






## Progression of Skills & Curriculum Overview 2022-23

Area of Learning	Autumn Term 1 5 <sup>th</sup> September (7 weeks) Marvellous Me!	Autumn Term 2 31 <sup>st</sup> October (7 weeks 2 days) Let's Celebrate	Spring Term 1 9 <sup>th</sup> January (5 weeks) Winter Wonderland	Spring Term 2 20 <sup>th</sup> Feb (6 weeks) The Great Outdoors	Summer Term 1 18 <sup>th</sup> April (6 weeks) Animal Kingdom	Summer Term 2 5 <sup>th</sup> June (7 weeks) Under the Sea & Pirates
Possible Themes	Looking after ourselves Our Local Area Our Families Harvest/Autumn	Magic/Encanto Traditional Tales Christmas	Arctic Animals Ice Experiments Superheroes/People Who Help Us	Tadpoles Growing flowers (sunflowers, daisies) Vegetable Patch Cress Heads	'Flying' to a different country. David Attenborough Animal Cam/Virtual Zoo Trip Bird Watching	Holidays Lifeguards Pirates and Mermaids Looking after the ocean
Special Events and Enrichment Activities	Coffee Morning – 30/9/22 Diwali – 24/10/22	Halloween – 31/10/22 Bonfire Night 5/11/22 - Firefighters Remembrance Day 11/11/22 Nursery Rhyme Week 14-18/11/22 Maths week – 14-18/11/22 Children in Need – 18/11/22 Christmas – Advent 1/12/22 Christmas Jumper/Dinner Day 8/12/22	Chinese New Year 22/1/23 Valentine's Day 14/2/23	Shrove Tuesday – 21/2/23 World Book Day – 2/3/23 British Science Week – 10-19/3/23 Mother's Day – 19/3/23 Start of Ramadan 22/3/23 Easter 9/4/23	End of Ramadan 21/4 Red nose day – 23/5 Healthy Eating Week	Family Pirate Picnic Flying to the beach, sand & water play Science Day Water Day Save our Oceans Day 8/6 Father's Day 18/6
Special Event	Diwali Dance or Harvest performance	Nativity Performance	Chinese New Year Banquet and Parade	World Book Day 2/3/23	Ramadan Feast	World Music Day 21/6/23
Stay And Play	Family Day (30/9/22)		Superhero day (real life or fictional)		Favourite animal day	
Possible Visits	Supermarket (minibus)	Little Lancashire Village			Farm visit	Blue Planet/Sealife Centre
<b>Communication and Language</b>  Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, interventions and tales toolkit/helicopter stories.	<b><u>Listening, Attention and Understanding</u></b> I can understand how to listen carefully and know why it is important. I can begin to use some active listening skills; face the speaker, body still, paying attention. I can follow simple instructions well. E.g. Get a pencil, find your bag. <b><u>Speaking</u></b> I can talk in front of small groups and my teacher, offering my own ideas. I can use new vocabulary throughout the day. I can ask questions when I don't understand instructions.	<b><u>Listening, Attention and Understanding</u></b> I can begin to understand how and why questions. I can respond to a peers request (e.g. Can I have the ball?) and reply. I can learn (and use) new words from familiar texts. <b><u>Speaking</u></b> I can use full sentences, to express complete ideas (e.g. "I like chocolate more than vanilla", rather "chocolate better" I can use simple connectives in speech, e.g. and, but. I can recite familiar rhymes/poems and join in with repeated refrains from stories.	<b><u>Listening, Attention and Understanding</u></b> I can ask questions to find out more. I can conduct simple back and forth conversations, paying attention to peer/adult and responding appropriately. I can show attentive listening skills at input times, e.g. during Phonics, and am quick to act on instructions. I can ask questions when I don't know what a word means. I can begin to answer 'how' and 'why' questions. <b><u>Speaking</u></b> I can speak in whole class situations. I can use a range of connectives e.g. so, but, and, because to extend my sentences and to connect ideas. I can use more detail in conversation. I can use speech to organise simple activities (e.g. You go first and I'll go next), overcome problems/conflicts (Can I have that after you?) and provide little explanations (e.g. It sunk because it was too heavy)	<b><u>Listening, Attention and Understanding</u></b> I can retell a story and follow a story without pictures or props. I can begin to link listening to learning/understanding, e.g. Can discuss why it is important to listen to instructions. I can offer small explanations that demonstrate my understanding on a topic/story, e.g. He couldn't carry it because it was too heavy". <b><u>Speaking</u></b> I can use recently-modelled language independently, across everyday contexts and all areas of learning, e.g. "I need to count back to subtract". I can ask questions in a variety of contexts (e.g. to better understand a character/story, to clarify instructions, to solve practical problems).	