



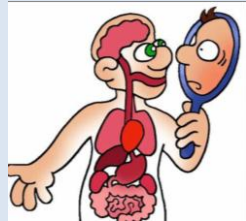






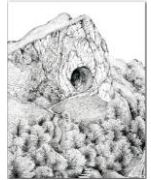

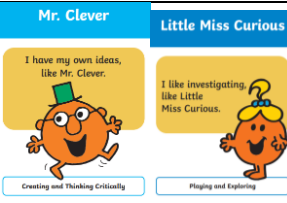
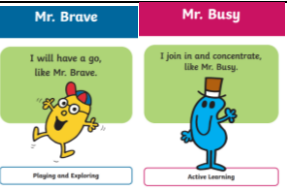
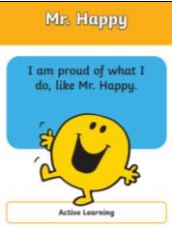







Manifold C.E. Academy

EYFS Curriculum

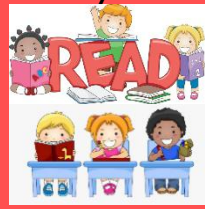
EYFS Curriculum Long Term Plan Year C – 2025/2026

	Autumn Term	Autumn 2 nd Half	Spring 1 st Half	Spring 2 nd Half	Summer 1 st Half	Summer 2 nd Half	
Whole School Curiosity Quest 	ENCHANTED WOODLAND 	<i>Making Our Mark</i> 	Superheroes and Villains 	BURPS, BOTTOMS AND BILE 	Mysteries of the Deep 	Beat Band Boogie 	
Big question 	WHO LIVES IN THE WOODS?	<i>Who do we remember and why?</i>	What is a hero?	HOW DO OUR BODIES WORK?	What are the secrets at the bottom of the sea?	How powerful is music?	
Linking Themes	Autumn Our Local Area Harvest time Birthdays Fairies	Winter Diwali / Hannukah Nursery Rhyme Week Remembrance Day Bonfire Night Christmas	Valentine's Day Chinese New Year Materials Planting/ gardening/ spring People who help us	World Book Day Comic Relief Mother's Day Lent / pancake day Easter	Pirates Ramadan Eid	Father's Day Transition	
Core Values	Introduction to all values	 Wisdom	Hope 	Love 	Perseverance 	With faith take flight and flourish 	
Learning Behaviours	Introduction to all learning behaviours						
Personal, Social and Emotional Development 	Self-Regulation Nursery	Knowledge I know what 'happy' and 'sad' are. I know the school rules. I know why I should wait my turn.	Knowledge I know the school rules. I know that everyone's feelings are different at different times.	Knowledge I know that everyone is special, unique and equal. I know that people have similarities and differences.	Knowledge I know some ways I can show confidence. I know what 'happy', 'sad', 'angry', 'worried' mean. I know the school rules. I know what are good choices to make.	Knowledge I know some simple ways to keep calm. I know the vocabulary to explain a range of feelings.	Knowledge I know the school rules and can explain why they are important. I know some jobs I can do to help in my classroom. I know what school is like and what happens during the day.
		Skills I can express a range of emotions. I can develop self-confidence in exploring new places or activities with a key adult. I can take turns with others, With some adult guidance I can show 'effortful control', e.g. waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. I show some awareness of rules/boundaries).	Skills I can separate from my care giver to access the environment. I am starting to talk about and manage my emotions and understand my feelings. I can remember and follow rules most of the time with encouragement. I can select and use activities/resources to achieve a goal.	Skills I can take on some responsibility within the classroom community. I can ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.	Skills I can follow the school rules often without being reminded by an adult. I am making good choices often. I can talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried'. I can show some assertiveness. I can regulate my behaviour and emotions. I can recognise and respond to the feelings of others.	Skills I am managing my feelings and talk about emotions more often. I can calm independently.	Skills I can take on responsibility with confidence in my classroom community. I am ready for new experiences like starting school. To can be assertive. I can follow the school rules. I can take into the account the feelings of others when regulating my own impulses and behaviour.


	Self Regulation Reception	Knowledge I know why I need to focus. I know a range of emotions.	Knowledge I know some ways in which people show their feelings.	Knowledge I know what I need to do to show I am focusing on my learning.	Knowledge I know what the consequences are to poor behaviour choices. I know what kindness is. I can give examples of how to show kindness.	Knowledge I know an emotion is what I am feeling. I know a range of words to describe my emotions. I know some techniques to keep myself happy and calm. I know some of the things I am good at.	Knowledge I know what a goal is. I know what my own goals are.
		Skills I can follow one step instructions. I can recognise different emotions. I can focus during short whole class activities. I welcome distractions when upset.	Skills I can talk about how I am feeling and consider others' feelings. I can regulate my impulses.	Skills I can focus for longer whole class lessons.	Skills I can identify and moderate my own feelings socially and emotionally. I can identify kindness. I understand that I am responsible for my own behaviour.	Skills I can control my emotions using a range of techniques. I can talk about my own abilities positively. I can say what other children in my class are good at.	Skills I can follow instructions of three steps or more. I know that I am a unique and valued individual. I can regulate my own behaviour, I can set my own goals. I can show resilience and perseverance.
	Managing self Nursery	Knowledge I know why I am special. I know the school rules. I know some ways to make friends with others. I know why I need to take turns.	Knowledge I know what anger is. I know some ways to calm when I feel angry.	Knowledge I know what makes people the same and what makes them difference.. I know that our differences make us special.	Knowledge I know what sort of things make a good friend. I know some ways to keep myself healthy. I know what kindness is and how to show it.	Knowledge I know why we have to take turns. I know some ways to show politeness. I know some ways to stay calm when I am feeling frustrated.	Knowledge I know some of the ways I have changed in Nursery. I know what some of my achievements have been.
		Skills I can build relationships. I can take turns. I am developing self-assurance. I can communicate my needs and feelings.	Skills I can calm myself down when I get angry. I can explain how I deal with problems or my emotions. I am building constructive and respectful relationships.	Skills I can say when I am feeling a certain emotion and explain why. I can say what I like and what I dislike. I show self-confidence. I can say what is special about me.	Skills I can look after others showing kindness. I can say how others might feel in a certain scenario.	Skills I can look after others. I can wait patiently. I can tidy up my own workspace. I can take turns.	Skills I can show resilience and perseverance in the face of challenge. I am learning to cope with winning and losing being brave and modest where needed. (Sports day). My behaviour is positive. I can show kindness and consideration. I competently manage my own needs throughout the daily routine. I can seek support when required.
	Managing self Reception	Knowledge I know some things that make a good relationship between people. I know why we need to have rules.	Knowledge I know why I need to wash my hands throughout the day. I know some healthy foods. I know some unhealthy foods. I know why I should eat healthy foods.	Knowledge I know what some of my achievements have been so far this year. I know what is special about me. I know what my talents are. I know what is special about my friends. I know what perseverance is.	Knowledge I know what makes me an individual. I know some ways to keep myself healthy. I know how to keep myself clean.	Knowledge I know why I should control my feelings and impulses.	Knowledge I know what healthy food choices would be. I know why it is important that I get enough sleep. I know why it is important to limit my screen time. I know why it is important to exercise. I know why it is important I keep my body clean.
		Skills I am building constructive and respectful relationships in school. I can tidy away my own equipment.	Skills I can wash my hands independently. I can complete a jigsaw in a group.	Skills I am proud of my achievements. I am starting to show resilience and perseverance in the face of a challenge. I can complete a jigsaw with a partner.	Skills I show respect to those around me. I am developing independence when dressing and undressing. I can make positive choices with my health and well-being. I explore personal hygiene through water play using soap, dolls, clothes etc.	Skills I can manage my own basic needs independently. I can dress myself independently. I can control my impulses when my needs are not met and when involved in a conflict.	Skills I can show a 'can do' attitude. I can show resilience and perseverance in the face of a challenge. I am making good choices to help me stay healthy. I can organise and tidy up materials. I can complete a jigsaw independently. (challenge -24+ pieces).
	Building relationships Nursery	Knowledge I know some scenarios I can use in role play.	Knowledge I know what makes a good friend.	Knowledge I know some scenarios I can use in role play.	Knowledge I know that people have different feelings at different times. I know some ways to sort out conflicts.	Knowledge I know some scenarios I can use in role play. I know some different games to play.	Knowledge I know all of the adults in school and their names. I know some interesting facts about myself and how I am different to others.
		Skills I can play with increasing confidence on my own and with other children. I can take part in group activities.	Skills I am developing friendships with other children. I can develop role play – taking on role of Carer/Mummy/Daddy etc.	Skills I am becoming more outgoing with unfamiliar people, in the safe context of the school. I am showing more confidence in new social situations. I can play with one or more other children, extending and elaborating play ideas.	Skills I can talk with others to solve conflicts. I am beginning to understand how others might be feeling. I can build friendships through collaborative play. I can maintain play for increasing periods.	Skills I can play in a group with friends. I can make up ideas of things to do and games to play. I can elaborate on ideas. I can take part in pretend play taking on different roles. I understand how others might be feeling. I can take turns and share with others.	Skills I have the confidence to communicate with adults around the school. I can maintain positive relationships with peers and adults through understanding my own identity.

