



ASMALL PRIMARY SCHOOL

EYFS Key Learning



Asmall Primary School
EYFS Key Learning
Autumn Term 1

Prime Areas of Learning

Communication and Language		Physical Development	
Listening, Attention & Understanding	Speaking	Gross Motor Skills	Fine Motor Skills
Children will be able to understand how to listen carefully and know why it is important. To listen to others 1:1 and small groups. To encourage children to listen attentively and respond to what they hear with relevant actions, when being read to and during small group interactions. To begin to maintain attention in different contexts. To listen carefully to rhyme, poem, songs. To begin to show attention and interest when read to in whole class situations. To follow simple 1 step instructions. To answer simple questions in different contexts, including stories. To interact with and respond with others in small groups. To make comments about what they have heard. Children will participate in a range of adult led activities. Children will be offered the opportunity to chat with their peers in a friendly environment. Children will have adults available to support them during provision time.	Children will talk in front of small groups and their teacher offering their own ideas. To engage in one to one discussion with an adult offering their own ideas. To engage in one to one discussion with an adult offering explanation for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. To express their ideas and feelings about their experiences using full sentences Talk freely with different people in the classroom (peers and familiar adults) Talk about familiar events which have happened to themselves. To begin to use past tense Children will participate in a range of adult led activities. Children will be offered the opportunity to chat with their peers in a friendly environment. Children will have adults available to support them during provision time.	Weekly PE session in the hall or outdoor area to teach fundamental skills (<i>run/running fast, travel on feet/feet and hands, underhand throw, underhand roll, catching, vertical jump and land, hop, skip, static balance, balance on body parts and balance using equipment, side roll and rock and roll, pencil roll, climbing.</i>) To focus on fundamental skill- running and running fast, catching and underarm throw. To move safely in a space. To negotiate space and to find a space. To stop movement when told. To name all of the parts of the body. To begin to know how to safely carry and move apparatus in the classroom (indoor and outdoor) To understand vocabulary linked to movement - names of body parts, directional movement – up down, backwards, forwards, sideways; speed – fast, faster, slow, slowly, slower. Adults to model and support the use of the areas and equipment. Busy classroom environment with free flow to the outdoor space. Outdoor area providing different surfaces. Use balance bikes and large bikes outdoors. Use pull and push toys such as wheelbarrows and trolleys. Use balancing planks, crates, cable wheels, tyres etc. Fill and carry buckets from the water tap. Sweep the outdoor area using brushes. Use large construction equipment indoors and outdoors. Squiggle while you wiggle sessions to develop co-ordination and agility through rotation of shoulder, bending, flexing and rotation of elbow and wrist; making shapes with arms and hands; wriggling and stretching elbows, wrists, fingers.	To begin to use Static Tripod Grasp when using mark making tools. To show preference to a dominant hand. To be able to draw horizontal, vertical, circular, straight and wavy. To begin to form letters. To draw a simple face. To create simple representation of event, people and objects. To handle tools, objects, construction and malleable materials safely and with increasing control. Examples of how to access fine motor skills in continuous provision include; Making marks on paper to follow or extend the pattern. Playdough in areas. Funky fingers activities. Large outdoor water painting. Pencil / wand ribbons. Threading activities creative area with scissors, paints available with a range of brushes. Waterplay pouring, tipping activities. Sand area for digging and filling. Dress up area and clothes for the dolls. A range of small world equipment. A range of construction kits. Dough disco- rotation of shoulder; bending, flexing and rotation of elbow and wrist; making a fist; finger isolation, wriggling and stretching fingers, grasp and release
PSED			
Self-Regulation	Managing Self		Building Relationships

To agree and understand class rules for appropriate indoor and outdoor behaviour. To agree and understand carpet time rules for good sitting and listening. To work in key groups with circle time teacher. To be able to follow instructions involving ideas or actions. To be able to recognise different emotions. To work towards a goal and wait for what they want. To focus during short whole class activities/ small group activity with a teacher. Adults to role model expectations and support children in continuous provision. Adults and children will use the Zones of Regulation to support regulation.	To agree and understand class rules for appropriate indoor and outdoor behaviour. To agree and understand carpet time rules for good sitting and listening. To try new activities and show independence. To begin to take care of their own belongings. To put on own clothing including wet suit, wellies, apron, hats and gloves. To begin to manage personal needs like going to the toilet, washing hands, blowing nose. Is usually dry and clean during the day. To know how to use resources safely, scissors, large deconstructed materials etc. To know how to look after their classroom environment and tidy away. To know when they are hungry and thirsty and have their drink and snack and tidy away after themselves. To be encourage to taste a range of school meals. To express their likes and dislikes.	To engage in positive interactions with adults and peers to form positive relationships. To work and play cooperatively and take turns with others. To demonstrate friendly behaviour towards others To follow simple rules to work together. Build relationships with parents through home visits and daily contact during drop off and pick up times. Children will be supported to share photos and news about themselves. Adults to role model expectations in continuous provision.
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Specific Areas of Learning

Maths

Number	Number Pattern
See Lancashire planning document that correspond with the learning and progression steps (LAPS) for EYFS.	
Number 1, Number 2 (and 1), Number 3 (1 and 2), Number 4 (1,2 and 3), Number 5 (1, 2, 3 and 4)	
To select the correct numeral to represent 1 to 5 objects. To count objects to 5. To count 5 objects from a larger group To show the different ways of making 5. To Subitise to 3 (to 5) To Compare quantities of two groups.	To count to 10 To use language 'greater than', 'fewer/less than', 'equal to' to compare 2 groups of objects. To say the number that is one more and one less than a number to 5.

Literacy

Comprehension	Word Reading	Writing
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To listen attentively to a story at the appropriate interest level. To differentiate between text and illustrations. To understand that print conveys meaning. To hold a book correctly and turn pages from front to back and recognise front and back cover. To know that in English print is read from left to right and top to bottom. To sequence a simple story or event. To act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and use and understand appropriate, recently introduced vocabulary. Children will engage and enjoy an increasing range of books, poems and rhymes.	Children to follow Lancashire's Red Rose phonics. To distinguish between a word, a letter and a space. To hear and say the initial sounds in words. To read simple sentences and books consistent with their phonic knowledge. To recognise some capital and lower-case letters. To Orally blend and segment sounds to make simple words.	Children to follow Lancashire's Red Rose phonics. Emergent writing / Spelling: GPC recognition, Oral segmenting, segmenting for spelling To write own name To develop language skills (listening and talking) in a range of contexts. To give meaning to the marks they make. To copy adults writing behaviour, (e.g. writing on the whiteboard, writing messages when on the phone, etc). To use some recognisable letters and own symbols <u>Composition:</u> To begin to know of different text forms for different purposes (e.g. lists, stories, menus, instructions, labels, captions, recipes, postcards).
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Understanding the World

Past and Present	People, Culture and Beliefs	Geographical Development	The Natural World
Childhood – Sharing family stories from the childhood of parents/carers and grandparents. EQ: What games did my parents/carers & grandparents play as children? To talk about key events, in own lives, about family, friends, other people including significant people. To show an interest in significant events and experiences in the lives of others, including friends and family members, and through books. To find out about, people, places, To talk to others about what they know about a key person, character, event from the past. To talk about what is the same and what is different To order simple experiences in relation to themselves, and others including stories, events, and experiences. To use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. Leadership - People who help us (leaders – headteacher) EQ: How has our headteacher improved our school? Talk about key roles people have in society both in the present and the past. To talk about key events, in own lives, about family, friends, other people including significant people. To use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. To find out about, people, places, events, objects, ask questions, use different sources to find the answers, including books. Civilisation - Our home town EQ: What can I find out about my home town? Use differenced sources to find out about places and describe their features. To describe features of objects, people, places at different times, make comparisons.	(Christianity, Hinduism, Judaism, Islam) Communication To express feelings, give opinions and reasons. To comment on significant events in own lives, talk about their family, friends and the local community. To know about how people are similar, how people are different in gender, language, ethnicity, religion, culture and SEND. To use language skills to share experiences, ideas, give explanations, make suggestions, choices and decisions, either verbally or nonverbally. To respect themselves, special things in their own lives, other people including their ideas, feelings, beliefs, culture, possessions. Observe To look closely and consider their own culture and religion and that of the people in their own community. To look closely at and observe the lives of people in communities in other countries within the world. Describe To talk about and describe culture and religion in relation to themselves, friends, family, and other people within their community based on their own experiences, events, objects or artefacts. To talk about and describe features of their own lives, talk about and describe features of the lives of people in their own community and of people in other countries across the world. Understanding To understand that some places are special (churches etc) recognise that people have different beliefs and celebrate in different ways. E.g. Diwali, Eid, Easter, Christmas, Hanukah, Compare To recognise the similarities and differences in culture and religion between them and other communities. To look closely at and make comparisons between this country and the lives of people in other countries within the world. Research	Locational and Place Knowledge To talk about the features of their immediate environment and other places. (Local) To talk about familiar places and those they have learnt about. (Local, UK, World) To talk about the differences between environments and countries. (Local, UK, World) To comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about. (Local, UK, World) To make enquires about children's homes in other countries. (World) To know the country that they live in and to be aware of the four countries of the UK. (Local, UK) To know there are different countries in the world. (World) To know and talk about different types of weather. (Local, UK) To be aware of the 4 seasons. (Local, UK) Map Skills To recognise, know about and describe features of different places including their immediate environment, other familiar places and places they have learnt about through non - fiction texts, stories, maps, visits, visitors, etc. -To know and explore maps and globes -To draw simple information from a map. E.g. trees, house, river, mountains. -To draw a simple map. Fieldwork Skills To look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites, etc. To talk about what features are the same and what are the differences. To talk about human and physical features. To use cameras to take pictures of their immediate environment.	Explore/Observe To look closely at/notice features in the natural world including animals and plants, weather and seasons, and natural materials e.g. water, ice, sand, stones, lifecycles. To understand the need to care and look after the natural world. Describe To talk about what they notice/observe/see/feel/hear in the natural world, e.g. features of animals, plants, natural materials, seasons, weather, etc; To talk about changes they notice and changes over time, based on real experiences or books read to them at home or school. To know the names and order of the seasons. To describe how plants, survive and what they need. Record To draw pictures e.g. observational drawings of plants, mini-beasts, take photographs, make models or record in scrapbooks. Questioning To show an interest in and be curious about the natural world; ask questions about what they notice/observe or changes that occur, e.g. changes in plants throughout the seasons. Explain To talk about what they know and what they have learnt about the natural world. To talk about why things, happen/occur in relation to different processes e.g. ice melting, seasonal changes. To know the 5 sense and talk about what they are. Research To talk to people (visits/visitors/family), think of questions to ask to find out about plants, animals, seasons, processes; use first hand experiences/use secondary sources, (e.g. books, photographs, internet). Equipment and measures To use senses/use simple equipment to make observations, (e.g. magnifiers, pipettes, egg timers, digital microscopes, etc).

To talk about what is the same and what is different To use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. To find out about, people, places, events, objects, ask questions, use different sources to find the answers, including books. Conflict - Getting on and falling out EQ: Who helps us all to be friends? To learn about how to manage friendships and fall outs To talk to others about what they know about a key person, character, event from the past. To express feelings, give opinions and reasons. To understand the language of tolerance, respect and co-operation. Justice and Equality - People who help keep things fair for us. EQ: How do our teachers make sure things are fair in school? Talk about who makes sure things are fair in and out of school. To talk about key roles people have in society both in the present and the past. To Know who to call in case of an emergency. To talk about what is the same and what is different To understand the language of tolerance, respect and co-operation.	To show curiosity and interest, find out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations - explore and ask different types of questions, examine possibilities, consider alternatives. Vocabulary To understand the language of tolerance, respect and co-operation.	Use of Technology To use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about their immediate environment, different locations and places. -To edit photographs. -To understand how to look after technology. -To know about safety on the internet. -To use a simple computer programme and programmable toys.	Compare/sort/group/identify/classify To notice similarities, notice differences in the natural world, including plants and animals; talk about what they know and understand about similarities and/or differences, e.g. in relation to the natural world around them and other environments they have learnt about through real experiences or books read at home or school. Test To make suggestions, show resilience, work with others. Vocabulary To use simple vocabulary to name and describe objects, materials, living things and environments.
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EAD

Art	Design and Technology	Being imaginative and expressive	Music
Drawing <i>(pencils, pastels, chalks-</i> Explore mark making using a range of drawing materials) To investigate marks and patterns when drawing. To investigate how to make large and small movements with control when drawing. To look carefully and observe when drawing. To know lines can enclose a space and then begin to use these shapes to represent objects. To draws bodies with sausage features, draws bodies of appropriate size and use features To draw self-portraits, landscapes, buildings. Using distinctive features. To Identify similarities and difference between drawing tools. To combine materials when drawing. Painting To explore paint, using hands as a tool.	Explore, Design, Make, Evaluate Structure • To make verbal plans and material choices. • To use knowledge from exploration to inform design • To describe their junk model, and how they intend to put it together. • To use equipment and tools to build, construct and make simple models and props. • To make models and props using different construction materials, e.g. construction kits, reclaimed materials including food, play /role play/ when acting out stories/taking on story characters. • To experiment with different ways to build, construct and join resources (temporary and permanent). • To give a verbal evaluation of their own and others' junk models with adult support. • To check to see if their model matches their plan. • To consider what they would do differently if they were to do it again.	Experiment To explore and experiment with props, objects and materials, their voice, freely in different ways and in a range of contexts, e.g. play, role play, stories, with peers and with adults. Respond To respond to different stimuli through discussion, actions, movement and performance. Represent Ideas To initiate their own ideas during play, make choices and decisions when using objects, media, materials, own voice, dance, instruments and props to develop their own ideas and imagination. Recreate To recreate familiar experiences, familiar activities and familiar stories. Invent To adapt familiar narratives and stories in their play and with adults, create own versions of familiar stories, create new stories using their own ideas. Expression	Listening To talk about music and express their feelings and responses. To watch and talk about dance and performance arts expressing their feelings and responses. To recognise and respond to low and high sounds To recognise and respond to long and short sounds To recognise and respond to a steady beat To recognise and respond to fast and slow Composing To choose the most appropriate sound to match a theme To recognise how sounds can be made and changed To explore different sounds of instruments To use voice, objects, home-made and real musical instruments and a range of ICT to make music. Select own instruments and play in time to music. To know about and keep a steady beat To know about and keep a rhythm To change the tempo, beat and dynamics while playing an instrument.