<b><u>Listening, Attention and Understanding</u></b> I can understand a question such as who, what, where, when, why and how. I can have conversations with adults and peers with back-and-forth exchanges. <b><u>Speaking</u></b> I can use talk to organise, sequence and clarify thinking, ideas, feelings and events. I can talk in sentences using a range of tenses	<b><u>Listening, Attention and Understanding</u></b> <b>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</b>  <b><u>Speaking</u></b> <b>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</b>

<p><b>Personal, Social and Emotional Development</b></p>  <p>Children develop their PSED skills throughout the year through My Happy Mind sessions, circle times, social stories, ELSA support, diversity stories, Tapestry Time etc,</p>	<p><b>Self-Regulation</b></p> <p>I can follow one step instructions.  I can recognise different emotions.  I can focus during short whole class activities.  I can see myself as a valuable individual.  Follow familiar, routine instructions independently.  <b>Managing Self</b>  I can eat my lunch and tidy my tray away.  I can use the toilet independently and wash my hands well, knowing why this is important.  I can zip up my coat.  <b>Building Relationships</b>  I can seek support from adults and gain confidence to speak to peers and adults.  I can join in with a group of children who are playing.  I can speak to peers within an activity.</p>	<p><b>Self-Regulation</b></p> <p>I can talk about how I am feeling and consider the feelings of others.  I can explain to an adult what has happened when I am upset.  I can “bounce back” quicker after upsets and with more independence.  I can think about the perspectives of others  <b>Managing Self</b>  I can understand the need to have rules and can abide by most of the rules of the classroom.  I can try new activities independently or with peers.  <b>Building Relationships</b>  I can build constructive and respectful relationships.  I can begin to share and interact with peers.  I can take turns, with adult support, e.g. when playing a board game.</p>	<p><b>Self-Regulation</b></p> <p>I can follow two-step instructions.  I can focus during longer whole class lessons.  I can understand different ways to stay safe.  I can begin to solve small conflicts through speaking to each other and being assertive, e.g. “<i>Stop that, I don’t like it</i>” or “<i>Can I have a turn when you are finished?</i>”  <b>Managing Self</b>  I can begin to show resilience and perseverance in the face of a challenge.  I can dress and undress for forest school independently.  I can begin to understand and discuss consequences of my behaviour, e.g. If I hit someone, it hurts and they are upset.  I can work on short activities independently, e.g. a Phonics game.  <b>Building Relationships</b>  I can use taught strategies to support in sharing and turn-taking.  I can hold back &amp; forth conversations, listening to my peers’ ideas and responding appropriately.</p>	<p><b>Self-Regulation</b></p> <p>I can identify and moderate my own feelings socially and emotionally.  I can link events (in books, real life etc) with feelings and discuss them, e.g. <i>She is angry that he snatched the toy.</i>  I can wait with increased patience, when necessary, e.g. When waiting for a turn on the computer.  <b>Managing Self</b>  I can understand ways to stay healthy and look after my well-being (PA, eating, toothbrushing, screen time, sleep etc)  I can discuss healthy food choices.  I can sort healthy foods from less nutritional food.  I can begin to persevere when something is challenging.  <b>Building Relationships</b>  I can listen to the ideas of other children and agree on a solution and compromise.  I can show empathy in simple ways, e.g. finding an adult for a child who is hurt.  I can show understanding of another child’s perspective in discussion, e.g. explaining what motivated someone to behave in a particular way.</p>	<p><b>Self-Regulation</b></p> <p>I can control my emotions using a range of techniques.  