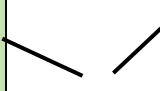





4-5 yrs cohort Themes Cornerstones Book Focus 2025-2026	Autumn 1 Let's Explore Long Ago Ruby's Worry Paper Chase Pumpkin Soup Lost and Found	Autumn 2 Let's Explore Long Ago There's No dragon in this story The Gingerbread Man Stickman	Spring 1 Big Wide World The Big Freeze The way Back Home Owl Babies	Spring 2 Big Wide World The Girl and the dinosaur Cave Baby The Colour Monster	Summer 1 Long Ago The Little Gardiner The Night Pirates	Summer 2 Long Ago Baby Goes to Market Under the same sky Commotion in the Ocean	End of Year Target 5 years ELG
Physical Development Gross Motor – The PE Association , Outdoor Explorers, Continuous Provision							Gross Motor skills- ELG Negotiate space and obstacles safely, with consideration for themselves and others. GMS. ELG <ul style="list-style-type: none"> • Demonstrate strength, balance and coordination when playing. GMS. ELG • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. GMS. ELG PHYS. DEV. GMS – ELG Negotiate space and obstacles safely, with consideration for themselves and others. <ul style="list-style-type: none"> - Demonstrate strength, balance and coordination when working on the floor and gymnastic equipment. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing
Throwing	Throw smaller balls and bean bags overarm.	Throw small balls to a partner with a short distance and to smaller targets e.g. a bucket or net.	Increase the distance for throwing to a person/ target. Increase the speed that the balls travels when throwing to others. Travel/ move and throw the ball.				
Catching	Catch smaller balls, beanbags and equipment in two hands. Cradle to the chest.	Drop catch smaller balls after bouncing on the floor. Catch with one hand.	Increase the distance for catching and speed ball is travelling. Increase accuracy.				
Rolling	Increase the rolling distance to the target.	Roll <u>small</u> balls to a friend / cones/ skittles along the floor - short distance.	Increase the rolling distance to the target.				
Kicking	Ball between two feet and squeeze ball. Knees together. Move with one foot forward and then the other.	Kick a ball to a smaller/narrower target/space goal.	Start exploring how to dribble a ball between wide obstacles/ markers.				
Running. Jogging and skip	Run in a straight line. Skip with alternate feet.	Run/Sprint in a straight line and change direction. Shuttle Run.	Travel at differing speeds on command or need. Select the appropriate speed, pace and distance for running.				
Gymnastics – Travelling at different levels – Balancing	Safely walk, crawl, slide climb up and jump over gymnastic equipment such as horses and benches. Hold simple balances with 2 feet and one hand or two hands one foot – tripod.	Explore travelling at different levels by moving in high and low shapes across a range of basic gymnastic equipment. Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively).	Safely and confidently walk, crawl, slide, climb up and jump over gymnastic equipment such as beams and higher equipment and frames. Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet.				
Dancing- Movement, Interpretation	I can learn short routines, beginning to match pace. I can say what I like and dislike about dances/ performances.	I can learn longer routines, beginning to match pace. I can replicate parts of a dance or performance.	I can put a sequence of actions together. I can begin to improvise independently to create a simple dance				
Bat and striking	Use a bat or racquet to hit a <u>large</u> target on a stand.	Use a bat or racquet to hit a <u>small ball</u> on a stand.	Use a bat or racquet to hit a slow, moving ball.				
Balance Bounce	Bounce a small ball off the floor and catch with one hand. Egg on a spoon - one handed. Longer distance.	Bounce a large ball against a wall and catch/ with a partner. Bounce in the middle. Egg on a spoon - one handed. Increase speed	Bounce a small ball against a wall and catch/ with a partner. Bounce in the middle.				
Skipping with a rope.	Turn the skipping rope overhead and <u>step over</u> the rope.	Turn the skipping rope overhead and <u>jump over</u> the rope.	Confidently skip forwards with the rope, extending to backwards when ready.				

Jumping Landing	Jump from two feet to one foot keeping my balance. Hopscotch	Hop one foot to the opposite foot and then to the same foot, landing safely.	Combine a sequence of 2-3 jumps with fluency and control in taking off and landing.	
How they will learn	Throwing and catching Under arm throwing a large ball to a friend safely and accurately Healthy bodies and social and emotional well-being Welly walk- climbing trees, hanging from arms Using various apparatus and tools. Building stamina to climb apparatus on the Trim trail and run around the mile track Forest School	Growing and developing core strength, stability, balance, spatial awareness, co-ordination and agility Gymnastics Explore a range of movement skills on apparatus and floor, including travelling, jumping and landing, rolling, climbing, transferring Healthy bodies and social and emotional well-being weight, balancing; explore, practise and improve body management skills; Dancing (Continuous Provision) Forest School	Healthy bodies and social and emotional well-being Transporting materials around the outside space Forest School Access to bats and balls in continuous provision with adult support. Building stamina to climb apparatus on the Trim trail and run around the mile track Access to skipping ropes Encouraged to jump in songs e.g. 5 speckled frogs Forest School	
Physical Development Fine Motor – Literacy, Creative, Malleable and Construction				
STAGE 1- Core strength and posture	Remember to push my chair under the table and I am beginning to sit up straight as I write. Some prompting.	Sit up at tall at the table with my feet on the floor. 90-90-90 position' – 90-degree angle at the feet/ankles, at the knees and at the elbows/		<p>Writing- ELG . • Write recognisable letters, most of which are correctly formed. WRITE.ELG</p> <p>• Spell words by identifying sounds in them and representing the sounds with a letter or letters. WRITE.ELG</p> <p>• Write simple phrases and sentences that can be read by others. WRITE.ELG HANDWRITING • Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. FMS. ELG</p>
STAGE 1- Fine motor – wrist – arm and finger strength dexterity.	Pivot my elbow for large-scale movements from side-to-side and up and down. Elbow takes over more work from the shoulder.	Pivot my wrist for smaller scale movements to grasp and grip small-scale marks with finer tools.	Isolate and move different fingers, e.g. show finger numbers, use identified fingers to pinch, press, and use a pincer grip, etc. Strength in fingertips.	
STAGE 1- Holding a pencil Hand dominance	Consistently use a dominant hand.	Hold a pencil with a tripod pincer grip.	Correctly hold a pencil and use it with good control and pressure. Hold/ move the paper with one hand and write with the other.	
Writing symbols.8 figures of Visual Motor Integration)	I can record diagonal lines to the left and right. (4 ½ ys) 	I can record a cross using diagonal lines. (4 years 11 mths). X	I can record a triangle. (5 years 3 months) 	
STAGE 2- 2) NAME-	form most letters of my name.	form the letters for my first name correctly.	Form the letters for my full name correctly.	
3) LETTER FORMATION-	Correctly forming most letters from the 26 in the alphabet.	Correctly forming all of the 26 letters from the alphabet.		
4) SIZING-	Record letters with some consistency of size and neatness.	Record small, neat and consistently sized letters		