	Building Relationships Reception	Knowledge I know who I can ask for help.	Knowledge I know what makes a good friend.	Knowledge I know some strategies I can use to help me take turns.	Knowledge I know how to show I am listening.	Knowledge I know why I need to take turns.	Knowledge I know some ways to sort out disagreements with others.
		Skills I can seek support from adults. I have the confidence to speak to my peers and adults.	Skills I am beginning to develop friendships.	Skills I can take turns. I can seek others to share experiences.	Skills I can listen to the ideas of other children and agree on a solution and compromise.	Skills I can work as a group taking turns and sharing with others.	Skills I am beginning to find solutions to quarrels and negotiate and talk with others.
Communication and Language 	Listening, Attention and Understanding Nursery	Knowledge I know the names of familiar objects. I know 'action' vocabulary.	Knowledge I know how to show I am listening.	Knowledge I know a range of songs and rhymes.	Knowledge I know how to show I am listening	Knowledge I know how to show I am listening.	Knowledge I know many rhymes and stories.
		Skills I can understand a simple instruction given to me. I can listen to simple stories and understand what is happening, with the help of the pictures. I can identify familiar objects and properties. I understand actions and words by pointing or attending to a request.	Skills I enjoy listening to longer stories and can remember much of what happens. I can sometimes pay attention to more than one thing at a time. I am beginning to ask why questions and think about <u>why</u> things happen. I can hear and describe sounds. I can recall information I have heard.	Skills I understand a question or instruction that has two parts, such as "Get your coat and wait at the door".	Skills I enjoy listening to longer stories and can remember what happens. I can recall detail. I understand ' <u>why</u> ' questions, like: "Why do you think the caterpillar got so fat?"	Skills I can hold a conversation with adults and friends, listening and responding. I enjoy listening to longer stories and can remember what happens in them. I understand a question with two parts like "Can you get your coat and wait by the door please?" I can focus on a chosen activity for at least ten minutes.	Skills I join in at group time, putting up my hand and waiting my turn to talk. I understand when asked questions like "Why" "How". I can sit quietly/listen for longer periods of time. I am able to move away from distractions. I can talk about stories in detail. I listen and 'do' even when occupied. I am beginning to follow instructions with 3 or 4 parts.
	Listening Attention and Understanding Reception	Knowledge I know why listening is important.	Knowledge I know some simple rhymes, patterns and songs.	Knowledge I know what I need to do to show I am a good listener.	Knowledge I know what some of the meanings of some of the new topic vocabulary. I know what questions to ask to find out more.	Knowledge I know what I need to do to show I am a good listener.	Knowledge I know which questions to ask to check my understanding.
		Skills I can understand how to listen carefully. I engage in daily story time. I can maintain attention in whole class/ groups. I can follow instructions with 1 part.	Skills I am beginning to understand how and why questions. I can listen carefully to rhymes and am beginning to recognise rhyming patterns. I can listen / maintain attention in familiar and new situations. I can follow instruction with 2 parts.	Skills I can listen to and talk about stories building familiarity and understanding. I can recite simple rhymes, poems and songs. I can listen attentively in a range of situations. I can maintain attention during activities. I can consider the listener and take turns. I can retell a story. I can follow a story without pictures or props showing understanding.	Skills I can answer who, what, where, why or how? Questions. I can listen and talk about stories in depth. I can ask questions to find out more and clarify understanding.	Skills I can understand and respond to a question such as who, what, where, when, why and how. I can listen and understand instructions while busy with another task. I can maintain an activity whilst listening. I can follow instructions with 3 or 4 parts.	Skills I can have conversations with adults and peers with back-and-forth exchanges. I can attend to others in play. I can make comments and clarify my thinking with questions.
	Speaking Nursery	Knowledge I know words related to a familiar theme.	Knowledge I know some vocabulary related to our learning quest.	Knowledge I know many rhymes.	Knowledge I know lots of new words.	Knowledge I know many rhymes.	Knowledge I know a variety of story related words.
		Skills I understand and can use simple questions about 'who', 'what' and 'where'. I can repeat a modelled sentence.	Skills I can verbalise short sentences and hold conversations. I am beginning to join in with rhymes and songs. I can say sounds s,z,f,v.	Skills I can start a conversation with adults or a friend. I can sing songs. I am beginning to speak in full sentences and using talk to connect ideas.	Skills I can talk about familiar books and I am able to 'tell' a story. I can use new words in play. I use intonation and expression in their language, making my meaning clear. I am beginning to say sounds k,g,ng,sh, I can use longer sentences of up to 4 words and beyond. I can recall new vocabulary with increasing clarity in pronunciation.	Skills I can sing a large repertoire of songs. I use talk to organise play e.g. "Let's go on a bus...you sit there... I'll be the driver". I can peak and listen in turn with others.	Skills I can express a point of view even when I disagree and I can discuss this using words and actions. I use full sentences of four to six words when talking. I can use sentences with varying tenses. I join sentences using words like because or and. I can say sounds k,g,ng,sh, I can make up my own stories using a wide range of vocabulary.
	Speaking Reception	Knowledge I know how to greet people.	Knowledge	Knowledge I know that I need to speak in full sentences.	Knowledge I know what a non-fiction book is.	Knowledge I know why I need to sequence my ideas and events.	Knowledge I know a wide range of vocabulary related to stories.

			I know a wide range of vocabulary related to our learning quest.				
		Skills I can talk in front of small groups and my teacher offering my own ideas. I can use social phrases as part of my daily routines eg, 'good morning' and 'how are you'? I can use sentences with 4-6 words.	Skills I can use new vocabulary throughout the day. I can talk in front of small groups and my teacher offering my ideas. I can use talk to organise play.	Skills I can talk in sentences using conjunctions, e.g. and, because. I can articulate ideas in well-formed sentences. I am beginning to use past tense. I can recount past events.	Skills I engage in non-fiction books and can use new vocabulary in different contexts. I use talk to work out problems and organise my thinking. I can re-tell stories and create my own narratives.	Skills I can use talk to organise, sequence and clarify my thinking, ideas, feelings and events in detail. I can express ideas about my feelings and experiences. I can use language to reason.	Skills Children will use talk in sentences using a range of tenses. Children will use talk to explain how things work and why they might happen in order to solve problems. Re-tell story with repetition and own words. Speak in well-formed sentences with some detail.
Physical Development 	Gross motor Nursery	Knowledge I know some different ways I can choose to move.	Knowledge I know how to keep myself clean.	Knowledge I know where the toilet is in my setting.	Knowledge I know some physical group activities which I can play with my peers.	Knowledge I know some healthy foods and drinks. I know why I should brush my teeth.	Knowledge I know the rules for outdoor play.
		Skills I can decide whether to crawl, walk or run, develop moving in a variety of ways. I can walk smoothly and turn corners. I can run with control. (still has wide gait). I can transition into different positions (e.g. sitting, all fours, lying on tummy). I can imitate simple bilateral movements of limbs (e.g. arms up together). I can sit comfortably on the floor and on a chair. I can go up steps and stairs, or climb up apparatus beginning to use alternate feet. I can use a hand rail independently.	Skills I can balance and ride, (scooters, trikes, and bikes) I am gaining ball skills. I can put on my own coat. I can climb onto equipment without assistance (indoor and outdoor). I can participate in ring games, parachute games. I can choose the right resources to carry out my own plan. (e.g. choosing a spade to enlarge a small hole they dug with a trowel.) I can pick up toys from the floor without falling over. I can put on my coat and try my buttons and zips.	Skills I can try to put my coat on and do up zips. I can brush my teeth, use the toilet, wash and dry my hands. (with a little support). I can run with control. I can climbing down from equipment without assistance. I can change direction while walking. I can pick up toys from the floor without falling over. I can walk up and down stairs with alternating feet.	Skills I can take part in action songs, copying and mirroring actions. I can use large-muscle movements to wave flags and streamers, paint and make marks I can imitate simple bilateral movements of limbs (e.g. arms up together). I can imitate an adult standing on one foot. I can balance and hop steadily. I can pedal a tricycle. I can jump with two feet together 5 times in a row. With support I can collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	Skills I can help myself to get dressed and undressed. I can make healthy choices about food, drink, activity and tooth brushing. I can brush my teeth, use the toilet, and wipe my bottom, washing and drying my own hands. I can move in different ways. I can balance and ride (scooters, trikes and bikes) I can improve my ball skills. I can skip, hop, stand on one leg and hold eg musical statues. I can stand still for a short period. I am often able to use and remember sequences and patterns of movements which are related to music and rhythm. I can climb onto/down from equipment without assistance.	Skills I can throw, catch and kick a ball. I can run around obstacles. I can walk on tip toes. I can walk along a line. I can try to hop on one foot. I can jump over a low object and land with both feet together. I show an awareness of safety. I can manage my own risk I can decide whether to crawl, walk or run across a plank, depending on its length and width. I can walk up and down stairs with alternating feet. I can pedal a tricycle.
	Gross motor Reception	Knowledge I know vocabulary to describe ways to move.	Knowledge I know a range of different balances.	Knowledge I know some different things I can do with a ball.	Knowledge I know a range of different balances. I know what I have to land safely.	Knowledge I know a range of ways to travel across apparatus.	Knowledge I know the rules for simple games.
		Skills I can move safely in a space. I can move in a variety of ways; walking, jumping, hopping, running and skipping. I can improve my footwork co-ordination. I can perform a static balance on one leg. I can pretend to be an animal and move in that way.	Skills I am moving more fluently with developing control. I can explore different ways to travel using equipment. I can walk a balance bike. I can perform a balance, jump and land. I can perform a static seated balance. I can balance a beanbag on parts of my body.	Skills I can move safely and confidently in a variety of more challenging ways. I can control a ball in different ways. I can improve my co-ordination with a ball. I can balance on a variety of equipment and climb. I can explore and describe different movements. I can perform a counterbalance with a partner.	Skills I am developing a range of balls skills including throwing, catching and kicking. I can jump and land <u>safely from a height</u> . I can balance on a bike down an incline. I can use my core muscle strength to achieve a good posture when sitting. I can perform a dynamic balance on a line. I can perform a static balance stance.	Skills I can move safely with confidence and imagination, communicating my ideas through movement and using a range of large and small apparatus. I can pedal and maintain balance on a bike. I am developing overall body strength, balance, co-ordination and agility. I can link two movements together with control and skill. I can improve my co-ordination skill with sending and receiving balls. I can complete an obstacle course.	Skills I can play by the rules. I can play hopscotch. I can play chase and energetic games (e.g stuck in the mud, beans, sharks). I can develop my coordination and agility. I can pedal and maintain balance on a bike whilst manoeuvring. I can chase a ball with agility. I can perform static balances during floor work.
	Fine motor Nursery	Knowledge I know vocabulary to use during fine motor activities.	Knowledge I know vocabulary to use during fine motor activities.	Knowledge I know vocabulary to use during fine motor activities. I know how to hold a pair of scissors.	Knowledge I know vocabulary to use during fine motor activities.	Knowledge I know vocabulary to use during fine motor activities.	Knowledge I know vocabulary to use during fine motor activities. I know how to hold a pencil.