I can follow a more complex set of instructions.  I can talk about new beginnings and adjusting to change.  I can identify how to deal with worries.  <b>Managing Self</b>  I can manage my own basic needs independently.  I can understand the importance of healthy food choices.  I can show a ‘can do’ attitude.  <b>Building Relationships</b>  I can learn to work as part of a small group.  I can have the confidence to communicate with adults around the school.</p>	<p><b>Self-Regulation</b></p> <p><b>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.</b>  <b>Managing Self</b>  <b>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</b>  <b>Building Relationships</b>  <b>Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others’ needs.</b></p>
<p><b>Physical Development</b></p>  <p>Children improve their motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), mark-making, construction, drawing, writing, Dough Disco, Pen Disco and Squiggle While You Wiggle.</p>	<p><b>Gross Motor - FMS</b></p> <p>I can explore and develop confidence in my fundamental movement skills:  • jumping, running, hopping, catching and throwing.  I can begin to run with more fluency, at different speeds and avoiding obstacles.  I can use and help to transport equipment safely.  <b>Fine Motor</b>  I can begin to use a tripod grip when using mark making tools.  I can form all the letters of my name correctly.  I can draw simple pictures which can be recognised by myself and others, e.g. face, person, cat, house</p>	<p><b>Gross Motor – Dance</b></p> <p>I can progress towards a more fluent style of moving, with developing control and grace.  I can combine different movements with ease and fluency.  I can experiment moving in different ways.  I can use combinations of gestures and movements to express and respond to music.  <b>Fine Motor</b>  I can accurately draw lines, circles and shapes to draw pictures.  I can use a spoon or fork to eat with increased control and independence.  I can form recognisable letters for the phase 2 GPCs.  I can use scissors to cut out a simple shape independently.</p>	<p><b>Gross Motor – Gymnastics</b></p> <p>I can explore different ways to travel using large and small apparatus (around, under, over, through, on and off).  I can jump and land safely from a height.  I can balance and climb on a variety of equipment and on a variety of body parts.  I can move confidently in a range of ways; rolling, crawling, walking, jumping, running, hopping, skipping and climbing.  I can create movements into a sequence (eg roll, travel, jump then balance).  <b>Fine Motor</b>  I can handle scissors, pencil and glue effectively and with control.</p>	<p><b>Gross Motor</b></p> <p>I can find a space and negotiate space successfully when moving.  I can move/dribble with a range of equipment (hockey stick, basketball, football etc).  I can roll a ball with increasing control.  I can throw a ball with increasing control (over arm and under arm).  I can catch with increasing control.  I can participate in small sided team games.  <b>Fine Motor</b>  I can use a knife and fork, attempting to cut soft foods.  I can form all letters of the alphabet with correct formation.  I can add detail to drawings, e.g. eyelashes or windows on a house</p>	<p><b>Gross Motor</b></p> <p>I can run with increasing confidence, safely negotiating space.  I can throw with increasing control towards a target.  I can jump with forward momentum (two feet to two feet and one foot to two feet).  I can combine different movements with increasing fluency.  <b>Fine Motor</b>  I can hold scissors correctly and cut out small shapes.  I can form letters correctly using a tripod grip.  I can develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p><b>Gross Motor</b></p> <p>I can play by the rules and develop coordination.  I can dribble with increasing control using hands and feet.  I can throw a ball with increasing control (over arm and under arm).  I can catch with increasing control.  I can further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.  <b>Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</b>  <b>Fine Motor</b>  <b>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including</b></p>

						scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.