5) ORIENTATION-	Sit most letters onto the line.	Sit all the letters on the line.	Orientate all letters as tall, middle or lazy letters.	
STAGE 3 6) JOINS -	Begin to make some simple letter joins e.g. digraphs from Phase 3, e.g. oo or ee.	Join to letters without ascenders, e.g. un um ig id ed eg an or ing ung	Second join- To letters with ascenders; ch sh th tl ll ill sli slu ck ack st sti ink unk	
How they will learn it	<p align="center">RWI Letter Formation Continuous Provision – Mark making, Exp A&D, Pencil grip Small world activities, puzzles, arts and crafts and the practice of using small tools, Hand-eye co-ordination Malleable Materials – Play Dough Threading, sowing and weaving: beads, buttons and strings and threading these on, why not include some maths and create repeating patterns at a table. Forest School</p>			
Communication & Language – Listening Attention and Understanding – Talk Through Stories (RWI), Daily Story Time,				<p>Listening, Attention and Understanding.- ELG . .Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. C&L.LAU.ELG</p> <p>• Make comments about what they have heard and ask questions to clarify their understanding. C&L.LAU.ELG</p> <p>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. C&L.LAU.ELG</p>
Listening to Others	I listen to stories with interest. I listen to rhymes, poems and songs carefully.	I listen to non-fiction books. I am developing new knowledge through listening to these books.	I listen attentively during discussions as a class, with peers and with my teacher. C&L. LAU. ELG	
Asking Questions	I understand 'why' questions and respond appropriately to them.	I can ask questions about stories that have been read to me and I have read. C&L. LAU. ELG	I can ask questions in discussions when 1:1, in small groups and larger class discussions. C&L. LAU. ELG	
Having Conversations	I use new vocabulary in my conversations.	I can listen attentively and respond appropriately during conversations. C&L. LAU. ELG	I can hold a conversation with my peers and teachers back and forth.	
How they will learn it.	<p align="center">Rhyme Sounds all Around Sound it out Make a mark Show and Tell Adult directed teaching Variety of Reading texts 1:2:1 Reading Story time Assemblies Daily conversations and interactions with peers/familiar adults Growing ability to wait to speak Building listening skills – 5 minutes supported</p>	<p align="center">Adult directed teaching Story time Circle Time Daily conversations and interactions with peers/familiar adults Show and Tell Role play Building focus and attention skills – 5 minutes supported</p>	<p align="center">Show and Tell Word aware Adult directed teaching Story time Circle Time Daily conversations and interactions with peers/familiar adults Reading Role play Technology Instructions Focus on basic conversation skills What?</p>	
Speaking				<p>Speaking- ELG . . Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. C&L.SP.ELG</p>
Holding discussions with others.	I can use talk to resolve my problems.	I can hold a conversation with my peers and teachers back and forth.	I can explain why things happen and use new vocabulary during these discussions C&L.SP.ELG	
Vocabulary and explanations	I learn new vocabulary. I use this throughout the day.	I can describe some events with detail. I can use new vocabulary in different contexts. I can use new vocabulary related to non-fiction.	I use recently introduced vocabulary in discussions. I explain why things happen. C&L.SP.ELG	

