

## The Valley Primary School

### EYFS Curriculum Overview 2023-2024

Area EYFS	Subject KS1	Autumn	Spring	Summer
<b>Literacy (Writing)</b>	<b>English Writing</b>	<p><u>Autumn 1:</u>  <b>We're Going to Find the Monster by Malorie Blackman and Dapo Adeola</b>            To depict the main events of the story using 3 and 5 images.</p> <p>*Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.            *Write some or all of their name.            *Write some letters accurately.            *Spell words by identifying the sounds and then writing the sound with letter/s.            *Form lower-case letters correctly.</p> <p><u>Autumn 2:</u>  <b>Katie in London by James Mayhew</b>            To write a list of items Katie and Jack would take on their trip to London.            *Begin to break speech down into words.            *Hear and say the initial sound in words and some subsequent sounds.            *Segment the sounds in simple words and blend them together.            *Link sounds to letters.            *Write labels and captions.            *Write some letters accurately.            *Spell words by identifying the sounds and then writing the sound with letter/s (CVC words).</p>	<p><u>Spring 1:</u>  <b>Grandpa's Gift by Fiona Lumbers</b>            To create story map and write captions/sentences describing the character who finds magic in everyday things.</p> <ul style="list-style-type: none"> <li>• Write short sentences with words with known sound letter correspondences.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Re-read what they have written to check that it makes sense</li> <li>• Form lower-case letters correctly</li> </ul> <p><u>Spring 2:</u>  <b>Beegu by Alexis Deacon</b>            To write their own re-telling of the story.</p> <ul style="list-style-type: none"> <li>• Write short sentences with words with known sound letter correspondence</li> <li>• Form lower-case letters correctly</li> <li>• Re-read what they have written to check that it makes sense.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s</li> </ul>	<p><u>Summer 1:</u>  <b>Somebody Swallowed Stanley by Sarah Roberts</b>            To write information about the sea animals looked at in the texts.</p> <p>*Use phonic knowledge to write words in ways, which match spoken sounds.            *Spell some common irregular words.            *Write simple sentences, which can be read by themselves and others.            *Apply taught digraphs and trigraphs into writing.            *Write words with adjacent consonants.</p> <p><u>Summer 2:</u>  <b>A Midsummer Night's Dream Adapted by Brooke Jorden</b>            To rewrite the story</p> <p>*Form lower-case and some capital letters correctly.            *Spell words by identifying the sounds and then writing the sound with letters.            *Write short sentences with words with known sound-letter correspondences.            *Re-read what I have written to check that it makes sense.</p>
<b>Physical Development</b>				
<b>Literacy (Reading)</b>	<b>English Reading</b>	Read, Write Inc Phonics  Read, Write Inc Guided Reading	Read, Write Inc Phonics  Read, Write Inc Guided Reading	Read, Write Inc Phonics  Read, Write Inc Guided Reading
<b>Communication &amp; Language</b>				

<p><b>Mathematical Development</b></p>	<p><b>Maths</b></p>	<p><u>Autumn 1:</u></p> <p>Numbers 1 – 4, Numbers 5 – 8 Numbers 9 – 10 and ordering numbers to 10 Practical number activities Cardinal Values Bigger and Smaller Ordinal Numbers</p> <p><u>Autumn 2:</u></p> <p>Count the objects in two groups by counting on Patterns and sequencing Count on using a number track Subtraction within 5 Use the language more and fewer</p>	<p><u>Spring 1:</u></p> <p>Recite numbers to 10 Number bonds to 5 3D shapes Explore composition of numbers to 10 Use a tens frame to aid counting</p> <p><u>Spring 2:</u></p> <p>Compare objects by weight Know number bonds to 10 Find one more or less 1 – 10 Order and sequence familiar events Recite numbers beyond 10 Doubles</p>	<p><u>Summer 1:</u></p> <p>Capacity Complex repeated patterns Odd and even numbers Estimating Greater and less than</p> <p><u>Summer 2:</u></p> <p>Consolidation</p>
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**Understanding the World**

**Science**

Autumn 1:  
**Healthy Me**

PSE – Managing Self  
See themselves as a valuable individual.

