

Curriculum Long Term Overview 2023-2024

Year Group: FS1

| | AUTUMN 1 (7 weeks) | AUTUMN 2 (8 weeks) | SPRING 1 (5 weeks) | SPRING 2 (6 weeks) | SUMMER 1 (6 weeks) | SUMMER 2 (7 weeks) |
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| Topic Title (Main theme) | What makes me special?/ Let's celebrate! | Let's celebrate! | Once upon a time... | A long, long time ago... | How do things grow? | We are explorers! |
| Theme by week | Week 1,2 and 3: What makes me special? Week 4 and 5: Birthdays Week 6 and 7: Autumn | Week 1 and 2: Halloween and Bonfire Night Week 3: Diwali Week 4 and 5: Winter Week 6, 7 and 8: Christmas | Week 1 and 2: Goldilocks and the three bears Week 3 and 4: Little Red Riding Hood Week 5: The Gingerbread Man | Week 1 and 2: Dinosaurs Week 3 and 4: Castles and fairytales Week 5 and 6: Easter and Spring | Week 1: Eid Week 2 and 3: Minibeasts Week 4 and 5: Fruit, vegetables and plants Week 6: Farm animals | Weeks 1 and 2: Space Weeks 3 and 4: All Around the World Weeks 5, 6 and 7: Under the sea, Seaside, pirates and Summer |
| Core books | Week 1: Owl babies (4 days) Week 2: Elmer Week 3: The Gruffalo Week 4: Kipper's Birthday Week 5: Cake Week 6: After the Storm Week 7: The leaf thief (3 days) | Week 1: Room on the Broom Week 2: Funnybones Week 3: The Best Diwali Ever Week 4: One Snowy Night Week 5: Stickman (4 days) Week 6: Kipper's Christmas Eve Week 7: The Christmas Pine Week 8: The Nativity Play (4 days) | Week 1: Goldilocks and the three bears Week 2: Goldilocks and just the one bear Week 3: Little Red Riding Hood Week 4: Wolf's way home Week 5: The Gingerbread Man | Week 1: Harry and the dinosaurs go to school Week 2: Tyranosaurus drip Week 3: The princess and the wizard Week 4: Sleeping beauty Week 5: Little Bear's Spring Week 6: We're going on an egg hunt (4 days) | Week 1: The Most Exciting Eid Week 2: The very hungry caterpillar Week 3: Superworm Week 4: Supertato (4 days) Week 5: Oliver's vegetables Week 6: The Little Red Hen | Week 1: Whatever Next Week 2: How to catch a star Week 3: The lion inside Week 4: A dot in the snow Week 5: The Snail and the Whale Week 6: What the ladybird heard at the seaside Week 7: Pirates Love Underpants |
| Parental Engagement | <u>Parental workshops:</u> F1 phonics and reading workshop (5 th October) <u>Parent events:</u> Clifton Park- Autumn walk (18 th October) | <u>Parental workshops:</u> Family learning session with CLC <u>Parent events:</u> Clifton Park- Winter walk (18 th December) Nativity (14 th December) Christmas Fair | <u>Parental workshops:</u> Oral health workshop <u>Parent events:</u> Decorating gingerbread men (8 th February) | <u>Parental workshops:</u> Everyday Maths workshop 1 (22 nd February) <u>Parent events:</u> Mother's Day event Clifton Park- Spring walk (18 th March) Easter Activity Day (30 th March) | <u>Parental workshops:</u> Everyday Maths workshop 2 (18 th April) <u>Parent events:</u> Eid Festival (25 th April) | <u>Parental workshops:</u> Everyday Maths workshop 3 (3 rd June) <u>Parent events:</u> Father's Day event (14 th June) Colour dash (20 th June) Clifton Park- Summer walk (1 st July) Summer Fair (4 th July) Sports Day |
| Hook (Engage) | Starting FS1 (Week 1) Letter from Kipper asking for help to plan his birthday party (week 4) | Invitation to a Halloween Party (Week 1) Elf of the shelf arrival (week 6) | Broken chair/ empty porridge bowl etc in roleplay area (Week 1) | Dinosaur eggs found in the classroom (Week 1) | Caterpillars arrive (Week 2) Evil Pea kidnaps Poppy the dog (Week 4) Chick eggs arrive (week 6) | Crashed rocket in school grounds (Week 1) |
| Experiences (50 things to do before you're 6 at Coleridge) | Attend a Birthday Party Play party games Decorate buns Throw autumn leaves in the air Hunt for conkers Ride a bike Learn a poem Use wax crayons to do leaf rubbings | Dress up for Halloween Make a potion Watch a firework display Use a sparkler Try new food- chapatis Smash ice with a stick outside Build a snowman Post a letter in a post box Play party games | Have an indoor picnic Dance in the rain Attend a Chinese New Year Party Try new food- spring rolls Make a mud pie Decorate gingerbread men | Go on an Easter egg hunt Take part in a competition Decorate a hard boiled egg Try new food- hot cross buns Make a musical instrument Learn to play hopscotch Roll down a grassy hill Make a bird feeder Go to the woods | Have an outdoor picnic Grow a seed into a plant Grow caterpillars into butterflies Watch chicks hatch from eggs Go on a minibeast hunt Try new food-fruit and vegetables | Have an outdoor picnic Build a giant sandcastle Try new food- ice lollies, ice cream Blow bubbles Attend a beach party |

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| | | <p>Do the Hokey Cokey</p> <p>Watch a movie with popcorn</p> <p>Watch a pantomime</p> <p>Take part in a show</p> <p>Sing some Christmas carols</p> | | <p>Make perfume using flower petals</p> <p>Create art using nature</p> | | |
| Trips/ Visits | <p><u>Trips:</u> Clifton Park- Autumn walk (18th October)</p> <p><u>Visitors:</u> Bonfire safety workshop- fire service</p> | <p><u>Trips:</u> Clifton Park- Winter walk (18th December)</p> <p><u>Visitors:</u> Pantomime Breakfast with Santa</p> | <p><u>Visitors:</u> Oral health workshop E-safety workshop</p> | <p><u>Trips:</u> Clifton Park- Spring walk (18th March)</p> <p><u>Visitors:</u> Road safety workshop (12th March)</p> | <p><u>Visitors:</u> Bee keeper</p> | <p><u>Trips:</u> Clifton Park- Summer walk (1st July)</p> <p><u>Visitors:</u> Big Talk- RSE</p> |
| Celebration/Showcase Event (End of Theme) | | <p>Nativity- parents invited to watch (14th December)</p> <p>Christmas party (21st December)</p> | <p>Decorating gingerbread men- parents invited in (8th February)</p> | <p>Easter bonnet parade- parents invited in (30th March)</p> | <p>Planting plants- parents invited in (16th May)</p> | <p>Beach party (19th July)</p> |