To describe colours and textures as they paint. Using senses to explore a range of painting materials e.g. thick, thin, ready mix, powder/finger paints. To explore what happens when paint colours mix. To make natural painting tools, using everyday objects to make marks in paint e.g. wheels, sticks To investigate natural materials e.g. paint, water for painting. To explore paint textures, for example mixing in other materials or adding water. To respond to a range of stimuli when painting e.g. playing music. To use paint to express ideas and feelings. To choose colour for a purpose To name the primary colours To develop colour match to a specific colour or shade To add white or black colour to alter, tint or shade To select the correct tools, hold paintbrush using tripod grip. To use a thin and thick brush to change detail. Mixed Media <u>Printing</u> To create meaningful patterns To print with a variety of resources including rubbings. To print with block printing <u>Collage</u> To use different materials to create different effects To explore colours, patterns and compositions when combining materials in collage. Sculpture & 3D (<i>dough, clay, plasticine</i>) To explore the properties of clay. To use modelling tools to cut and shape soft materials eg. playdough, clay. To select and arrange natural materials to make 3D artworks. (Andy Goldsworthy/loose parts) To talk about colour, shape and texture and explain their choices. To plan ideas for what they would like to make. To problem-solve and try out solutions when using modelling materials by exploring and manipulating materials to achieve a planned effect. To develop 3D models by adding colour. To know how to secure junk modelling To scrunch, bend, roll. To join items in a variety of ways, masking tape, ribbon, card. To use a range of modelling materials, dough, junk modelling etc To use playdough to squeeze, pinch and roll to make familiar or fantasy objects. To use glue, sellotape, masking tape to combine materials. To select an appropriate joining technique for a purpose. To construct, build and destroy. To shape and model. To replicate or adapt an existing model	• To describe their favourite and least favourite part of their model. • To know there are a range to different materials that can be used to make a model and that they are all slightly different. • To make simple suggestions to fix their junk model. • To improve fine motor/scissor skills with a variety of materials. • To handle and use equipment appropriately and safely. Textiles • To know that a design is a way of planning our idea before we start. • To explore and discuss what a good design needs. • To design. • To choose from available materials • To develop fine motor/cutting skills with scissors. • To know that threading is putting one material through an object. • To exploring fine motor/threading and weaving (under, over technique) with a variety of materials. • To use a prepared needle and wool to practise threading. • To reflect on a finished product, comparing it to their design. • To handle and use equipment appropriately and safely. Cooking and Nutrition • To use tools and equipment linked to food preparation. • To design a recipe as a class. • To explore different design packaging. • To chop plasticine, and a range of foods safely. • To taste, and give opinions. • To describe using the 5 senses when tasting food: look, feel, smell and taste. • To know that food can be blended together. • To know that vegetables and fruit are grown. • To recognise and name some common vegetables and fruit. • To know that different vegetables and fruit taste different. • To know that eating fruit and vegetables are good for us. • To know and talk about a balanced diet. • To know the importance of hygiene during food preparation. • To handle and use equipment appropriately and safely.	To express their feelings, ideas, thoughts and emotions in response to different media (music, pictures, film, poems, etc.), within their play with peers, or with adults. Communication To communicate their ideas, thoughts, feelings and preferences through discussion, role play, actions and performance.	Performing To perform familiar or new nursery rhymes, songs, poems and stories, use props to enhance their actions, use props to act out in character. To sing well known nursery rhymes, familiar songs, chants, activities which develop the voice as a sound maker. To match pitch and follow melody. To perform in groups or solo. To Replicate dances and performance, imitates dance movements matching pace. To engage in ring games and action songs and rhymes, initiate their own movement ideas in response to different types of music To show awareness of rhythm and beat when moving to music
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Craft and Design To explore differences when cutting a variety of materials. To investigate different ways of cutting eg. straight lines, wavy lines, zig-zags. To follow lines when cutting. To experiment with threading objects, holding equipment steady to do so. To explore techniques for joining paper and card eg stick, clip, tie, tape. To apply craft skills eg. cutting, threading, folding to make their own artworks. To design something on paper ready to make in three dimensions To say what they intend to create To combine different materials for a planned effect. Eg feathers for a soft bed, tinfoil for a spaceship. To explore simple weaving techniques. (sewing, wool, string, threading) To impress and apply simple decoration To know that materials are soft, rough, shiny etc Potential artists- Andy Goldsworthy, Paul Klee, Vincent Van Gough, Wassily Kandinsky, Claus Oldenburg			
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Asmall Primary School
EYFS Key Learning

Autumn Term 2

Prime Areas of Learning

Communication and Language		Physical Development	
Listening, Attention & Understanding	Speaking	Gross Motor Skills	Fine Motor Skills
Children will be able to understand how to listen carefully and know why it is important. To listen to others 1:1 and small groups. To encourage children to listen attentively and respond to what they hear with relevant actions, when being read to and during small group interactions. To begin to maintain attention in different contexts. To listen carefully to rhyme, poem, songs. To begin to show attention and interest when read to in whole class situations. To follow simple 1 step instructions. To answer simple questions in different contexts, including stories. To interact with and respond with others in small groups. To make comments about what they have heard.	Children will talk in front of small groups and their teacher offering their own ideas. To engage in one to one discussion with an adult offering their own ideas. To engage in one to one discussion with an adult offering explanation for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. To express their ideas and feelings about their experiences using full sentences Talk freely with different people in the classroom (peers and familiar adults) Talk about familiar events which have happened to themselves. To begin to use past tense	Weekly PE session in the hall or outdoor area to teach fundamental skills (<i>run/running fast, travel on feet/feet and hands, underhand throw, underhand roll, catching, vertical jump and land, hop, skip, static balance, balance on body parts and balance using equipment, side roll and rock and roll, pencil roll, climbing.</i>) To focus on fundamental skills - running and running fast - catching and underarm throw. -static balance -move on hands and feet. To move safely in a space. To negotiate space and to find a space. To stop movement when told. To name all of the parts of the body.	To begin to use Static Tripod Grasp when using mark making tools. To show preference to a dominant hand. To be able to draw horizontal, vertical, circular, straight and wavy. To begin to form letters. To draw a simple face. To create simple representation of event, people and objects. To handle tools, objects, construction and malleable materials safely and with increasing control. To be able to draw a simple human figure with a head, body, arms and legs. To begin to use scissors correctly. Examples of how to access fine motor skills in continuous provision include;

To answer simple retrieval questions about a text which has been read to them. To interact with and respond with others in small groups, whole class discussions and play. To begin to show attention and interest when read to in whole class situations. Children will participate in a range of adult led activities. Children will be offered the opportunity to chat with their peers in a friendly environment. Children will have adults available to support them during provision time.	Children will participate in a range of adult led activities. Children will be offered the opportunity to chat with their peers in a friendly environment. Children will have adults available to support them during provision time.	To begin to know how to safely carry and move apparatus in the classroom (indoor and outdoor) To understand vocabulary linked to movement - names of body parts, directional movement – up down, backwards, forwards, sideways; speed – fast, faster, slow, slowly, slower. To be able to perform movements such as crawling, sliding and slithering. To be able to drop, roll and throw various pieces of equipment. To be able to name equipment such as ball, (quoit), beanbag, hoop. Adults to model and support the use of the areas and equipment. Busy classroom environment with free flow to the outdoor space. Outdoor area providing different surfaces. Use balance bikes and large bikes outdoors. Use pull and push toys such as wheelbarrows and trolleys. Use balancing planks, crates, cable wheels, tyres etc. Fill and carry buckets from the water tap. Sweep the outdoor area using brushes. Use large construction equipment indoors and outdoors. Squiggle while you wiggle sessions to develop co-ordination and agility through rotation of shoulder, bending, flexing and rotation of elbow and wrist; making shapes with arms and hands; wriggling and stretching elbows, wrists, fingers.	Making marks on paper to follow or extend the pattern. Playdough in areas. Funky fingers activities. Large outdoor water painting. Pencil / wand ribbons. Threading activities creative area with scissors, paints available with a range of brushes. Waterplay pouring, tipping activities. Sand area for digging and filling. Dress up area and clothes for the dolls. A range of small world equipment. A range of construction kits. Dough disco- rotation of shoulder; bending, flexing and rotation of elbow and wrist; making a fist; finger isolation, wriggling and stretching fingers, grasp and release
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PSED

Self-Regulation	Managing Self	Building Relationships
To agree and understand class rules for appropriate indoor and outdoor behaviour. To agree and understand carpet time rules for good sitting and listening. To work in key groups with circle time teacher. To be able to follow instructions involving ideas or actions. To be able to recognise different emotions. To work towards a goal and wait for what they want. To focus during short whole class activities/ small group activity with a teacher. Begin to join in with focussed group activities. Talk about their feeling through the story of the colour monster. To talk about how they are feeling and to consider others feelings. To begin to show care and concern for others. Adults to role model expectations and support children in continuous provision. Adults and children will use the Zones of Regulation to support regulation	To agree and understand class rules for appropriate indoor and outdoor behaviour. To agree and understand carpet time rules for good sitting and listening. To try new activities and show independence. To begin to take care of their own belongings. To put on own clothing including wet suit, wellies, apron, hats and gloves. To begin to manage personal needs like going to the toilet, washing hands, blowing nose. Is usually dry and clean during the day. To know how to use resources safely, scissors, large deconstructed materials etc. To know how to look after their classroom environment and tidy away. To know when they are hungry and thirsty and have their drink and snack and tidy away after themselves. To be encourage to taste a range of school meals. To express their likes and dislikes. To know why we have rules. To know right from wrong. To be confident in making their own choices and decisions. To be able to plan and organise their play.	To engage in positive interactions with adults and peers to form positive relationships. To work and play cooperatively and take turns with others. To demonstrate friendly behaviour towards others To follow simple rules to work together. To seek others to share activities and experiences with. To begin to show care and concern for others. To support children in taking responsibility for their actions e.g. giving an apology, talk about what they have done wrong. Children to be supported in listening to each other. Engage in positive interactions with adults and peers to form positive relationships.