		<p>Skills I can tear paper. I can dig, scoop, pour:- Sand/water (buckets, spades and jugs). I can use a spoon to feed my self/ cups to drink. I am beginning to use cutlery. I can use tweezers to pick up/ move large objects i.e. pasta, large pom-poms. I can thread large objects onto pipe cleaners.</p>	<p>Skills I can use paint brushes – large movements – circular, up and down :- large paintbrushes/ large sheets of paper/ ground. I can use a variety of tools to manipulate play dough. I can use glue spreaders. Pencil control :- I can mark make using tools such as chunky chinks, mark makers in sand etc and large movements (fist grip moving to modified grip).</p>	<p>Skills I can use one-handed tools and equipment, for example, making snips in paper with scissors. I can use paint brushes / chinks – large movements – circular, up and down :- large paintbrushes/ chinks smaller sheets of paper/ ground. I can use glue spreaders. I can use one-handed tools and equipment, for example hammers. Pencil control :- I can use mark makers with developing tripod grip and dominant hand to follow large pattern outlines such as wavy lines or straight lines. I am showing a preference for a dominant hand.</p>	<p>Skills I can eat independently and use a knife and fork. I can use cutlery to feed self/ cups to drink. I can dig, scoop, pour :- Sand/ water (buckets, spades and jugs and funnels). Activities to promote crossing the mid-line of the body i.e. I can pass a ball from left to right. I can use tweezers to pick up/ move smaller objects i.e. small pompoms/ objects. I can thread large beads onto lace. I can use a variety of tools to manipulate play dough. I can make marks in a multitude of ways.</p>	<p>Skills I can use a range of tools competently, safely and confidently. eg pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. I can make snips with paper. I can cut a straight line with some accuracy. Activities to strengthen bilateral coordination I can use lacing cards. I can dig , scoop, pour:- Sand/ water (buckets, spades and jugs and funnels/ different sized scoops/ pipettes etc).</p>	<p>Skills I can use paint brushes / chinks – large movements – circular, up and down :- smaller paintbrushes/ smaller sheets of paper/ ground. I can use tweezers to pick up/ move smaller objects i.e. Small pompoms/ objects. I can put pegs onto paper plates/ material. I can thread large beads onto lace/ lacing cards. Pencil control :- I am beginning to write letters or marks that can be recognised. I can use mark makers with developing 'comfortable' tripod grip and dominant hand.</p>
	Fine motor Reception	<p>Knowledge I know how to hold a pencil. I know the names of tools used in the classroom.</p>	<p>Knowledge I know how to hold a pair of scissors.</p>	<p>Knowledge I know that I need to turn the paper as I cut with scissors.</p>	<p>Knowledge I know the names of cutlery.</p>	<p>Knowledge I know that I need to turn the paper as I cut with scissors. I know how to hold and thread a needle.</p>	<p>Knowledge I know the names of tools used in the classroom.</p>
		<p>Skills I am beginning to use a tripod grip when using mark making tools. I can use tweezers to pick up small objects. I can tear paper.</p>	<p>Skills I can accurately draw lines, circles and shapes to draw pictures. I can cut continuously with scissors to make lines or snips.</p>	<p>Skills I can handle scissors, pencil and glue effectively. I can cut along curved lines with scissors. I can use moulding tools with malleable materials.</p>	<p>Skills I can use cutlery appropriately. I can thread fine beads. I can use tweezers to pick up fine objects. I can weave yarn around a piece of card.</p>	<p>Skills I can hold scissors correctly and cut out small shapes. I can use lacing cards with detailed patterns. I can develop basic sewing skills. I can make a stitch in and out of the fabric. I can make long and short stitches. I can cut the thread and finish off.</p>	<p>Skills I can form letters correctly using a tripod grip. I can make peg board patterns.</p>
<p>Literacy</p> 	Key Texts	Little Red Riding Hood Sleeping Beauty	The Elves and the Shoemaker	Rapunzel	The princess and the pea	The Little Mermaid	The Pied Piper of Hamelin
	Comprehension Nursery	<p>Knowledge I know what my favourite book is.</p>	<p>Knowledge I know how to hold a book, turn pages, look at pictures. I know what a character is.</p>	<p>Knowledge I am beginning to understand the five key concepts about print: - print has meaning - print can have different purposes -we read English text from left to right and from top to bottom.</p>	<p>Knowledge I know that print carries meaning and is read, in English, from left to right. I know the names of the different parts of a book. I know what a character is.</p>	<p>Knowledge I know that print carries meaning and is read, in English, from left to right. I know that stories have beginnings and endings. I know what a setting is.</p>	<p>Knowledge I understand the five key concepts about print: - print has meaning - page sequencing - print can have different purposes - we read English text from left to right and from top to bottom.</p>
		<p>Skills I can join in with familiar rhymes and stories. I can sing Nursery Rhymes.. I hear and can use new vocabulary from stories, rhymes, poems and non-fiction books. (Story times/ topic learning). I have favourite books and I seek them out, to share with an adult, with another child, or to look at alone.</p>	<p>Skills I hear and use new vocabulary from stories, rhymes, poems and non-fiction books. (Story times/ topic learning). I can sequence stories/ events (not always in order). I can identify characters/ settings/ events in stories. I can engage in extended conversations about stories, learning new vocabulary.</p>	<p>Skills I can sequence stories/ events (not always in order). I can identify characters/ settings/ events in stories. (Traditional Tales topic).</p>	<p>Skills I can sequence stories/ events (not always in order). I can identify characters/ settings/ events in stories. (Traditional Tales topic.) I am able to 'map' out a familiar story through drawing. I can sometimes guess endings of stories. I can make up my own stories, with characters.</p>	<p>Skills I am beginning to predict what might happen in stories :- Story times, topic learning. I can sequence stories/ events (not always in order). I can identify characters/ settings/ events in stories. I am able to 'map' out a familiar story through drawing e.g treasure map).</p>	<p>Skills I am beginning to predict what might happen in stories. Story times, topic learning I can sequence stories/ events (not always in order). I can identify characters/ settings/ events in stories. I can talk about the places and people in stories and the important things that are happening, building vocabulary.</p>
	Comprehension Reception	<p>Knowledge I know the difference between text and illustrations.</p>	<p>Knowledge I know which are my favourite books. I know what a character is.</p>	<p>Knowledge I know what illustrations are. I know what a prediction is.</p>	<p>Knowledge I know what a character is. I know what a prediction is.</p>	<p>Knowledge I know the difference between types of text.</p>	<p>Knowledge I know what an author is. I know what an illustrator is. I know a wide range of vocabulary related to stories.</p>
	<p>Skills I can look at a book, hold it the correct way and turn pages.</p>	<p>Skills I can engage and enjoy an increasing range of books.</p>	<p>Skills I can act out stories using recently introduced vocabulary.</p>	<p>Skills I can talk about the characters in the books I am reading.</p>	<p>Skills I can retell a story using vocabulary influenced by my book.</p>	<p>Skills I can answer questions about what they have read.</p>	

	I can explain what is happening in a simple picture in a familiar story. I can complete a repeated refrain in a rhyme/ story.	I can respond to who, where, what questions linked to text and illustrations. I can make simple inferences to answer yes/no questions about characters emotions in a picture book, read aloud to them. I can sequence 2 events from a familiar story using puppets or pictures.	I can use picture clues to help read a simple text. I can make a simple prediction based on a straightforward story read aloud to them. I show understanding of words and phrases. I express a preference for a book or rhyme from a limited selection. My play is influenced by books.	I can re-tell stories in the correct sequence, drawing on language patterns of stories. I can suggest how an unfamiliar story may end. I can give a simple opinion on a book. I can innovate a well-known story through play with support.	I can correctly sequence a story or event using pictures and/or captions. I can make inferences to answer a question beginning 'why do you think?' in a picture book read to them. I can act out a story in play using gestures and actions.	I can act out stories through role play activities and using props. I can innovate a known story. I can recall the main points in text in the correct sequence. I can say whether I like or dislike a book. I can give a simple justification. I am showing understanding of less familiar words.
Word Reading Nursery	Knowledge I know the first letter of my name.	Knowledge I know some nursery rhymes. I know what alliteration is. I know objects beginning with the same initial sound.	Knowledge I know all of the letters in my name. I know what a rhyme is.	Knowledge I know some nursery rhymes. I know that I need to read the initial sound first when reading a word. I know what alliteration is.	Knowledge I know that I need to read the initial sound first when reading a word. I know what alliteration is.	Knowledge I know some nursery rhymes and stories. I know what a rhyming word is.
	Skills I can sing songs and say rhymes independently, for example, singing whilst playing. I can repeat words and phrases from familiar stories. I notice some print, such as the first letter of my name, a bus or door number, or a familiar logo. (Recognise important prints to me).	Skills I can join in with songs and rhymes. I can learn new rhymes and predict rhyme in well-known books. I can recognise alliteration in books. I can recognise my own name.	Skills I can join in with familiar rhymes and stories. I can sing Nursery Rhymes. I can hear and use new vocabulary from stories, rhymes, poems and non-fiction books. (Story times/ topic learning) I can recognise my own name in a group of names.	Skills I know some familiar rhymes and stories. I can sing Nursery Rhymes. I can hear and use new vocabulary from stories, rhymes, poems and non-fiction books. (Story times/ topic learning) I can hear and say the first sound in a word when I hear it.	Skills I can join in with rhymes and stories. I can hear and use new vocabulary from texts. I am beginning to say the first sound in a word when I hear it.	Skills I can join in with rhymes and stories. I can hear and use new vocabulary from texts.
	Phonic Sounds: I can use my body for percussion. I am listening to environmental sounds. I am exploring the sounds of instruments and objects.	Phonic Sounds: I can use my body for percussion. I can listen to environmental sounds. I am beginning to identify things with the same initial sounds.	Phonic Sounds: I am listening to animal sounds. I can spot and suggest rhymes. I can count or clap syllables. I know the initial sound of my name.	Phonic Sounds: I can recognise rhyme and rhythm in books like walking through the jungle. I can recognise alliteration. I can recognise words/objects with the same initial sound orally.	Phonic Sounds: I can orally blend cvc words. When an adult sound talks I-e-g. I can blend it together. I can speak like a robot to blend sounds. I can tap out syllables. I can recognise alliteration.	Phonic Sounds: I can recognise initial sounds I can say lots of words that rhyme with a word like 'cat'. I can orally segment and blend CVC words.
Word Reading Reception	Knowledge I know grapheme phoneme correspondence of 16 letters.	Knowledge I know grapheme phoneme correspondence of 19 letters.	Knowledge I know taught digraphs (ck,ff,ss,ll).	Knowledge I know 9 vowel digraphs – ai,ee,oa,oo,ar,or,ur,ow,oi. I know the trigraph igh.	Knowledge I know trigraphs ear, ure, air. I know vowel digraph er.	Knowledge I know all 42 grapheme phoneme correspondences.
	Skills Phase 2 I can orally blend and segment simple words.	Skills Phase 2 I am beginning to read captions and sentences. I can blend sounds into VC and CVC words orally. I can read a few common exception words. the, to, no, go.	Skills Phase 2 I can recognise digraphs in words and blend the sounds together to read words. I can read phase 2 phonic phrases. I can read tricky words the, to, no, go, l.	Skills Phase 2/3 I can read words containing digraphs,j,v,w,x,z,zz,qu,sh,th,ch,ng. I can read tricky words the, to, he, she, we, me, be, was,my. I can read phase 2/3 books.	Skills Phase 3 I can read longer sentences containing phase 4 words and tricky words. I can read 4 double consonants. I can read phase 3 books. I can read tricky words they, her, all, are. I can read 2 syllable words and captions.	Skills Phase 4/5 I can read phase 4 books. I can read tricky words do, when, out, what, said, have, like, so. I can blend all 42 phonemes to read CVC words. I can read CVCC words. I can blend adjacent consonant – sd, sk, cr, sl, tr, dr, scr, st, spr, pl, sw, fr, sn, sm, vr.
Writing Nursery	Knowledge I know that writing and drawing mean something.	Knowledge I know that writing is not the same as drawing.	Knowledge I know that writing is patterns and shapes that I can copy. I know what my name looks like.	Knowledge I know that writing moves in different directions. I know that writing is composed of separate marks.	Knowledge I know that I need to draw and write particular shapes for my writing to make sense to others.	Knowledge I know different reasons I might need to write. I know some letter shapes from my own name or names of others.