<div>Literacy</div> <div></div>	<u>Comprehension</u> I can independently look at a book, hold it the correct way and turn pages. I can listen to a story and comment on the events. I can name the main characters from a familiar story. <u>Word Reading</u> I can begin to segment and blend sounds together to read CV and CVC words. <u>Writing</u> I can give meanings to the marks I make. I can attempt to write my name.	<u>Comprehension</u> I can engage and enjoy an increasing range of books. I can join in with repeated refrains. I can begin to use language from the story when discussing it. <u>Word Reading</u> I can segment and blend sounds together to read CV and CVC words. I can begin to read captions and sentences. I can identify most phase 2 GPCs. <u>Writing</u> I can write my own name. I can form most letters correctly. I can write the initial sounds in words. I can attempt to write CVC words.	<u>Comprehension</u> I can act out stories using recently introduced vocabulary. I can talk about books that I have read/listened to. <u>Word Reading</u> I can recognise taught graphemes and digraphs in words and blend the sounds together. I can read simple captions and sentences. <u>Writing</u> I can write words representing the sounds with a letter/letters.	<u>Comprehension</u> I can sequence a familiar story using images and objects. I can retell a story to others. I can make a simple predication based on what has been read so far. <u>Word Reading</u> I can read captions and sentences containing tricky words and digraphs that I have been taught. <u>Writing</u> I can write labels/phrases representing the sounds with a letter/letters. I can begin to write captions and sentences. I can form all letters correctly.	<u>Comprehension</u> I can retell a story using vocabulary influenced by books I have read. I can answer questions about what I have read. <u>Word Reading</u> I can read longer sentences containing phase 2 and 3 words and tricky words. I can read books matched to my phonics ability. <u>Writing</u> I can write words which are spelt phonetically. I can write simple phrases and sentences using recognisable letters and sounds.	<u>Comprehension</u> <b>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</b> <u>Word Reading</u> <b>Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, inc some common exception words.</b> <u>Writing</u> <b>Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</b>
Possible Book Focus'	Part of the Party (twinkl) We Are All Different (twinkl) We're All Wonders Colour Monster Peepo That's Not My...(series) Dipali's Diwali (Twinkl) Goldilocks & The Three Bears Bear	Magical Muddle (Twinkl) <b>Room on the Broom (Julia Donaldson)</b> Nursery Rhymes Beauty and the Beast Three Little Pigs Three Billy Goats Gruff <u>Christmas Books</u> Never touch a polar bear The Christmas Postman We're going on an elf chase	Supertato Ten Little Lights (Twinkl) Dragons in the City (Twinkl) Jack Frost <b>Stickman (Julia Donaldson)</b> Lost and Found If you were a penguin The Naughty Bus	Jack and the Beanstalk The Tiny Seed Oliver's Vegetables A fruit is a suitcase for seeds The Bad Tempered Ladybird Billy's Sunflower The Easter Journal (Twinkl) Saving easter (Twinkl)	The Cautious Caterpillar (Twinkl) Ronald The Rhino (Twinkl) The Zoo Vet (Twinkl) Rameena's Ramadan We're going on a bear hunt Rumble in the Jungle <b>What the Ladybord Heard series</b> <b>The Gruffalo (Julia Donaldson)</b> Giraffes Can't Dance Dear Zoo	The Rainbow Fish Barry the Fish with Fingers Commotion in the ocean <b>Sharing a shell (Julia Donaldson)</b> <b>Tiddler (Julia Donaldson)</b> <b>The Singing Mermaid (Julia Donaldson)</b>
Phonics	<b>Baseline, phase 1, Phase 2 –</b> 1 s a t 2 p i n 3 mdg 4 consolidate 5 ock	<b>Phase 2</b> 6 ck e u 7 r h b 8 consolidate 9 f ff l 10 ll ss 11 consolidate	<b>Phase 3</b> 1 j v w 2 x y z zz 3 qu ch sh 4 th th ng 5 consolidate	<b>Phase 3</b> 6 ai ee 7 igh oa 8 oo oo 9 ar or 10 consolidate 11 ur ow	<b>Phase 3</b> 12 oi ear 13 air ure er  consolidate	<b>Phase 4</b> 1 CVCC CCV 2 CCVC & CCVCC 3 CCCVC & CCCVCC 4 Polysyllabic words containing phase 2 and 3 graphemes, and adjacent consonants.  Consolidate