Begin to introduce enhancements related to key learning/children's interests within the provision. adults to provide support, guidance and encouragement to participate.	Children to be supported in listening to each other.	Build relationships with parents through home visits and daily contact during drop off and pick up times. Children will be supported to share photos and news about themselves. Adults to role model expectations in continuous provision.
Specific Areas of Learning		
Maths		
Number	Number Pattern	
Use Lancashire planning document that correspond with the learning and progression steps (LAPS) for EYFS. Number 6 (1, 2, 3,4 and 5), number 7 (1, 2, 3, 4,5 and 6) number 8 (1,2,3,4,5,6,and 7) number 9 (1,2,3,4,5,6,7 and 8) number 10 (1,2,3,4,5,6,7,8,9,10		
To select the correct numeral to represent 1 to 10 objects. To count objects to 10 To count 10 objects from a larger group To show the different ways of making 10. To Subitise to 5 To Compare quantities of two groups.	To count to 10 To use language 'greater than', 'fewer/less than', 'equal to' to compare 2 groups of objects. To say the number that is one more and one less than a number to 10.	
Literacy		
Comprehension	Word Reading	Writing
To listen attentively to a story at the appropriate interest level. To differentiate between text and illustrations. To understand that print conveys meaning. To hold a book correctly and turn pages from front to back and recognise front and back cover. To know that in English print is read from left to right and top to bottom. To sequence a simple story or event. To act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and use and understand appropriate, recently introduced vocabulary. To use picture clues to help read a simple text. To recite simple rhymes, songs and poems. Children will engage and enjoy an increasing range of books, poems and rhymes.	<u>Children to follow Lancashire's Red Rose phonics.</u> To distinguish between a word, a letter and a space. To hear and say the initial sounds in words. To read simple sentences and books consistent with their phonic knowledge. To recognise some capital and lower-case letters. To Orally blend and segment sounds to make simple words. Blend graphemes to read a range of words using build and blend towards automaticity, fluency and accuracy. Use phonic knowledge to attempt unknown words. Link sounds to letters, naming and sounding letters of the alphabet as well as digraphs	<u>Children to follow Lancashire's Red Rose phonics.</u> <u>Emergent Writing/Spelling:</u> GPC recognition, Oral segmenting, segmenting for spelling To write own name. To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. To segment sounds in simple words. To develop language skills (listening and talking) in a range of contexts. To give meaning to the marks they make. To copy adults writing behaviour, (e.g. writing on the whiteboard, writing messages when on the phone, etc). To use some recognisable letters and own symbols. To show awareness that writing communicates meaning To know there is a sound/symbol relationship. To understand that thoughts can be written down. To begin to use appropriate letters for initial sounds. To begin to build words using letter sounds in their writing. <u>Composition:</u> To know of different text forms for different purposes (e.g. lists, stories, menus, instructions, labels, captions, recipes, postcards). To orally compose a sentence and hold it in memory before attempting to write it. To know you write left to right and top to bottom. <u>Vocabulary, grammar, punctuation</u> To begin to recognise and know there needs to be spaces between words in a simple sentence. To recognise and know that full stops are at the end of a sentence.
Understanding the World		

Past and Present	People, Culture and Beliefs	Geographical Development	The Natural World
Childhood – Sharing family stories from the childhood of parents/carers and grandparents. EQ: What games did my parents/carers & grandparents play as children? To talk about key events, in own lives, about family, friends, other people including significant people. To show an interest in significant events and experiences in the lives of others, including friends and family members, and through books. To find out about, people, places, To talk to others about what they know about a key person, character, event from the past. To talk about what is the same and what is different To order simple experiences in relation to themselves, and others including stories, events, and experiences. To use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. Leadership - People who help us (leaders – headteacher) EQ: How has our headteacher improved our school? Talk about key roles people have in society both in the present and the past. To talk about key events, in own lives, about family, friends, other people including significant people. To use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. To find out about, people, places, events, objects, ask questions, use different sources to find the answers, including books. Civilisation - Our home town EQ: What can I find out about my home town? Use differentiated sources to find out about places and describe their features. To describe features of objects, people, places at different times, make comparisons. To talk about what is the same and what is different To use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. To find out about, people, places, events, objects, ask questions, use different sources to find the answers, including books. Conflict - Getting on and falling out EQ: Who helps us all to be friends? To learn about how to manage friendships and fall outs To talk to others about what they know about a key person, character, event from the past. To express feelings, give opinions and reasons.	(Christianity, Hinduism, Judaism, Islam) Communication To express feelings, give opinions and reasons. To comment on significant events in own lives, talk about their family, friends and the local community. To know about how people are similar, how people are different in gender, language, ethnicity, religion, culture and SEND. To use language skills to share experiences, ideas, give explanations, make suggestions, choices and decisions, either verbally or nonverbally. To respect themselves, special things in their own lives, other people including their ideas, feelings, beliefs, culture, possessions. Observe To look closely and consider their own culture and religion and that of the people in their own community. To look closely at and observe the lives of people in communities in other countries within the world. Describe To talk about and describe culture and religion in relation to themselves, friends, family, and other people within their community based on their own experiences, events, objects or artefacts. To talk about and describe features of their own lives, talk about and describe features of the lives of people in their own community and of people in other countries across the world. Understanding To understand that some places are special (churches etc) recognise that people have different beliefs and celebrate in different ways. E.g. Diwali, Eid, Easter, Christmas, Hanukah, Compare To recognise the similarities and differences in culture and religion between them and other communities. To look closely at and make comparisons between this country and the lives of people in other countries within the world. Research To show curiosity and interest, find out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations - explore and ask different types of questions, examine possibilities, consider alternatives. Vocabulary To understand the language of tolerance, respect and co-operation.	Locational and Place Knowledge To talk about the features of their immediate environment and other places. (Local) To talk about familiar places and those they have learnt about. (Local, UK, World) To talk about the differences between environments and countries. (Local, UK, World) To comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about. (Local, UK, World) To make enquires about children's homes in other countries. (World) To know the country that they live in and to be aware of the four countries of the UK. (Local, UK) To know there are different countries in the world. (World) To know and talk about different types of weather. (Local, UK) To be aware of the 4 seasons. (Local, UK) Map Skills To recognise, know about and describe features of different places including their immediate environment, other familiar places and places they have learnt about through non - fiction texts, stories, maps, visits, visitors, etc. -To know and explore maps and globes -To draw simple information from a map. E.g. trees, house, river, mountains. -To draw a simple map. Fieldwork Skills To look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites, etc. To talk about what features are the same and what are the differences. To talk about human and physical features. To use cameras to take pictures of their immediate environment. Use of Technology To use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about their immediate environment, different locations and places. -To edit photographs. -To understand how to look after technology. -To know about safety on the internet. -To use a simple computer programme and programmable toys.	Explore/Observe To look closely at/notice features in the natural world including animals and plants, weather and seasons, and natural materials e.g. water, ice, sand, stones, lifecycles. To understand the need to care and look after the natural world. Describe To talk about what they notice/observe/see/feel/hear in the natural world, e.g. features of animals, plants, natural materials, seasons, weather, etc; To talk about changes they notice and changes over time, based on real experiences or books read to them at home or school. To know the names and order of the seasons. To describe how plants, survive and what they need. Record To draw pictures e.g. observational drawings of plants, mini-beasts, take photographs, make models or record in scrapbooks. Questioning To show an interest in and be curious about the natural world; ask questions about what they notice/observe or changes that occur, e.g. changes in plants throughout the seasons. Explain To talk about what they know and what they have learnt about the natural world. To talk about why things happen/occur in relation to different processes e.g. ice melting, seasonal changes. To know the 5 sense and talk about what they are. Research To talk to people (visits/visitors/family), think of questions to ask to find out about plants, animals, seasons, processes; use first hand experiences/use secondary sources, (e.g. books, photographs, internet). Equipment and measures To use senses/use simple equipment to make observations, (e.g. magnifiers, pipettes, egg timers, digital microscopes, etc). Compare/sort/group/identify/classify To notice similarities, notice differences in the natural world, including plants and animals; talk about what they know and understand about similarities and/or differences, e.g. in relation to the natural world around them and other environments they have learnt about through real experiences or books read at home or school. Test To make suggestions, show resilience, work with others. Vocabulary To use simple vocabulary to name and describe objects, materials, living things and environments.

To understand the language of tolerance, respect and co-operation. Justice and Equality - People who help keep things fair for us. EQ: How do our teachers make sure things are fair in school? Talk about who makes sure things are fair in and out of school. To talk about key roles people have in society both in the present and the past. To Know who to call in case of an emergency. To talk about what is the same and what is different To understand the language of tolerance, respect and co-operation.			
EAD			
Art	Design and Technology	Being imaginative and expressive	Music
Drawing <i>(pencils, pastels, chalks-</i> Explore mark making using a range of drawing materials) To investigate marks and patterns when drawing. To investigate how to make large and small movements with control when drawing. To look carefully and observe when drawing. To know lines can enclose a space and then begin to use these shapes to represent objects. To draw bodies with sausage features, draws bodies of appropriate size and use features To draw self-portraits, landscapes, buildings. Using distinctive features. To identify similarities and difference between drawing tools. To combine materials when drawing. Painting To explore paint, using hands as a tool. To describe colours and textures as they paint. Using senses to explore a range of painting materials e.g. thick, thin, ready mix, powder/finger paints. To explore what happens when paint colours mix. To make natural painting tools, using everyday objects to make marks in paint e.g. wheels, sticks To investigate natural materials e.g. paint, water for painting. To explore paint textures, for example mixing in other materials or adding water. To respond to a range of stimuli when painting e.g. playing music. To use paint to express ideas and feelings. To choose colour for a purpose To name the primary colours To develop colour match to a specific colour or shade To add white or black colour to alter, tint or shade	Explore, Design, Make, Evaluate Structure • To make verbal plans and material choices. • To use knowledge from exploration to inform design • To describe their junk model, and how they intend to put it together. • To use equipment and tools to build, construct and make simple models and props. • To make models and props using different construction materials, e.g. construction kits, reclaimed materials including food, play /role play/ when acting out stories/taking on story characters. • To experiment with different ways to build, construct and join resources (temporary and permanent). • To give a verbal evaluation of their own and others' junk models with adult support. • To check to see if their model matches their plan. • To consider what they would do differently if they were to do it again. • To describe their favourite and least favourite part of their model. • To know there are a range to different materials that can be used to make a model and that they are all slightly different. • To make simple suggestions to fix their junk model. • To improve fine motor/scissor skills with a variety of materials. • To handle and use equipment appropriately and safely. Textiles • To know that a design is a way of planning our idea before we start. • To explore and discuss what a good design needs. • To design.	Experiment To explore and experiment with props, objects and materials, their voice, freely in different ways and in a range of contexts, e.g. play, role play, stories, with peers and with adults. Respond To respond to different stimuli through discussion, actions, movement and performance. Represent Ideas To initiate their own ideas during play, make choices and decisions when using objects, media, materials, own voice, dance, instruments and props to develop their own ideas and imagination. Recreate To recreate familiar experiences, familiar activities and familiar stories. Invent To adapt familiar narratives and stories in their play and with adults, create own versions of familiar stories, create new stories using their own ideas. Expression To express their feelings, ideas, thoughts and emotions in response to different media (music, pictures, film, poems, etc.), within their play with peers, or with adults. Communication To communicate their ideas, thoughts, feelings and preferences through discussion, role play, actions and performance.	Listening To talk about music and express their feelings and responses. To watch and talk about dance and performance arts expressing their feelings and responses. To recognise and respond to low and high sounds To recognise and respond to long and short sounds To recognise and respond to a steady beat To recognise and respond to fast and slow Composing To choose the most appropriate sound to match a theme To recognise how sounds can be made and changed To explore different sounds of instruments To use voice, objects, home-made and real musical instruments and a range of ICT to make music. Select own instruments and play in time to music. To know about and keep a steady beat To know about and keep a rhythm To change the tempo, beat and dynamics while playing an instrument. Performing To perform familiar or new nursery rhymes, songs, poems and stories, use props to enhance their actions, use props to act out in character. To sing well known nursery rhymes, familiar songs, chants, activities which develop the voice as a sound maker. To match pitch and follow melody. To perform in groups or solo. To Replicate dances and performance, imitates dance movements matching pace.

To select the correct tools, hold paintbrush using tripod grip. To use a thin and thick brush to change detail. Mixed Media <u>Printing</u> To create meaningful patterns To print with a variety of resources including rubbings. To print with block printing <u>Collage</u> To use different materials to create different effects To explore colours, patterns and compositions when combining materials in collage. Sculpture & 3D (<i>dough, clay, plasticine</i>) To explore the properties of clay. To use modelling tools to cut and shape soft materials eg. playdough, clay. To select and arrange natural materials to make 3D artworks. (Andy Goldsworthy/loose parts) To talk about colour, shape and texture and explain their choices. To plan ideas for what they would like to make. To problem-solve and try out solutions when using modelling materials by exploring and manipulating materials to achieve a planned effect. To develop 3D models by adding colour. To know how to secure junk modelling To scrunch, bend, roll. To join items in a variety of ways, masking tape, ribbon, card. To use a range of modelling materials, dough, junk modelling etc To use playdough to squeeze, pinch and roll to make familiar or fantasy objects. To use glue, sellotape, masking tape to combine materials. To select an appropriate joining technique for a purpose. To construct, build and destroy. To shape and model. To replicate or adapt an existing model Craft and Design To explore differences when cutting a variety of materials. To investigate different ways of cutting eg. straight lines, wavy lines, zig-zags. To follow lines when cutting. To experiment with threading objects, holding equipment steady to do so. To explore techniques for joining paper and card eg stick, clip, tie, tape. To apply craft skills eg. cutting, threading, folding to make their own artworks. To design something on paper ready to make in three dimensions To say what they intend to create	• To choose from available materials • To develop fine motor/cutting skills with scissors. • To know that threading is putting one material through an object. • To exploring fine motor/threading and weaving (under, over technique) with a variety of materials. • To use a prepared needle and wool to practise threading. • To reflect on a finished product, comparing it to their design. • To handle and use equipment appropriately and safely. Cooking and Nutrition • To use tools and equipment linked to food preparation. • To design a recipe as a class. • To explore different design packaging. • To chop plasticine, and a range of foods safely. • To taste, and give opinions. • To describe using the 5 senses when tasting food: look, feel, smell and taste. • To know that food can be blended together. • To know that vegetables and fruit are grown. • To recognise and name some common vegetables and fruit. • To know that different vegetables and fruit taste different. • To know that eating fruit and vegetables are good for us. • To know and talk about a balanced diet. • To know the importance of hygiene during food preparation. • To handle and use equipment appropriately and safely.		To engage in ring games and action songs and rhymes, initiate their own movement ideas in response to different types of music To show awareness of rhythm and beat when moving to music
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To combine different materials for a planned effect. Eg
feathers for a soft bed, tinfoil for a spaceship.
To explore simple weaving techniques. (sewing, wool, string,
threading)
To impress and apply simple decoration
To know that materials are soft, rough, shiny etc

