold               | paper           | straight line  | Pencil Grip           | Use tools to    | Hold pencil        |
|               | pencil/paint       | Use tools to    | with scissors  | Use one hand          | effect changes  | effectively with   |
|               | brush beyond       | effect          | Hold pencil    | consistently for fine | to materials    | comfortable grip   |
|               | wholehand          | changes to      | effectively    | motor tasks           | Show            | Use one hand       |
|               | grasp              | materials       | with           |                       | preference for  | consistently for   |
|               | Pencil Grip        | Show            | comfortable    |                       | dominant hand   | fine motor tasks   |
|               | Use one hand       | preference      | grip           |                       | Draw lines and  |                    |
|               | consistently for   | for             | Use one hand   |                       | circles using   |                    |
|               | finemotor tasks    | dominant        | consistently   |                       | gross motor     |                    |
|               |                    | hand            | for fine motor |                       | movements       |                    |
|               |                    | Draw lines      | tasks          |                       | Develop pencil  |                    |
|               |                    | and circles     | Use one hand   |                       | grip and letter |                    |
|               |                    | using gross     | consistently   |                       | formation       |                    |
|               |                    | motor           | for finemotor  |                       | continually     |                    |
|               |                    | movements       | tasks          |                       |                 |                    |
|               |                    | Develop pencil  |                |                       |                 |                    |
|               |                    | grip and letter |                |                       |                 |                    |
|               |                    | formation       |                |                       |                 |                    |

|                 |                       | continually       |                      |                      |                      |                        |
|-----------------|-----------------------|-------------------|----------------------|----------------------|----------------------|------------------------|
|                 |                       |                   |                      | -                    | -                    | -                      |
| Expressive Arts | I can explore         | I can explore     | I can create closed  | I can explore        | I can remember and   | I can play instruments |
| and Design      | colour and colour     | different         | shapes with          | colour and colour    | sing                 | with increasing        |
| (3 and 4)       | mixing.               | materials freely, | continuous           | mixing.              | entire songs.        | control to express my  |
|                 | I can take part in    | to develop        | lines, and begin to  | I can listen with    | I can sing the pitch | feelings and ideas.    |
|                 | simple                | my ideas about    | use                  | increased            | of a                 | Create an under the    |
|                 | pretend play, using   | how to use        | these shapes to      | attention to         | tone sung by         | sea display Sand       |
|                 | an                    | them and what     | represent objects.   | sounds.              | another              | painting Exploring     |
|                 | object to represent   | to make.          | I can draw with      | I can respond to     | person ('pitch       | patterns on shells and |
|                 | something else even   | I am developing   | increasing           | what I have heard,   | match').             | pebbles Junk-          |
|                 | though they are not   | my own            | complexity           | expressing my        | I can sing the       | modelling lighthouses  |
|                 | similar.              | ideas and         | and detail, such as  | thoughts and         | melodic              | and boats              |
|                 | I am beginning to     | deciding which    | representing a face  | feelings.            | shape (moving        |                        |
|                 | develop               | materials to use  | with a circle and    | Easter crafts        | melody,              |                        |
|                 | complex stories using | to express        | including details.   | Planting seeds       | such as up and       |                        |
|                 | small                 | them.             | I can use drawing    | Exploring plants     | down,                |                        |
|                 | world equipment like  | I can join        | to                   | and flowers          | down and up) of      |                        |
|                 | animal sets, dolls    | different         | represent ideas like | Exploring the        | familiar             |                        |
|                 | and dolls             | materials         | movement or loud     | weather              | songs.               |                        |
|                 | houses, etc.          | and explore       | noises.              | Exploring paint to   | I can create my own  |                        |
|                 | I can make            | different         | I can show           | make                 | songs or improvise a |                        |
|                 | imaginative           | textures.         | different            | firework pictures    | song                 |                        |
|                 | and complex 'small    | Making            | emotions in my       | Making Diva lamps    | around one I know.   |                        |
|                 | worlds'               | Christmas         | drawings and         | Singing Christmas    | Create a jungle      |                        |
|                 | with blocks and       | pictures /        | paintings, like      | songs                | display              |                        |
|                 | construction kits,    | cards /           | happiness,           | Nativity / Christmas | Sing animal songs    |                        |
|                 | such as a             | decorations       | sadness,             | performance Dancing  | and                  |                        |
|                 | city with different   | Making hot        | fear, etc.           | to music from        | rhymes               |                        |
|                 | buildings             | chocolate         | Edvard Munch         | different cultures   | Mother's Day         |                        |
|                 | and a park.           | Baking biscuits   | 'The                 |                      | crafts               |                        |
|                 | ·                     | •                 |                      |                      |                      |                        |