Mathematics	<div></div> <u>NCTEM – Weeks 1-4</u> <u>Number</u> I can subitise to 4. I can discuss composition of numbers to 5. <u>Numerical Patterns</u> I can demonstrate understanding of the cardinal principle when counting objects. I can show accuracy when counting a group of up to 5 objects. I can hear and join in with the counting sequence to 10.	<u>NCTEM – Weeks 5-11</u> <u>Number</u> I can begin to recognise parts within numbers. E.g. Look at 4 buttons and say “I can see a group of 2 and another group of 2” I can begin to develop the language of ‘whole’ when talking about objects which have parts. I know that the last number in the count tells us ‘how many’ (cardinality). <u>Numerical Patterns</u> I can recite numbers to 10 and back.	<u>NCTEM – Weeks 12-16</u> <u>Number</u> I can discuss composition of numbers to 7, showing some automatic recall of number facts. I can subitise to 5 using familiar concept images (e.g. a tens frame, with Numicon and using fingers) I can recognise and order numerals to 10. I can match numeral to quantity. <u>Numerical Patterns</u> I can recite numbers to 20 and back. I can show accuracy when counting a group of objects, showing 1 to 1	<u>NCTEM – Weeks 17-22</u> <u>Number</u> I can confidently subitise rather than count small groups of objects. I can find doubles up to 5 and 5. I can sort and re-sort groups of objects. <u>Numerical Patterns</u> I can count on from a given number to 20 and back from a given number to 10. I can say the number one more/less than a given number up to 10.	<u>NCTEM – Weeks 20-26</u> <u>Number</u> I can count larger sets of objects. I can automatically recall and subitise doubles to 10. I can represent numbers within 5, then 10 in different ways. <u>Numerical Patterns</u> I can count on from a given number. I can identify missing numbers in the counting sequence to 10. I know ‘more than’ and ‘less than’ on a number track.	<u>Power maths (bridging gaps)</u> <u>Number</u> <b>Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</b> <u>Numerical Patterns</u> <b>Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater</b>



		I can use and understand the terms more and fewer/less in practical contexts. I can understand the term equal when comparing two groups of objects.	correspondence & confident application of the cardinal principle. I can compare quantities using ‘more than’, ‘fewer than’ and ‘equal’.	I can explore sharing into equal groups in practical contexts, commenting on what I notice.		than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
<div>Understanding the World</div> <div></div>	<p><b>Past and Present (History)</b> I can talk about members of my immediate family and community. I can name and describe people who are familiar to me. I can talk about changes within my life.</p> <p><b>People, Culture and Communities (Geography)</b> I can talk about features of my immediate environment. I can describe what I see, hear and feel. I can explore the natural world around me.</p> <p><b>People, Culture and Communities (RE)</b> <b>Special Times:</b> I know how and why we celebrate and what times are special to different people and why (Diwali).</p> <p><b>The Natural World (Science)</b> I understand important processes and changes in the natural world. I can talk about changes in states of matter. I can name parts of the human body. I can talk about my 5 senses.</p>	<p><b>Past and Present (History)</b> I can comment on images of familiar situations in the past. I can compare and contrast characters from stories, including figures from the past. I can talk about celebrations from now and in the past.</p> <p><b>People, Culture and Communities (Geography)</b> I can talk about features of my immediate environment. I can look at features on a simple map.</p> <p><b>People, Culture and Communities (RE)</b> <b>Special Times:</b> I know why Christians celebrate Christmas. I can discuss the similarities and difference between Diwali and Christmas.</p> <p><b>The Natural World (Science)</b> I can talk about changes in states of matter. I can investigate STEM challenges. I can carry out a simple experiment.</p>	<p><b>Past and Present (History)</b> I can talk about the lives of the people around me and their roles in society. I can talk about how shops have changed over time and look at the emergency services (timeline).