Potential artists- Andy Goldsworthy, Paul Klee, Vincent Van
Gough, Wassily Kandinsky, Claus Oldenburg

Asmall Primary School
EYFS Key Learning

Spring Term 1

Prime Areas of Learning

Communication and Language		Physical Development	
Listening, Attention & Understanding	Speaking	Gross Motor Skills	Fine Motor Skills
To know how to listen carefully and know why it is important. To listen to others 1:1, small groups and whole class. To listen attentively and respond to what they hear with relevant actions, when being read to and during small group interactions, and whole class. To begin to maintain attention in different contexts. To listen carefully to rhyme, poem, songs. To show attention and interest when read to in whole class situations. To make comments about their learning to clarify their understanding. To follow a set of simple instructions and requests. To answer simple questions in different contexts, including stories. To begin to understand how and why questions. To learn to ask and answer questions to find out more (where, how, why) in response to stories and events. To begin to develop a deep familiarity with non-fiction books. To answer simple retrieval questions about a text which has been read to them. Children will become familiarised with tales tool kit Children will be introduced to helicopter stories	To begin to use an increasing range of vocabulary, understanding of new words. To begin to take account of the listener when engaged in conversation. To take turns in the conversation. To talk freely with different people in the classroom, (buddies) To begin to use past, present and future tense in conversations. To talk about and discuss familiar events, stories (characters and settings), interests etc. To begin to explain and give reasons when talking eg stories, feelings, events. To begin to use talk to connect ideas, and share their thinking. To begin to use language of stories, rhymes, poems to imagine and recreate roles. To begin to offer explanations to why things happen. To begin to retell stories using repetitive words from the text. To begin to retell stories using their own words. To use talk to connect ideas, and share their thinking. To talk in sentences using conjunctions, e.g. and, because. To retell stories in the role play	Focus on dance, and gymnastics Weekly PE session in the hall or outdoor area to teach fundamental skills (<i>run/running fast, travel on feet/feet and hands, underhand throw, underhand roll, catching, vertical jump and land, hop, skip, static balance, balance on body parts and balance using equipment, side roll and rock and roll, pencil roll, climbing.</i>) To focus on fundamental skills -underhand roll, -balance on body parts and balance using equipment, -vertical jump and land. To be able to, through dance, to develop control and co-ordination, make shapes with arms and hands, move with grace and control. When using apparatus- to control and balance for climbing, travelling, swinging, scrambling, jumping. To travel with confidence and skill around, under, over and through balancing and climbing equipment., To jump and land safely from a height. To act with care and consideration for themselves and others. To understand vocabulary linked to movement - names of body parts, directional movement – up down, backwards, forwards, sideways; speed – fast, faster, slow, slowly, slower. Squiggle while you wiggle sessions to develop co- ordination and agility through rotation of shoulder, bending, flexing and rotation of elbow and wrist; making shapes with arms and hands; wriggling and stretching elbows, wrists, fingers.	To use a Static Tripod Grasp when using mark making tools with dominant hand To be able to draw horizontal, vertical, circular, straight and wavy. To be able to draw diagonal, zigzag lines, and dots. To form recognisable letters To use scissors correctly To draw a figure with a head, body, arms and legs. To use and handle scissors correctly and safely. To use glue effectively To know the handwriting movements involved in the four basic letter shapes as exemplified by 'l' 'c' 'r' 'z' Morning Handwriting sessions beginning with physical warm up movements- rotation of shoulder; bending, flexing and rotation of elbow and wrist; wriggling and stretching fingers, grasp and release
PSED			
Self-Regulation	Managing Self	Building Relationships	
To give focused attention to the teacher during group and whole class activities. To be able to respond when engaged in activity. To make choices and communicate what they need. To show how they feel in response to different experiences. To talk about and discuss with others how they feel. To show care and concern for others.	To explain the reason the reason for rules, knowing what is right and wrong. To take care of their own belongings. To use the toilets, followed by good hand washing. To take off and put on their own coats, hats, gloves, wetsuits and wellies. They will be able to take off and put on their shoes and socks. To share their ideas and interests with others.	To share and take turns. To follow simple rules to work together. To seek adults and peers to engage in conversation To listen to other. To show sensitivity to their own needs To show care and concern for others.	

To take responsibility for their actions e.g. giving an apology, talk about what they have done wrong. To be able to wait for what they want and begin to control their immediate impulses. To begin to regulate their behaviour. To give focused attention to the teacher during group and whole class activities. . Adult to support children in maintaining attention for small group and whole class activities. Adult to use visual cues to support children when sitting and listening during carpet time.	To try to complete task themselves before asking for help. To be confident to try new activities showing independence and resilience To be confident in talking to others about what they need, or their ideas. To know how to be healthy (food, exercise and bedtime). To name some food groups. To know the importance of tooth brushing, and maintaining personal hygiene. Children to be reminded of class rules for appropriate indoor and outdoor behaviour. Adult to use visual cues to support children when sitting and listening during carpet time. Adults to support children in reflecting and explaining their ideas.	To take responsibility for their actions e.g. giving an apology, talk about what they have done wrong. To speak to others in a positive way reflecting upon experiences, recalling events and making suggestions.
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Specific Areas of Learning

Maths

Number	Number Pattern
Use Lancashire planning document that correspond with the learning and progression steps (LAPS) for EYFS. Counting and comparing, partitioning, understating teen numbers, distance, weight and capacity, shape and sorting.	
To recognise numerals to 20 To count objects up to 20 To show different ways of making 10 Combine two groups to find the whole.	To count to 20 To use language 'greater than', 'fewer/less than', 'equal to' to compare 2 groups of objects. To say the number that is one more and one less than numbers up to 20. To know which numbers are odd/ even up to 10

Literacy

Comprehension	Word Reading	Writing
Comprehension Children will engage and enjoy an increasing range of books, poems and rhymes. To recite simple rhymes, songs and poems. To talk about events, settings and characters. To retell stories and narratives in the correct sequence and in their own words, drawing on the language patterns of stories. To recall the main points in text in the correct sequence. To use the structure of a simple story when re-enacting and re-telling in their own words. To use gestures and actions to act out a story, event or rhyme from text or illustrations. To say what a character might be thinking, saying or feeling. To begin to make predictions and anticipate key events based on illustrations, story content and title. To say how they feel about stories and poems. To be able to take part in freeze play and hot seating activities To demonstrate understanding about what they have read.	Children to follow Lancashire's Red Rose phonics. To distinguish between a word, a letter and a space. To read simple sentences and books consistent with their phonic knowledge. To recognise capital and lower-case letters. To blend graphemes to read a range of words using build and blend towards automaticity, fluency and accuracy. To use phonic knowledge to attempt unknown words. To read phase 2 and 3 tricky words by sight	Children to follow Lancashire's Red Rose phonics. Emergent Writing / Spelling: GPC recognition, Oral segmenting, segmenting for spelling To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. To segment sounds in simple words. To begin to be aware of capital letters, finger spaces and full stops. To know that writing communicates meaning To form letters with increasing control. To write letters and strings, sometimes in cluster like words. To use writing in their play. To use familiar words in their writing. Composition: To orally compose a sentence and hold it in memory before attempting to write it. To use talk to organize, articulate, sequence and clarify thinking, ideas, feelings and events. To have their own ideas and reasons for writing. To begin to use simple sentence forms. Vocabulary, grammar, punctuation To recognise and know that a sentence starts with a capital letter, ends with a full stop To begin to use finger spaces Handwriting: (also see Physical Development – Fine Motor Skills) To write left to right and top to bottom. To begin to form most lower-case letters correctly; starting and finishing in the right place, going the right way round, correctly orientated.

Understanding the World

Past and Present	People, Culture and Beliefs	Geographical Development	The Natural World
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To find out about, people, places, events, objects, ask questions, use different sources to find the answers, including books. Conflict - Getting on and falling out EQ: Who helps us all to be friends? To learn about how to manage friendships and fall outs	(Christianity, Hinduism, Judaism, Islam) Communication To express feelings, give opinions and reasons. To comment on significant events in own lives, talk about their family, friends and the local community. To know about how people are similar, how people are different in gender, language, ethnicity, religion, culture and SEND. To use language skills to share experiences, ideas, give explanations, make suggestions, choices and decisions, either verbally or nonverbally. To respect themselves, special things in their own lives, other people including their ideas, feelings, beliefs, culture, possessions. Observe To look closely and consider their own culture and religion and that of the people in their own community. To look closely at and observe the lives of people in communities in other countries within the world. Describe To talk about and describe culture and religion in relation to themselves, friends, family, and other people within their community based on their own experiences, events, objects or artefacts. To talk about and describe features of their own lives, talk about and describe features of the lives of people in their own community and of people in other countries across the world. Understanding To understand that some places are special (churches etc) recognise that people have different beliefs and celebrate in different ways. E.g. Diwali, Eid, Easter, Christmas, Hanukah, Compare To recognise the similarities and differences in culture and religion between them and other communities. To look closely at and make comparisons between this country and the lives of people in other countries within the world. 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(Local, UK) To know there are different countries in the world. (World) To know and talk about different types of weather. (Local, UK) To be aware of the 4 seasons. (Local, UK) Map Skills To recognise, know about and describe features of different places including their immediate environment, other familiar places and places they have learnt about through non - fiction texts, stories, maps, visits, visitors, etc. -To know and explore maps and globes -To draw simple information from a map. E.g. trees, house, river, mountains. -To draw a simple map. Fieldwork Skills To look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites, etc. To talk about what features are the same and what are the differences. To talk about human and physical features. To use cameras to take pictures of their immediate environment. Use of Technology To use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about their immediate environment, different locations and places. -To edit photographs. -To understand how to look after technology. -To know about safety on the internet. -To use a simple computer programme and programmable toys.	Explore/Observe To look closely at/notice features in the natural world including animals and plants, weather and seasons, and natural materials e.g. water, ice, sand, stones, lifecycles. To understand the need to care and look after the natural world. Describe To talk about what they notice/observe/see/feel/hear in the natural world, e.g. features of animals, plants, natural materials, seasons, weather, etc; To talk about changes they notice and changes over time, based on real experiences or books read to them at home or school. To know the names and order of the seasons. To describe how plants, survive and what they need. Record To draw pictures e.g. observational drawings of plants, mini-beasts, take photographs, make models or record in scrapbooks. Questioning To show an interest in and be curious about the natural world; ask questions about what they notice/observe or changes that occur, e.g. changes in plants throughout the seasons. Explain To talk about what they know and what they have learnt about the natural world. To talk about why things happen/occur in relation to different processes e.g. ice melting, seasonal changes. To know the 5 sense and talk about what they are. Research To talk to people (visits/visitors/family), think of questions to ask to find out about plants, animals, seasons, processes ; use first hand experiences/use secondary sources, (e.g. books, photographs, internet). Equipment and measures To use senses/use simple equipment to make observations, (e.g. magnifiers, pipettes, egg timers, digital microscopes, etc). 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EAD			
Art	Design and Technology	Being imaginative and expressive	Music
Drawing (pencils, pastels, chalks- Explore mark making using a range of drawing materials) To investigate marks and patterns when drawing. To investigate how to make large and small movements with control when drawing. To look carefully and observe when drawing. To know lines can enclose a space and then begin to use these shapes to represent objects. To draws bodies with sausage features, draws bodies of appropriate size and use features To draw self-portraits, landscapes, buildings. Using distinctive features. To Identify similarities and difference between drawing tools. To combine materials when drawing. Painting To explore paint, using hands as a tool. To describe colours and textures as they paint. Using senses to explore a range of painting materials e.g. thick, thin, ready mix, powder/finger paints. To explore what happens when paint colours mix. To make natural painting tools, using everyday objects to make marks in paint e.g. wheels, sticks To investigate natural materials e.g. paint, water for painting. To explore paint textures, for example mixing in other materials or adding water. To respond to a range of stimuli when painting e.g. playing music. To use paint to express ideas and feelings. To choose colour for a purpose	Explore, Design, Make, Evaluate Structure • To make verbal plans and material choices. • To use knowledge from exploration to inform design • To describe their junk model, and how they intend to put it together. • To use equipment and tools to build, construct and make simple models and props. • To make models and props using different construction materials, e.g. construction kits, reclaimed materials including food, play /role play/ when acting out stories/taking on story characters. • To experiment with different ways to build, construct and join resources (temporary and permanent). • To give a verbal evaluation of their own and others' junk models with adult support. • To check to see if their model matches their plan. • To consider what they would do differently if they were to do it again. • To describe their favourite and least favourite part of their model. • To know there are a range to different materials that can be used to make a model and that they are all slightly different. • To make simple suggestions to fix their junk model. • To improve fine motor/scissor skills with a variety of materials. • To handle and use equipment appropriately and safely. Textiles	Experiment To explore and experiment with props, objects and materials, their voice, freely in different ways and in a range of contexts, e.g. play, role play, stories, with peers and with adults. Respond To respond to different stimuli through discussion, actions, movement and performance. Represent Ideas To initiate their own ideas during play, make choices and decisions when using objects, media, materials, own voice, dance, instruments and props to develop their own ideas and imagination. Recreate To recreate familiar experiences, familiar activities and familiar stories. Invent To adapt familiar narratives and stories in their play and with adults, create own versions of familiar stories, create new stories using their own ideas. Expression To express their feelings, ideas, thoughts and emotions in response to different media (music, pictures, film, poems, etc.), within their play with peers, or with adults. Communication To communicate their ideas, thoughts, feelings and preferences through discussion, role play, actions and performance.	Listening To talk about music and express their feelings and responses. To watch and talk about dance and performance arts expressing their feelings and responses. To recognise and respond to low and high sounds To recognise and respond to long and short sounds To recognise and respond to a steady beat To recognise and respond to fast and slow Composing To choose the most appropriate sound to match a theme To recognise how sounds can be made and changed To explore different sounds of instruments To use voice, objects, home-made and real musical instruments and a range of ICT to make music. Select own instruments and play in time to music. To know about and keep a steady beat To know about and keep a rhythm To change the tempo, beat and dynamics while playing an instrument. Performing To perform familiar or new nursery rhymes, songs, poems and stories, use props to enhance their actions, use props to act out in character. To sing well known nursery rhymes, familiar songs, chants, activities which develop the voice as a sound maker. To match pitch and follow melody. To perform in groups or solo.