		<p>Skills I can draw some marks on paper, not always distinguishable. I can scribble randomly on paper. I can scribbles spontaneously in different directions, e.g. straight line, circle.</p>	<p>Skills I can copy shapes that have multiple movements. I can find my name with a picture/symbol. I can make marks to represent my name. My writing is beginning to take on a more linear/flowing style. I enjoy drawing freely. I make marks on my picture to stand for my name. I can form lower case letters correctly.</p>	<p>Skills I can identify sounds in words. I can hear some initial sounds. I am beginning to use letters to identify meaning i.e. 'd' is for daddy. I can follow large pattern outlines such as wavy lines or straight lines I can give meaning to the marks I make I can copy an adult when making marks e.g. diagonal line, circle. I can imitate shapes that involve multiple movements, e.g. L X I can look at name card to attempt to write my own name.</p>	<p>Skills I am starting to add loops and more compact upwards and downwards marks. I can follow large pattern outlines such as wavy lines or straight lines. I can give meaning to the marks I make. I can add some marks to my drawings, which I give meaning to. e.g: "That says mummy." I can develop the mark making of my own name.</p>	<p>Skills I can hear some initial sounds in words. I can identify sounds in words. I can orally blend/ segment simple CVC words. I am beginning to use letters to identify meaning i.e. 'd' is for daddy. I can draw some recognisable pictures and give meaning to the marks I make. I can count or clap syllables in a word.</p>	<p>Skills I can write for a range of purposes (not always using correct letters). I have an understanding of movement concepts e.g. up, down, around. I notice and copy letters around me. I can say what my marks, shapes, letters and pictures mean. I can write some or all of my name. I am beginning to write some letters. I can use some print and letter knowledge in early writing eg writing a pretend shopping list that starts at the top of the page; write 'm' for mummy</p>
	Writing Reception	<p>Knowledge I understand that thoughts can be written down. I know that marks have meaning.</p>	<p>Knowledge I understand that thoughts and stories can be written down. I know that after a word is a space.</p>	<p>Knowledge I know that groups of letters make up a word and a group of words make sentences. I know that writing goes from left to right and top to bottom.</p>	<p>Knowledge I know how to form clear ascenders and descenders.</p>	<p>Knowledge I know all grapheme, phoneme letter correspondences. I know why I need to use a capital letter and full stop.</p>	<p>Knowledge I know why I need to use a capital letter and full stop. I know about different types of stories. I know about different types of information text.</p>
		<p>Skills I give meanings to the marks I make. I can write my name, I write it from a name card or I try to write it from memory. Handwriting – draw lines and circles. Spelling – Orally segment sounds in simple words. Writing process progression Adults scribe and write each word, child decides on the content.</p>	<p>Skills I can copy adult writing behaviour, e.g writing messages, writing on a whiteboard. I can write letters and strings, sometimes in clusters like words. Handwriting I can form letters in my name correctly. I can form lower case letters correctly. Spelling I can orally spell VC and CVC words by identifying sounds. I can write my own name. Writing process progression Adults are dictated to by the child, the adult says the word as it is written pointing out gaps and punctuation. Child begins to write the initial sound of a word and the adult continues to write the other parts of the story.</p>	<p>Skills I can write words representing the sounds with a letter/letters. I can write lower case letters correctly. Handwriting I am showing a dominant hand. I am beginning to form recognisable letters. Spelling I can spell to write VC and CVC words independently using phase 2 graphemes. I can orally compose a sentence and hold it in memory. Writing process progression Child continues to write the initial sound of a word which may develop to a VC and a CVC word and the adult continues to write the other parts of the story.</p>	<p>Skills I can write labels/phrases representing the sounds with a letter/letters. I am beginning to form capital letters correctly. Handwriting I can hold a pencil effectively to form recognisable letters. Spelling I can spell to write VC, CVC and CVCC words independently using phase 2 and 3 graphemes. I can spell some tricky words the, to, no, go independently. I can orally compose a sentence with simple conjunctions. Writing process progression More phonetically correct words are written by child along with common words. Child builds words using letter sounds in writing. Can use a phonic mat or word bank to support. Adult writes any unknown words.</p>	<p>Skills I can write words which are spelt phonetically. I can form capital letters correctly. I can re-read what I have written to check it makes sense. Handwriting I can form most lower case letters correctly, I can start and finish in the correct places. I can correctly orientate my letters and use spaces between words. Spelling I can spell words by drawing on knowledge of known grapheme correspondences. I make phonetically plausible attempts when writing more complex unknown words. I can write a simple sentence with a full stop. I use writing in my play. I can use familiar words in my writing. Writing process progression Child takes the pen more and more, until eventually they are writing complete phrases. May still need a phonics mat to support.</p>	<p>Skills I can write simple phrases and sentences using recognisable letters and sounds. I can use a capital letter and full stop to punctuate my sentences. I am confident to write a short story. (May still need a phonics mat to support). I am showing awareness of the different audience for writing. I am beginning to discuss the features of my own writing. I can write different text forms for different purposes e.g – list, story, instructions. Handwriting I can use a pencil confidently to write letters that can be clearly recognised and form some capital letters accurately. Spelling I can spell words by drawing on knowledge of known grapheme correspondences. I can make phonetically plausible attempts when writing more complex words using phase 4 CCVCC. I can spell common irregular words he, she, we, me independently.</p>
<p>Mathematics</p> 	Subitising Nursery	<p>Skills I can count up to three or four objects by saying one number name for each item, towers, beads.</p>	<p>Skills I can match the right number to a group of things from 1 to 3 beginning to extend.</p>	<p>Skills I can link numerals and amounts: eg showing the right number of objects to match to 4. Show 'finger numbers' up to 5.</p>	<p>Skills I can match numerals to amounts, counting out.</p>	<p>Skills I can subitise to 3 or beyond, look at a group of objects and know how many there are.</p>	<p>Skills I can consolidate understanding of concepts previously taught by working through a variety of contexts with different numbers.</p>
	Subitising Reception	<p>Skills I can perceptually subitise within 3. I can identify sub groups in larger arrangements. I can create my own patterns for numbers within 4. I have practiced using my fingers to represent quantities which they can subitise. I have experienced subitising in a range of contexts, including temporal patterns made by sounds.</p>	<p>Skills Continue from first half term. I can subitise within 5, perceptually and conceptually, depending on the arrangements.</p>	<p>Skills I am increasing my confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements. I have explored a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part. I have experienced patterns which show a small group and '1 more'. I can continue to match arrangements to finger patterns.</p>	<p>Skills I have explored symmetrical patterns in which side is a familiar pattern, linking this to 'doubles'.</p>	<p>Skills I can continue to practice increasingly familiar subitising arrangements including those which expose '1 more' or 'doubles' patterns. I can use subitising skills to enable me to identify when the patterns show the same number but in a different arrangement, or when patterns are similar but have a different number. I can subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10. I have been encouraged to identify when it is appropriate to count and when groups can be subitised.</p>	<p>Skills I have developed fast recognition of up to 3 objects, ('subitising'). .</p>

Composition Reception	Knowledge I know that all numbers can be made of 1's.	Knowledge I know that a whole is made from parts. I know that some objects can be taken apart and some cannot.	Knowledge I know which are the 'missing' or 'hidden' parts of 5. I know that numbers within 10 can be composed of '5 and a bit'.	Knowledge I know what an odd number is. I know what an even number is.	Knowledge I know what the number 10 is composed of.	Knowledge I know some number bonds to 10 including doubling facts.
	Skills I have a deep understanding of 1-4. I can compose my own collections within 4.	Skills I have explored the concepts of wholes and parts. I have explored the composition of numbers 1-5.	Skills I have continued to explore the composition of 5. I have explored the composition of 6, linking this to familiar patterns, including symmetrical patterns.	Skills I have explored the composition of odd and even numbers, looking at the 'shape' of these numbers. I am beginning to link even numbers to doubles. I am beginning to explore the composition of numbers within 10.	Skills I have explored the composition of 10. I have revised number bonds to 5.	Skills I have consolidated my understanding of concepts previously taught by working through a variety of contexts with different numbers.
Cardinality, ordinality and counting Nursery	Knowledge I know number names to 10.	Knowledge I know the numbers 1,2 and 3.	Knowledge I know the numerals 1-5. I know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').	Knowledge I know the numerals 1-5. I know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').	Knowledge I know the numerals 1-5. I know that the last number counted tells me how many there are in total.	Knowledge I know the numerals 1-5. I know that the last number counted tells me how many there are in total.
	Skills I can join in with number rhymes. I can count up to three or four objects by saying one number name for each item, towers, beads.	Skills I can count 1:1 the numbers 1,2,3. I can recite numbers to 4. I say one number for each item in order: 1,2,3 and extend beyond.	Skills I can count out 1:1 to number 4.	Skills I can count to 5.;1:1 counting.	Skills I can say one number for each item in order: 1,2,3,4,5. and begin to count beyond. I can show 'finger numbers' up to 5. I can link numerals and amounts, up to 5.	Skills I can recite numbers past 5. I can say one number for each item in order: 1,2,3,4,5. can count beyond.. I can link numerals and amounts, up to 5.
Cardinality, ordinality and counting Reception	Knowledge I know that the last number spoken gives the number in the entire set. I know some strategies to help me to count accurately. I know that anything can be counted including actions and sounds.	Knowledge I know that the last number spoken gives the number in the entire set. I know some strategies to help me to count accurately. I know that anything can be counted including actions and sounds.	Knowledge I know that the last number spoken gives the number in the entire set. I know some strategies to help me to count accurately. I know that anything can be counted including actions and sounds.	Knowledge I know that the last number spoken gives the number in the entire set. I know some strategies to help me to count accurately. I know that anything can be counted including actions and sounds.	Knowledge I know that the last number spoken gives the number in the entire set. I know some strategies to help me to count accurately. I know that anything can be counted including actions and sounds.	Knowledge I know that the last number spoken gives the number in the entire set. I know some strategies to help me to count accurately. I know that anything can be counted including actions and sounds.
	Skills I have had a wide range of opportunities to develop my knowledge of the counting sequence, including through rhyme and song. I have had a wide variety of opportunities to develop 1:1 correspondence including by co-ordinating movement and counting.	Skills I have continued to develop my counting skills. I have explored the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand. I am beginning to count beyond 5. I am beginning to recognise numerals, relating these to quantities. I can subitise and count.	Skills I have continued to develop verbal counting to 20 and beyond. I have continued to develop object counting skills, using a range of strategies to develop accuracy. I have continued to link counting to cardinality, including using my fingers to represent quantities between 5 and 10. I can order numbers, linking cardinal and ordinal representations of number.	Skills I have continued to consolidate my understanding of cardinality, working with larger numbers within 10. I am familiar with the counting pattern beyond 20. I can add and subtract using number sentences.	Skills I have continued to develop verbal counting to 20 and beyond, including counting from different starting numbers. I have continued to develop confidence and accuracy in both verbal and object counting.	Skills I can understand concepts previously taught by working through a variety of contexts with different numbers. I can count beyond 20 and higher.
Comparison Nursery	Skills I recognise some numerals of personal significance.	Skills I can say one number for each item in order: 1,2,3 and extend beyond.	Skills I can say one number for each item in order: 1,2,3,4 and extend beyond.	Skills I have consolidated counting to 5 .1:1 counting.	Skills I can say numbers in order, reciting to 5.	Skills I can compare quantities using language: 'more than', 'fewer'.
Comparison Reception	Knowledge I understand that sets can be compared according to a range of attributes, including by their numerosity.	Knowledge I know that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.	Knowledge I understand the difference between odd and even numbers.	Knowledge I understand the position of numbers 1-10 in the number system.	Knowledge I know what the ordinal number system is.	Knowledge I understand concepts previously taught.