| Physical development- Gross motor | <p>PE lessons with Live and Learn- Ball skills</p> <p>Children are taught to:</p> <p>Enjoy starting to kick, throw and catch balls.</p> <p>Follow instructions</p> <p>During continuous provision and daily routines children develop the skills to:</p> <p>Sit on a push-along wheeled toy, use a scooter or ride a tricycle</p> <p>Use large motor skills to do things independently, for example pour drinks.</p> <p>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p> | <p>PE lessons with Live and Learn – Dance</p> <p>Children are taught to:</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Copy actions</p> <p>Move in time to music</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>During continuous provision and daily routines children develop the skills to:</p> <p>Walk, run, jump and climb – and start to use the stairs independently.</p> | <p>PE lessons with Live and Learn – Dance</p> <p>Children are taught to:</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width</p> <p>During continuous provision and daily routines children develop the skills to:</p> <p>Walk, run, jump and climb – and start to use the stairs independently.</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills</p> | <p>PE lessons with Live and Learn – Boccia</p> <p>Children are taught to:</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Follow instructions</p> <p>During continuous provision and daily routines children develop the skills to:</p> <p>Walk, run, jump and climb – and start to use the stairs independently.</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills</p> | <p>PE lessons with Live and Learn - Speed, agility and quickness (SAQ)</p> <p>Children are taught to:</p> <p>Develop their resilience</p> <p>Move in different ways including running</p> <p>During continuous provision and daily routines children develop the skills to:</p> <p>Walk, run, jump and climb – and start to use the stairs independently.</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills</p> | <p>PE lessons with Live and Learn - Striking and Fielding</p> <p>Children are taught to:</p> <p>Begin to use a bat and ball</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills</p> <p>During continuous provision and daily routines children develop the skills to:</p> <p>Walk, run, jump and climb – and start to use the stairs independently.</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills</p> |
| Physical development- Fine motor | <p>Children are taught to:</p> <p>Use small motor skills to do things independently, for example manage buttons</p> | <p>Children are taught to:</p> <p>Develop manipulation and control when tearing and making marks on paper</p> | <p>Children are taught to:</p> <p>Start eating independently and learning how to use a knife and fork</p> | <p>Children are taught to:</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> | <p>Children are taught to:</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> | <p>Children are taught to:</p> <p>Show a preference for a dominant hand.</p> |

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| | | | | | | Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. |
| Communication and Language | <p>Children are taught to: Give their attention to one single thing of their choosing Listen 1:1 with interest during stories and subjects that interest them Say 'hello' and 'goodbye' Watch other children play and occasionally join in. Identify action words by pointing e.g. Who's jumping? Frequently use 2-word combinations.</p> | <p>Children are taught to: Start to put 3 words together Say 'Good morning' or 'Good afternoon' Imitate small play sequences Hold a conversation jumping from topic to topic. Use the sounds p, b, m, n and w properly in words, although the endings of words may be missed off. Learn to understand new words and wider range of vocabulary</p> | <p>Children are taught to: Understand instructions containing 2 key words e.g. where's teddy's eyes? Give their attention to one single thing influenced by others Listen in small groups during stories or when subject interests them. Say 'yes please' and 'no thank you' when asked if you want something Start to interact more with peers. Start to understand concepts e.g. big/little and on/under Speak using at least 3-word combinations</p> | <p>Children are taught to: Understand instructions containing 2 key words e.g. where's teddy's eyes? Give their attention to one single thing influenced by others Listen in small groups during stories or when subject interests them. Say 'yes please' and 'no thank you' when asked if you want something Start to interact more with peers. Start to understand concepts e.g. big/little and on/under Speak using at least 3-word combinations Become more confident at speaking in a group, although may stammer due to eagerness.</p> | <p>Children are taught to: Attend to adult's choice of activity Listen to stories and discussions with increasing attention and recall. Say please and thank you when asking for something or when given something Take turns with other children Understand instructions with 3 key words e.g. "make dolly jump on the chair" Start to use simple sentences of 4 to 6 words Use the sounds t, d, k, g, ng properly.</p> | <p>Children are taught to: Attend to adult's choice of activity Listen to stories and discussions with increasing attention and recall. Say please and thank you when asking for something or when given something Take turns with other children Understand instructions with 3 key words e.g. "make dolly jump on the chair" Start to use simple sentences of 4 to 6 words Use the sounds t, d, k, g, ng properly. Start a conversation with an adult or friend and continue it for many turns. Understand who, what and where questions.</p> |
| PSED- Jigsaw | <p>Jigsaw PSHE- Being me Children are taught to: Understand how it feels to belong and that we are similar and different Understand how feeling happy and sad can be expressed Can work together and consider other people's feelings Can use gentle hands and understand that it is good to be kind to people Start to understand children's rights and that this means we should all be allowed to learn and play Understand what being responsible means</p> | <p>Jigsaw PSHE- Celebrating difference Children are taught to: Know how it feels to be proud of something they are good at Say one way that they are special and unique Know that all families are different Know that there are lots of different houses and homes Tell you how they could make new friends Use their words to stand up for themselves</p> | <p>Jigsaw PSHE- Dreams and goals. Children are taught to: Understand what a challenge means Keep trying until they can do something Set a goal and work towards it Know some kind words to encourage people with Start to think about the jobs they might like to do when they are older Feel proud when they achieve a