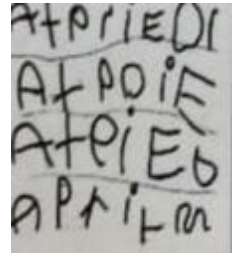
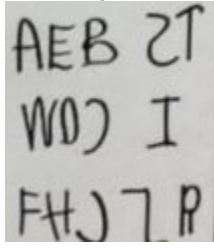
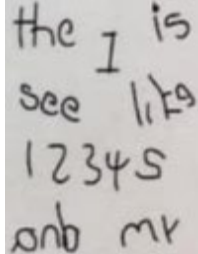
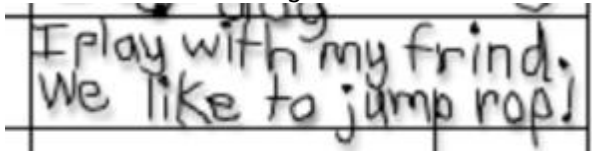
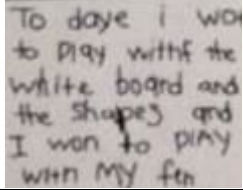
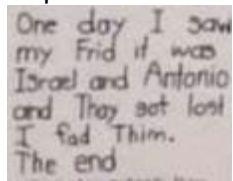
Progression of a child's speech.	I can articulate my ideas and thoughts through well-articulated sentences.	I use connectives in my speech.	I speak in full sentences. I speak with conjunctions and in past, present and future tenses. C&L.SP.ELG	<ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. C&L.SP.ELG • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. C&L.SP.ELG
	Nursery RWI Phonics- phonemes, sounds, graphemes Focus on basic conversation skills Show and Tell Reading Role play	Nursery RWI Phonics- phonemes, sounds, graphemes Encourage Tier 1 vocabulary Develop mathematical language- numbers, shapes Stem sentence; tall, big, long, short	Nursery RWI Phonics- phonemes, sounds, graphemes Focus on two-way conversations -Posing questions -Using appropriate language -Extend vocabulary -Using appropriate tense -Building on from what has been discussed -Links conversations -Adapts language used to meet the needs of the listener	
PSED Self-Regulation				<ul style="list-style-type: none"> • PSED- ELG . . Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. PSED.S-R.ELG • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. PSED.S-R.ELG • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving
Managing own emotions and feelings.	I can confidently talk about my emotions using words such as 'happy' 'sad' 'angry' or 'worried'.	I moderate my feelings and emotions e.g. calming down after being upset.	I confidently talk about my emotions and feelings and explain how and why I feel the way I do with good understanding. PSED.S-R.ELG	
Understanding others emotions and feelings.	I am beginning to understand how others might be feeling through facial expressions and body language.	I consider the feelings of others e.g. going to children who are upset	I can understand why others may feel happy or sad because of events that have happened. PSED.S-R.ELG	
Behaviour	I can work towards goals and show patience towards others and control my own behaviour without reminders from adults. PSED.S-R.ELG	I listen to the teacher and respond to them appropriately at all times. PSED.S-R.ELG	I follow instructions from my teacher, even when given several actions. PSED.S-R.ELG	
How we will learn it	Celebrate successes and begin to share what went well/what they like Shows some independence- arriving in pre-school and supported to put belongings away Self-feeding – using cutlery correctly To verbalise emotions and problems encountered To make statements about what they can do/have done really well To be able to express what they want to do/achieve using adult structured sentences	1:2:1 interactions with peers and familiar adults Opportunities to practice turn taking, sharing skills Use sand timers to manage negotiations To know what they want to do and can articulate these needs Show and Tell Role play Board games Small world games P.E Forest School	Knows things they can do well 1:2:1 interactions with peers and familiar adults Celebrate successes and begin to share what went well/what they like Opportunities to practice turn taking, sharing skills Use sand timers to manage negotiations To know what they want to do and can articulate these needs Improve independence- self registration and putting belongings away Show and Tell Role play Board games Small world games P.E Forest School	

				several ideas or actions. PSED.S-R.ELG
PSED Managing Self				<p>. PSED- ELG .</p> <p>. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. PSED.MS.ELG</p> <p>• Explain the reasons for rules, know right from wrong and try to behave accordingly. PSED.MS.ELG</p> <p>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. PSED.MS.ELG</p>
Understanding myself, my preferences and emotions	I am showing resilience in the face of challenges e.g. opening my drink.	I am confident when trying new activities. PSED.MS.ELG	I show perseverance in the face of challenge. PSED.MS.ELG	
Following rules	I follow rules without reminders.	I can explain the reasons for why we have rules. PSED.MS.ELG	I know right from wrong and I try to behave accordingly. PSED.MS.ELG	
Managing my needs and feelings.	I am managing my own needs more frequently.	I am developing in confidence, independence, resilience and perseverance. PSED.MS.ELG	I am managing my own basic hygiene and personal needs e.g. dressing, toileting and healthy food choices. PSED.MS.ELG	
How we will learn it	Getting dressed/undressed in role play area (1:2:1 Support) Toileting (1:2:1 Support) Self-feeding – using cutlery	Turn taking Board games Role play Show and Tell Adult directed teaching time Completed adult directed tasks To recognise when we feel sad, happy, scared, cross To adjust behaviour according to the context Forest School	Able to manage emotions independently Has a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention Interaction with other children, they learn how to make good Forest School	
PSED Building Relationships				<p>. PSED- ELG .</p> <p>. Work and play co-operatively and take turns with others. PSED.BR.ELG</p> <p>. Form positive attachments to adults and friendships with peers. PSED.BR.ELG</p> <p>. Show sensitivity to their own and to other's needs. PSED.BR.ELG</p>
Confidence	I am becoming more outgoing with unfamiliar people within my setting. I am showing more confidence when talking to new people.	I know people should listen to me just as I should listen to them.	I show confidence when playing and talking to adults and friendship peers. PSED. BR. ELG	
Friendships	I have multiple positive friendly relationships with children and adults in my setting.	I have formed positive adult and peer friendships. PSED. BR. ELG	I work and play co-operatively, including turn taking, with others. PSED. BR. ELG	
Other's and their feelings	I am beginning to find solutions to conflicts I am having e.g. when two people want the bike I use the timer to take turns.	I can think about the perspective of others	I show sensitivity to my own needs. I show sensitivity to others needs.. PSED. BR. ELG	