	<p>Skills I can use the language of comparison , including 'more than' and 'fewer than'. I can compare sets 'just by looking'. I can verbally say which has more or less.</p>	<p>Skills I can compare sets using a variety of strategies, including 'just by looking' , by subitising and by matching. I can compare sets by matching, I can compare equal and unequal groups.</p>	<p>Skills I can compare sets using the language of comparison, and play games which involve comparing sets. I can compare sets by matching, identifying when sets are equal. I can explore ways of making unequal sets equal. I can explore the difference between odd and even numbers.</p>	<p>Skills I can compare numbers , reasoning about which is more, using both an understanding of the 'howmanyness' of a number and its position in the number system.</p>	<p>Skills I can order sets of objects, linking this to my understanding of the ordinal number system. I can compare numbers to 10 using the vocabulary of more than and less than. I can share quantities equally.</p>	<p>Skills I understand concepts previously taught by working through a variety of contexts with different numbers.</p>
Pattern Nursery	<p>Knowledge I recognise colours.</p>	<p>Knowledge I know that a pattern repeats.</p>	<p>Knowledge I know that patterns can be made with colours, objects, sounds and movements.</p>	<p>Knowledge I know that patterns should be consistent.</p>	<p>Knowledge I know that there is an order to my day. I know what I do at the start and at the end of the day.</p>	<p>Knowledge I understand yesterday and tomorrow.</p>
	<p>Skills I can sort objects into colours.</p>	<p>Skills I can describe patterns in everyday life. I can recognise stripes, spots. I can match pairs of objects such as socks or buttons of the same colours/ patterns. I can make patterns using everyday objects. I can make and copy patterns of sound. I can make and copy patterns of movements.</p>	<p>Skills I can create AB patterns with colours, natural objects, movement and sound. I can describe AB patterns with colours, natural objects, movement and sound.</p>	<p>Skills I can extend AB patterns with colours, natural objects, movement and sound. I can spot mistakes in AB patterns with colours, natural objects, movement and sound.</p>	<p>Skills Patterns of Time I can talk about events and orders such as getting dressed. I can use words relating to order and when it happens. I can talk about sequences of events in familiar stories/ nursery rhymes.</p>	<p>Skills Patterns of Time I can sequence pictures from familiar short stories/ nursery rhymes. I can talk about times of the day. I can sequence pictures from their daily routines.</p>
Pattern Reception	<p>Knowledge I know that a pattern repeats.</p>	<p>Knowledge I know that a pattern should be consistent.</p>	<p>Knowledge I know that a pattern has a 'unit' which repeats.</p>	<p>Knowledge I know that a pattern should be consistent and repeating.</p>	<p>Knowledge I know that patterns can be applied to colours, objects, movements and sounds.</p>	<p>Knowledge I know some of the patterns in my natural environment.</p>
	<p>Skills I can continue an AB pattern. I can copy an AB pattern. I can make my own AB pattern</p>	<p>Skills I can spot an error in an AB pattern. I can identify the unit of repeat.</p>	<p>Skills I can continue an ABC pattern. I can continue a pattern which ends mid unit.</p>	<p>Skills I can make my own ABB, ABBC patterns . I can spot an error in an ABB pattern.</p>	<p>Skills I can symbolise the unit structure. I can generalise structures to another context or mode. I can make a pattern which repeats around a circle.</p>	<p>Skills I can make a pattern around a border with a fixed number of spaces. I can spot patterns around us.</p>
Measures Nursery	<p>Knowledge I know that to compare objects I need to put them together.</p>	<p>Knowledge I know that to sort objects into size order I need to line them up together.</p>	<p>Knowledge I know that the heavier object will make the scales move down.</p>	<p>Knowledge I know that t compare the length of objects I need to line them up together.</p>	<p>Knowledge I know that a container is full when the water is at the top. I know that the same amount of water looks different in different containers.</p>	<p>Knowledge I know some of the events that occur throughout general day.</p>
	<p>Skills <u>Size</u> I can describe a change in size – e.g it has got bigger/ smaller. I can compare 2 objects using bigger/ smaller e.g on a nature hunt. Can you find a bigger acorn?</p>	<p>Skills <u>Size</u> I can sort objects into size such as 'counting bears'. I can put things away in their correct boxes – understanding that these are the right size for the object.</p>	<p>Skills <u>Weight</u> I can explore weight through playing with scales. I can use the words heavier and lighter when holding 2 objects.</p>	<p>Skills <u>Length</u> I can explore length through play. I can describe differences in height using words tall and short. I can describe differences in length using words long and short.</p>	<p>Skills <u>Capacity</u> I can explore capacity through water play and containers. I can describe capacity using the words empty and full. I can use the phrases 'too much' and 'not enough' when filling containers.</p>	<p>Skills <u>Time</u> I am beginning to use time to sequence events. I am beginning to experience specific time durations.</p>
Measures Reception	<p>Knowledge I know a range of vocabulary to discuss measures.</p>	<p>Knowledge I know strategies to use to compare different amounts</p>	<p>Knowledge I know strategies to use to make sensible estimates and predictions.</p>	<p>Knowledge I know how to use units to compare things.</p>	<p>Knowledge I know that a longer object measures more units than a shorter object. I know that a heavier object weighs more units than a lighter object.</p>	<p>Knowledge I understand yesterday and tomorrow.</p>
	<p>Skills I can recognise attributes . Long/tall/full/heavy</p>	<p>Skills I can compare amounts of continuous quantities</p>	<p>Skills I can show an awareness of comparison in estimating and predicting.</p>	<p>Skills I can compare indirectly.</p>	<p>Skills I can recognise the relationship between the size and the number of units.</p>	<p>Skills I can sequence pictures from familiar short stories/ nursery rhymes. I can talk about times of the day. I can sequence pictures from my daily routines.</p>
Shape and Space Nursery	<p>Knowledge I know that position means where something is. Where is the?</p>	<p>Knowledge I know that shapes fit together in different ways to make larger shapes.</p>	<p>Knowledge I know that there are different routes to take to get to the same place.</p>	<p>Knowledge I know that a square has straight sides. I know that a circle has curved sides.</p>	<p>Knowledge I know the vocabulary to use to describe a route to take. I know that 3D shapes fit together to make larger models.</p>	<p>Knowledge I know that a triangle has 3 straight sides. I know that a rectangle has 4 straight sides. 2 long and 2 short.</p>

		<p>Skills <u>Position</u> I can use words in play including 'in', 'on', 'under', 'up', 'down', 'besides' and 'between'. I can describe movement of an object e.g 'I have put this on the table.' I can use books to understand position – 3 Billy Goats Gruff, We're going on a bear hunt.</p>	<p>Skills <u>Shape exploration</u> I can complete puzzles involving shapes. I can complete activities involving sorting shapes (putting shapes through holes). I can explore shape using blocks and shapes freely. I can make models using construction materials such as blocks/ interlocking shapes.</p>	<p>Skills <u>Routes</u> I can play freely with assault courses – finding different paths and routes. I can create routes using toys e.g train tracks. I can listen and engage with stories about journeys. <u>Shape</u> I can combine shapes to make pictures. I can talk about my models and pictures I have made.</p>	<p>Skills <u>Shape</u> Characteristics of shapes I can talk about everyday objects using pointy, wavy, round, straight. I can talk about and identify straight objects – e.g completing jigsaws.</p>	<p>Skills <u>Routes</u> I can go on walks and describe the route e.g order of places. I can give directions. <u>Shapes</u> I can combine shapes to make new ones e.g an arch or a bigger triangle. I can make dens – choosing appropriate resources based on their characteristics such as flat boxes/ triangular for a roof.</p>	<p>Skills <u>Shapes</u> I can recognise shapes. I can sort objects into shapes. I am beginning to know the names of the 2D shapes, circle, square, rectangle and triangle.</p>
	Shape and Space Reception	<p>Knowledge I know that objects and places can be viewed from a range of angles.</p>	<p>Knowledge I know that 3D shapes fit together to make larger models.</p>	<p>Knowledge I know that a triangle, a rectangle and a square all have straight sides.</p>	<p>Knowledge I know a triangle has 3 sides. I know a circle is curved. I know a square has 4 sides.</p>	<p>Knowledge I know that a triangle has 3 points. I know that a square and rectangle have 4 corners. I know that a square has 4 sides the same length. I know that a circle has 1 curved side.</p>	<p>Knowledge I know that a rectangle can fit 2 squares inside it. I know that a circle folded into 2 would become a semi-circle. I know that 2 triangles would fit inside a square.</p>
		<p>Skills I am developing spatial awareness: experiencing different viewpoints. I am developing spatial vocabulary.</p>	<p>Skills I am developing shape awareness through construction. I can represent spatial relationships.</p>	<p>Skills I can identify similarities between shapes.</p>	<p>Skills I show an awareness of properties of shape.</p>	<p>Skills I can describe the properties of shapes.</p>	<p>Skills I have an awareness of relationships between shapes.</p>
<p>Science (Understanding the World)</p> 	Science Nursery	<p>Knowledge I know that I need to respect my world and all living things. I know how to care for living things. I know what recycling is.</p>	<p>Knowledge I know that some materials float and some sink. I know that materials can be changed. I know that light can shine through some materials.</p>	<p>Knowledge I know what a material is. I know what a magnifying glass is used for. I know that materials are different.</p>	<p>Knowledge I know what a plant is. I know how to care for a plant. I know what happens if I don't care for it. I know that plants grow and change. I know how plants grow and change. I can name body parts through getting dressed, songs and rhymes.</p>	<p>Knowledge I know what an animal is. I know the names of sea animals. I know some animals that come from eggs. I am starting to understand the key features of the life cycle of an animal.</p>	<p>Knowledge I know some different types of weather. I know the 4 seasons. I know that animals grow and change. I know how plants grow and change.</p>
		<p>Skills <i>I am using a bank of vocabulary for 'scientific exploration' which is added to throughout the year.</i> I have had observational and investigational skills modelled to me. I show curiosity. I touch, smell and hear the natural world during hands-on experiences. I can explore how things work. I can use all of my senses to explore natural materials and outdoors. I can describe and comment on things I have seen whilst outside, including plants and animals.</p>	<p>Skills <i>I am using a bank of vocabulary for 'scientific exploration' which is added to throughout the year.</i> Introduce and use related vocabulary. I can talk about the differences between materials and changes I notice. I have investigated shadows. I can explore changes that can happen eg in baking or with ice. I have played with mechanical equipment. I have investigated wind-up toys, pulleys, sets of cogs, toy cars, etc... I can manipulate shape and textures in sensory play. I can mix sand, mud and water and explore properties. I can explore and talk about different forces that I can feel.</p>	<p>Skills <i>I am using a bank of vocabulary for 'scientific exploration' which is added to throughout the year.</i> I have had observational and investigational skills modelled to me. 'I wonder if...'? I can use all of my senses in hands-on exploration of natural materials. I can explore collections of materials with similar/ different properties (porridge oats/ water). I am beginning to talk about the differences between materials and changes they notice. I can talk about what I see and explore how things work., building vocabulary. I can make collections of natural materials to investigate and talk about. I can use magnifying glasses.</p>	<p>Skills <i>I am using a bank of vocabulary for 'scientific exploration' which is added to throughout the year.</i> I can plant seeds and care for growing plants, observing growth and learning what plants need to grow. I can grow vegetables in the school garden. I have observed an apple core going mouldy and brown. I have learnt to respect and care for minibeasts and living things. I am beginning to understand the key features of the life cycle of a plant. I notice changes eg shoots growing from a seed After close observation I can draw pictures of plants and flowers. I can look closely at cut plants and fruit. I can make sense of my own life-story and my family's history in terms of growth (baby-toddler-child-teenager-adult-elderly). I have taken part in first hand scientific exploration of animal life cycles, such as caterpillars or chicks eggs.</p>	<p>Skills <i>I am using a bank of vocabulary for 'scientific exploration' which is added to throughout the year.</i> I can compare animals that live in the water to those that live on land. I have explored a range of sea animals. I can draw pictures of the natural world, including animals after close observation. I can talk about animals that interest me. I can refer to books, wall displays and online resources to extend my knowledge. I show interest in different occupations. I can ask questions to a visitor related to animals. I can use animal vocabulary in my play. I can look closely at tadpoles/ minibeasts using a magnifying glass.</p>	<p>Skills <i>I am using a bank of vocabulary for 'scientific exploration' which is added to throughout the year.</i> Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. I can show my understanding of the seasons and weather in my play. I can play in leaves, snow, mud. I can explore the world around me and watch how the seasons are changing. I can explore and respond to different natural phenomena in my setting. I understand the natural environment and living things.</p>