goal</p> | <p>Jigsaw PSHE- Healthy me Children are taught to: Know the names for some parts of their body and understand that they need to be active to be healthy Tell you some things that they need to do to be healthy Know what the word healthy means and that some foods are healthier than others Know how to help themselves to go to sleep and that sleep is good for them Wash their hands and know that it is important to do before they eat and after they go to the toilet Know what to do if they get lost and how to say no to strangers</p> | <p>Jigsaw PSHE- Relationships Children are taught to: Tell you about their family Understand how to make friends if they feel lonely Tell you some things that they like about their friends Know what to say and do if somebody is mean to them Use calm me time to manage their feelings Work together and enjoy being with their friends</p> | <p>Jigsaw PSHE- Changing me. Children are taught to: Name parts of their body and show respect for themselves Tell you some things that they can do and some food they can eat to be healthy Understand that we all start as babies and grow into children and then adults Know that they grow and change Talk about how they feel moving to F2 from F1 Remember some fun things about F1 this year</p> |

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| <p>PSED- Looking after themselves</p> | <p>Children are taught to: Use the toilet with help, and then independently.</p> | <p>Children are taught to: Know how to keep themselves safe at ++Bonfire Night</p> | <p>Children are taught to: Know how to keep their teeth healthy Know about stranger danger</p> | <p>Children are taught to: Know about road safety</p> | | <p>Children are taught to: Know about water safety</p> |
| <p>PSED-</p> | <p>Children are taught crucial PSED skills everyday throughout the year when opportunities arise. The children are taught the following skills: Select and use activities and resources with help when needed. Develop their sense of responsibility. Become more outgoing with unfamiliar people. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflict and rivalries. Increasingly follow rules, understanding why they are important. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings. Begin to understand how others might be feeling.</p> | | | | | |
| <p>Literacy- Reading- Word reading</p> | <p>Children are taught to: Begin to notice different sounds around them Enjoy exploring the different sounds that instruments make. Explore the sound their bodies make by stamping, patting, clapping and clicking. Join in and copy actions with familiar songs and rhymes and begin to recognise them Begin to explore the initial sounds of words Join in with simple alliteration activities and games. Start to explore different mouth movements and sounds.</p> | <p>Children are taught to: Start to name different sounds they have identified Tell an adult or a peer what sounds they can hear Start to identify the sounds of familiar instruments and name them. Develop an awareness of how acting upon an instrument affects the sound it makes Join in with body percussion patterns. Copy body percussion patterns shown to them by an adult or a peer. Show an awareness of how body percussion sounds can be changed by using different parts of their bodies in different ways to make sounds Recognise simple words that rhyme Copy and keep a simple beat. Join in and copy when an adult breaks down words into syllables with a beat Select an object with a given initial sound when given the option of two Begin to hear and identify the initial sounds in words Start to recognise different voice sounds Use their voice to make a variety of different sounds, including silly voices and animal noises.</p> | <p>Children are taught to: Start to talk about, describe and compare the sounds they hear in more detail Follow instructions to recreate a sound using an instrument, Create their own body percussion patterns and sequences. Join in with longer sequences of body percussion when shown by an adult. Describe body percussion sounds Follow instructions to make body percussion sounds Enjoy playing with rhyme and start to create their own rhyming words. Complete a short sentence with their own rhyme Break words down into syllables and create their own beat Begin to match and group sets of objects with the same initial sound Talk about, describe and compare different voice sounds Enjoy creating their own ideas for voices of different characters in their activities and play Have an awareness that words can be broken down into phonemes Choose the correct object when hearing a word broken down into phonemes Orally blend CVC and VC words Segment CVC and VC words into phonemes with support Identify how many phonemes are in a CVC or VC word. Recognise their name Recognise the picture side of the set 1 single letter speed sound cards and say the word Read the first 16 single letter sounds- m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e</p> | | | |

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| Literacy- Reading- Comprehension | <p>Children are taught to: Understand that we turn one page at a time and start from the front of the book Enjoy sharing books with an adult Repeat words and phrases from a familiar book</p> | <p>Children are taught to: Understand that we turn one page at a time and start from the front of the book Enjoy sharing books with an adult Repeat words and phrases from a familiar book</p> | <p>Children are taught to: Enjoy sharing books with an adult Understand that print has meaning and can have different purposes Name different parts of a book- title, front page and pages Comment on what they can see in the pictures</p> | <p>Children are taught to: Enjoy sharing books with an adult Understand that print has meaning and can have different purposes Name different parts of a book- title, front page and pages Comment on what they can see in the pictures</p> | <p>Children are taught to: Enjoy sharing books with an adult Name different parts of a book- title, front page and pages Comment on key events in the story Engage in conversations about stories; learning new vocabulary</p> | <p>Children are taught to: Enjoy sharing books with an adult Name different parts of a book- title, front page and pages Comment on key events in the story Engage in conversations about stories; learning new vocabulary</p> |