</p> <p><b>People, Culture and Communities (Geography)</b> I can recognise some environments that are different from the one in which I live. I can recognise some similarities and differences between life in this country and life in other countries (icy).</p> <p><b>People, Culture and Communities (RE)</b> <b>Special Stories:</b> I know why some stories are special and what special messages we can learn from stories.</p> <p><b>The Natural World (Science)</b> I can understand the important processes of magnetism, light and shadows.</p>	<p><b>Past and Present (History)</b> I can talk about past and present events in my life and what has been read to me. I can talk about nature and how it has changed over time.</p> <p><b>People, Culture and Communities (Geography)</b> I can draw information from a simple map. I can use the school grounds and forest school to attempt basic orienteering (using photographs on a map rather than symbols etc).</p> <p><b>People, Culture and Communities (RE)</b> <b>Special Stories:</b> I know why Christians celebrate Easter using the Easter story.</p> <p><b>The Natural World (Science)</b> I can observe and draw pictures of the natural world, including plants. I can use my 5 senses to describe what I see, hear and feel whilst outside. I can name and describe plants and animals.</p>	<p><b>Past and Present (History)</b> I can talk about the past through settings and characters, focusing on houses and homes.</p> <p><b>People, Culture and Communities (Geography)</b> I can recognise some environments that are different from the one in which I live. I can recognise some similarities and differences between life in this country and life in other countries (hot).</p> <p><b>People, Culture and Communities (RE)</b> <b>Special Places:</b> I know where people celebrate (focusing on temples, mosques, churches and homes).</p> <p><b>The Natural World (Science)</b> I can observe and draw pictures of the natural world, including animals. I can discuss similarities and differences in different animals. I can name and describe everyday materials.</p>	<p><b>Past and Present (History)</b> I can talk about changes within my life. I can create a timeline of events.</p> <p><b>People, Culture and Communities (Geography)</b> I know that simple symbols are used to identify features on a map.</p> <p><b>People, Culture and Communities (RE)</b> <b>Special Places:</b> I know what is special about our world.</p> <p><b>The Natural World (Science)</b> I can understand the important processes of floating and sinking.</p>
<p><b>FLG - Past and Present:</b> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>FLG - People, Culture and Communities:</b> <b>RE:</b> Key Question – <b>Why are some things special?</b> <b>Geography:</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p><b>FLG - The Natural World:</b> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>						
<div>Expressive Arts and Design</div> <div></div>	<p><b>Being Imaginative (Music)</b> I can sing and perform nursery rhymes. I can retell parts of familiar stories through use of puppets, toys, masks or small-world.</p> <p><b>Creating with Materials (Art and Design)</b> I can experiment mixing with colours. I can explore different drawing materials (pencils, wax crayons, felt tip pens and chalk). I can use colours for a purpose, e.g. using the correct eye/hair colour when drawing a self-portrait.</p>	<p><b>Being Imaginative (Music)</b> I can experiment with different instruments and their sounds. I can keep a beat using a musical instrument or body percussion. I can suggest a movement to match a piece of music, e.g. running during fast music or stamping to a slow drum beat.</p> <p><b>Creating with Materials (Art and Design)</b> I can explore craft resources. I can plan, create and evaluate a product. I can safely explore different techniques for joining materials.</p>	<p><b>Being Imaginative (Music)</b> I can create narratives based around stories. See Charanga Progression of Skills document.