<p>How we will learn it</p>	<p>Role play Small world play Board games Construction play Welly walks Outside play area EAD- junk modelling Reading corner and sharing books Show and Tell Building confidence to speak to peers Sharing and working in pairs To learn children's names with adult support approach chn to play alongside To form positive relationships with peers and familiar adults To speak kindly to peers and adults To approach chn and ask to join in with their game To listen and respond to instructions of peers To recognise the impact of our actions on others To inhibit yourself from hitting, pushing or hurting friends Forest School</p>	<p>Role play Small world play Board games Construction play Welly walks Outside play area EAD- junk modelling Reading corner and sharing books Show and Tell To learn children's names with adult support approach chn to play alongside To form positive relationships with peers and familiar adults To speak kindly to peers and adults To approach chn and ask to join in with their game To listen and respond to instructions of peers To recognise the impact of our actions on others To inhibit yourself from hitting, pushing or hurting friends Forest School</p>	<p>Role play Small world play Board games Construction play Welly walks Outside play area EAD- junk modelling Reading corner and sharing books Show and Tell To form positive relationships with peers and familiar adults To speak kindly to peers and adults To approach chn and ask to join in with their game To listen and respond to instructions of peers To recognise the impact of our actions on others To inhibit yourself from hitting, pushing or hurting friends Forest School</p>	
<p>Literacy Word Reading - RWI</p>				
<p>STAGE 1- Verbal rhyming and alliteration</p>	<p>I can count or clap syllables in a word e.g. but/ter/fly cat/er/pill/ar.</p>	<p>I can recognise words with the same initial sound e.g. mum and monkey</p>	<p>I can read aloud simple rhyming sentences and rhyming books consistent with my phonics knowledge.</p>	<p>Word Reading- ELG . Say a sound for each letter in the alphabet and at least 10 digraphs. WR-ELG • Read words consistent with their phonic knowledge by sound-blending. WR-ELG • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. WR-ELG</p>
<p>STAGE 2- Joining in with stories read to me.</p>	<p>Developing play around a story read to them.</p>	<p>In conversation I demonstrate that I understand print has meaning and can have different purposes.</p>	<p>I understand text is read left to right and top to bottom and can follow my finger along text, even if I do not know the words.</p>	
<p>STAGE 3- Recognising print and books</p>	<p>I notice print around me e.g. logos or the first letter of my name.</p>	<p>I understand print has meaning and I can read books or be read to.</p>	<p>I know the names of the different parts of a book.</p>	
<p>STAGE 5- Common exception words</p>	<p>I can read a few common exception words linked to my schools reading scheme.</p>	<p>I can read common exception words when they are included in simple phrase or sentence.</p>	<p>I can read simple sentences and books that include common exception words</p>	
<p>STAGE 6 - Reading Fluently</p>	<p>I can identify all the sounds in my books and 10 or more digraphs.</p>	<p>I can sound blend all the words in my books that match to my phonetic ability.</p>	<p>I can read aloud sentences with good fluency that are matched to my phonetic ability.</p>	



How we will learn it.	Traditional Tales Nursery Rhymes Counting and literary songs Book of the week Letter of the week	Traditional Tales Nursery Rhymes Book of the week Letter of the week Reading Corner Share Books Library Books	Shared reading with an adult Traditional Tales Nursery Rhymes Book of the week Reading Corner Share Books Library Books	
Comprehension – Talk through Stories (RWI)				
Questioning	Asks more in-depth questions showing a good understanding of the text.	Asks questions about key events in the story.	Answers more complex questions during discussions about a wide range of texts and answers with confidence and good logic.	Comprehension- ELG . Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. COMP-ELG • Anticipate (where appropriate) key events in stories. COMP-ELG • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play COMP-ELG
Vocabulary	Discusses word meanings and links new words to known words.	Uses new vocabulary introduced by the teacher when read in a book.	Uses and understands vocabulary that has been introduced through a book correctly and showing a good understanding of events.	
Inference	Makes basic inferences on characters feelings by using pictures and looking what they are saying and doing when guided by the teacher.	Makes rational anticipations of key events in the story through inferences.	Answers questions about the text that requires them to 'read beyond the text' e.g. why do you think...	
Prediction	Make simple predictions from the story based on the story, previously read stories and own life experiences.	Predicts key events in the story either before the story is read or during reading the story.	Explains predictions and justifies why they may happen.	
Explanation	Link what has been read to them to their own real life experiences.	Explain what has been read to them in their own words.	Expresses their ideas and views about the characters and events in the story.	
Retrieval	Recognises characters, events, titles, images and key information in a text.	Recognised the difference between non-fiction and fiction texts.	Retrieves information by finding key words in the text.	
Sequencing	Can orally re-tell a story in their own words.	Can sequence a simple story- remembering key events.	Can sequence a class story remembering some details and key events including story specific vocabulary too.	
How we will learn it.	Book of the Week Rhymes, poems and songs Talk through Stories RWI Story time Show and Tell Word aware Reading Role play Technology Instructions Being able to answer simple questions- what? Make statements about what they have read or understood from the illustrations Rhymes, poems and songs Story time Reading	Book of the Week Rhymes, poems and songs Talk through Stories RWI Story time Show and Tell Word aware Reading Role play Technology Instructions Being able to answer simple questions- what? Make statements about what they have read or understood from the illustrations Rhymes, poems and songs Story time Reading	Book of the Week Rhymes, poems and songs Talk through Stories RWI Story time Show and Tell Word aware Reading Role play Technology Instructions Being able to answer simple questions- what? Make statements about what they have read or understood from the illustrations	

	<p>Role play Technology Instructions</p> <p>Being able to answer simple questions- what? Make statements about what they have read or understood from the illustrations</p>	<p>Role play Technology Instructions</p> <p>Being able to answer simple questions- what? Make statements about what they have read or understood from the illustrations</p>		
Writing – Continuous Provision Writing Experiences, Daily Phonics and Handwriting sessions,				
Mark Making	<p>I use letter strings which travel from left to right and top to bottom.</p> 	<p>I write letters with spaces between them to resemble the idea of words.</p> 	<p>I copy words that I see in the environment around me. I often do not know what the words say.</p> 	<p>Writing- ELG . • Write recognisable letters, most of which are correctly formed. Writing-ELG • Spell words by identifying sounds in them and representing the sounds with a letter or letters. Writing-ELG • Write simple phrases and sentences that can be read by others. Writing-ELG Handwriting • Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. FMS-ELG</p>
Developing Writing - Words	<p>I can write High Frequency decodable and tricky words from memory. mum dad. and can I go to the no into</p>	<p>I can spell out words with consonant clusters, vowel digraphs buzz fill. mess ship. chip thing rush</p>	<p>I write more challenging words with a sound knowledge of digraph and trigraphs.</p> <p>boat sheep now soil chair night.</p>	
Developing Writing - Sentences	<p>I can write a sentence with a full stop and capital letter. I can re-read it and check that it makes sense. Others can read my sentence.</p> 	<p>I can write spaces between all the words in my sentences. Some punctuation may be used. Medial and end sounds evident including vowels in my spellings.</p> 	<p>I can write two or more sentences using real spellings and silent letters. Most sentences have the correct beginning and end punctuation</p> 	
Text Forms - Purposes	<p>I can write captions I can write instructions. I can write postcards.</p>	<p>I can write simple stories with a beginning, middle and end. I can write a letter.</p>	<p>I can write stories with narratives and storytelling language. I can write at length.</p>	
How we will learn it	<p>Book of the Week Morning work- Marks Pencil grip Cause and effect of tools Mark making: Pencils/ crayons/ WB pens / chalks/ paints Continuous provisions Role play area Creation station WB and pens Scrap books Paper Clipboards notebooks</p>	<p>Book of the Week Morning work- Marks Pencil grip Cause and effect of tools Mark making: Pencils/ crayons/ WB pens / chalks/ paints Continuous provisions Role play area Creation station WB and pens Scrap books Paper Clipboards</p>	<p>Book of the Week Morning work- Marks Pencil grip Cause and effect of tools Mark making: Pencils/ crayons/ WB pens / chalks/ paints Continuous provisions Role play area Creation station WB and pens Scrap books Paper Clipboards notebooks</p>	