|            | Creating self-        |                    | Scream' - stimulus  |                         |                   |                         |
|------------|-----------------------|--------------------|---------------------|-------------------------|-------------------|-------------------------|
|            | portraits             |                    | for                 |                         |                   |                         |
|            | Painting still-life   |                    | painting.           |                         |                   |                         |
|            | sunflowers            |                    | Listening to music  |                         |                   |                         |
|            | Creating collages     |                    | as a                |                         |                   |                         |
|            | Junk-modelling        |                    | stimulus for art.   |                         |                   |                         |
|            | trains                |                    | Making lanterns,    |                         |                   |                         |
|            | Drawing maps          |                    | exploring Chinese   |                         |                   |                         |
|            | Exploring musical     |                    | text,               |                         |                   |                         |
|            | instruments           |                    | using puppets to    |                         |                   |                         |
|            | Making soup and       |                    | act                 |                         |                   |                         |
|            | baking                |                    | out stories,        |                         |                   |                         |
|            | Bread                 |                    | Chinese             |                         |                   |                         |
|            | Singing Christmas     |                    | dragon dancing,     |                         |                   |                         |
|            | songs                 |                    | creating our own    |                         |                   |                         |
|            | Nativity / Christmas  |                    | music               |                         |                   |                         |
|            | performance           |                    |                     |                         |                   |                         |
| Reception  | Join in with songs    | Invent, design     | I can produce a     | Provide children with a | Junk modelling,   | Water pictures,         |
| Expressive | beginning to mix      | and create a       | piece               | range of materials for  | houses,           | collage, shading by     |
| Arts and   | colours Build stories | new toy Use        | of artwork using    | children to construct   | bridges boats and | adding black or white,  |
| Design     | around toys (small    | different textures | an                  | with                    | transport.        | colour mixing for       |
|            | world) use available  | and                | artists style as a  | Create collaboratively: | Make different    | beach                   |
|            | props to support role | materials to make  | stimulus            | making 3d ladybird      | textures; make    | huts, making            |
|            | play Build models     | firework           | can explore how     | shells: papier mache:   | patterns using    | passports. Colour       |
|            | using construction    | pictures           | colour can be       | working in pairs        | different colours | mixing – underwater     |
|            | equipment. Junk       | Listen to music    | changed             |                         | Children will     | pictures. Father's Day  |
|            | modelling, take       | and make           | I can talk about a  |                         | explore ways to   | Crafts Making boat      |
|            | picture of children's | their own dances   | famous artist.      |                         | protect the       | models from recycled    |
|            | creations and record  | in                 | Artist: Jackson     |                         | growing of plants | materials: link to      |
|            | them explaining       | response.          | Pollock             |                         | by designing      | keeping our sea clean   |
|            | what they did.        |                    | Exploring dripping, |                         | scarecrows.       | Using clay to make a    |
|            | Exploring sounds      |                    |                     |                         | Mother's Day      | coil snail (link to the |

| and how they can be   | Watch              | pouring and        | crafts              | snail and the whale) |
|-----------------------|--------------------|--------------------|---------------------|----------------------|
| changed, tapping      | performances:      | splattering        | Artwork themed      | Drama conventions    |
| out of simple         | ballet,            | to create abstract | observation         | through literacy     |
| rhythms. Play pitch   | musical, orchestra | art.               | drawings of plants, |                      |
| matching games,       | Christmas          | Building rockets - | flowers, fruit and  |                      |
| humming or singing    | decorations,       | choosing 3D        | veg.                |                      |
| To draw a self-       | Christmas cards,   | recycling          | Making fruit        |                      |
| portrait (enclosing   | Divas,             | shapes / different | kebabs              |                      |
| lines): draw definite | Christmas          | methods of         | Encourage           |                      |
| features Feelings:    | songs/poems        | attachment.        | children to create  |                      |
| taking photos of      | The use of story   | Making lanterns,   | their own music.    |                      |
| children acting out   | maps,              | Chinese writing,   | Easter crafts       |                      |
| emotions              | props, puppets &   | puppet             | printing, patterns  |                      |
|                       | story bags         | making, Chinese    | on Easter eggs      |                      |
|                       | will encourage     | music              | Rubbings of         |                      |
|                       | children to        | and composition    | leaves/plants       |                      |
|                       | retell, invent and | I can recognise,   | Andy Goldsworthy    |                      |
|                       | adapt              | create             | natural art         |                      |
|                       | stories.           | and describe       | Flower tile- clay   |                      |
|                       | Shadow Puppets     | pattern:           | Drama               |                      |
|                       | Teach children     | fruits and veg     | conventions         |                      |
|                       | different          | . I can combine    | through literacy    |                      |
|                       | techniques for     | media              |                     |                      |
|                       | joining            | to make a collage  |                     |                      |
|                       | materials, such as |                    |                     |                      |
|                       | how to             |                    |                     |                      |
|                       | use adhesive tape  |                    |                     |                      |
|                       | and                |                    |                     |                      |
|                       | different sorts of |                    |                     |                      |
|                       | glue               |                    |                     |                      |
|                       | Role Play of The   |                    |                     |                      |
|                       | Nativity           |                    |                     |                      |