</p> <p><b>Creating with Materials (Art and Design)</b> I can explore different painting techniques. I can make transient art. I can explore collage techniques. I can return to and extend my creative learning, e.g. rebuilding a tower made the session before but making it more stable.</p>	<p><b>Being Imaginative (Music)</b> Children will move in time to the music. I can create my own beats with musical instruments/body percussion and become confident in games such as syllable-clapping.</p> <p><b>Creating with Materials (Art and Design)</b> I can weave and thread. I can sew using a needle. I can produce more detailed representations (drawings, paintings, models) and discuss the features included. I can choose materials to achieve a goal, e.g. selecting a plastic yoghurt</p>	<p><b>Being Imaginative (Music)</b> I can play an instrument following a musical pattern. I can discuss changes or patterns I hear when listening to music, e.g. “It starts slowly but gets faster and faster”.</p> <p>I can create more complex narratives in my play, building on the contributions of peers.</p> <p><b>Creating with Materials (Art and Design)</b> I can explore tools and techniques to sculpt using clay and dough.</p>	<p><b>Being Imaginative (Music)</b> I can invent my own narratives, stories and poems.</p> <p><b>Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</b></p> <p><b>Creating with Materials (Art and Design)</b> I can develop my cutting skills. I can thread. I can join and fold different materials.</p> <p><b>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design,</b></p>

		<p>I can talk about what I like or could improve about what I have created.</p> <p>I can adapt my construction to achieve a desired outcome, e.g. add an extra layer to a model to represent “upstairs”.</p>		<p>pot to turn into a boat due to its waterproof nature.</p>		<p>texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p>
Those working in Greater Depth may...	<b>Listening, Attention and Understanding</b>		<b>Speaking</b>			
	<p>Listen attentively and respond during larger group situations, e.g. assembly/Mass.</p> <p>Sustain concentration in more challenging contexts, e.g. following a pictureless book, responding to multi-step instructions</p> <p>Express their views on a topic/storyline with reference to the content.</p> <p>Respond to how/why questions succinctly.</p>		<p>Show awareness of the listener, e.g. being expressive during Show-and-Tell, facing the audience, speaking in a clear, audible voice.</p> <p>Explaining and justifying a viewpoint.</p> <p>Use a range of vocabulary in lively and appropriate ways.</p>			
	<b>PSED - Self Regulation</b>		<b>PSED - Managing Self</b>		<b>Building Relationships</b>	
	<p>Negotiate assertively to organise a game or solve a conflict.</p> <p>Be resourceful in seeking help, e.g. enlisting peers with a particular strength or finding a useful resource.</p> <p>Discuss the challenges they have encountered and weaknesses in their approaches, as well as strengths.</p>		<p>Confidently speak in a large group context, e.g. answering a question in assembly.</p> <p>Enjoy more challenging activities and set goals for themselves that stretch their abilities.</p> <p>Try different approaches when solving problems and be able to discuss what they have done.</p>		<p>Play and organise games with rules.</p> <p>Understand that different children have different viewpoints and opinions.</p> <p>They resolve minor disagreements through listening to each other to come up with a fair solution.</p>	
	<b>Gross Motor Skills</b>		<b>Fine Motor Skills</b>			
	<p>Shows precision in movements (e.g. gymnastics) and excellent body control. Shows strength and power when jumping, throwing etc. Links series of movements fluently and confidently, e.g. in Dance. Engages in energetic and challenging physical activity through choice and with pleasure. Sits writing on or line and begin to show clear ascenders/descenders. Able to control the size of their letters/numbers. Uses a knife and fork together confidently to cut food. Draws detailed</p>		<p>Shows precision in movements (e.g. gymnastics) and excellent body control. Shows strength and power when jumping, throwing etc. Links series of movements fluently and confidently, e.g. in Dance. Engages in energetic and challenging physical activity through choice and with pleasure. Sits writing on or line and begin to show clear ascenders/descenders. Able to control the size of their letters/numbers. Uses a knife and fork together confidently to cut food. Draws detailed</p>			