| Literacy- Writing- Transcription | <p>Children are taught to: Ascribe meaning to marks that they make when they draw, write or paint Make marks using gross motor skills Make marks using fine motor skills Draw lines up and down</p> | <p>Children are taught to: Ascribe meaning to marks that they make when they draw, write or paint Make marks using gross motor skills Make marks using fine motor skills Draw lines across from left to right and right to left</p> | <p>Children are taught to: Ascribe meaning to marks that they make when they draw, write or paint Make marks using fine motor skills Draw circles clockwise and anti-clockwise</p> | <p>Children are taught to: Ascribe meaning to marks that they make when they draw, write or paint Make marks using fine motor skills Draw a cross and a square Draw a zig zag pattern</p> | <p>Children are taught to: Ascribe meaning to marks that they make when they draw, write or paint Start making marks at the top of the page Make marks flow from left to right Hear and say the initial sound in a word Build their first name using letter tiles Hold a pencil using a tripod grip</p> | <p>Children are taught to: Ascribe meaning to marks that they make when they draw, write or paint Start making marks at the top of the page Make marks flow from left to right Build their first name using letter tiles Hear, say and write the initial sound in a word Write the first 16 single letter sounds correctly- m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e Hold a pencil using a tripod grip</p> |
| Mathematics | <p>Children are taught to: Counting/ number rhymes Join in with number rhymes that count forwards and know that some of the words in number rhymes are numbers Join in with number rhymes that count backwards and know that some of the words in number rhymes are numbers Recite numbers from 1 to 5 Colours Can name primary colours Can name secondary colours Matching Match two objects that are identical (same colour, item, shape, size, orientation) Notice patterns and arrange things in patterns. Sorting Sort objects into two groups (by colour, item, shape, size)</p> | <p>Children are taught to: Number 1 Recognise numerals 1 to 3 Fast recognition of up to 3 objects (subitising) Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 Understand and represent numbers using objects and pictorial representations to 5 Number 2: Subitising Recognise numerals 1 to 3 Recite numbers from 1 to 5 React to changes of amount in a group of up to three items Number 2 .Recognise numerals 1 to 3 Develop counting like behaviours by pointing to one object while saying one number name (one to one correspondence) and understand that the last</p> | <p>Children are taught to: Number 4 Recite numbers from 1 to 5 Recognise numerals 1 to 6 Count up to 5 objects by saying one number for each object. Move each object as they are counted Count up to 5 pictures, marking each one off as they are counted Count up to 5 sounds or actions, keeping track of each as they are counted Understand that objects can be counted in any order and the amount will be the same Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 Understand and represent numbers using objects and pictorial representations to 5 Show 'finger numbers' up to 5.</p> | <p>Children are taught to: Number 6 Recognise numerals 1 to 6 Count up to 5 objects by saying one number for each object. Move each object as they are counted Count up to 5 pictures, marking each one off as they are counted Count up to 5 sounds or actions, keeping track of each as they are counted Understand that objects can be counted in any order and the amount will be the same Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 Understand and represent numbers using objects and pictorial representations to 5 Show 'finger numbers' up to 5.</p> | <p>Children are taught to: More than/ Fewer than Compare clearly different amounts up to 5 using the language 'more', and 'fewer'. Compare amounts up to 5 that are more similar in value using the language 'more', and 'fewer' 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. One more and One less Using practical objects explore one more than numbers to 5 Using practical objects explore one less than numbers to 5 2d shape (2) and pattern (3) Recognise and name a circle Select a circle from a selection of 2d shapes Recognise and name a triangle (any shape with 3 sides)</p> | <p>Children are taught to: Addition Knows that the quantity changes when something is added Understand that add means to combine quantities Combine two groups and count all of them to see how many there are altogether up to 5 Time (2) Know that a clock tells us the time Understand that we can compare time durations using words such as 'longer' and 'shorter' Use the word 'longer' to compare two events, understanding that it refers to the event which takes more time Use the word 'shorter' to compare two events, understanding that it refers to the event which takes less time</p> |

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| | <p>Notice patterns and arrange things in patterns.</p> | <p>number said is the number in the set (cardinality) Count up to 5 sounds or actions, keeping track of each as they are counted Count up to 5 objects by saying one number for each object. Move each object as they are counted Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 Understand and represent numbers using objects and pictorial representations to 5 Number 3: Subitising Recognise numerals 1 to 3 Recite numbers from 1 to 5 React to changes of amount in a group of up to three items Fast recognition of up to 3 objects (subitising) Show 'finger numbers' up to 5. Number 3 Recognise numerals 1 to 3 Develop counting like behaviours by pointing to one object while saying one number name (one to one correspondence) and understand that the last number said is the number in the set (cardinality) Count up to 5 sounds or actions, keeping track of each as they are counted Count up to 5 objects by saying one number for each object. Move each object as they are counted Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 Understand and represent numbers using objects and pictorial representations to 5 Numbers 1 to 3 Recognise numerals 1 to 3 Fast recognition of up to 3 objects (subitising) Show 'finger numbers' up to 5.