To name the primary colours To develop colour match to a specific colour or shade To add white or black colour to alter, tint or shade To select the correct tools, hold paintbrush using tripod grip. To use a thin and thick brush to change detail. Mixed Media <u>Printing</u> To create meaningful patterns To print with a variety of resources including rubbings. To print with block printing <u>Collage</u> To use different materials to create different effects To explore colours, patterns and compositions when combining materials in collage. Sculpture & 3D (<i>dough, clay, plasticine</i>) To explore the properties of clay. To use modelling tools to cut and shape soft materials eg. playdough, clay. To select and arrange natural materials to make 3D artworks. (Andy Goldsworthy/loose parts) To talk about colour, shape and texture and explain their choices. To plan ideas for what they would like to make. To problem-solve and try out solutions when using modelling materials by exploring and manipulating materials to achieve a planned effect. To develop 3D models by adding colour. To know how to secure junk modelling To scrunch, bend, roll. To join items in a variety of ways, masking tape, ribbon, card. To use a range of modelling materials, dough, junk modelling etc To use playdough to squeeze, pinch and roll to make familiar or fantasy objects. To use glue, sellotape, masking tape to combine materials. To select an appropriate joining technique for a purpose. To construct, build and destroy. To shape and model. To replicate or adapt an existing model Craft and Design To explore differences when cutting a variety of materials. To investigate different ways of cutting eg. straight lines, wavy lines, zig-zags. To follow lines when cutting. To experiment with threading objects, holding equipment steady to do so. To explore techniques for joining paper and card eg stick, clip, tie, tape. To apply craft skills eg. cutting, threading, folding to make their own artworks.	• To know that a design is a way of planning our idea before we start. • To explore and discuss what a good design needs. • To design. • To choose from available materials • To develop fine motor/cutting skills with scissors. • To know that threading is putting one material through an object. • To exploring fine motor/threading and weaving (under, over technique) with a variety of materials. • To use a prepared needle and wool to practise threading. • To reflect on a finished product, comparing it to their design. • To handle and use equipment appropriately and safely. Cooking and Nutrition • To use tools and equipment linked to food preparation. • To design a recipe as a class. • To explore different design packaging. • To chop plasticine, and a range of foods safely. • To taste, and give opinions. • To describe using the 5 senses when tasting food: look, feel, smell and taste. • To know that food can be blended together. • To know that vegetables and fruit are grown. • To recognise and name some common vegetables and fruit. • To know that different vegetables and fruit taste different. • To know that eating fruit and vegetables are good for us. • To know and talk about a balanced diet. • To know the importance of hygiene during food preparation. • To handle and use equipment appropriately and safely.		To Replicate dances and performance, imitates dance movements matching pace. To engage in ring games and action songs and rhymes, initiate their own movement ideas in response to different types of music To show awareness of rhythm and beat when moving to music
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To design something on paper ready to make in three dimensions To say what they intend to create To combine different materials for a planned effect. Eg feathers for a soft bed, tinfoil for a spaceship. To explore simple weaving techniques. (sewing, wool, string, threading) To impress and apply simple decoration To know that materials are soft, rough, shiny etc Potential artists- Andy Goldsworthy, Paul Klee, Vincent Van Gough, Wassily Kandinsky, Claus Oldenburg			
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Asmall Primary School
EYFS Key Learning

Spring Term 2

Prime Areas of Learning

Communication and Language		Physical Development	
Listening, Attention & Understanding	Speaking	Gross Motor Skills	Fine Motor Skills
To know how to listen carefully and know why it is important. To listen to others 1:1, small groups and whole class. To listen attentively and respond to what they hear with relevant actions, when being read to and during small group interactions, and whole class. To begin to maintain attention in different contexts. To listen carefully to rhyme, poem, songs. To show attention and interest when read to in whole class situations. To make comments about their learning to clarify their understanding. To follow a set of simple instructions and requests. To answer simple questions in different contexts, including stories. To begin to understand how and why questions. To learn to ask and answer questions to find out more (where, how, why) in response to stories and events. To begin to develop a deep familiarity with non-fiction books. To answer simple retrieval questions about a text which has been read to them. Children will become familiarised with tales tool kit Children will be introduced to helicopter stories	To begin to use an increasing range of vocabulary, understanding of new words. To begin to take account of the listener when engaged in conversation. To take turns in the conversation. To talk freely with different people in the classroom, (buddies) To begin to use past, present and future tense in conversations. To talk about and discuss familiar events, stories (characters and settings), interests etc. To begin to explain and give reasons when talking eg stories, feelings, events. To begin to use talk to connect ideas, and share their thinking. To begin to use language of stories, rhymes, poems to imagine and recreate roles. To begin to offer explanations to why things happen. To begin to retell stories using repetitive words from the text. To begin to retell stories using their own words. To use talk to connect ideas, and share their thinking. To talk in sentences using conjunctions, e.g. and, because. To retell stories in the role play	Focus on dance, and gymnastics Weekly PE session in the hall or outdoor area to teach fundamental skills (<i>run/running fast, travel on feet/feet and hands, underhand throw, underhand roll, catching, vertical jump and land, hop, skip, static balance, balance on body parts and balance using equipment, side roll and rock and roll, pencil roll, climbing.</i>) To focus on fundamental skills -side roll, rock and roll, pencil roll, -climbing using equipment, - hop and skip. To be able to, through dance, to develop control and co-ordination, make shapes with arms and hands, move with grace and control. When using apparatus- to control and balance for climbing, travelling, swinging, scrambling, jumping. To travel with confidence and skill around, under, over and through balancing and climbing equipment., To jump and land safely from a height. To act with care and consideration for themselves and others. To understand vocabulary linked to movement - names of body parts, directional movement – up down, backwards, forwards, sideways; speed – fast, faster, slow, slowly, slower. Squiggle while you wiggle sessions to develop co-ordination and agility through rotation of shoulder, bending, flexing and rotation of elbow and wrist; making shapes with arms and hands; wriggling and stretching elbows, wrists, fingers.	To use a Static Tripod Grasp when using mark making tools with dominant hand To be able to draw horizontal, vertical, circular, straight and wavy. To be able to draw diagonal, zigzag lines, and dots. To form recognisable letters To use scissors correctly To draw a figure with a head, body, arms and legs. To use and handle scissors correctly and safely. To use glue effectively To know the handwriting movements involved in the four basic letter shapes as exemplified by 'l' 'c' 'r' 'z' To holds writing tools and implements with a mature pencil grip, uses appropriate amount of pressure to develop the foundations of a handwriting style that is accurate and efficient Morning Handwriting sessions beginning with physical warm up movements- rotation of shoulder; bending, flexing and rotation of elbow and wrist; wriggling and stretching fingers, grasp and release .
PSED			
Self Regulation	Managing Self	Building Relationships	
To give focused attention to the teacher during group and whole class activities. To be able to respond when engaged in activity. To make choices and communicate what they need. To show how they feel in response to different experiences. To talk about and discuss with others how they feel. To show care and concern for others.	To explain the reason the reason for rules, knowing what is right and wrong. To take care of their own belongings. To use the toilets, followed by good hand washing. To take off and put on their own coats, hats, gloves, wetsuits and wellies. They will be able to take off and put on their shoes and socks. To share appropriate and interesting ideas and interests with others. To try to complete task themselves before asking for help.	To share and take turns. To follow simple rules to work together. To seek adults and peers to engage in conversation To listen to each other and be considerate. To show sensitivity to their own needs To show care and concern for others. To be aware of how their actions impact others.	

To take responsibility for their actions e.g. giving an apology, talk about what they have done wrong. To be able to wait for what they want and begin to control their immediate impulses. To begin to regulate their behaviour, can identify and moderate their own feelings socially and emotionally. To be aware of how their actions impact others. To explain why they are feeling particular feelings. To be able to change and adapt their behaviour in response to different situations. To feel pride in their own achievements. To know what they are good at, and what they need to do to improve. Adult to support children in maintaining attention for small group and whole class activities. Adult to use visual cues to support children when sitting and listening during carpet time.	To be able to reflect and explain their ideas. To take pride in themselves and their achievement. To be able to see themselves as a valuable individual. To be confident to try new activities showing independence and resilience To know how to transport and keep safe when using tools and resources. To know how to be healthy (food, exercise and bedtime). To name some food groups. To know the importance of tooth brushing, and maintaining personal hygiene. Children to be reminded of class rules for appropriate indoor and outdoor behaviour. Adult to use visual cues to support children when sitting and listening during carpet time. Adults to support children in reflecting and explaining their ideas.	To take responsibility for their actions e.g. giving an apology, talk about what they have done wrong. To speak to others in a positive way reflecting upon experiences, recalling events and making suggestions. To listen to the ideas of other children and agree on a solution and compromise. To be considerate of the needs of others, and respect the viewpoint of others.
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Specific Areas of Learning

Maths

Number	Number Pattern
Use Lancashire planning document that correspond with the learning and progression steps (LAPS) for EYFS. addition, subtraction, halving, doubling, number sense	
To recognise numerals to 20 To count objects up to 20 To show different ways of making 10 Combine two groups to find the whole.	To count to 20 To use language 'greater than', 'fewer/less than', 'equal to' to compare 2 groups of objects. To say the number that is one more and one less than numbers up to 20. To know which numbers are odd/ even up to 10

Literacy

Comprehension	Word Reading	Writing
Children will engage and enjoy an increasing range of books, poems and rhymes. To recite simple rhymes, songs and poems. To talk about events, settings and characters. To retell stories and narratives in the correct sequence and in their own words, drawing on the language patterns of stories. To recall the main points in text in the correct sequence. To use the structure of a simple story when re-enacting and re-telling in their own words. To use gestures and actions to act out a story, event or rhyme from text or illustrations. To say what a character might be thinking, saying or feeling. To begin to make predictions and anticipate key events based on illustrations, story content and title. To say how they feel about stories and poems. To be able to take part in freeze play and hot seating activities To demonstrate understanding about what they have read. To respond to questions about who, what, where, when linked to text and illustrations.	<u>Children to follow Lancashire's Red Rose phonics.</u> To distinguish between a word, a letter and a space. To read simple sentences and books consistent with their phonic knowledge. To recognise capital and lower-case letters. To blend graphemes to read a range of words using build and blend towards automaticity, fluency and accuracy. To use phonic knowledge to attempt unknown words. To read phase 2 and 3 tricky words by sight	<u>Children to follow Lancashire's Red Rose phonics.</u> <u>Emergent Writing / Spelling: GPC recognition, Oral segmenting, segmenting for spelling</u> To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. To segment sounds in simple words. To begin to be aware of capital letters, finger spaces and full stops. To form letters with increasing control. To write letters and strings, sometimes in cluster like words. To use writing in their play. To use familiar words in their writing. To begin to attempt to write sentences using capital letters, finger spaces and full stops. To begin to write their second name <u>Composition:</u> To orally compose a sentence and hold it in memory before attempting to write it. To use talk to organize, articulate, sequence and clarify thinking, ideas, feelings and events. To have their own ideas and reasons for writing. To begin to use simple sentence forms. <u>Vocabulary, grammar, punctuation</u>