	Black boards	notebooks Black boards	Black boards	
Maths – Daily Maths Input, Maths Continuous Provision, Line Up time.				
Number	<p>Match, Sort and Compare Match Objects Explore sorting techniques Match Pictures and Objects Creating sorting rules Identify a set Compare Amounts Sort objects to a type</p> <p>It's me 123 Find 1,2,and 3 1 more Subitise 1, 2 and 3 1 less Represent 1,2 and 3 Composition of 123</p> <p>1 2 3 4 5 Find 4 and 5 1 less Subitise 4 and 5 Composition of 4 and 5 Represent 4 and 5 Composition of 1,2,3,4 and 5 1 more</p> <p>Alive in 5 Introduce 0 1 more Find 0-5 1 less Subitise 0-5 Composition Represent 0-5 Conceptual subitising to 5</p> <p>How many now? Add More How many did I add? Take Away How many did I take away?</p>	<p>Growing 6 7 8 Find 6,7 and 8 make pairs -odd and even Represent 6,7and 8 Double to 8 (find a double) 1 more Double to 8 (make a double) 1 less Combine 2 groups Composition of 6,7,8 Conceptual subitising</p> <p>Building 9 and 10 Find 9 and 10 1 less Explore even and odd Compare numbers to 10 Composition to 10 Represent 9 and 10 Bonds to 10 - 2 parts Conceptual subitising to 10 Doubles to 10 (find a double)1 more Doubles to 10 (Make a double)</p> <p>20 and beyond Build numbers beyond 10 (10-13) Continue patterns beyond 10 (14-20) Continue patterns beyond 10 (10-13) Verbal counting beyond 20 Build numbers beyond 10 (14-20) Verbal counting Patterns</p>	<p>Sharing and Grouping Explore Sharing Grouping Sharing Even and odd sharing Explore grouping Play with and build doubles</p>	<p>Number ELG .</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. NUM-ELG • Subitise (recognise quantities without counting) up to 5. NUM-ELG • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts NUM-ELG <p>Numerical Patterns ELG .</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. NP-ELG • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. NP-ELG • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. NP-ELG
Measure and Patterns		<p>Mass and Capacity Compare mass Find a balance Explore capacity Compare capacity</p> <p>Length Height and Time Explore Length Compare Length Smallest to largest sheep Explore Height Compare Height people size ordering sheet Talk about time days of the week Order and Sequence time. order sandwich pictures sequence</p>	<p>Talk about measure and patterns Compare Size Explore Simple Patterns Compare Mass Copy and continue simple Patterns Compare Capacity Create simple patterns</p>	
Shape	<p>Circles and Triangles Identify and Name Circles and Triangles Compare circles and triangles Shapes in the environment Describe the position</p>		<p>Explore 3D Shapes Recognise and name 3D shapes Copy and continue patterns Fin 2D shapes in 3D shapes Patterns in the environment Use 3D shapes for tasks</p>	



	<p>Shapes with 4 sides</p> <p>Identify and name shapes with 4 sides Shapes in the environment</p> <p>Combine shapes with 4 sides</p>		<p>3D shapes in the environment</p> <p>Identify more complex patterns</p> <p>Manipulate, Compose and Decompose.</p> <p>Select shapes for a purpose Compose shapes</p> <p>Rotate shapes Decompose shapes</p> <p>Manipulate shapes Copy 2D shape pictures.</p> <p>Explain shape arrangement Find 2D shapes in 3D shapes.</p>	
Position and Direction			<p>Visualise, Build and Map</p> <p>Identify units of repeating patterns. Visualise from different positions Represent maps with models</p> <p>Create own pattern rules Describe positions Create own maps from familiar places.</p> <p>Explore own pattern rules Give instructions to build</p> <p>Create own maps and plans from story situations.</p> <p>Replicate and build scenes and constructions Explore mapping</p>	
How we will learn it	<p>WR Maths Reception</p> <p>Role Play</p> <p>Mark Making</p> <p>Tuff Spot – Independent Practice</p> <p>Counting Songs and Rhymes</p> <p>Sand and Water Play</p>	<p>WR Maths Reception</p> <p>Role Play</p> <p>Mark Making</p> <p>Tuff Spot – Independent Practice</p> <p>Counting Songs and Rhymes</p> <p>Sand and Water Play</p>	<p>WR Maths Reception</p> <p>Role Play</p> <p>Mark Making</p> <p>Tuff Spot – Independent Practice</p> <p>Counting Songs and Rhymes</p> <p>Sand and Water Play</p>	
Understanding the World				
Past and Present - Cornerstones				
Finding out about the past and comparing to the present	I can make comparisons between historical figures or familiar objects or situations from the past using story books and information books. I can identify some similarities and some differences.	I can use books and accounts to make comparisons between familiar objects, familiar situations and people from the past and the present I understand the past through settings, characters and events encountered in books read in class and storytelling. UTW. P&P.ELG	I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read to me in class. UTW. P&P.ELG	<p>UTW- ELG .</p> <p>Talk about the lives of the people around them and their roles in society. UTW. P&P.ELG</p> <p>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. UTW. P&P.ELG</p> <p>• Understand the past through settings, characters and events encountered in books read in class and storytelling. UTW. P&P.ELG</p>
Sequences in time – Family History	I can sequence key memories that happened in my life. I am beginning to sequence memories in the lives of my family members.	I can talk about the lives of the people around me and their roles in society. UTW. P&P.ELG	I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read to me in class. UTW. P&P.ELG	
Sequences in time – Vocabulary	I can order the days of the week. I can sequence the seasons of the year. I understand that there are special dates and times that repeat every year.	I can talk about the lives of the people around me and their roles in society. UTW. P&P.ELG I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read to me in class. UTW. P&P.ELG	I understand the past through settings, characters and events encountered in books read in class and storytelling. UTW. P&P.ELG	