C&L – Speaking

Learn new vocabulary

PD – Gross Motor

Know and talk about the different factors that support their health and wellbeing;

physical activity using the term 'exercise';

talk about some healthy eating habits understand the importance of brushing their teeth the importance of sleep;

Autumn 2:  
**Materials Monster**

UTW - The Natural World

Describe what they see, hear and feel whilst outside

Talk about the differences between materials and changes they notice.

Explore materials with similar and/or different properties

To begin to make use of props and materials when acting out a simple stories and events.

UTW – Past and Present

Begins to talk about a special time for example festivals, celebrations

EAD – Creating Materials

Use their imagination as they consider what they can do

Spring 1:  
**Squash, Bend, Twist and Stretch**

EAD – Creating with Materials

Return to and build on their previous learning, refining ideas and developing their ability to represent them

C&L – Speaking

Use new vocabulary in different contexts

Articulate their ideas and thoughts in well-formed sentences

Use talk to help work out problems and organise thinking and activities.

C&L – Listening, Attention and Understanding

Understand simple questions about 'who', 'what', 'where', 'why' and 'how

UTW - The Natural World

Talk about the differences between materials and changes they notice.

Explore materials with similar and/or different properties

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Spring 2:  
**Our Local Environment**

UTW – The Natural World

Understand the key features of the life cycle of a plant and an animal.

Record their observations of plants and animals through drawings and labels.

Begin to sort animals and plants by their features.

Summer 1:  
**Young Gardeners**

C&L – Listening, Attention and Understanding

Make comments about what they have heard and ask questions to clarify their understanding.

C&L - Speaking

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

UTW – The Natural World

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;

Summer 2:  
**Little Masterchefs**

UTW – The Natural World

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;

C&L Speaking

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.

with different materials for a purpose.  
Use their imagination as they consider what they can do with different materials for a purpose.  
EAD - Being Imaginative and Expressive  
Develop storylines in their pretend play.

C&L Speaking  
Use new vocabulary in different contexts  
Articulate their ideas and thoughts in well-formed sentences  
C&L Listening, Attention and Understanding  
Understand simple questions about 'who', 'what', 'where', 'why' and 'how'