		To recognise and know that a sentence starts with a capital letter, ends with a full stop To begin to use finger spaces Handwriting: (also see Physical Development – Fine Motor Skills) To write left to right and top to bottom. To begin to form most lower-case letters correctly; starting and finishing in the right place, going the right way round, correctly orientated.	
Understanding the World			
Past and Present	People, Culture and Beliefs	Geographical Development	The Natural World
Childhood – Sharing family stories from the childhood of parents/carers and grandparents. EQ: What games did my parents/carers & grandparents play as children? To talk about key events, in own lives, about family, friends, other people including significant people. To show an interest in significant events and experiences in the lives of others, including friends and family members, and through books. To find out about, people, places, To talk to others about what they know about a key person, character, event from the past. To talk about what is the same and what is different To order simple experiences in relation to themselves, and others including stories, events, and experiences. To use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. Leadership - People who help us (leaders – headteacher) EQ: How has our headteacher improved our school? Talk about key roles people have in society both in the present and the past. To talk about key events, in own lives, about family, friends, other people including significant people. To use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. To find out about, people, places, events, objects, ask questions, use different sources to find the answers, including books. Civilisation - Our home town EQ: What can I find out about my home town? Use differenced sources to find out about places and describe their features. To describe features of objects, people, places at different times, make comparisons. To talk about what is the same and what is different To use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.	(Christianity, Hinduism, Judaism, Islam) Communication To express feelings, give opinions and reasons. To comment on significant events in own lives, talk about their family, friends and the local community. To know about how people are similar, how people are different in gender, language, ethnicity, religion, culture and SEND. To use language skills to share experiences, ideas, give explanations, make suggestions, choices and decisions, either verbally or nonverbally. To respect themselves, special things in their own lives, other people including their ideas, feelings, beliefs, culture, possessions. Observe To look closely and consider their own culture and religion and that of the people in their own community. To look closely at and observe the lives of people in communities in other countries within the world. Describe To talk about and describe culture and religion in relation to themselves, friends, family, and other people within their community based on their own experiences, events, objects or artefacts. To talk about and describe features of their own lives, talk about and describe features of the lives of people in their own community and of people in other countries across the world. Understanding To understand that some places are special (churches etc) recognise that people have different beliefs and celebrate in different ways. E.g. Diwali, Eid, Easter, Christmas, Hanukah, Compare To recognise the similarities and differences in culture and religion between them and other communities. To look closely at and make comparisons between this country and the lives of people in other countries within the world. Research To show curiosity and interest, find out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations - explore and ask different types of questions, examine possibilities, consider alternatives.	Locational and Place Knowledge To talk about the features of their immediate environment and other places. (Local) To talk about familiar places and those they have learnt about. (Local, UK, World) To talk about the differences between environments and countries. (Local, UK, World) To comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about. (Local, UK, World) To make enquires about children’s homes in other countries. (World) To know the country that they live in and to be aware of the four countries of the UK. (Local, UK) To know there are different countries in the world. (World) To know and talk about different types of weather. (Local, UK) To be aware of the 4 seasons. (Local, UK) Map Skills To recognise, know about and describe features of different places including their immediate environment, other familiar places and places they have learnt about through non - fiction texts, stories, maps, visits, visitors, etc. -To know and explore maps and globes -To draw simple information from a map. E.g. trees, house, river, mountains. -To draw a simple map. Fieldwork Skills To look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites, etc. To talk about what features are the same and what are the differences. To talk about human and physical features. To use cameras to take pictures of their immediate environment. Use of Technology To use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about their immediate environment, different locations and places.	Explore/Observe To look closely at/notice features in the natural world including animals and plants, weather and seasons, and natural materials e.g. water, ice, sand, stones, lifecycles. To understand the need to care and look after the natural world. Describe To talk about what they notice/observe/see/feel/hear in the natural world, e.g. features of animals, plants, natural materials, seasons, weather, etc; To talk about changes they notice and changes over time, based on real experiences or books read to them at home or school. To know the names and order of the seasons. To describe how plants, survive and what they need. Record To draw pictures e.g. observational drawings of plants, mini-beasts, take photographs, make models or record in scrapbooks. Questioning To show an interest in and be curious about the natural world; ask questions about what they notice/observe or changes that occur, e.g. changes in plants throughout the seasons. Explain To talk about what they know and what they have learnt about the natural world. To talk about why things happen/occur in relation to different processes e.g. ice melting, seasonal changes. To know the 5 sense and talk about what they are. Research To talk to people (visits/visitors/family), think of questions to ask to find out about plants, animals, seasons, processes ; use first hand experiences/use secondary sources, (e.g. books, photographs, internet). Equipment and measures To use senses/use simple equipment to make observations, (e.g. magnifiers, pipettes, egg timers, digital microscopes, etc). Compare/sort/group/identify/classify To notice similarities, notice differences in the natural world, including plants and animals; talk about what they know and understand about similarities and/or differences, e.g. in relation to the natural world around them and other

To find out about, people, places, events, objects, ask questions, use different sources to find the answers, including books. Conflict - Getting on and falling out EQ: Who helps us all to be friends? To learn about how to manage friendships and fall outs To talk to others about what they know about a key person, character, event from the past. To express feelings, give opinions and reasons. To understand the language of tolerance, respect and co-operation. Justice and Equality - People who help keep things fair for us. EQ: How do our teachers make sure things are fair in school? Talk about who makes sure things are fair in and out of school. To talk about key roles people have in society both in the present and the past. To Know who to call in case of an emergency. To talk about what is the same and what is different To understand the language of tolerance, respect and co-operation.	Vocabulary To understand the language of tolerance, respect and co-operation.	-To edit photographs. -To understand how to look after technology. -To know about safety on the internet. -To use a simple computer programme and programmable toys.	environments they have learnt about through real experiences or books read at home or school. Test To make suggestions, show resilience, work with others. Vocabulary To use simple vocabulary to name and describe objects, materials, living things and environments.
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EAD

Art	Design and Technology	Being imaginative and expressive	Music
Drawing <i>(pencils, pastels, chalks-</i> Explore mark making using a range of drawing materials) To investigate marks and patterns when drawing. To investigate how to make large and small movements with control when drawing. To look carefully and observe when drawing. To know lines can enclose a space and then begin to use these shapes to represent objects. To draws bodies with sausage features, draws bodies of appropriate size and use features To draw self-portraits, landscapes, buildings. Using distinctive features. To Identify similarities and difference between drawing tools. To combine materials when drawing. Painting To explore paint, using hands as a tool. To describe colours and textures as they paint. Using senses to explore a range of painting materials e.g. thick, thin, ready mix, powder/finger paints. To explore what happens when paint colours mix. To make natural painting tools, using everyday objects to make marks in paint e.g. wheels, sticks	Explore, Design, Make, Evaluate Structure • To make verbal plans and material choices. • To use knowledge from exploration to inform design • To describe their junk model, and how they intend to put it together. • To use equipment and tools to build, construct and make simple models and props. • To make models and props using different construction materials, e.g. construction kits, reclaimed materials including food, play /role play/ when acting out stories/taking on story characters. • To experiment with different ways to build, construct and join resources (temporary and permanent). • To give a verbal evaluation of their own and others' junk models with adult support. • To check to see if their model matches their plan. • To consider what they would do differently if they were to do it again. • To describe their favourite and least favourite part of their model. • To know there are a range to different materials that can be used to make a model and that they are all slightly different.	Experiment To explore and experiment with props, objects and materials, their voice, freely in different ways and in a range of contexts, e.g. play, role play, stories, with peers and with adults. Respond To respond to different stimuli through discussion, actions, movement and performance. Represent Ideas To initiate their own ideas during play, make choices and decisions when using objects, media, materials, own voice, dance, instruments and props to develop their own ideas and imagination. Recreate To recreate familiar experiences, familiar activities and familiar stories. Invent To adapt familiar narratives and stories in their play and with adults, create own versions of familiar stories, create new stories using their own ideas. Expression To express their feelings, ideas, thoughts and emotions in response to different media (music, pictures, film, poems, etc.), within their play with peers, or with adults. Communication	Listening To talk about music and express their feelings and responses. To watch and talk about dance and performance arts expressing their feelings and responses. To recognise and respond to low and high sounds To recognise and respond to long and short sounds To recognise and respond to a steady beat To recognise and respond to fast and slow Composing To choose the most appropriate sound to match a theme To recognise how sounds can be made and changed To explore different sounds of instruments To use voice, objects, home-made and real musical instruments and a range of ICT to make music. Select own instruments and play in time to music. To know about and keep a steady beat To know about and keep a rhythm To change the tempo, beat and dynamics while playing an instrument.

To investigate natural materials e.g. paint, water for painting. To explore paint textures, for example mixing in other materials or adding water. To respond to a range of stimuli when painting e.g. playing music. To use paint to express ideas and feelings. To choose colour for a purpose To name the primary colours To develop colour match to a specific colour or shade To add white or black colour to alter, tint or shade To select the correct tools, hold paintbrush using tripod grip. To use a thin and thick brush to change detail. Mixed Media <u>Printing</u> To create meaningful patterns To print with a variety of resources including rubbings. To print with block printing <u>Collage</u> To use different materials to create different effects To explore colours, patterns and compositions when combining materials in collage. Sculpture & 3D (<i>dough, clay, plasticine</i>) To explore the properties of clay. To use modelling tools to cut and shape soft materials eg. playdough, clay. To select and arrange natural materials to make 3D artworks. (Andy Goldsworthy/loose parts) To talk about colour, shape and texture and explain their choices. To plan ideas for what they would like to make. To problem-solve and try out solutions when using modelling materials by exploring and manipulating materials to achieve a planned effect. To develop 3D models by adding colour. To know how to secure junk modelling To scrunch, bend, roll. To join items in a variety of ways, masking tape, ribbon, card. To use a range of modelling materials, dough, junk modelling etc To use playdough to squeeze, pinch and roll to make familiar or fantasy objects. To use glue, sellotape, masking tape to combine materials. To select an appropriate joining technique for a purpose. To construct, build and destroy. To shape and model. To replicate or adapt an existing model Craft and Design To explore differences when cutting a variety of materials. To investigate different ways of cutting eg. straight lines, wavy lines, zig-zags. To follow lines when cutting.	• To make simple suggestions to fix their junk model. • To improve fine motor/scissor skills with a variety of materials. • To handle and use equipment appropriately and safely. Textiles • To know that a design is a way of planning our idea before we start. • To explore and discuss what a good design needs. • To design. • To choose from available materials • To develop fine motor/cutting skills with scissors. • To know that threading is putting one material through an object. • To exploring fine motor/threading and weaving (under, over technique) with a variety of materials. • To use a prepared needle and wool to practise threading. • To reflect on a finished product, comparing it to their design. • To handle and use equipment appropriately and safely. Cooking and Nutrition • To use tools and equipment linked to food preparation. • To design a recipe as a class. • To explore different design packaging. • To chop plasticine, and a range of foods safely. • To taste, and give opinions. • To describe using the 5 senses when tasting food: look, feel, smell and taste. • To know that food can be blended together. • To know that vegetables and fruit are grown. • To recognise and name some common vegetables and fruit. • To know that different vegetables and fruit taste different. • To know that eating fruit and vegetables are good for us. • To know and talk about a balanced diet. • To know the importance of hygiene during food preparation. • To handle and use equipment appropriately and safely.	To communicate their ideas, thoughts, feelings and preferences through discussion, role play, actions and performance.	Performing To perform familiar or new nursery rhymes, songs, poems and stories, use props to enhance their actions, use props to act out in character. To sing well known nursery rhymes, familiar songs, chants, activities which develop the voice as a sound maker. To match pitch and follow melody. To perform in groups or solo. To Replicate dances and performance, imitates dance movements matching pace. To engage in ring games and action songs and rhymes, initiate their own movement ideas in response to different types of music To show awareness of rhythm and beat when moving to music
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To experiment with threading objects, holding equipment steady to do so. To explore techniques for joining paper and card eg stick, clip, tie, tape. To apply craft skills eg. cutting, threading, folding to make their own artworks. To design something on paper ready to make in three dimensions To say what they intend to create To combine different materials for a planned effect. Eg feathers for a soft bed, tinfoil for a spaceship. To explore simple weaving techniques. (sewing, wool, string, threading) To impress and apply simple decoration To know that materials are soft, rough, shiny etc Potential artists- Andy Goldsworthy, Paul Klee, Vincent Van Gough, Wassily Kandinsky, Claus Oldenburg			
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Asmall Primary School
EYFS Key Learning