</p> | <p>Number 4 Recognise numerals 1 to 6 Put the numerals 1 to 6 in order where all are given Using practical objects explore one more than numbers to 5 Using practical objects explore one less than numbers to 5 Separates a group of 3 or 4 objects in different ways Identify smaller numbers within a number (conceptual subitising) 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 Number 5 Recite numbers from 1 to 5 Recognise numerals 1 to 6 Count up to 5 objects by saying one number for each object. Move each object as they are counted Count up to 5 pictures, marking each one off as they are counted Count up to 5 sounds or actions, keeping track of each as they are counted Understand that objects can be counted in any order and the amount will be the same Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 Understand and represent numbers using objects and pictorial representations to 5 Show 'finger numbers' up to 5. Number 5 Recognise numerals 1 to 6 Put the numerals 1 to 6 in order where all are given Using practical objects explore one more than numbers to 5 Using practical objects explore one less than numbers to 5 Identify smaller numbers within a number (conceptual subitising) 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>Using practical objects explore one more than numbers to 5 Using practical objects explore one less than numbers to 5 Identify smaller numbers within a number (conceptual subitising) 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 Consolidation of 1 to 6 Recognise numerals 1 to 6 Put the numerals 1 to 6 in order where all are given Compare clearly different amounts up to 5 using the language 'more', and 'fewer'. Compare amounts up to 5 that are more similar in value using the language 'more', and 'fewer' Count up to 5 pictures, marking each one off as they are counted Identify smaller numbers within a number (conceptual subitising) 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 Height, Length and Width (1) Understand and use the language 'tall' and 'short' (height) 'long' and 'short' (length) and 'narrow' and 'wide' (width) to describe size Find objects that are taller/shorter (height) or longer/shorter (length) or narrower/wider (width) than a given reference item Recognise that the length / width / height of an item does not change when the item is moved to another place Weight/Mass (1) Explore what happens when two objects are placed on each side of a balance scale Use a balance scale to compare the weights of two objects understanding that the lower side contains the heavier object and the higher side contains the lighter object</p> | <p>Select a triangle from a selection of 2d shapes Recognise and name a square Select a square from a selection of 2d shapes Find pairs of shapes that are identical (same shape, size, orientation) Find pairs of shapes that are the same despite being different sizes Understand and use mathematical language to describe shapes- straight, curved, round, flat Continue an AB pattern end unit repeat Continue an AB pattern mid unit repeat Copy an AB pattern 3d shape and pattern (4) Recognise and name a sphere Select a sphere from a selection of 3d shapes Recognise and name a cube Select a cube from a selection of 3d shapes Recognise and name a cone Select a cone from a selection of 3d shapes Find pairs of shapes that are identical (same shape, size, orientation) Find pairs of shapes that are the same despite being different sizes Recognise that some 3d shapes roll and some do not Understand that some shapes such as cubes and cuboids are better for building Continue an AB pattern end unit repeat Continue an AB pattern mid unit repeat Copy an AB pattern Pattern (5) Copy an AB pattern Create an AB pattern Spot and correct an error in an AB pattern Comparison and composition of 1 to 6</p> | <p>Experience specific time durations (seconds)- 1 second, 10 seconds, 30 seconds Positional and Directional language Understand and use the positional language in, on top and under(neath). Understand and use the positional language in front of, behind and next to. Use the directional language up and down Understand and use the terms 'first' and 'last' to describe position in a line Equal and Unequal groups Check to see if two groups are equal and have the 'same' amount by matching objects on a one to one basis Identify when two groups have equal amounts using the language 'same'. Covert two unequal groups into equal groups. Height, Length and Width (2) Understand and use the language 'tall' and 'short' (height) 'long' and 'short' (length) and 'narrow' and 'wide' (width) to describe size Order two objects by height from shortest to tallest Order two objects by length from shortest to longest Order two objects by width from narrowest to widest Recognise that the length / width / height of an item does not change when the item is moved to another place Weight/Mass and Volume/Capacity (2) Understand and use the language 'heavy' and 'light' Use a balance scale to compare the weights of two objects understanding that the lower side contains the heavier object and the higher side contains the lighter object</p> |
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| | | <p>Count up to 5 sounds or actions, keeping track of each as they are counted</p> <p>Count up to 5 objects by saying one number for each object. Move each object as they are counted</p> <p>Compare clearly different amounts up to 5 using the language 'more', and 'fewer'.</p> <p>Compare amounts up to 5 that are more similar in value using the language 'more', and 'fewer'</p> <p>Put the numerals 1 to 3 in order where all are given</p> <p>Count up to 5 objects by saying one number for each object. Move each object as they are counted</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5</p> <p>2d shape (1)</p> <p>Recognise and name a circle</p> <p>Select a circle from a selection of 2d shapes</p> <p>Recognise and name a triangle (any shape with 3 sides)</p> <p>Select a triangle from a selection of 2d shapes</p> <p>Recognise and name a square</p> <p>Select a square from a selection of 2d shapes</p> <p>Find pairs of shapes that are identical (same shape, size, orientation)</p> <p>Find pairs of shapes that are the same despite being different sizes</p> <p>Understand and use mathematical language to describe shapes- straight, curved, round, flat.</p> | <p>Pattern (1)</p> <p>Notice patterns and arrange things in patterns.</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.