	<p><b>History</b></p>	<p><u>Autumn 2:</u>  <b>Bonfire Night and the Great Fire of London</b>  <u>UTW – Past and Present</u></p> <p>Begins to talk about a special time for example festivals, celebrations</p> <p>Comment on images of familiar situations in the past.</p> <p>To begin to talk about how things change.</p> <p>To talk about the different seasons.</p> <p><u>C&amp;L – Speaking</u></p> <p>Describe events in some detail</p> <p>Use talk to help organise thinking and activities.</p> <p><u>C&amp;L – Listening, Attention and Understanding</u></p> <p>Answers questions about the past, present and future</p> <p>Understands and can answer simple 'how' and 'why' questions.</p> <p><u>EAD – Being Imaginative and Expressive</u></p> <p>Make imaginative and complex 'small worlds' with the resources.</p> <p>Introduces a storyline or narrative in their pretend play.</p>	<p><u>Spring 2:</u>  <b>Local Heroes</b>  <u>UTW – Past and Present</u></p> <p>To begin to use time language such as today, yesterday, at the weekend, etc</p> <p>To begin to talk about objects from the past</p> <p><u>EAD – Being Imaginative and Expressive</u></p> <p>Show a range of different emotions in their drawings and paintings. Choosing colours to use for a purpose.</p> <p><u>EAD – Creating with Materials.</u></p> <p>To become confident when using a range of tools and techniques.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>To talk to others in depth about what they have created and how they have achieved this.</p> <p><u>UTW – People, Cultures and Communities</u></p> <p>Can describe and compare different settings and environments based on personal experiences and information gathered from stories and texts.</p> <p><u>C&amp;L - Speaking</u></p> <p>To explain how things, work and why they might happen (real events)</p> <p>Asks the meaning of new words, including abstract words, then tries to use them.</p> <p>Uses past, present and future tenses with grammar that is generally correct.</p>	<p><u>Summer 2:</u>  <b>Holidays</b>  <u>UTW – Past and Present</u></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>C&amp;L- Listening, Attention and Understanding</u></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p><u>C&amp;L – Speaking</u></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>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.</p>
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	<p><b>Geography</b></p>	<p><u>Autumn 1:</u> <b>Seasons</b></p> <p><u>UTW - People, Cultures and Communities</u></p> <p>Talk about their immediate community/ locality for example village, street, town etc.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p><u>UTW – Past and Present</u></p> <p>To begin to talk about how things change.</p> <p>To talk about the different seasons.</p> <p><u>EAD - Creating with Materials</u></p> <p>Use their imagination as they consider what they can do with different materials for a purpose.</p> <p><u>C&amp;L – Listening, Attention and Understanding</u></p> <p>Engage in non-fiction books</p> <p>Understands and can answer simple 'how' and 'why' questions.</p> <p><u>C&amp;L – Speaking</u></p> <p>Asks lots of questions including 'why', 'when' and 'how'</p> <p>Uses talk in pretending that objects stand for something else in play</p>	<p><u>Spring 1:</u> <b>Journey's – Food</b></p> <p><u>UTW - People, Cultures and Communities</u></p> <p>Can describe and compare different settings and environments based on personal experiences and information gathered from stories and texts.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Can talk about some similarities and differences between life in this country and life in other countries.</p> <p>Draw information from a simple map.</p> <p><u>EAD - Creating with Materials</u></p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><u>C&amp;L – Listening, Attention and Understanding</u></p> <p>Understand simple questions about 'who', 'what', 'where', 'why' and 'how'</p> <p><u>C&amp;L – Speaking</u></p> <p>Asks the meaning of new words, including abstract words, then tries to use them</p> <p>To explain how things, work and why they might happen (real events)</p>	<p><u>Summer1:</u> <b>Our Wonderful World</b></p> <p><u>UTW - People, Cultures and Communities</u></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>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;</p> <p>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><u>EAD - Creating with Materials</u></p> <p>Share their creations, explaining the process they have used</p> <p><u>C&amp;L – Listening, Attention and Understanding</u></p> <p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back and forth exchanges with their teacher and peers.</p> <p><u>C&amp;L – Speaking</u></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate</p>
	<p><b>Foreign Languages</b></p>	<p><u>Autumn 1:</u> <b>En la selva (In the jungle)</b></p> <p><u>Autumn 2:</u> <b>Los Transportes (Transport)</b></p> <p><u>CL – LAU</u></p>	<p><u>Spring 1:</u> <b>Los saludos (Greetings)</b></p> <p><u>Spring 2:</u> <b>Los súperheros (Superheroes)</b></p> <p><u>C&amp;L - Listening, Attention and Understanding</u></p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p><u>Summer 1:</u> <b>Las Estaciones (Seasons)</b></p> <p><u>Summer 2:</u> <b>Las minibestias (Minibeasts)</b></p> <p><u>C&amp;L Speaking</u></p>