Summer Term 1

Prime Areas of Learning

Communication and Language		Physical Development	
Listening, Attention & Understanding	Speaking	Gross Motor Skills	Fine Motor Skills
To know how to listen carefully and know why it is important. To listen to others 1:1, small groups and whole class. To listen attentively and respond to what they hear with relevant questions, comments and actions, when being read to and during small group interactions, and whole class. To comment on what they have heard. To ask questions to clarify their understanding. To maintain attention in different contexts. To be able to hold a conversation when engaged in back and forth exchanges. To listen carefully to rhyme, poem, songs. To show attention and interest when read to in whole class situations. To follow a set of instructions and requests. To answer questions in different contexts, including stories. To understand a question such as who, what, where, when, why and how. To continue to develop a deep familiarity with non-fiction books, poems, story structures. To answer questions in response to predictions, speculation, provocation in different contexts. To continue to use helicopter stories. To continue use Tales toolkit.	To speak clearly in in full sentences. To develop social phrases such as, how are you? To offer explanations for why things might happen or to solve a problem Talk freely with different people in the classroom and wider school. To use conjunctions to expand their ideas. To use sentences which give many details, expressing ideas about feelings and experiences. To use new vocabulary throughout the day. To explain and give reasons when talking eg stories, feelings, events. To use talk to connect ideas, and share their thinking. To use language of stories, rhymes, poems to imagine and recreate roles. To offer explanations to why things happen. To retell stories using repetitive words from the text. To retell stories using their own words. To use talk to organise, sequence and clarify thinking, ideas, feelings and events. To accurately use past, presence, and future tenses.	Focus on Ball skills and games Weekly PE session in the hall or outdoor area to revisit all fundamental skills. Children to confidently demonstrate them and use them in sequence. (<i>run/running fast, travel on feet/feet and hands, underhand throw, underhand roll, catching, vertical jump and land, hop, skip, static balance, balance on body parts and balance using equipment, side roll and rock and roll, pencil roll, climbing.</i>) To confidently use small equipment including ball skills – drop, push, throw, roll, catch, kick, pass, batting, aiming. To show increasing control over an object in pushing, patting, throwing or kicking, batting or aiming. To understand vocabulary linked to movement - names of body parts, directional movement – up down, backwards, forwards, sideways; speed – fast, faster, slow, slowly, slower. To be able to play by the rules and develop coordination. To take part in balance bike sessions	To hold writing tools and implements with a mature pencil grip, uses appropriate amount of pressure to develop the foundations of a handwriting style that is accurate and efficient. To be able to draw undulating, diagonal, parallel, zig-zag, curved, and enclosed abstract shapes To correctly form most of the letters of the alphabet To draw pictures using detail and begin to develop accuracy, such as facial features, and a crow next on a ship, steering wheel on a car. To hold writing tools and implements with a mature pencil grip, uses appropriate amount of pressure to develop the foundations of a handwriting style that is accurate and efficient. To write using a correct size of letters, correct starting points for different groups of letters, forms letters correctly. To hold scissors correctly and safely and cut out a variety of shapes. Morning Handwriting sessions beginning with physical warm up movements- rotation of shoulder; bending, flexing and rotation of elbow and wrist; wriggling and stretching fingers, grasp and release
PSED			
Self-Regulation	Managing Self	Building Relationships	
To be able to maintain attention. To be able to control their emotions using a range of techniques. To deal with anger and frustration, and to be able to negotiate with others. To know that children think and respond in different ways to them. To feel pride in their own achievements. To take responsibility for their actions e.g. giving an apology, talk about what they have done wrong. To explain why they are feeling particular feelings.	To explain the reason for rules and know what is right and wring and behave accordingly. To share appropriate and interesting ideas and interests with others. To try to complete task themselves before asking for help.to be confident to try new activities and show independence resilience and perseverance To be able to reflect and explain their ideas. To take pride in themselves and their achievement. To be able to see themselves as a valuable individual.	To share and take turns. To follow simple rules to work together. To seek adults and peers to engage in conversation To listen to each other and be considerate. To show care and concern for others and themselves. To be aware of how their actions impact others. To speak to others in a positive way reflecting upon experiences, recalling events and making suggestions.	

To follow instructions, requests and ideas in a range of context and situations. To be able to wait for what they want and control their immediate impulses To be able to plan, adapt, persist and review Join in with challenges within the provision, adults to allow the children to complete these independently	To know how to transport and keep safe when using tools and resources. To know how to be healthy (food, exercise and bedtime). To talk about the foods which you should have more or less of To know the importance of tooth brushing, and maintaining personal hygiene. To understand rules linked to road safety. To know out about the importance of drinking water Children will grow their own fruits and vegetables and discuss healthy and unhealthy food choices. Join in with challenges within the provision, adults to allow the children to complete these independently	To listen to the ideas of other children and agree on a solution and compromise. To be considerate of the needs of others, and respect the viewpoint of others.
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Specific Areas of Learning

Maths

Number	Number Pattern
Use Lancashire planning document that correspond with the learning and progression steps (LAPS) for EYFS. Counting, comparing and ordering, addition and subtraction, fractions, distance, capacity and money, shape and sorting	
To recognise numerals and count to 20 To show different ways of making 10 and recall number bonds to 5 and some to 10 To add or subtract to find the answer To know some double and half facts	To use language 'greater than', 'fewer/less than', 'equal to' to compare 2 groups of objects. To say the number that is one more and one less than numbers up to 20. To know which numbers are odd/ even up to 10 To solve problems including doubling, halving and sharing with numbers to 10

Literacy

Comprehension	Word Reading	Writing
Children will engage and enjoy an increasing range of books, poems and rhymes. To recite simple rhymes, songs and poems. To talk about events, settings and characters. To retell stories and narratives in the correct sequence and in their own words, drawing on the language patterns of stories. To use and show understanding of recently introduced vocabulary appropriately when retelling stories and narratives, and during discussions about stories, non-fiction, rhymes and poems. To respond to questions about how and why something is happening. To predict storyline and key events (e.g. the ending and appropriate vocabulary, aided by illustrations). To make predictions and anticipate key events based on illustrations, story content and title.	Children to follow Lancashire's Red Rose Phonics. To distinguish between a word, a letter and a space. Read sentences and books consistent with their phonic knowledge. Recognise all capital and lower-case letters. Blend graphemes to read a range of words using build and blend towards automaticity, fluency and accuracy. Use phonic knowledge to attempt unknown words. Link sounds to letters, naming and sounding letters of the alphabet as well as digraphs To know what a vowel and consonant is. To be able to name the long and short vowel sound. To read phase 4 tricky words	Children to follow Lancashire's Red Rose phonics. <u>Emergent Writing / Spelling: GPC recognition, Oral segmenting, segmenting for spelling</u> To use clearly identifiable letters to communicate meaning, representing sounds correctly and in sequence. To segment sounds in words. To be aware of capital letters, finger spaces and full stops. To form letters with increasing control most of which are correctly formed To use writing in their play. To use familiar words in their writing. To write sentences using capital letters, finger spaces and full stops. To write their second name To show awareness of the different audience for writing.

To Re – read books to build confidence, fluency, understanding and enjoyment To talk about the themes of simple texts, (e.g. good over evil).		<u>Composition:</u> To orally compose a sentence and hold it in memory before attempting to write it. To use talk to organize, articulate, sequence and clarify thinking, ideas, feelings and events. To have their own ideas and reasons for writing. To understands that thoughts and stories can be written down. To begin to use simple sentence forms. <u>Vocabulary, grammar, punctuation</u> To write sentences using capital letters, fingers spaces and full stops. <u>Handwriting: (also see Physical Development – Fine Motor Skills)</u> To form most lower-case letters correctly; starting and finishing in the right place, going the right way around, correctly orientated. To know how to form clear ascenders ('tall letters') and descenders ('tails'). To form most lower-case letters correctly; starting and finishing in the right place, going the right way around, correctly orientated
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Understanding the World

Past and Present	People, Culture and Beliefs	Geographical Development	The Natural World
Childhood – Sharing family stories from the childhood of parents/carers and grandparents. EQ: What games did my parents/carers & grandparents play as children? To talk about key events, in own lives, about family, friends, other people including significant people. To show an interest in significant events and experiences in the lives of others, including friends and family members, and through books. To find out about, people, places, To talk to others about what they know about a key person, character, event from the past. To talk about what is the same and what is different To order simple experiences in relation to themselves, and others including stories, events, and experiences. To use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. Leadership - People who help us (leaders – headteacher) EQ: How has our headteacher improved our school? Talk about key roles people have in society both in the present and the past. To talk about key events, in own lives, about family, friends, other people including significant people. To use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. To find out about, people, places, events, objects, ask questions, use different sources to find the answers, including books. Civilisation - Our home town EQ: What can I find out about my home town?	(Christianity, Hinduism, Judaism, Islam) Communication To express feelings, give opinions and reasons. To comment on significant events in own lives, talk about their family, friends and the local community. To know about how people are similar, how people are different in gender, language, ethnicity, religion, culture and SEND. To use language skills to share experiences, ideas, give explanations, make suggestions, choices and decisions, either verbally or nonverbally. To respect themselves, special things in their own lives, other people including their ideas, feelings, beliefs, culture, possessions. Observe To look closely and consider their own culture and religion and that of the people in their own community. To look closely at and observe the lives of people in communities in other countries within the world. Describe To talk about and describe culture and religion in relation to themselves, friends, family, and other people within their community based on their own experiences, events, objects or artefacts. To talk about and describe features of their own lives, talk about and describe features of the lives of people in their own community and of people in other countries across the world. Understanding To understand that some places are special (churches etc) recognise that people have different beliefs and celebrate in different ways. E.g. Diwali, Eid, Easter, Christmas, Hanukah, Compare To recognise the similarities and differences in culture and religion between them and other communities.	Locational and Place Knowledge To talk about the features of their immediate environment and other places. (Local) To talk about familiar places and those they have learnt about. (Local, UK, World) To talk about the differences between environments and countries. (Local, UK, World) To comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about. (Local, UK, World) To make enquires about children's homes in other countries. (World) To know the country that they live in and to be aware of the four countries of the UK. (Local, UK) To know there are different countries in the world. (World) To know and talk about different types of weather. (Local, UK) To be aware of the 4 seasons. (Local, UK) Map Skills To recognise, know about and describe features of different places including their immediate environment, other familiar places and places they have learnt about through non - fiction texts, stories, maps, visits, visitors, etc. -To know and explore maps and globes -To draw simple information from a map. E.g. trees, house, river, mountains. -To draw a simple map. Fieldwork Skills To look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites, etc. To talk about what features are the same and what are the differences. To talk about human and physical features.	Explore/Observe To look closely at/notice features in the natural world including animals and plants, weather and seasons, and natural materials e.g. water, ice, sand, stones, lifecycles. To understand the need to care and look after the natural world. Describe To talk about what they notice/observe/see/feel/hear in the natural world, e.g. features of animals, plants, natural materials, seasons, weather, etc; To talk about changes they notice and changes over time, based on real experiences or books read to them at home or school. To know the names and order of the seasons. To describe how plants, survive and what they need. Record To draw pictures e.g. observational drawings of plants, mini-beasts, take photographs, make models or record in scrapbooks. Questioning To show an interest in and be curious about the natural world; ask questions about what they notice/observe or changes that occur, e.g. changes in plants throughout the seasons. Explain To talk about what they know and what they have learnt about the natural world. To talk about why things, happen/occur in relation to different processes e.g. ice melting, seasonal changes. To know the 5 sense and talk about what they are. Research To talk to people (visits/visitors/family), think of questions to ask to find out about plants, animals, seasons, processes; use first hand experiences/use secondary sources, (e.g. books, photographs, internet). Equipment and measures

Use differentiated sources to find out about places and describe their features. To describe features of objects, people, places at different times, make comparisons. To talk about what is the same and what is different To use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. To find out about, people, places, events, objects, ask questions, use different sources to find the answers, including books. Conflict - Getting on and falling out EQ: Who helps us all to be friends? To learn about how to manage friendships and fall outs To talk to others about what they know about a key person, character, event from the past. To express feelings, give opinions and reasons. To understand the language of tolerance, respect and co-operation. Justice and Equality - People who help keep things fair for us. EQ: How do our teachers make sure things are fair in school? Talk about who makes sure things are fair in and out of school. To talk about key roles people have in society both in the present and the past. To Know who to call in case of an emergency. To talk about what is the same and what is different To understand the language of tolerance, respect and co-operation.	To look closely at and make comparisons between this country and the lives of people in other countries within the world. Research To show curiosity and interest, find out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations - explore and ask different types of questions, examine possibilities, consider alternatives. Vocabulary To understand the language of tolerance, respect and co-operation	To use cameras to take pictures of their immediate environment. Use of Technology To use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about their immediate environment, different locations and places. -To edit photographs. -To understand how to look after technology. -To know about safety on the internet. -To use a simple computer programme and programmable toys.	To use senses/use simple equipment to make observations, (e.g. magnifiers, pipettes, egg timers, digital microscopes, etc). Compare/sort/group/identify/classify To notice similarities, notice differences in the natural world, including plants and animals; talk about what they know and understand about similarities and/or differences, e.g. in relation to the natural world around them and other environments they have learnt about through real experiences or books read at home or school. Test To make suggestions, show resilience, work with others. Vocabulary To use simple vocabulary to name and describe objects, materials, living things and environments.
EAD			
Art	Design and Technology	Being imaginative and expressive	Music
Drawing (pencils, pastels, chalks- Explore mark making using a range of drawing materials) To investigate marks and patterns when drawing. To investigate how to make large and small movements with control when drawing. To look carefully and observe when drawing. To know lines can enclose a space and then begin to use these shapes to represent objects. To draw bodies with sausage features, draws bodies of appropriate size and use features To draw self-portraits, landscapes, buildings. Using distinctive features. To Identify similarities and difference between drawing tools. To combine materials when drawing.	Explore, Design, Make, Evaluate Structure • To make verbal plans and material choices. • To use knowledge from exploration to inform design • To describe their junk model, and how they intend to put it together. • To use equipment and tools to build, construct and make simple models and props. • To make models and props using different construction materials, e.g. construction kits, reclaimed materials including food, play /role play/ when acting out stories/taking on story characters. • To experiment with different ways to build, construct and join resources (temporary and permanent).	Experiment To explore and experiment with props, objects and materials, their voice, freely in different ways and in a range of contexts, e.g. play, role play, stories, with peers and with adults. Respond To respond to different stimuli through discussion, actions, movement and performance. Represent Ideas To initiate their own ideas during play, make choices and decisions when using objects, media, materials, own voice, dance, instruments and props to develop their own ideas and imagination. Recreate To recreate familiar experiences, familiar activities and familiar stories. Invent	Listening To talk about music and express their feelings and responses. To watch and talk about dance and performance arts expressing their feelings and responses. To recognise and respond to low and high sounds To recognise and respond to long and short sounds To recognise and respond to a steady beat To recognise and respond to fast and slow Composing To choose the most appropriate sound to match a theme To recognise how sounds can be made and changed To explore different sounds of instruments To use voice, objects, home-made and real musical instruments and a range of ICT to make music. Select own instruments and play in time to music.