People Culture and Communities - Cornerstones			
Celebrations	I can comment on images of a wide range of celebrations such as Diwali, Easter, Christmas, and Chinese New Year.	can describe my memories of key events and celebrations, providing some details. I can share my feelings and narrate events. I can talk about the experiences that others have in celebrating their special times.	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. UTW. PC&C.ELG
Worship	I know that places of worship are special to people, and I know why people go there. I can recognise, name, and describe a feature of a familiar place of worship.	I can recognise, name, and describe different religious places.	. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. UTW. PC&C.ELG
Beliefs	I can show a positive attitude in talking about and explaining the differences between people.	I can comment on the differences between people's beliefs and how they celebrate and live their lives. I can talk about the main festivals of a religion.	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. UTW. PC&C.ELG Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. UTW. PC&C.ELG
Homes	I can compare different types of homes in my own country.	I can compare different types of homes in other countries.	can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. UTW. PC&C.ELG
Features of Places	I can use photos, maps, books and my own experiences in order to compare different places and environments across the UK.	I can use photos, maps, books and my own experiences in order to compare different places and environments across the world.	I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. UTW. PC&C.ELG can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. UTW. PC&C.ELG
Using Maps and Following directions	I can draw and create my own maps using real objects, and/or pictures and symbols. I can talk about a range of real maps, electronic globes and maps, maps of the classroom/school, village, park and story maps.	I can find the UK on a simple map. I can find the land and sea on a map. I can follow a simple map in of a familiar place (in real-life) finding and naming features. I can locate items on the map.	I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. UTW. PC&C.ELG I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. UTW. PC&C.ELG
Naming Places	I can identify and name the country that I live in. I show an understanding that not all countries in the world are the same. I begin to talk about the differences.	I I can talk about and name the four countries of the United Kingdom I can compare and say what is the same/different about a countries physical or human geography.	I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. UTW. PC&C.ELG I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. UTW. PC&C.ELG

PCC- ELG .
. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. UTW. PC&C.ELG
. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. UTW. PC&C.ELG
. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. UTW. PC&C.ELG



Human Geography	I can make comparisons between daily life for children in different countries.	I can compare daily life in the UK with a contrasting country.	I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. UTW. PC&C.ELG	
The Natural World – WR Science				
Changes	. I understand that living things, objects and materials can change. I describe what I see, hear and feel whilst exploring inside and outside.	I understand through books and making close observations that living things and materials can change.	understand some important processes and changes in the natural world around them. UTW.TNW.ELG	<p>TNW- ELG . Explore the natural world around them, making observations and drawing pictures of animals and plants. UTW. TNW.ELG . Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. UTW. ELG . Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. UTW. TNW.ELG</p>
Materials	I can describe and make comparisons between materials. I can talk about the changes to materials that I notice.	I can experiment with making changes to materials. I can ask and answer 'how' and 'why' questions, such as how things happened and how things work. I choose how I can classify objects according to their properties.	understand some important processes and changes in the natural world around them. UTW.TNW.ELG. I can explore the natural world around them, making observations and drawing pictures of animals and plants. UTW. TNW.ELG	
Forces and Movement	I can explore 'non-contact' forces such as gravity or magnetism. I describe what I see, hear and feel whilst exploring inside and outside.	I notice links between cause and effect as I explore changes such as speed, direction, shape or magnetism. I can describe and make comparisons.	I understand some important processes and changes in the natural world around them. UTW.TNW.ELG.	
Seasonal Change	I can describe about how the seasons can affect the natural world and how things grow. e.g. acorns and conkers are found in autumn and some trees have no leaves in winter.	I notice and describe seasonal weather patterns. I can ask and answer 'how' and 'why' questions.	understand some important processes and changes in the natural world around them, including the seasons. UTW.TNW.ELG.	
Animals – Living Things	I can talk about what plants need to survive and grow healthily. I can explain where a range of animals live. Describing habitats and some microhabitats.	make close observations of animals in the natural world. I make comparisons and identify similarities and differences. I understand through books and observations that animals change, and I explain a range of lifecycles.	I understand how animals grow and change. UTW.TNW.E L GOAL. I can explore animals in the natural world, making observations and drawings of plants. UTW.TNW.E L GOAL.	
Plants – Living Things	I can talk about what plants need to survive and grow healthily. I can explain where some plants grow. Describing habitats and some microhabitats.	I make close observations of plants in the natural world. I make comparisons and identify similarities and differences. understand through books and observations that plants change, and I explain a range of lifecycles.	I understand how plants grow and change. UTW.TNW.E L GOAL. I can explore plants in the natural world, making observations and drawings of plants. UTW.TNW.E L GOAL.	
Conservation – Living Things	I can show care and respect for living things.	I can show care and respect for living things and the environment in which they live.	I understand some important processes and changes in sounds in the natural world around them. UTW.TNW.E L GOAL.	
Sound	I can explore how to change sounds. I can describe changes in sounds such as loud and quiet, tempo - fast or slow.	I can explain how and why sounds can be changed.	I understand some important processes and changes in sounds in the natural world around them. UTW.TNW.E L GOAL.	