</p> <p>Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Continue an AB pattern end unit repeat</p> <p>Continue an AB pattern mid unit repeat</p> <p>Copy an AB pattern</p> | <p>Understand and use the language 'heavy' and 'light'</p> <p>Find objects that are heavier and lighter than a given reference item.</p> <p>Recognise that the weight of an item does not change when the item is moved to another place</p> <p>Volume/ Capacity (1)</p> <p>Use the language full and empty to describe volume</p> <p>Use the language half-full to describe volume</p> <p>Compare two identical containers holding different amounts saying which has more and which has less</p> <p>Order two identical containers holding different amounts from least full to most full</p> <p>Time (1)</p> <p>Use the word 'before', understanding that it refers to preceding a particular time or event.</p> <p>Use the word 'after', understanding that it refers to following a particular time or event.</p> <p>Use the word 'today', understanding that it refers to the current day.</p> | <p>Compare clearly different amounts up to 5 using the language 'more', and 'fewer'.</p> <p>Compare amounts up to 5 that are more similar in value using the language 'more', and 'fewer'</p> <p>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>Identify smaller numbers within a number (conceptual subitising)</p> <p>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>Order two objects by weight from heavy to light</p> <p>Compare the capacity of two different containers by counting how many cups of liquid they can hold</p> <p>Order two containers by capacity from can hold the least to can hold the most by measuring how many cups of liquid they can hold</p> <p>Money</p> <p>Understand that we need to pay for goods</p> <p>In roleplay, exchange goods for coins.</p> <p>Understand that items can have different prices</p> <p>Recognise that there are different coins</p> <p>Identify the properties of a 1p coin eg brown/ copper, small, round</p> |
| <p>Understanding the World</p> | <p>Children are taught to:</p> <p>History links:</p> <p>Able to say who they are and who they live with</p> <p>Can briefly talk about some members of their family</p> <p>Sequence family members by age (baby, child, adult)</p> <p>Briefly talks about things that they did in the past that were important to</p> | <p>Children are taught to:</p> <p>History links:</p> <p>Briefly talks about things that they did in the past that were important to them when looking at photos- Christmas</p> <p>Begin to recognise that we celebrate certain events, such as bonfire night and remembrance day, because of what happened many years ago</p> | <p>Children are taught to:</p> <p>History links:</p> <p>Knows that people can get jobs to get money</p> <p>Shows an interest in different occupations (nurse, doctor, police, fire...)</p> <p>RE links:</p> <p>Comments on recent pictures of celebrations in their own life. "This</p> | <p>Children are taught to:</p> <p>History links:</p> <p>Uses and understands the words old, new and a long time ago</p> <p>Briefly talks about things that they did in the past that were important to them when looking at photos- Easter</p> <p>RE links:</p> <p>Knows that people have different beliefs- Christianity</p> | <p>Children are taught to:</p> <p>History links:</p> <p>Briefly talks about things that they did in the past that were important to them when looking at photos-</p> <p>RE links:</p> <p>Knows that people have different beliefs- Islam- Eid</p> <p>Comments on recent pictures of celebrations in their own life. "This was me celebrating Eid"</p> | <p>Children are taught to:</p> <p>Geography links:</p> <p>Can articulate what daily life is like in our country</p> <p>Know that the world is a planet</p> <p>Knows that different countries have different homes</p> <p>Knows that a globe is a map of the world</p> <p>Science links:</p> |

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| | <p>them when looking at photos- birthdays</p> <p>RE links: Comments on recent pictures of celebrations in their own life. "This was me celebrating my birthday"</p> <p>Geography links: Can name different types of homes- house, bungalow, flat Talk about what they see in their own environment (school/home) Talk about local environments (their road, Eastwood, Clifton Park, Parkgate) Knows that we live in Rotherham which is in England</p> <p>Science links: Can name parts of their body- head, arms, legs, back, neck, elbows, shoulders, knees, feet. Understand and name different weather Know that there are four seasons in a year and name them- autumn Begin to be able to talk about some of the changes in each seasons- autumn Children will recognise and name some common animals and insects in the UK: Pets: dog, cat, fish, hamster. Woodland- hedgehog, squirrel, rabbit, fox, badger</p> <p>Computing links (in provision): Children can switch an ipad on and off Children can select the app that they want to use Children know to ask for help if needed</p> | <p>RE links: Knows that people have different beliefs- Christianity- Christmas and Sikh- Diwali Comments on recent pictures of celebrations in their own life. "This was me celebrating Christmas" Knows that there are special places of worship</p> <p>Science links: Understand and name different weather Know that there are four seasons in a year and name them- winter Begin to be able to talk about some of the changes in each seasons- winter</p> <p>Computing links: (in provision) Can play simple games on the Interactive Whiteboard or an ipad by pressing buttons and dragging and dropping items. Children know to ask for help if needed</p> | <p>was me celebrating Chinese New Year"</p> <p>Geography links: Knows what a map is used for Identifies features on a simple map (trees, house, river, mountain)</p> <p>Science links: Can explore collections of materials with similar and/or different properties Can talk about the similarities and differences between materials- hard/soft Can name their eyes, ears, nose, hands and mouth</p> <p>Computing links: (in provision) Can play simple games on the Interactive Whiteboard or an ipad by pressing buttons and dragging and dropping items. Children know to ask for help if needed</p> | <p>Comments on recent pictures of celebrations in their own life. "This was me celebrating Easter". Knows that there are special places of worship</p> <p>Science links: Understand and name different weather Know that there are four seasons in a year and name them- spring Begin to be able to talk about some of the changes in each seasons- spring Can talk about the similarities and differences between materials-shiny/ not shiny</p> <p>Computing links (in provision): Mark make on paint software on the Interactive Whiteboard Children know to ask for help if needed</p> | <p>Knows that there are special places of worship</p> <p>Science links: Can identify a plant and understand it is a living thing Can say what a plant needs to survive- water, light, food Children will recognise and name some common animals and insects in the UK: Farm- pig, cow, sheep, horse, hen, duck. Insects- spider, caterpillar, butterfly, ladybird, fly, ant, bee. Can name some common fruits (apple, banana, pear, orange, strawberry, grapes and some common vegetables (carrot, broccoli, peas, cabbage, cauliflower, potato).