		<p>Can sort objects into simple groups and links vocabulary by groupings</p> <p><u>EAD - Being Imaginative and Expressive</u></p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Begin to perform solo or in groups.</p>	<p><u>C&amp;L Speaking</u></p> <p>Asks the meaning of new words, including abstract words, then tries to use them</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p><u>L – Comprehension</u></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p>
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<p><b>Expressive Arts</b></p>	<p><b>Art</b></p>	<p><u>Autumn 2:</u> <b>Colour</b></p> <p><u>EAD –CM:</u></p> <p>Begin to create collaboratively, sharing ideas, resources and skills.</p> <p>To begin to explore a variety of tools and techniques.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects</p> <p>To draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Explore colour and colour mixing for a purpose</p> <p>Develop their own ideas and decide which materials to use to express them;</p> <p>Explore colour and begin mixing;</p> <p>To begin to explore a variety of tools and techniques;</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects;</p> <p>To draw with increasing complexity and detail, such as representing a face with a circle and including details;</p> <p>Explore colour and mixing for a purpose;</p> <p>To talk to others about what they have created;</p> <p><u>EAD – BIE:</u></p> <p>Begin to show different emotions in their drawings and paintings, like happiness and sadness;</p> <p><u>PD – FMS:</u></p> <p>Handles one-handed tools and equipment with control e.g. makes snips in paper with child scissors</p>	<p><u>Spring 2:</u> <b>Nature Sculptures</b></p> <p><u>EAD –CM:</u></p> <p>To become confident when using a range of tools and techniques.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>To talk to others in depth about what they have created and how they have achieved this.</p> <p><u>UTW –TNW:</u></p> <p>Talk about the differences between materials.</p> <p><u>EAD – BIE:</u></p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p><u>PD – FMS:</u></p> <p>Use a wide range of one-handed tools and equipment.</p>	<p><u>Summer 2:</u> <b>Joan Miro</b></p> <p><u>EAD –CM:</u></p> <p>Safely use and explore a variety of materials, tools and techniques.</p> <p>Share their creations, explaining the process they have used.</p> <p><u>PD – FMS:</u></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>
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				<p>tools competently, safely and confidently</p>
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	<p><b>D&amp;T</b></p>	<p><u>Autumn 1:</u> <b>Bags</b></p> <p><u>CL – S:</u> Links sentences together using connectives 'and' and 'because'. Asks lots of questions including 'why', 'when' and 'how'. Tells simple events from the past in the correct order</p> <p><u>CL – LAU:</u> Focuses attention on one thing at a time but can independently stop what they are doing to listen (switches attention) Understands and can answer simple 'how' and 'why' questions. Understands negatives (no, not) e.g. 'who is not wearing a hat?'</p> <p><u>UTW – TNW:</u> Talk about what they see, in more depth, using a wide vocabulary. Explore materials with similar and/or different properties</p> <p><u>EAD –CM:</u> Begin to create collaboratively, sharing ideas, resources and skills. Join different materials in a variety of ways. To begin to explore a variety of tools and techniques. Create closed shapes with continuous lines, and begin to use these shapes to represent objects To draw with increasing complexity and detail, such as representing a face with a circle and including details. Explore colour and colour mixing for a purpose To talk to others about what they have created. Use their imagination as they consider what they can do with different materials for a purpose.</p>	<p><u>Spring 1:</u> <b>Dips</b></p> <p><u>CL – S:</u> Links ideas and sentences, sticking to a main topic Use talk to help work out problems, share feelings and organise ideas. To explain how things, work and why they might happen (real events) Asks the meaning of new words, including abstract words, then tries to use them</p> <p><u>CL – LAU:</u> Shares attention between two things for a short time (dual-channelled) i.e. can do something and listen at the same time Understand simple questions about 'who', 'what', 'where', 'why' and 'how' Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Follows instructions involving a two-part sequence</p> <p><u>UTW – TNW:</u> Explore how materials can change e.g. ice turning into water.</p> <p><u>EAD –CM:</u> To become confident when using a range of tools and techniques. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. To talk to others in depth about what they have created and how they have achieved this.</p> <p><u>PD – FMS:</u> Use a wide range of one-handed tools and equipment, for example uses a toothbrush, cuts a strip of paper neatly Uses a knife and fork competently (but may still need to have meat cut up)</p>	<p><u>Summer 1:</u> <b>Lunchbox</b></p> <p><u>CL – S:</u> 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.</p> <p><u>CL – LAU:</u> 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;</p> <p><u>EAD –CM:</u> Safely use and explore a variety of materials, tools and techniques. Share their creations, explaining the process they have used;</p> <p><u>PD – FMS:</u> Use a range of small tools, including scissors, paint brushes and cutlery.</p>
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		Use their imagination as they consider what they can do with different materials for a purpose;  <u>PD – FMS:</u>  Handles one-handed tools and equipment with control e.g. makes snips in paper with child scissors		
	<b>Computing</b>	<u>Autumn 1:</u> <b>Online Safety - T</b> <u>Autumn 2:</u> <b>Presentation Skills – T2</b>	<u>Spring 1:</u> <b>Programming with Scratch Jr - T</b> <u>Spring 2:</u> <b>Programming Toys - T</b>	<u>Summer 1:</u> <b>Using the Internet – T2</b> <u>Summer 2:</u> <b>Using &amp; Applying - T</b>