How we will learn it	<p>Present children with pictures, stories, artefacts and accounts from the past, identifying similarities and differences – to compare toys from the past and present</p> <p>Compare and contrast figures from the past - Guy Fawkes Florence nightingale</p> <p>WR Science Life cycles of humans, animals Growth – self; animals; plants and seeds Figures from the past and present – David Attenborough Mary Anning – Fossils and Dinosaurs</p>	<p>Chn talk about themselves and those in their family including what their family’s occupations are. Chn to consider how this helps others or plays a role in society.</p> <p>Knows what they enjoy playing and are beginning to verbalise this</p> <p>Exploring a range of cultures through story telling / draw out common themes from stories (bravery, kindness) and talk about children’s experiences with these themes: Diwali – Rama and Sita story</p>	<p>Welly walks- building dens using various materials and tools</p> <p>Seasons</p> <p>Using tools (Fine and Gross motor)</p> <p>Explore mini beasts and the natural world</p> <p>To understand where they go to school, and the local area</p> <p>The natural world- David Attenborough</p> <p>Listen to a broad selection of stories, non-fiction, rhymes and poems celebrating differing cultural, social, technologically and ecologically diverse world</p> <p>A Story of Gladness</p>	
Expressive Arts, and Design				
ART - Cornerstones				
Paintbrush Skills	Correctly holds and uses a fine brush to paint.	Uses <u>good</u> control to correctly hold and paint carefully in the lines.	Uses <u>very good</u> control to correctly hold and paint carefully in the lines.	<p>Creating with materials- ELG .</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>CWM. ELG</p> <p>Share their creations, explaining the process they have used. CWM. ELG</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>CWM. ELG</p>
Use of tools	Uses thick brushes.	Uses thin brushes to add detail and holds the brush with a tripod grip.	Independently selects additional tools to add details and improvements to pictures, e.g., stamps and rollers.	
Colour	Adds white or black to alter a shade or tint of paint.	Mixes and matches to a specific colour or shade needed.	Colours matches by altering the tint or shades. Creates warm and cold colours.	
Technique	Paints bodies and shapes for objects that are an appropriate size and have some features.	Paints with detail including finer details such as fingers, ears, hair styles or items onto features.	Paints from observation by making a careful study and then includes features and details in the pictures.	
Printing Skills	I can independently print simple shapes, but I am helped with using the space to build up my composition.	I can independently print clear representations to create full pictures, without any support and add details	I can independently print <u>very careful</u> representations to create full pictures, without any support and add <u>fine</u> details. I think about the full composition of the picture and <u>use the space</u> .	
Pattern Skills	I can make irregular patterns based on real-life such as printing the skin of a tiger, zebra, cheetah and giraffe. Draw, colour, print and paint.	I can explore simple one line symmetry with activities such as folding painted butterflies, building models, drawing and using mirrors.	I can create drawings, paintings, printings and models with more than one line of symmetry.	
Drawing Technique	Draws bodies and shapes for objects that are an appropriate size and have some features.	Draws with detail including finer details such as fingers, ears, hair styles or items onto features.	Draws from observation by making a careful study and then includes features and details in the pictures.	
Drawing Subject	Draws self-portraits and uses ideas from objects or pictures in own work.	Draws landscapes with backgrounds, cityscapes and buildings. Includes objects within these scenes, e.g., furniture and natural objects.	Draws fine detailed portraits, imaginative worlds, landscapes, cityscapes, buildings and objects from making close observation.	



Collage and Weaving	Adds a range of textures, e.g., smooth, rough, bendy and hard. Weaves through a simple loom.	Uses an improved vocabulary to explain and describe the range of textures being used, e.g. flexible or rigid.	Makes collages/mosaics adding details with a wide range of textures and describes these.	
Joining Techniques	Joins items in a variety of ways, sellotape, hole punches, string, glue, masking tape and ribbon.	Joins items which are cut, torn and glued. Uses techniques such as flanges, slots, braces, tabs and ties, with some support.	Joins items using hot glue guns. Joins items using hammers and nails.	
Making Skills	Creates my own piece of art with some details, and I begin to self-correct any mistakes.	I return to my piece of artwork on another occasion to edit and improve my model. I add details and features to enhance my model.	I review my own work. I discuss strengths and areas for improvement. I make considered improvements.	
Sewing	I can complete some running stitches and work independently.	I can independently sew a series of running stitches independently, and I can attempt a cross stitch with support.	I can join two fabrics with various stitches.	
Sculpture – Clay or Dough	I can make something and give meaning to it.	I can make something with clear intentions from start to finish.	I use a variety of techniques, shapes and shapes to sculpt. I can carefully select additional materials to incorporate and enhance my model.	
How we will learn it.	Using small tools Developing hand-eye co-ordination Junk modelling Creating with a purpose Using materials for a purpose e.g. capes Junk modelling Explore colour and how it changes Explore paints and the marks they create Creating with a purpose Mark making using Potatoes (Printing) Forest School	Using small tools Developing hand-eye co-ordination Exploring basic tools through colouring crayons, pens, pastels Creating with a purpose Using materials for a purpose e.g. capes Mark making (Drawing) Creating with a purpose Using materials for a purpose e.g. capes Junk modelling Forest School	Using small tools Developing hand-eye co-ordination Creating with a purpose Using materials for a purpose e.g. capes Mark making (Drawing) Creating with a purpose Using materials for a purpose e.g. capes Junk modelling Forest School	
Expressive Arts, and Design				Creating with materials- ELG . . Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. CWM. ELG . Share their creations, explaining the process
DESIGN - Cornerstones				
Sewing	I can complete some running stitches and work independently.	I can independently sew a series of running stitches independently, and I can attempt a cross stitch with support.	I can join two fabrics with various stitches.	
Planning	I work with my friend, and we copy, share, and develop ideas together. I can work independently to develop my ideas.	I can plan and create collaboratively, sharing my ideas with my peers and developing my ideas further.	I can carefully develop and share my ideas, experiences, and imagination independently or collaboratively.	