</p> <p>Computing links: (in provision) Mark make on paint software on the Interactive Whiteboard Children know to ask for help if needed</p> | <p>Can explore collections of materials with similar and/or different properties Can identify and name everyday materials- wood, plastic, glass and metal Can talk about the similarities and differences between materials- hard/soft, bumpy/smooth Explore and talk about different forces they can feel- that they produce- lifting, pulling, pushing, twisting and feel on their bodies- such as on swings, wobble board, slides etc. Investigate push and pull Understand and name different weather Know that there are four seasons in a year and name them- summer Begin to be able to talk about some of the changes in each seasons- summer</p> <p>Computing links: (in provision) Children can name an ipad, laptop, camera and computer Children know to ask for help if needed</p> |
| <p>EAD (Art and DT)</p> | <p>Artist: Pablo Picasso</p> <p>Drawing and Painting End point: Self-portrait Children are taught to: Load ready mixed paint onto a brush. Hold a paintbrush in the palm of their hand Hold and use drawing tools with some control to make marks Draw a potato person (just a head and stick legs- no body or neck) Name primary colours Ascribe meaning to the marks that they make Takes one piece of paper from a pile Creates their own piece of art Children work independently to develop basic skills</p> <p>Printing</p> | <p>Artist: Georgia O’Keeffe</p> <p>Printing and Painting End point: Marble rolling firework picture Children are taught to: Print with large blocks and larger sponges or with resources that use gross motor skills Takes one piece of paper from a pile Creates their own piece of art Children work independently to develop basic skills</p> <p>Collage End point: Poppy wreath Children are taught to: Use glue sticks Product is all one texture</p> <p>Printing</p> | <p>Artist: Zaha Hadid</p> <p>Painting End point: Painting of a bear Children are taught to: Dips paint brush in water to clean when changing ready mixed paint colours using a sponge for excess water Names secondary colours Takes one piece of paper from a pile Creates their own piece of art Children work independently to develop basic skills</p> <p>Collage End point: Paper plate bear Children are taught to: Use glue spreaders and pva glue Product is all one texture</p> | <p>Artist: Andy Goldsworthy</p> <p>Drawing End point: Drawing pancake toppings on a pancake Children are taught to: Draws straight lines, curved lines, crosses and dots Can name secondary colours Can ascribe meaning to the marks that they make Choose a piece of paper from a selection of 2/3 colours Creates their own piece of art and gives meaning Children work independently to develop basic skills</p> <p>Sculpture End point: Dinosaur foot print printing in playdough</p> | <p>Artist: Vincent Vangough</p> <p>Painting End point: Eid moon and star painting Children are taught to: Dips paint brush in the water and then onto the water colour block Able to mix primary colours to make secondary colours Can use thick brushes Choose a piece of paper from a selection of 2/3 colours Creates their own piece of art and gives meaning Children work independently to develop basic skills</p> <p>Sculpture End point: Plastercine butterfly Children are taught to:</p> | <p>Artist: Lydia Monks (Illustrator)</p> <p>Sculpture End point: Clay aliens Children are taught to: Manipulates malleable materials (rolls, cuts, squashes, pinches, twists...) Children work independently to develop basic skills</p> <p>Painting End point: Space painting Children are taught to: Dips paint brush in the water and then onto the water colour block Able to mix primary colours to make secondary colours Can use thick brushes Choose a piece of paper from a selection of 2/3 colours</p> |

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| | <p>End point: Birthday bunting Children are taught to: Print with large blocks and larger sponges or with resources that use gross motor skills Takes one piece of paper from a pile Creates their own piece of art Children work independently to develop basic skills</p> <p>Sculpture and Printing End point: Autumn clay printing Children are taught to: Explores malleable materials Print with large blocks and larger sponges or with resources that use gross motor skills Creates their own piece of art Children work independently to develop basic skills</p> <p>End point: Snowflake salt dough decorations Children are taught to: Explores malleable materials Load ready mixed paint onto a brush. Name primary colours Hold a paintbrush in the palm of their hand Creates their own piece of art Children work independently to develop basic skills</p> <p>Printing End point: Christmas cards Children are taught to: Print with large blocks and larger sponges or with resources that use gross motor skills Takes one piece of paper from a pile Creates their own piece of art Children work independently to develop basic skills</p> <p>Collage End point: Calendars Children are taught to: Use glue sticks Product is all one texture Creates their own piece of art Children work independently to develop basic skills</p> | <p>End point: Rangoli patterns Children are taught to: Print with large blocks and larger sponges or with resources that use gross motor skills Takes one piece of paper from a pile Creates their own piece of art Children work independently to develop basic skills</p> <p>Collage End point: Snowman Children are taught to: Use glue sticks Product is all one texture Creates their own