|               |                       | Music: Christmas   |                     |                          |                       |                         |
|---------------|-----------------------|--------------------|---------------------|--------------------------|-----------------------|-------------------------|
|               |                       | Songs              |                     |                          |                       |                         |
| Understanding | Identifying their     | Compare and        | Maps of our         | Growth & Change:         | Use images, video     | Materials: Floating /   |
| the World.    | family.               | contrast           | journey to school   | butterfly life cycle     | clips, shared texts   | Sinking — boat          |
| Reception and | Commenting on         | character from     | Features of local   | I can show care and      | and other resources   | building Metallic /     |
| Nursey.       | photos of their       | stories, including | environment, maps   | concern for living       | to bring the wider    | non-metallic objects    |
|               | family; naming who    | figures from the   | of local area and   | things in the            | world into the        | Seaside long ago —      |
|               | they can see and of   | past: looking at   | comparing places    | environment.             | classroom.            | Magic Grandad           |
|               | what relation they    | clothes            | on Google Earth:    | I can start to develop   | Listen to what        | compare and contrast    |
|               | are to them.          | I can talk about   | I can describe      | an understanding of      | children say about    | past and present        |
|               | I can describe people | significant events | special events.     | growth, decay and        | what they see         | Share non-fiction texts |
|               | who are familiar to   | in my own          | Growth & Change:    | changes over time        | Listen to children    | that offer an insight   |
|               | me                    | experience         | frog life cycle     | I can talk about some    | describing and        | into contrasting        |
|               | I can name parts of   | I can talk about   | I can tell you what | of the things I have     | commenting on         | environments.           |
|               | my body.              | why things         | a plant needs to    | observed such as         | things they have      | Listen to how children  |
|               | Show interest in the  | happen: melting    | grow (growing the   | plants, animals, natural | seen whilst outside,  | communicate their       |
|               | lives of other people | chocolate &        | beanstalk)          | and found objects.       | including plants and  | understanding of their  |
|               | who are familiar to   | making bread       | I can understand    | I can draw a simple      | animals.              | own environment and     |
|               | me                    | I can recognise    | the key features of | map                      | Celebrate Chinese     | contrasting             |
|               | I can recognise that  | and describe       | the life cycle of a | Similarities and         | New year              | environments through    |
|               | people have different | special times or   | plant and animal.   | differences between      | Recognising that      | conversation and in     |
|               | beliefs and celebrate | events for family  |                     | places                   | people have different | play.                   |
|               | special times in      | or friends         |                     |                          | beliefs               | I can draw              |
|               | different ways        | I understand the   |                     |                          | Respecting difference | information from a      |
|               | I can talk about      | effects of         |                     |                          | Talk about lives of   | simple map.             |
|               | what they do with     | changing seasons   |                     |                          | people around us      | I can talk about ways   |
|               | their family and      | on the world       |                     |                          | Talk about            | in which I can look     |
|               | places they have      | around me          |                     |                          | experiences at        | after the environment   |
|               | been with their       |                    |                     |                          | different points in   | Pirate maps (maps of    |
|               | family.               |                    |                     |                          | the year (class       | school to find          |
|               | I can draw            |                    |                     |                          | calendar for each     | treasure)               |
|               | similarities and make |                    |                     |                          | month)                |                         |

| comparisons            |  | Changing seasons:      |  |
|------------------------|--|------------------------|--|
| between other          |  | • •                    |  |
|                        |  | winter                 |  |
| families.              |  | Ice experiments        |  |
| Name and describe      |  | Knowing there are      |  |
| people who are         |  | different countries in |  |
| familiar to them.      |  | the world.             |  |
| I can show an          |  |                        |  |
| interest in different  |  |                        |  |
| occupations and        |  |                        |  |
| ways of life           |  |                        |  |
| I can talk about       |  |                        |  |
| things I have          |  |                        |  |
| observed such as       |  |                        |  |
| animals                |  |                        |  |
| I show care for living |  |                        |  |
| things (pets)          |  |                        |  |
| I can ask questions    |  |                        |  |
| about aspects of my    |  |                        |  |
| familiar world such    |  |                        |  |
| as the place where I   |  |                        |  |
| live or the natural    |  |                        |  |
| world.                 |  |                        |  |