	Science Reception	<p>BIOLOGY Knowledge</p> <p>I have a good general knowledge about living things and the natural world. I can recall features of different plants and animals. I know how to care for plants. I know vocabulary to describe plants in detail. (e.g describe a daffodil, moss on a stone, blossom on trees). I know some ways to care for the world environment. I know what rubbish can do to our environment and animals. I know some ways that things can be recycled.</p>	<p>CHEMISTRY Knowledge</p> <p>I know what light is. I know that light is made of all colours of the rainbow. I know we need light to see. I know dark is the absence of light. I know the difference between metallic and non-metallic objects. I know that I can make shadows when I block the light. I know that a force makes something move. I know what a magnet is. I know that some materials are magnetic (stick to a magnet). I know that objects that float 'push' against the water.</p>	<p>BIOLOGY Knowledge</p> <p>I know some important processes and changes in the natural world, including states of matter. (Ice melting/ water freezing/ sound causing a vibration/ I know a full range of materials (wood, metal, plastic, glass, paper, stone). I know some ways we can care for old buildings like castles. I know which is the strongest material to build a castle with. I know what would happen to a mud castle if it rained. I know some materials that can be recycled.</p>	<p>CHEMISTRY/ PHYSICS Knowledge</p> <p>I know my 5 senses. I can name my main body parts. I know that humans can look different. I know why I need to brush my teeth.</p>	<p>BIOLOGY/ PHYSICS Knowledge</p> <p>I know the names of a range of animals (farm/ wild/pets). I know how animals are different. I know how animals are the same. I know how to care for animals. I know an animal song/ rhyme. I know the life cycle of one animal.</p>	<p>BIOLOGY Knowledge</p> <p>I know some important processes and changes in the natural world including the effects of changing seasons on the natural world around them. I know different weather types and how they differ in different places. I know how to care for the air we breathe? I know that the Earth is tilted and spins on its axis to cause day and night, seasons and climate. I know that some trees change throughout the year and others do not. I know that clouds and fog are made up of water droplets or frozen crystals of water.</p>
		<p>Skills</p> <p>I can make observations about plants discussing similarities and differences. I can recognise familiar plants. I can label the different parts of a plant. I can plant and grow herbs and use my senses to investigate. I can grow a sunflower and measure it as it grows. I can pick edible berries. I can visit a garden/ allotment/ nature reserve to explore a range of plants. I can name trees in the school woodland. I can explore the natural world around me using my senses to describe what I can see, hear and feel. I can talk about features of the environment I am in.</p>	<p>Skills</p> <p>I understand the terms 'same' and 'different'. I can explain why materials are the same or different. I can sort materials into those that float or sink and give reasons why that might be. I can make shadows using a light source and different objects. I can give examples of forces all around me. I can try to explain how mechanical toys might work.</p>	<p>Skills</p> <p>I can investigate and explore properties of materials in loose part play/ junk modelling. I can take part in cooking activities. I can explore collections of materials with similar or different properties and changes I notice. I can sort objects into groups based on their material. I can squeeze and manipulate different materials. I can use magnifying glasses and I-pad apps. I can look at magnified objects and guess what I see. (Explorify). I can change the sensory nature of sand by adding other materials.</p>	<p>Skills</p> <p>I have learnt about different environments. I can label my body parts. I have learnt some of the purposes of parts of my body.</p>	<p>Skills</p> <p>I have explored through interaction and hands-on experiences. I can make observations about animals discussing similarities and differences. I can explore and ask questions about the natural world around me (visit a zoo). I can label farm animal body parts. I can sort animals according to where they live. I can group animals by familiar features (size, colour, shape). I can match farm animals to their young. I can talk about my pets.</p>	<p>Skills</p> <p>I notice, observe and talk about seasonal changes. Note and record the weather. Select texts about weather and seasons. I can discuss animals behaviour in different weather and seasons. I can go on a minibeast hunt. I can observe outdoors. I can investigate and measure with a rain gauge. I can discuss what to wear in different weathers. I can investigate why water in an open container disappears.</p>
History (Understanding the World)	Chronology Nursery	<p>Knowledge</p> <p>I know who the members of my family I know the meaning of 'past'.</p>	<p>Knowledge</p> <p>I know that some events repeat every year.</p>	<p>Knowledge</p> <p>I can talk about people and times that are special to me. eg... "remember the party when we had fireworks and big bangs.</p>	<p>Knowledge</p> <p>I can talk about people and times that are special to me. Eg "remember the party when we had fireworks and big bangs.</p>	<p>Knowledge</p> <p>I can talk about journeys I have been on in the past. I know that other families go on different journeys.</p>	<p>Knowledge</p> <p>I can talk about some found objects from the past (souvenirs/ fossils/ stones etc..)</p>
		<p>Skills</p> <p>I can comment on photos of my family.</p>	<p>Skills</p> <p>I can talk about what I have done with my family during Christmas' in the past. I have explored how Christmas used to be celebrated in the past.</p>	<p>Skills</p> <p>I am beginning to make sense of my own life-story and my family history.</p>	<p>Skills</p> <p>I can discuss my experience of past birthday celebrations.</p>	<p>Skills</p> <p>I can make connections between the features of my family and other families.</p>	<p>Skills</p> <p>I can talk about my own photos and memories.</p>
	Chronology Reception	<p>Knowledge</p> <p>I know who my family members are and their relationship to me.</p>	<p>Knowledge</p> <p>I know about my own life story and how I have changed up to now.</p>	<p>Knowledge</p> <p>I know the days of the week in the correct sequence.</p>	<p>Knowledge</p> <p>I know some of the months of the year in sequence. I know which month of the year</p>	<p>Knowledge</p> <p>I know the seasons of the year in sequence.</p>	<p>Knowledge</p> <p>I know the main events of my school year. I know about my own life story and how</p>

				my birthday is in.		I have changed.
	Skills I can describe people who are familiar to me.	Skills I can use the language of time when talking about past/present events in my own life and in the lives of others. I can sequence my family members.	Skills I can explain the key differences between what my family members can do. I can visually represent my own day on a simple timeline.	Skills I can sequence a familiar set of events. I can talk about changes in my own lifetime, by creating a personal timeline.	Skills I can describe a familiar sequence of events using words such as, first... then... I can recount an event or journey orally, pictorially and/or captions.	Skills I can order experiences in relation to myself and others, including stories. I can re-tell life experiences that I have had.
Historical Knowledge Reception	I can talk about the lives of people around me and their roles in society including historical figures. I am developing a sense of continuity and change. I can compare and contrast characters from stories throughout the year, including figures from the past.					
	William the Conqueror	William Shakespeare	Ernest Shackleton	Florence Nightingale/ Mary Seacole	Alexander Graham Bell/ Louis Braille	John Lennon
	I am developing an understanding of past and present castles through texts and images.	I can talk about historical characters from a range of cultures after listening to stories about them.	I can use songs, poems, puppets and role play to explore characters from the past.	I can explore common themes from stories, such as bravery, difficult choices and kindness. I can talk about my experiences with these.	I am learning about the discovery of the telephone/ ways to communicate.	I am learning about historical evidence that tells us about MUSIC in the past.
Historical enquiry Reception	I can explain similarities and differences with pictures, stories, artefacts and accounts from the past.					
	Knowledge I know some things that were found in castles in the past. I know some things found in the present.	Knowledge I know what a writer does. I know that some writers in the past have changed the way we live today. I know that William Shakespeare wrote famous plays. I know what life was like in the Shakespeare's times. I know about Key Historical events and why and how we celebrate then today. (Remembrance Day/ Bonfire Night).	Knowledge I know what life was like for Shackleton and his team. I know why people go exploring. I know about the past through the stories of explorers.	Knowledge I know a range of different occupations people do. I know which job/s I would like to do. I know what life was like for nurses in these times.	Knowledge I know about the past through the stories about how people communicated. I know how the way we communicate has changed over time.	Knowledge I know a range of different occupations people do. I know which job/s I would like to do. I know that music has changed over time.
	Skills I can comment on images of familiar situations in the past (castles). I can talk about the lives of immediate family, people around me.	Skills I can comment on images of familiar situations in the past (theatres). I show an interest in a wider range of occupations. I can ask questions and use different sources to answer. I can decide if a picture is in the past or present.	Skills I can comment on images of familiar situations in the past. I can talk about the lives of people around me in more detail. I can ask questions to an explorer.	Skills I can ask questions to a nurse. I can use vocabulary related to occupations in play. I can describe people who are familiar to me. (delivery and shop staff, hairdressers, police, fire service, nurses, doctors and teachers.) I can share my experiences. I can identify similarities and differences in jobs.	Skills I can comment on images of familiar situations in the past. I can talk about past and present events in my life and those I have learnt about. I can talk about the lives of people in my community and the important roles that they play. I can talk about key roles people have in society both in the present and in the past.	Skills I can comment on images of familiar situations in the past. I can talk about the past and present events in my own life and those I have learnt about. I can describe features of objects, people, places at different times and make comparisons. I can ask questions to family members.
Interpretation Skills Reception	Knowledge I know what was the same and what was different in the past in castles.	Knowledge I know what was the same and what was different in the past when people visited the theatre.	Knowledge I know what was the same and what was different in the past when people explored the world.	Knowledge I know what was the same and what was different in the past with stories.	Knowledge I know what was the same and what was different in the past with communication.	Knowledge I know what was the same and what was different in the past at the time of my parents and grandparents when they were children.
	Skills I understand the terms 'same' and 'different'.	Skills I can spot things that are the same and different in different contexts.	Skills I can compare and contrast characters from stories.	Skills I can comment on images of familiar situations and events (occupations) in the past.	Skills I can draw on my own experiences and those in class. I can describe images of familiar situations in the past using books.	Skills I can draw on my own experiences and those in class.
Geography	Knowledge					