	<b>Music</b>	<u>Autumn 1:</u> <b>Fast and Slow</b> <u>Autumn 2:</u> <b>Exploring short and long sounds.</b> <u>EAD - BIE</u>  Listen attentively, move to and talk about music, expressing their feelings and responses.  Watch and talk about dance and performance art, expressing their feelings and responses.  Sing in a group or on their own, increasingly matching the pitch and following the melody.  Explore and engage in music making and dance.  Begin to perform solo or in groups.	<u>Spring 1:</u> <b>Exploring high and low sounds.</b> <u>Spring 2:</u> <b>Exploring the range of sounds that can be made</b>  <u>EAD – BIE</u>  To perform solo or in groups.	<u>Summer 1:</u> <b>Loud and quiet.</b> <u>Summer 2:</u> <b>Exploring senses through Music.</b>  <u>EAD – BIE</u>  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>Physical Development</b>	<b>P.E.</b>	<u>Autumn 1:</u> <b>Games-Ball Skills</b> <u>Autumn 2:</u> <b>Games - Football &amp; Games – Netball</b>  <u>PD – GM</u>	<u>Spring 1:</u> <b>Gymnastics &amp; Dance</b> <u>Spring 2:</u> <b>Gymnastics &amp; Games</b>  <u>PD – GM</u>  Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.	<u>Summer 1:</u> <b>Athletics &amp; Bat and Ball</b> <u>Summer 2:</u> <b>Athletics &amp; Kwikcricket</b>  Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.  Negotiate space and obstacles safely, with consideration for themselves and others;

		<p>Know and talk about the different factors that support their health and wellbeing: physical activity using the term 'exercise' talk about some healthy eating habits understand the importance of brushing their teeth the importance of sleep</p> <p>Begin to develop the fundamental movement skills they have already acquired: Rolling Crawling Walking Jumping Running Climbing</p> <p>Begin to develop some control in a range of ball skills including: throwing, catching, kicking</p> <p>Develop the overall body strength, coordination, balance and agility</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing mealtimes personal hygiene</p>	<p>Begin to use a range of large and small apparatus indoors and outside safety.</p> <p>Know and talk about the different factors that support their health and wellbeing: physical activity using the term 'exercise' talk about some healthy eating habits understand the importance of brushing their teeth the importance of sleep</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, along and in a group</p>	<p>Demonstrate strength, balance and coordination when playing;</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, along and in a group</p> <p>Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>
<p><b>Personal, Social &amp; Emotional</b></p>	<p><b>PSHE</b></p>	<p><u>Autumn 1:</u> <b>Me and My Relationships</b></p> <p><u>Autumn 2:</u> <b>Valuing Differences</b></p> <p><u>PSE – SR</u></p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried';</p> <p>Express their feelings and consider the feelings of others.</p> <p>Understand gradually how others might be feeling;</p> <p>Manage transitions between activities and daily events.</p> <p><u>PSE – MS</u></p> <p>Increasingly follow rules and routines;</p> <p>Manage their own needs.</p> <p>Develop appropriate ways to be assertive.</p> <p>See themselves as a valuable individual;</p> <p>Follow rules and routines;</p>	<p><u>Spring 1:</u> <b>Keeping Safe</b></p> <p><u>Spring 2:</u> <b>Rights and Respect</b></p> <p><u>PSE – SR</u></p> <p>Think about the perspectives of others;</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>Think about the perspectives of others</p> <p><u>PSE – MS</u></p> <p>Increasingly follow rules and routines;</p> <p>Remember rules without needing an adult to remind them;</p> <p>Show resilience and perseverance in the face of challenge.</p> <p><u>PSE – BR</u></p> <p>Find solutions to conflicts and rivalries.</p>	<p><u>Summer 1:</u> <b>Being my Best</b></p> <p><u>Summer 2:</u> <b>Growing and Changing</b></p> <p><u>PSE – SR</u></p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried';</p> <p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly;</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions;</p> <p><u>PSE – MS</u></p> <p>Increasingly follow rules and routines;</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly;</p>