piece of art Children work independently to develop basic skills</p> <p>Sculpture and Painting End point: Snowflake salt dough decorations Children are taught to: Explores malleable materials Load ready mixed paint onto a brush. Name primary colours Hold a paintbrush in the palm of their hand Creates their own piece of art Children work independently to develop basic skills</p> <p>Printing End point: Christmas cards Children are taught to: Print with large blocks and larger sponges or with resources that use gross motor skills Takes one piece of paper from a pile Creates their own piece of art Children work independently to develop basic skills</p> | <p>Textiles End point: Basket for Grandma Children are taught to: Weave materials (fine motor skills) Creates their own piece of art Children work independently to develop basic skills</p> <p>Drawing End point: Drawing of a gingerbread man Children are taught to: Draws straight lines, curved lines, crosses and dots Draws faces with features such as eyes, nose, mouth Can name secondary colours Can ascribe meaning to the marks that they make Takes one piece of paper from a pile Creates their own piece of art Children work independently to develop basic skills</p> <p>Sculpture End point: Playdough gingerbread men Children are taught to: Makes marks in malleable materials Creates their own piece of art Children work independently to develop basic skills</p> | <p>Children are taught to: Makes marks in malleable materials Creates their own piece of art and gives meaning Children work independently to develop basic skills</p> <p>Collage and Printing End point: Whole class dragon Children are taught to: Use glue spreaders and pva glue Product is all one texture Print with large blocks and larger sponges or with resources that use gross motor skills</p> <p>Painting End point: Spring tree finger print picture Children are taught to: Names secondary colours Enjoys using hands, feet and fingers to paint Choose a piece of paper from a selection of 2/3 colours Creates their own piece of art and gives meaning Children work independently to develop basic skills</p> <p>Collage End point: Easter Bonnet Children are taught to: Use glue spreaders and pva glue</p> | <p>Manipulates malleable materials (rolls, cuts, squashes, pinches, twists...) Children work independently to develop basic skills</p> <p>Collage End point: Minibeast hotel using junk resources Children are taught to: Use making tape Children work independently to develop basic skills</p> <p>Printing End point: Fruit and vegetable printing Children are taught to: Print with small blocks, small sponges, fruit, shapes and other resources Choose a piece of paper from a selection of 2/3 colours Creates their own piece of art and gives meaning Children work independently to develop basic skills</p> <p>Collage End point: Paper plate farm animals Children are taught to: Adds other materials to develop models (tissue paper, glitter...) Use the language smooth and bumpy to describe the texture Creates their own piece of art and gives meaning Children work independently to develop basic skills</p> | <p>Creates their own piece of art and gives meaning Children work independently to develop basic skills</p> <p>Textiles End point: Jungle leaf weaving Children are taught to: Weave materials (fine motor skills) Children work independently to develop basic skills</p> <p>Painting End point: Polar bear painting Children are taught to: Dips paint brush in the water and then onto the water colour block Can use thick brushes Choose a piece of paper from a selection of 2/3 colours Creates their own piece of art and gives meaning Children work independently to develop basic skills</p> <p>Drawing End point: Drawing of shells Children are taught to: Draws circles and squares Draws simple representations of objects from observation Can select colours for a purpose Decides before they make marks what they are going to draw Choose a piece of paper from a selection of 2/3 colours Creates their own piece of art and gives meaning Children work independently to develop basic skills</p> <p>Drawing End point: Drawing of a mermaid Children are taught to: Draws circles and squares Draws simple representations of objects from observation Can select colours for a purpose Decides before they make marks what they are going to draw Choose a piece of paper from a selection of 2/3 colours Creates their own piece of art and gives meaning Children work independently to develop basic skills</p> <p>Drawing End point: Self-portrait Children are taught to: Draws circles and squares</p> |
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| | | | | | | <p>Draws bodies with more detail eg arms, trunk, legs, fingers</p> <p>Draws simple representations of objects from observation</p> <p>Can select colours for a purpose</p> <p>Decides before they make marks what they are going to draw</p> <p>Choose a piece of paper from a selection of 2/3 colours</p> <p>Creates their own piece of art and gives meaning</p> <p>Children work independently to develop basic skills</p> |
| EAD (Roleplay) | Plays with familiar resources Plays with simple small world (farm, cars, trains, dolls) | Plays with familiar resources Simple small world (farm, cars, trains, dolls) | Plays with familiar resources Plays with simple small world (farm, cars, trains, dolls) | Plays with familiar resources Plays with simple small world (farm, cars, trains, dolls) | Uses own experiences to develop storylines Participates in small world play related to rhymes and stories | Uses own experiences to develop storylines Participates in small world play related to rhymes and stories |
| EAD (Music) | Enjoys listening to music | Explores instruments and is beginning to name them (drum, tambourine, maraca, triangle...) | Responds to music Explores instruments and is beginning to name them (drum, tambourine, maraca, triangle...) | Responds to music Explores instruments and is beginning to name them (drum, tambourine, maraca, triangle...) | Is able to name a wide variety of instruments (also including chime bars, glockenspiels, xylophones) | Talks about how music makes them feel Plays a given instrument to a simple beat |
| EAD (Singing) | Knows some words when singing | Knows some words when singing | Knows some words when singing | Sings in a small group | Sings in a group, trying to keep in time | Sings in a group, trying to keep in time |