(Understanding the World)	Geographical Enquiry Reception	<p>I know that there are many countries around the world. I can name some countries in the world. I know that some people in other countries may speak in different languages.</p> <p>Skills I can describe environments using stories and maps. I have an understanding of life in other countries, through settings, characters and events from books. I can comment about different places within stories and recognise that different places have different features. I can make comparisons between life for children in different countries. I can compare life in this country to other countries. I can learn about different countries from non-fiction texts.</p>					
	Focus country	France	Kenya (Africa)	Antarctica	United Kingdom (England, Ireland, Scotland, Wales)	India	Australia
	Geographical skills Nursery	<p>Knowledge I know that there are different countries in the world.</p> <p>Skills I show my understanding of my own environment and contrasting environments through my conversation and play. I can talk about different occupations. I can discuss what jobs my family do. I am developing positive attitudes and challenging typical stereotypes. I have visited places of worship and places of local importance to the community.</p>	<p>Knowledge I know that my friends may do some things differently to me. eg food and celebrations.</p> <p>Skills I can find out about other countries in the world and what life is like to live there. I can explore transport to get to other countries. I can talk about the differences I have experienced or seen in photos. I am developing positive attitudes about the differences between people.</p>	<p>Knowledge I know a range of fictional characters and creatures from stories (from a range of cultures). I can differentiate fictional characters from real people in my life.</p> <p>Skills I can use world maps to see where some stories are based. I can draw information from a map and begin to understand why maps are so important. I notice differences between people.</p>	<p>Knowledge I know which country I am from. I can explain what England is like. I know some places I have been with my family.</p> <p>Skills I can talk about what I do with my family and the places I have been. I am beginning to see similarities and make simple comparisons between other families. I listen to fictional stories about families.</p>	<p>Knowledge I know that there are different countries in the world. I know some people who help us at school and in our immediate world.</p> <p>Skills I am developing positive attitudes about the differences between people I can talk about the differences I have experienced or seen in photos.</p>	<p>Knowledge I know that there are different countries in the world. I know how I get to school and what transport I use. I know some different forms of transport.</p> <p>Skills I can navigate around my classroom and outdoor areas. I can follow treasure hunts to find places/ objects within the school environment. I can draw information from a map and begin to understand why maps are so important. I have visited places of worship and places of local importance to the community.</p>
Geography Reception	<p>Knowledge I know about features of the immediate environment (countryside landscape). I can name the road and the village that the school is located in.</p> <p>Skills I can talk about what I see in my own environment using a range of vocabulary (school and home). I can read common signs and logos. I can talk about members of my immediate family and community. I can represent my local environment/ make physical features in sand play and construction.</p>	<p>Knowledge I know that some environments are different to the one where I live. I am beginning to name specific features of the world, natural and man-made.</p> <p>Skills I can draw a picture to represent a place. I have explored different families around the world. I can talk about some of the holidays I have been on. I can use geographical vocabulary in role play travel agents. I can use pictures to compare and contrast. I can look closely at similarities and differences. I can show my learning through play with a diverse range of props, puppets and dolls.</p>	<p>Knowledge I can name the road and the village that the school is located in. I know the local landmarks in my area. I know that simple symbols are used to identify features on a map.</p> <p>Skills I can make comparisons between objects relating to size, and length. I can talk about my local environment (road, park, library). I can draw information from a simple map. I can draw a picture map to represent a place. I can ask questions about my immediate environment and other places.</p>	<p>Knowledge I can name specific features of the world, natural and man-made.</p> <p>Skills I can use picture maps. I can program a beebot to move along a track or small world set up in a specific direction. I can use photos and pictures to locate places and place on a simple map. I can draw a simple map to represent a place. I can identify similarities and differences between homes in my country. I can find out about my local area by visiting places and talking to people.</p>	<p>Knowledge I know my address. I know which country I live in. I know that simple symbols are used to identify features on a map. I know I can use maps to locate objects in 'real life'.</p> <p>Skills I can use technology e.g beebots I am beginning to show spatial awareness. I can draw a picture map to represent a place. I recognise that some environments are different to the one where I live. I can use pictures to compare and contrast. I can identify on a map different environments to where I live.</p>	<p>Knowledge I know about people who help us within the community.</p> <p>Skills I can describe a familiar route. I can create own map using grid paper and symbols. I can compare places visited and their features. I can comment on and ask questions about the different parts of the local community. I notice features using aerial views of the school setting. I can discuss routes and locations, using words like 'in front of' and 'behind'. I can follow simple directions like up and down, forwards and backwards. I can use maps to locate objects in 'real life'. I can use technology e.g beebots I am beginning to show spatial awareness. I can use positional language. I can talk about my local environment (road, park, library).</p>	

RE	RE Reception	CREATION I know that collective worship is part of the life of the school community. I know that I am special.	INCARNATION I know that people have different beliefs and celebrate special times in different ways. I know that God came to Earth as a baby, Jesus Christ, Son of God. I know that Jesus showed us what God is like on Earth. I know that people are God's treasured possessions and he loves them all equally.	SALVATION I know that people have different beliefs and celebrate special times in different ways. I know about some religious festivals. I am beginning to express my own opinions and thoughts about the religious material studied.	SALVATION I know that people around the world have different religions.	What makes stories special? I can listen to religious stories and talk about their meaning. I can recognise some religious words and symbols.	What happens in our church? Knowledge I know that some places are special to members of my community. I know about how some people express their beliefs (e.g. what happens in church).
		Skills I can talk to the local vicar and ask them questions. I can show interest in the world around me and ask questions about what I see and experience. I understand how to care for an animal/ pet.	Skills I have visited church and chapel and contrasting places of worship in the city for a variety of faiths. I can compare the similarities and differences. I have a growing understanding of the wider world. I can work with others to make the world a good place. I am beginning to understand what is important to me.	Skills I can be curious and interested in finding out about people. I have investigated different beliefs and celebrations (Chinese New Year).	Skills I have spoken to people from different faiths and shared their experiences. I am beginning to understand what is important to some people of faith. I am beginning to express my own opinions and thoughts about the religious material studied.	Skills I am beginning to express my own opinions and thoughts about the religious material studied.	Skills I am beginning to express my own opinions and thoughts about the religious material studied. I understand why some places are special to members of their community.
COMPUTING	Computing Reception	Technology I can talk about how I can use the internet to find things out. I can identify devices I could use to access information on the internet. I can give simple examples of how to find information (e.g. search engine, voice activated searching).	Digital Writing Privacy and Security I can identify some simple examples of my personal information (e.g. name, address, birthday, age). I can describe the people I can trust and can share this with; I can explain why I can trust them. I know that a password is secret. Copyright and Ownership I know that work I create belongs to me. I can name my work so that others know it belongs to me.	Robots Online Bullying I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel. I can talk about how I can use the internet to find things out. Online Reputation I can identify ways that I can put information on the internet	Data Online Relationships I can recognise some ways in which the internet can be used to communicate. I can give examples of how I (might) use technology to communicate with people I know.	Digital painting Self-Image and Identity I can recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed and upset. I can explain how this could be either in real life or online.	Animation Health, Well-being and lifestyle I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples.
		I can wait a short amount of time for something I want e.g.: a computer loading / an App to work. I can with support try new things. E.g.: a computer programme / Beebots.	I know how to use an iPad or tablet appropriately. I know how to use my fingers on a touch screen, and control a mouse/touchpad on a computer.	I know how to work a simple programmable toy. I can select and use technology for particular purposes.	I know how technology is used in my own home. I know that technology has changed since my adults were young.	I know how to use a camera and how to draw on an i-pad.	I can safely use a range of technology for a purpose, including making my own video.
Art and Design (Expressive Arts and Design) 	Breadth of study Exploring and Developing Ideas and work Nursery	I can explore 3D form. Painting pebbles/ stones Natural sculpture	I can work with others to develop and realise creative ideas. My teacher takes pictures of my creations and records my ideas explaining what I did.	I can make different textures and make patterns using different colours.	I am encouraged to select the tools and techniques I need to assemble materials that I am using e.g cards Mother's Day / Easter crafts	I can explore printing and patterns. I can use different textures and materials to make recycled Art.	I can explore printing and patterns. Father's Day crafts I can make different textures and make patterns using different colours.
		Breadth of study Exploring and Developing Ideas and work Reception	I can use a range of different techniques and a variety of materials. I can explore different surfaces to work on; paving, floor, tabletop, easel. I can look at some country crafts in order to widen my ideas.	I can experiment with different textures through collage. I can explore recycling with boxes. I can explore long strips of paper.	I can share my creations. I can talk about process and evaluate my work. I can create collaboratively sharing skills/ techniques. I can paint pebbles.	I can make props and costumes for different role play scenarios. I know what textiles are. I can describe and sort textiles. I can cut and join textiles using tape and glue. I can make a patchwork pattern. I can use food colouring to dye a piece of fabric.	I can explore and use a variety of artistic effects to express my ideas and feelings. I can plan a design before starting. I can ask questions to an artist.
	Artists to study colour/ movement/ line/ emotion	Andrew Goldsworthy	Bear's Magic pencil African Art	Roy Lichtenstein	Frida Kahlo	Hundertwasser	Octopuses garden song

	(different times and cultures).						
	Interesting objects to draw	Plants, trees, flowers, castles	Theatre characters	Cartoon writing	People Fruit and Veg	Sea creatures	Musical instruments Art inspired by music
	Drawing Nursery	Skills I can use drawing to represent farm noises. I can draw alongside my teacher. I can draw different types of line – thick and thin.	Skills I can draw from imagination.	Skills I can draw from imagination. I can draw alongside my teacher. I can explore lines in wet/dry sand. I can make a line go for a walk.	Skills I can draw from observation. I can draw with some detail. e.g a face with a circle and details. I can create closed shapes with continuous lines, and begin to use these shapes to represent objects.	Skills I can use drawing to represent map symbols. I can draw from observation.	Skills I can draw for a purpose using detail such as a drawing a circle for a face. I am beginning to show different emotions in my drawings and paintings, like happiness, sadness, fear etc.
	Drawing Reception	Skills I can draw simple shapes and lines. I can use drawing materials to create pictures with a range of lines and shapes.	Skills I can draw simple things from memory/ things I observe. I can explore textures built from lines (rubblings). I can explore lines in wet/dry sand.	Skills I can colour in a picture using appropriate colours within the lines. I can colour alongside my teacher.	Skills I can draw a self-portrait using a mirror. I can draw bodies of an appropriate size.	Skills I can use a range of shapes and colours to represent observational drawings. I can draw lines in random patterns and lines in regular patterns.	Skills I can draw with detail. I can draw lines from observation e.g lines on my hand, lines on a leaf, vegetable, shell, fossil.
	Painting Nursery	Knowledge I can name colours. Skills I am beginning to mix colours.	Knowledge I can name colours. Skills I can dip the right amount of paint. I can make a range of marks with a paint brush.	Knowledge I can name colours. Skills I can paint and fold to create symmetrical patterns.	Knowledge I can name colours. Skills I can use thick and thin brushes to make effects e.g dragging, swirling, smudging.	Knowledge I can name colours. Skills I can mix paints together to make new colours. I can talk about the different shades such as light and dark. I can put the paint brush back in the correct pot.	Knowledge I can name colours. Skills I can express my ideas and feelings through colour. I can turn pages to avoid smudging. I can paint with my favourite colour.
	Painting Reception	Knowledge I can name colours. I know dull colours and bright colours. Skills I experiment with colour to make creations. I can experiment with mixing colours.	Knowledge I know what colours make me think of. Skills I experiment with colour and texture with paint. I can use a paintbrush to form lines and circles.	Knowledge I know how to observe closely. Skills I can paint simple things from memory or observation.	Knowledge I know the names of primary colours. I know that primary colours cannot be mixed from other colours. Skills I can mix primary colours to make secondary colours. I can experiment printing with paint.	Knowledge I know some different tools I can paint with. I know what a repeat pattern is. Skills I can choose tools I need to enhance my work. I can use thin brushes to add detail. I can paint with a range of tools.	Knowledge I know which Primary colours make secondary colours. Skills I can mix colours. I can mix different shades of secondary colours.
	3D Form / Collage Nursery	Knowledge I name objects I can use in natural Art. Skills I can create natural art using petals, sticks, stones etc. I can create 3D forms using a range of moulds/ wet and dry sand. I can join different materials and explore different textures.	Knowledge I know where to put the glue. I know how much glue to use. Skills I can explore with junk to make models. I can press shapes into play dough.	Knowledge I know ways to sort materials. Skills I can explore with different materials freely. I can combine them in different ways to develop my ideas.	Knowledge I know how to balance boxes. Skills I can share resources. I can make my own sculpture.	Knowledge I know how to hold scissors. Skills I can tear paper (long, short, thick, thin).	Knowledge I can name different types of pattern. Skills I can create patterns in collage.
	3D Form / Collage Reception	Knowledge I know what a collage is. Skills I can explore form using play dough. I can use a rolling pin. I can make a collage cutting different shapes from paper.	Knowledge I know that collages can be made with different materials. Skills I can engage in loose part play. I can make a collage with different types of paper.	Knowledge I know what clay is, where it comes from and what it is used for. Skills I can explore form using air drying clay. I can make something with clear intentions. I can talk about what I've made. I can roll, pull, pinch, twist, stroke, wet, burrow, prod and poke clay.	Knowledge I know why an effective construction needs a careful plan/ design. Skills I can design a construction and build it and name it.	Knowledge I know some ways to join materials. Skills I can build models which replicate those in real life. I can decorate my model. I can use masking tape and Sellotape.	Knowledge I know what 3D Art is. Skills I can explore form using construction materials. I can make a collage using a range of materials. I can cut a slit into a box or tube to join another piece of card to it.
Design and Technology (Expressive Arts and Design)	Developing, planning and communicating ideas Nursery	Skills I can build a stick structure. I can work with others to develop and realise creative ideas.	Skills I can fit together and take apart construction kits.	Skills I can use my imagination as I consider what I can do with different materials. I can build an animal home.	Skills I can make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	Skills I can construct with a range of materials.	Skills I can choose the things I want to use to develop my own ideas.
	Reception	Knowledge I know the main features of a strong structure.	Knowledge I know the names of the materials I am using.	Knowledge I know the names of the materials I am using.	Knowledge I know that I need to follow a sequence of instructions to	Knowledge I know what fabric is and how it can be used. Skills	Knowledge I know why an effective construction needs a careful design/ plan.