		<p>Understand why rules are important;</p> <p><u>PSE – BR</u></p> <p>Build constructive and respectful relationships.</p> <p>Begin to find solutions to conflicts and rivalries.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p><u>CL – S</u></p> <p>Use a wider range of vocabulary;</p>	<p>Develop their sense of responsibility and membership of a community, such as the importance of environmental issues, working with others, the work of charities and organisations.</p> <p><u>CL – S:</u></p> <p>Use a wider range of vocabulary;</p> <p>Be able to express a point of view;</p> <p>Use longer sentences of four to six words;</p>	<p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><u>CL – S:</u></p>
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		<p>Use longer sentences of four to six words;</p> <p>Be able to express a point of view;</p> <p><u>CL – LAaU:</u></p> <p>Begin to understand instructions that have two parts;</p> <p>Understand simple questions about 'who' and 'what';</p> <p>Understand simple 'who', 'what', 'where', 'why' and 'when' questions;</p> <p>Understand an instruction that has two parts, such as 'get your coat and wait at the door';</p> <p>Understand how to listen carefully;</p> <p>Begin to ask questions to find out more;</p>	<p>Use new vocabulary in different contexts;</p> <p>Articulate their ideas and thoughts in well-formed sentences;</p> <p>Connect one idea or action to another using a range of conjunctions;</p> <p><u>CL – LAaU:</u></p> <p>Begin to understand instructions that have two parts;</p> <p>Understand simple questions about 'who' and 'what';</p> <p>Understand how to listen carefully and why listening is important;</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary;</p> <p>Understand simple 'what', 'how', 'who', 'where' and 'why' questions;</p>	<p>Use a wider range of vocabulary;</p> <p>Be able to express a point of view;</p> <p>Use longer sentences of four to six words;</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate;</p> <p>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.</p> <p><u>CL – LAaU:</u></p> <p>Begin to understand instructions that have two parts;</p> <p>Understand simple questions about 'who' and 'what';</p> <p>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;</p> <p>Make comments about what they have heard and ask questions to clarify their understanding;</p>
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	<p><b>R.E.</b></p>	<p><u>Autumn 1:</u> <b>Creation</b></p> <p><u>Autumn 2:</u> <b>Incarnation</b></p> <p><u>PSE – BR:</u></p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities and so on;</p> <p><u>CL – S:</u></p> <p>Use a wider range of vocabulary;</p> <p>Learn new vocabulary;</p> <p>Use new vocabulary throughout the day;</p> <p>Describe events in some detail;</p> <p>Use talk to help organise their thinking and activities;</p> <p><u>CL – LAaU:</u></p> <p>Begin to understand instructions that have two parts;</p>	<p><u>Spring 1:</u> <b>What do Jews believe?</b></p> <p><u>Spring 2:</u> <b>Salvation</b></p> <p><u>PSE – BR:</u></p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities and so on;</p> <p><u>CL – S:</u></p> <p>Use a wider range of vocabulary;</p> <p>Be able to express a point of view;</p> <p>Use longer sentences of four to six words;</p> <p>Use new vocabulary in different contexts;</p> <p>Articulate their ideas and thoughts in well-formed sentences;</p> <p>Connect one idea or action to another using a range of conjunctions;</p>	<p><u>Summer 1:</u> <b>Gospel</b></p> <p><u>Summer 2:</u> <b>What is faith and what difference does it make?</b></p> <p><u>PSE – BR:</u></p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities and so on;</p> <p><u>CL – S:</u></p> <p>Use a wider range of vocabulary;</p> <p>Be able to express a point of view;</p> <p>Use longer sentences of four to six words;</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate;</p>