	<b>Literacy – Comprehension</b>		<b>Literacy – Word Reading</b>		<b>Literacy - Writing</b>	
	<p>Recycle familiar stories verbally (or in written form), recalling the structure of the original story.</p> <p>Substantiate their predictions and opinions with evidence from the story.</p> <p>Use newly acquired language from books in different contexts.</p>		<p>Recognise all Phase 2 and 3 phonemes.</p> <p>Recognise all Phase 2 and 3 phonemes when reading unfamiliar words.</p> <p>Read Phase 4+ common exception words by sight.</p>		<p>Form all letters correctly, with clear ascenders and descenders.</p> <p>Write words of more than one syllable.</p> <p>Use a full stop and capital letter in a sentence.</p>	
	<b>Maths - Numbers</b>		<b>Maths - Numerical Patterns</b>		<b>Shape, Space and Measure</b>	
	<p>Be able to “conceptually subitise” to 10 or beyond.</p> <p>Know number bonds to 10 or beyond.</p> <p>Link subtraction and addition in meaningful ways, e.g. when exploring the part-whole model.</p> <p>Make strong links between areas of their learning, e.g. doubling/halving.</p>		<p>Make estimations based on their “number knowledge/sense”, e.g. <i>that number must be greater than 20 because I can see two full tens and a part finished ten.</i></p> <p>Apply their number knowledge to solve problems, e.g. <i>It takes 3 eggs to make a cake so I must need 6 for two cakes.</i></p>		<p>Pattern - create patterns of increasing complexity, e.g. ABCCABCC or spot errors in a given pattern.</p> <p>Shape - confidently discuss the properties of common and irregular 2D and 3D shapes, e.g. giving clues.</p> <p>Make predictions and link their knowledge of number to their work on measures, e.g. <i>The red car weighed 4 cubes and the green one is heavier so it might weigh 6 cubes.</i></p>	
	<b>Past and Present</b>		<b>People, Culture and Communities</b>		<b>The Natural World</b>	
	<p>Suggest reasons why people’s lives were different in the past, making more thoughtful links, e.g. We don’t have photographs of Jesus because cameras didn’t exist then.</p> <p>Have a personal interest in a particular character/period/area of the past that they are knowledgeable about.</p> <p>Make links between how events in the past have influenced our present, e.g. When listening to Amelia Earhart’s story, discusses the opportunities women have today and what has changed.</p>		<p>Share their knowledge of cultural events they have experienced in detail, showing deeper levels of fascination and understanding.</p> <p>Understand that people have different beliefs/customs/traditions and it is important we respect these.</p> <p>Make more thorough comparisons between different countries, linking them to their own interests, e.g. wild animals, ocean creatures, volcanoes.</p>		<p>Use a mature vocabulary to describe natural phenomena/objects, e.g. absorbed, evaporated, condensation.</p> <p>Show understanding of some ways that the natural world can be harmed (e.g. pollution) and some ways we can look after it (e.g. recycling).</p> <p>Have a personal interest in an area of the natural world (e.g. the ocean, dinosaurs, space) and be particularly knowledgeable about it.</p>	
	<b>Creating with Materials</b>		<b>Being Imaginative and Expressive</b>			
	<p>Make considered/purposeful decisions on how media and materials can be used, combined and matched to a purpose.</p> <p>Draw inspiration from the work of others as starting points or to improve their own work, e.g. recreating a painting of a famous artist.</p> <p>Show mastery and confidence in techniques, e.g. colour-mixing.</p>		<p>Show a particular interest/mastery in an area or genre of music/performance. E.g. plays a musical instrument, reads simple music, performs ballet to match a piece of music.</p> <p>Perform with confidence and awareness of the audience, e.g. using expression.</p> <p>Talk about the ideas/processes that led them to produce their artwork/performance. Reflect on their work, reviewing it and recognising strengths and areas of improvement.</p>			