		<p>Skills</p> <p>I can select and name the tools needed to work the materials e.g. scissors for paper.</p> <p>I can design and build a stick structure.</p>	<p>Skills</p> <p>I can explain what I am making and which materials I am using.</p> <p>I can build with junk.</p> <p>I can fold paper to make creations.</p>	<p>Skills</p> <p>I can select materials from a limited range that will meet a simple design criteria e.g. shiny.</p> <p>I can design and make a mask for a character.</p>	<p>make a meal.</p> <p>Skills</p> <p>I can explore my favourite recipes and how to make them.</p>	<p>I can explore ideas by rearranging materials.</p> <p>I can make independent choices about the resources needed and talk about my creations.</p>	<p>Skills</p> <p>I can build based on photos of instruments.</p> <p>I can describe simple models or drawings of ideas and intentions.</p> <p>I am beginning to plan a design before starting.</p> <p>I can choose the most appropriate tools and materials for the job.</p> <p>I can make an instrument.</p>
	<p>Working with tools, equipment, materials and components to make quality products</p> <p>Nursery</p>	<p>Skills</p> <p>I can make simple models which express my ideas.</p>	<p>Skills</p> <p>I can build blocks/ create dens.</p> <p>I can explore different materials freely, combining in different ways to develop my ideas.</p>	<p>Skills</p> <p>I can build with large and small blocks.</p>	<p>Skills</p> <p>I can create environments with construction.</p>	<p>Skills</p> <p>I can build systems – roads/ pathways.</p>	<p>Skills</p> <p>I can safely use different things like scissors, masking tape, sticky tape, hole punches, hammers and string to join and fix things together.</p>
	<p>Working with tools, equipment, materials and components to make quality products</p> <p>Reception</p>	<p>Skills</p> <p>I am starting to build structures, joining components together.</p> <p>I can recognise balance and how it can be achieved.</p>	<p>Skills</p> <p>I can use glue and masking tape for sticking pieces of scrap materials onto cardboard boxes.</p> <p>I am beginning to create my design using basic techniques.</p> <p>I can join materials with different sorts of glue.</p>	<p>Skills</p> <p>I can use technical vocabulary when appropriate.</p> <p>I can safely explore different techniques for joining materials.</p> <p>I can use a glue gun with supervision.</p>	<p>Skills</p> <p>I am beginning to use scissors to cut straight and curved edges.</p> <p>I can make imaginative and complex small worlds with blocks and construction kits (e.g a city with a park.).</p>	<p>Skills</p> <p>I can use adhesives to join material.</p> <p>I can discuss my work as it progresses.</p> <p>I can talk about the process and evaluate my work.</p> <p>I can use hole punches to punch holes.</p> <p>I can use paperclips and fasteners.</p>	<p>Skills</p> <p>I have explored using/ holding basic tools such as a saw or hammer.</p> <p>I can use a hammer and nails.</p> <p>I have looked at simple hinges, wheels and axles.</p> <p>I can build connecting structures.</p>
	<p>Evaluating processes and ideas</p> <p>Reception</p>	<p>Skills</p> <p>I can say what I like and do not like about items I have made.</p>	<p>Skills</p> <p>I can say what I like and do not like about items I have made and attempt to say why.</p>	<p>Skills</p> <p>I am beginning to talk about my designs as they develop and identify good and bad points.</p>	<p>Skills</p> <p>I am starting to talk about changes made during the making process.</p>	<p>Skills</p> <p>I can discuss how closely my finished products meet my design criteria.</p>	<p>Skills</p> <p>I can discuss how closely my finished products meet my design criteria.</p>
	<p>Food and nutrition</p> <p>Reception</p>	<p>Knowledge</p> <p>I know words to describe the taste, smell, texture and feel of food.</p> <p>Skills</p> <p>I am beginning to be able to describe familiar food products like fruit and vegetables.</p> <p>I can stir, spread, knead and shape a range of food and ingredients.</p> <p>I can measure and weigh food items, non-statutory measures e.g. spoons, cups.</p>	<p>Knowledge</p> <p>I know why I need to measure food for a recipe.</p> <p>Skills</p> <p>I can measure and weigh food items using non-statutory measures e.g. spoons, cups.</p>	<p>Knowledge</p> <p>I know what ingredients are.</p> <p>I can name the tools needed to mix food.</p> <p>Skills</p> <p>I can stir, spread, knead and shape a range of food and ingredients.</p>	<p>Knowledge</p> <p>I know the names of some familiar fruit and vegetables.</p> <p>Skills</p> <p>I have explored familiar food products e.g. fruit and vegetables. I can describe them.</p>	<p>Knowledge</p> <p>I know that my diet needs to contain a variety of foods.</p> <p>Skills</p> <p>I am beginning to work safely and hygienically.</p> <p>I am starting to think about the need for a variety of foods in a diet.</p>	<p>Knowledge</p> <p>I know that instructions need to be followed in an ordered sequence.</p> <p>Skills</p> <p>I can follow a simple recipe to make an end product.</p>
<p>Music (Expressive Arts and Design)</p>	<p>Music Nursery</p>	<p>Skills</p> <p>I can enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p> <p>I enjoy moving to music.</p> <p>I enjoy making sounds 'music' with instruments.</p> <p>I can create sounds in water play.</p>	<p>Skills</p> <p>I listen to sounds and describe what I can hear.</p> <p>I can clap syllables from words.</p> <p>I can tap them on an instrument.</p> <p>I can sing songs remembering words and actions.</p> <p>Encourage children to use 'singing' not 'shouting' voice.</p> <p>I can listen and respond to sounds and music.</p> <p>I can sing a simple song beginning to sing the pitch of a tone sung by another person ('pitch match').</p> <p>I can learn a traditional African song and dance and perform it.</p>	<p>Skills</p> <p>Chinese music and composition</p> <p>I can listen whilst moving to music.</p> <p>I can listen whilst drawing.</p> <p>Shadow Puppets</p> <p>I can play sound matching games.</p> <p>I can sing the pitch and tone sung by another person.</p>	<p>Skills</p> <p>I can sing a simple song from memory.</p> <p>I can clap or tap the pulse of a song on an instrument.</p> <p>I can move to music with ribbons and streamers.</p> <p>I can listen to music and make my own dances in response.</p>	<p>Skills</p> <p>I can sing the melodic shape of familiar songs.</p> <p>I can sing the pitch of a tone sung by another person ('pitch match'). Sing slowly so they can copy. Use songs with and without words.</p> <p>I can play instruments with increasing control to express feelings and ideas.</p> <p>I can use musical apps on tablets.</p> <p>I can play sound matching games.</p> <p>I can improvise my own song around one I know.</p> <p>Record and share musical creations.</p>	<p>Skills</p> <p>I can engage in music making and dance, performing my piece solo or in groups.</p>
	<p>Music and songs to share</p>	<p>Round and round the garden</p> <p>Ring a ring o'roses</p> <p>Mulberry bush</p>			<p>Head, shoulders, knees and toes</p> <p>Hokey Cokey</p>	<p>Rain rain go away (high/low) simple pitch.</p> <p>Sing a rainbow</p>	

	Music Reception	Knowledge I know when a sound is high or low.	Knowledge I know that music is a pattern of sounds.	Knowledge I know that music sounds different in different countries. I know what a percussion instrument is. I know that a melody goes up and down.	Knowledge I know that movements need to match the music. I can name some percussion instruments.	Knowledge I know the names of a range of instruments. I know that pitch is	Knowledge
		Skills I can sing and perform nursery rhymes in a familiar group. I can listen attentively and talk about music, expressing my feelings and responses. I can play pitch matching games. I can copy short hummed or sung phrases.	Skills Invite a musician/s into school to widen experiences. I can listen to music and discuss changes and patterns as the piece of music develops.	Skills Introduce children to music from across the globe. I can experiment with a range of percussion instruments and their sounds. I can sing in a group or on my own, increasingly matching the pitch and following the melody. I can make rhythms with body percussion.	Skills I can move in time to the music. I can use ribbons and streamers to move to the music. I can play a range of percussion instruments following a simple beat. I can sing call and response songs. I can echo phrases of songs sung to me.	Skills I can play an instrument following a musical pattern. I can use instruments to compose my own movement patterns. I can play pitch matching games. I can copy short hummed or sung phrases. I have listened to British music, traditional and folk. I can make musical instruments by filling bottles of water in water play.	Skills I can create my own song. I can choose instruments to use to play along. I have recorded and shared my musical creations. I can create my own instrument/ shaker.
Drama (Expressive Arts and Design)	Drama Nursery	Skills I am starting to develop pretend play and role play, pretending that one object represents another e.g, I hold a wooden block to my ear and pretend it's a phone./ pinecones for pasta in the home corner. I can work together with others to develop and realise creative ideas.	Skills I can use role play in the home corner or small world. I can role play parties and celebrations. I can use story maps, props, puppets & story bags to retell, invent and adapt stories. I can role-play in water play e.g firefighter, plumber, laundry.	Skills I can watch and talk about dance, expressing my feelings and responses.	Skills I can dress up in different costumes to explore other countries. I can use a wide range of props for play with imagination. I can develop complex stories using small world equipment like animal sets and dolls houses.	Skills I can watch performance Art and express my feelings and responses.	Skills I can invent my own narratives, stories and poems.
	Drama Reception	Skills I can role-play based on a fiction / non-fiction book. I can make and play with a woodland scene. Possible role-play – tree house, castle, garden centre	Skills I can access role play and small world resources sometimes playing with others to develop storylines. I can develop my ICT skills through role-play e.g telephone, computer, etc.. Possible role-play – writers studio, theatre,	Skills I can create narratives based around stories. I can talk about dance and performance art, expressing my own feelings and responses. I can use props with imagination e.g, fabric for capes. Possible role-play – bat cave, superhero base	Skills I can collect resources to develop their own role play storylines with others. I can develop my writing skills within role-play. I can use puppets. Possible role play – doctors, opticians, dentists	Skills I can talk about what different people do in role-play situations. I can talk in the language of different roles. Possible role-play – pirate ship/ treasure island/ aquarium	Skills I can make up stories using complex 'small worlds' with blocks and construction kits/ puppets. I can take part in simple pretend play, using an object to represent something else (even though they are not similar). Possible role play – music studio, stage, yellow submarine, music shop