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		<p>Understand simple questions about 'who' and 'what';</p> <p>Understand simple 'who', 'what', 'where', 'why' and 'when' questions;</p> <p>Understand how to listen carefully;</p> <p>Begin to ask questions to find out more;</p> <p><u>L – W:</u></p> <p>Add some marks to their drawings, which they give meaning to;</p> <p>Use some of their print and letter knowledge in their early writing;</p> <p>Write some letters accurately;</p> <p><u>UTW – PaP:</u></p> <p>Begin to make sense of their own life-story and family's history;</p> <p>To talk about a past events of personal significance;</p> <p>Comment on images of familiar situations in the past;</p> <p>Begins to talk about a special time for example festivals, celebrations;</p> <p>To begin to talk about how things change;</p> <p><u>UTW – PCaC:</u></p> <p>Continue developing positive attitudes about the differences between people;</p> <p>Name and describe people who are familiar to them;</p> <p>Begin to know that there are different countries in the world and talk about the differences they have experienced or seen in photos;</p> <p>Talk about members of their immediate family and community;</p> <p>Understand that some places are special to members of their community;</p> <p>Recognise some environments that are different to the one in which they live;</p>	<p><u>CL – LAaU:</u></p> <p>Begin to understand instructions that have two parts;</p> <p>Understand simple questions about 'who' and 'what';</p> <p>Understand how to listen carefully and why listening is important;</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary;</p> <p>Understand simple 'what', 'how', 'who', 'where' and 'why' questions;</p> <p><u>L – W:</u></p> <p>Add some marks to their drawings, which they give meaning to;</p> <p>Make marks on their picture to stand for their name;</p> <p>Use some print and letter knowledge in their early writing;</p> <p>Form most lower-case letters correctly;</p> <p>Spell words by identifying the sounds and then writing the letters;</p> <p>Write short sentences with words with known sound-letter correspondences;</p> <p>Begin to use capital letters and full stops;</p> <p>Re-read what has been written to check that it makes sense with an adult;</p> <p><u>UTW – PaP:</u></p> <p>Begin to make sense of their own life-story and family's history;</p> <p>To talk about a past events of personal significance;</p> <p><u>UTW – PCaC:</u></p> <p>Continue developing positive attitudes about the differences between people;</p> <p>Name and describe people who are familiar to them;</p> <p>Begin to know that there are different countries in the world and talk about the differences they have experienced or seen in photos;</p> <p>Talk about members of their immediate family and community;</p>	<p>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.</p> <p><u>CL – LAaU:</u></p> <p>Begin to understand instructions that have two parts;</p> <p>Understand simple questions about 'who' and 'what';</p> <p>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;</p> <p>Make comments about what they have heard and ask questions to clarify their understanding;</p> <p><u>L – W:</u></p> <p>Add some marks to their drawings, which they give meaning to;</p> <p>Make marks on their picture to stand for their name;</p> <p>Use some print and letter knowledge in their early writing;</p> <p>Write recognisable letters, most of which are correctly formed;</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>Write simple phrases and sentences that can be read by others;</p> <p><u>UTW – PaP:</u></p> <p>Begin to make sense of their own life-story and family's history;</p> <p>To talk about a past events of personal significance;</p> <p>Talk about the lives of the people around them and their roles in society;</p> <p><u>UTW – PCaC:</u></p> <p>Continue developing positive attitudes about the differences between people;</p> <p>Name and describe people who are familiar to them;</p> <p>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;</p>
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Understand that some places are special to members of

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



			<p>their community;</p> <p>Recognise some environments that are different to the one in which they live;</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>appropriate, maps.</p>
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