Construction	I can adapt and improve my models with added features. I add improvements to ensure stability, scale and that it fits the purpose.	I can design, build, review and adapt my constructions to ensure they fit the purpose.	I combine materials, shapes, and textures to add details and complexity. I can work on a large and small scale	they have used. CWM. ELG . Make use of props and materials when role playing characters in narratives and stories. CWM. ELG
Sculpting	I can make something and give meaning to it.	I can make something with clear intentions from start to finish.	I use a variety of techniques, shapes and shapes to sculpt. I can carefully select additional materials to incorporate and enhance my model.	
Scissors	I can cut a curved line.	I can cut a circle shape, cutting around the shape with round edges. I can cut out a square shape.	I can cut around complex shapes such as people.	
Joining Techniques	Joins items in a variety of ways, sellotape, hole punches, string, glue, masking tape and ribbon.	Joins items which are cut, torn and glued. Uses techniques such as flanges, slots, braces, tabs and ties, with some support.	Joins items using hot glue guns. Joins items using hammers and nails.	
Making	I return to my piece of artwork on another occasion to edit and improve my model	. I add details and features to enhance my model. I review my own work.	I discuss strengths and areas for improvement. I make considered improvements.	
Cooking	I can stir, spread, knead and shape a range of food and ingredients.	I can begin to work safely and show basic hygiene awareness, e.g., washing hands.	I can measure and weigh food items, non-standard measures, e.g., spoons, cups.	
How we will learn it	Continuous Provision Cornerstones Activities Using materials for a purpose e.g. capes	Continuous Provision Cornerstones Activities Using appropriate resources to cut, fix and adapt Create with purpose and independence	Continuous Provision Cornerstones Activities	
Expressive Arts, and Design				
DRAMA AND ROLE PLAY – Curriculum Linked Activities – See Continuous Provision Plans				
Small World	I can make imaginative and complex small world scenes using construction kits, wooden blocks and loose parts. I can combine different resources to make cities with different buildings, a park with different features or a building with different rooms.	I can use small world resources to retell a familiar event or known story in the correct sequence. I can develop storylines and characters into my pretend play.	I can invent, adapt and recount narratives and stories with my peers and my teacher. BI&E.ELG . I can perform songs, rhymes, poems and stories with others. BI&E.ELG	Being imaginative and expressive- ELG . . Invent, adapt and recount narratives and stories with peers and their teacher. BI&E.ELG . Sing a range of well-known nursery rhymes and songs. BI&E.ELG . Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move
Role Play	I can use my imagination to develop complex storylines.	I can develop storylines and characters into my pretend play. I can take part in group Role play to retell a known story. I collaborate with my peers to retell the story in the correct sequence.	I can invent, adapt and recount narratives and stories with my peers and my teacher. BI&E.ELG	

			. I can perform songs, rhymes, poems and stories with others. BI&E.ELG	in time with music. BI&E.ELG
How we will learn it	<p>Invent their own narratives, stories and poems.</p> <p>Re-inact stories and rhymes they have learned Make props and costumes for different role play scenarios Using materials to support role play Christmas Play</p>	<p>Re-inact stories and rhymes they have learned Make props and costumes for different role play scenarios Using materials to support role play</p>		
Expressive Arts, and Design Music – Sing Up				
Singing / Voice	<p>I can join in with singing songs with changes to pitch, tempo, or dynamics.</p> <p>I can sing a whole familiar nursery rhyme and familiar song.</p> <p>I can sing in a group and keep in time.</p>	<p>I can show some control in using my singing voice to create changes in dynamics, tempo, or pitch.</p> <p>I can sing in a group and match the pitch and follow the melody.</p> <p>I can sing in tune and keep to the beat.</p>	<p>.I can sing a range of well-known nursery rhymes and songs. BI&E.ELG</p> <p>I can perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. BI&E.ELG</p>	<p>Being imaginative and expressive- ELG .</p> <p>. Sing a range of well-known nursery rhymes and songs. BI&E.ELG</p> <p>. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. BI&E.ELG</p>
Playing Instruments Composition	<p>I can show some control in playing percussion instruments to create changes in dynamics, tempo, or pitch.</p>	<p>I can compose, adapt, and play my own composition/tune using simple symbols, pictures or patterns.</p> <p>I am beginning to record my own composition in pictures/symbols.</p>	<p>I can sing a range of well-known nursery rhymes and songs. BI&E.ELG</p> <p>I can perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. BI&E.ELG</p>	
Listening and Responding to Music	<p>I can listen to pieces of music and recognises some familiar instruments that are playing.</p>	<p>I can express my opinion on a piece of music.</p> <p>I can talk about what a piece of music reminds me of.</p>	<p>I can sing a range of well-known nursery rhymes and songs. BI&E.ELG</p> <p>I can perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. BI&E.ELG</p>	
How we will learn it	<p>Sing Up Curriculum Using materials to support role play To sing songs To recite familiar poems To identify and continue a rhyming string (Literacy) Role play with peers Small world play Music lessons Story telling Christmas carol service</p>	<p>Sing Up Curriculum To explore various musical instruments and rhythm Tap out a beat (Music) Role play with peers Small world play Music lessons Story telling Christmas carol service</p>	<p>Sing Up Curriculum Using materials to support role play To sing songs Role play with peers Small world play Music lessons Story telling Christmas carol service</p>	



--	--	--	--	--