Painting To explore paint, using hands as a tool. To describe colours and textures as they paint. Using senses to explore a range of painting materials e.g. thick, thin, ready mix, powder/finger paints. To explore what happens when paint colours mix. To make natural painting tools, using everyday objects to make marks in paint e.g. wheels, sticks To investigate natural materials e.g. paint, water for painting. To explore paint textures, for example mixing in other materials or adding water. To respond to a range of stimuli when painting e.g. playing music. To use paint to express ideas and feelings. To choose colour for a purpose To name the primary colours To develop colour match to a specific colour or shade To add white or black colour to alter, tint or shade To select the correct tools, hold paintbrush using tripod grip. To use a thin and thick brush to change detail. Mixed Media <u>Printing</u> To create meaningful patterns To print with a variety of resources including rubbings. To print with block printing <u>Collage</u> To use different materials to create different effects To explore colours, patterns and compositions when combining materials in collage. Sculpture & 3D (<i>dough, clay, plasticine</i>) To explore the properties of clay. To use modelling tools to cut and shape soft materials eg. playdough, clay. To select and arrange natural materials to make 3D artworks. (Andy Goldsworthy/loose parts) To talk about colour, shape and texture and explain their choices. To plan ideas for what they would like to make. To problem-solve and try out solutions when using modelling materials by exploring and manipulating materials to achieve a planned effect. To develop 3D models by adding colour. To know how to secure junk modelling To scrunch, bend, roll. To join items in a variety of ways, masking tape, ribbon, card. To use a range of modelling materials, dough, junk modelling etc To use playdough to squeeze, pinch and roll to make familiar or fantasy objects. To use glue, sellotape, masking tape to combine materials. To select an appropriate joining technique for a purpose. To construct, build and destroy.	• To give a verbal evaluation of their own and others' junk models with adult support. • To check to see if their model matches their plan. • To consider what they would do differently if they were to do it again. • To describe their favourite and least favourite part of their model. • To know there are a range to different materials that can be used to make a model and that they are all slightly different. • To make simple suggestions to fix their junk model. • To improve fine motor/scissor skills with a variety of materials. • To handle and use equipment appropriately and safely. Textiles • To know that a design is a way of planning our idea before we start. • To explore and discuss what a good design needs. • To design. • To choose from available materials • To develop fine motor/cutting skills with scissors. • To know that threading is putting one material through an object. • To exploring fine motor/threading and weaving (under, over technique) with a variety of materials. • To use a prepared needle and wool to practise threading. • To reflect on a finished product, comparing it to their design. • To handle and use equipment appropriately and safely. Cooking and Nutrition • To use tools and equipment linked to food preparation. • To design a recipe as a class. • To explore different design packaging. • To chop plasticine, and a range of foods safely. • To taste, and give opinions. • To describe using the 5 senses when tasting food: look, feel, smell and taste. • To know that food can be blended together. • To know that vegetables and fruit are grown. • To recognise and name some common vegetables and fruit. • To know that different vegetables and fruit taste different. • To know that eating fruit and vegetables are good for us. • To know and talk about a balanced diet. • To know the importance of hygiene during food preparation. • To handle and use equipment appropriately and safely.	To adapt familiar narratives and stories in their play and with adults, create own versions of familiar stories, create new stories using their own ideas. Expression To express their feelings, ideas, thoughts and emotions in response to different media (music, pictures, film, poems, etc.), within their play with peers, or with adults. Communication To communicate their ideas, thoughts, feelings and preferences through discussion, role play, actions and performance.	To know about and keep a steady beat To know about and keep a rhythm To change the tempo, beat and dynamics while playing an instrument. Performing To perform familiar or new nursery rhymes, songs, poems and stories, use props to enhance their actions, use props to act out in character. To sing well known nursery rhymes, familiar songs, chants, activities which develop the voice as a sound maker. To match pitch and follow melody. To perform in groups or solo. To Replicate dances and performance, imitates dance movements matching pace. To engage in ring games and action songs and rhymes, initiate their own movement ideas in response to different types of music To show awareness of rhythm and beat when moving to music
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To shape and model. To replicate or adapt an existing model Craft and Design To explore differences when cutting a variety of materials. To investigate different ways of cutting eg. straight lines, wavy lines, zig-zags. To follow lines when cutting. To experiment with threading objects, holding equipment steady to do so. To explore techniques for joining paper and card eg stick, clip, tie, tape. To apply craft skills eg. cutting, threading, folding to make their own artworks. To design something on paper ready to make in three dimensions To say what they intend to create To combine different materials for a planned effect. Eg feathers for a soft bed, tinfoil for a spaceship. To explore simple weaving techniques. (sewing, wool, string, threading) To impress and apply simple decoration To know that materials are soft, rough, shiny etc Potential artists- Andy Goldsworthy, Paul Klee, Vincent Van Gough, Wassily Kandinsky, Claus Oldenburg			
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Asmall Primary School
EYFS Key Learning

Summer Term 2

Prime Areas of Learning

Communication and Language		Physical Development	
Listening, Attention & Understanding	Speaking	Gross Motor Skills	Fine Motor Skills
To know how to listen carefully and know why it is important. To listen to others 1:1, small groups and whole class. To listen attentively and respond to what they hear with relevant questions, comments and actions, when being read to and during small group interactions, and whole class. To comment on what they have heard. To ask questions to clarify their understanding. To maintain attention in different contexts. To be able to hold a conversation when engaged in back and forth exchanges. To listen carefully to rhyme, poem, songs. To show attention and interest when read to in whole class situations. To follow a set of instructions and requests. To answer questions in different contexts, including stories. To understand a question such as who, what, where, when, why and how. To continue to develop a deep familiarity with non-fiction books, poems, story structures. To answer questions in response to predictions, speculation, provocation in different contexts. To continue to use helicopter stories. To continue use Tales toolkit.	To speak clearly in in full sentences. To develop social phrases such as, how are you? To offer explanations for why things might happen or to solve a problem Talk freely with different people in the classroom and wider school. To use conjunctions to expand their ideas. To use sentences which give many details, expressing ideas about feelings and experiences. To use new vocabulary throughout the day. To explain and give reasons when talking eg stories, feelings, events. To use talk to connect ideas, and share their thinking. To use language of stories, rhymes, poems to imagine and recreate roles. To offer explanations to why things happen. To retell stories using repetitive words from the text. To retell stories using their own words. To use talk to organise, sequence and clarify thinking, ideas, feelings and events. To accurately use past, presence, and future tenses.	Focus on Ball skills and Athletics (sports day) Weekly PE session in the hall or outdoor area to revisit all fundamental skills. Children to confidently demonstrate them and use them in sequence. (<i>run/running fast, travel on feet/feet and hands, underhand throw, underhand roll, catching, vertical jump and land, hop, skip, static balance, balance on body parts and balance using equipment, side roll and rock and roll, pencil roll, climbing.</i>) To confidently use small equipment including ball skills – drop, push, throw, roll, catch, kick, pass, batting, aiming. To show increasing control over an object in pushing, patting, throwing or kicking, batting or aiming, To understand vocabulary linked to movement - names of body parts, directional movement – up down, backwards, forwards, sideways; speed – fast, faster, slow, slowly, slower. To be able to play by the rules and develop coordination. To take part in balance bike sessions	To hold writing tools and implements with a mature pencil grip, uses appropriate amount of pressure to develop the foundations of a handwriting style that is accurate and efficient. To be able to draw undulating, diagonal, parallel, zig-zag, curved, and enclosed abstract shapes To correctly form most of the letters of the alphabet To draw pictures using detail and begin to develop accuracy, such as facial features, and a crow next on a ship, steering wheel on a car. To hold writing tools and implements with a mature pencil grip, uses appropriate amount of pressure to develop the foundations of a handwriting style that is accurate and efficient. To write using a correct size of letters, correct starting points for different groups of letters, forms letters correctly. To hold scissors correctly and safely and cut out a variety of shapes. Morning Handwriting sessions beginning with physical warm up movements- rotation of shoulder; bending, flexing and rotation of elbow and wrist; wriggling and stretching fingers, grasp and release
PSED			
Self-Regulation	Managing Self	Building Relationships	
To be able to maintain attention. To be able to control their emotions using a range of techniques. To deal with anger and frustration, and to be able to negotiate with others. To know that children think and respond in different ways to them. To feel pride in their own achievements. To take responsibility for their actions e.g. giving an apology, talk about what they have done wrong. To explain why they are feeling particular feelings.	To explain the reason for rules and know what is right and wring and behave accordingly. To share appropriate and interesting ideas and interests with others. To try to complete task themselves before asking for help.to be confident to try new activities and show independence resilience and perseverance To be able to reflect and explain their ideas. To take pride in themselves and their achievement. To be able to see themselves as a valuable individual.	To share and take turns. To follow simple rules to work together. To seek adults and peers to engage in conversation To listen to each other and be considerate. To show care and concern for others and themselves. To be aware of how their actions impact others. To speak to others in a positive way reflecting upon experiences, recalling events and making suggestions.	

To follow instructions of 3 or more steps, requests and ideas in a range of context and situations. To be able to wait for what they want and control their immediate impulses To be able to plan, adapt, persist and review To set and work towards a goal	To know how to transport and keep safe when using tools and resources. To know how to be healthy (food, exercise and bedtime). To talk about the foods which you should have more or less of To know the importance of tooth brushing, and maintaining personal hygiene. To understand rules linked to road safety. To know the different food groups To know out about the importance of drinking water	To listen to the ideas of other children and agree on a solution and compromise. To be considerate of the needs of others, and respect the viewpoint of others. To understand the rules of social interactions; to be able to negotiate, resolve conflict, compromise, take responsibility for themselves and others.
Join in with challenges within the provision, adults to allow the children to complete these independently	Children will grow their own fruits and vegetables and discuss healthy and unhealthy food choices. Join in with challenges within the provision, adults to allow the children to complete these independently	

Specific Areas of Learning

Maths

Number	Number Pattern
Use Lancashire planning document that correspond with the learning and progression steps (LAPS) for EYFS. Time, space, money and sorting, number sense, addition and subtraction	
To recognise numerals and count to 20 To show different ways of making 10 and recall number bonds to 5 and some to 10 To add or subtract to find the answer To know some double and half facts	To use language 'greater than', 'fewer/less than', 'equal to' to compare 2 groups of objects. To say the number that is one more and one less than numbers up to 20. To know which numbers are odd/ even up to 10 To solve problems including doubling, halving and sharing with numbers to 10

Literacy

Comprehension	Word Reading	Writing
Children will engage and enjoy an increasing range of books, poems and rhymes. To recite simple rhymes, songs and poems. To talk about events, settings and characters. To retell stories and narratives in the correct sequence and in their own words, drawing on the language patterns of stories. To use and show understanding of recently introduced vocabulary appropriately when retelling stories and narratives, and during discussions about stories, non-fiction, rhymes and poems. To respond to questions about how and why something is happening. To predict storyline and key events (e.g. the ending and appropriate vocabulary, aided by illustrations). To make predictions and anticipate key events based on illustrations, story content and title. To Re – read books to build confidence, fluency, understanding and enjoyment	<u>Children to follow Lancashire's Red Rose Phonics.</u> To distinguish between a word, a letter and a space. Read sentences and books consistent with their phonic knowledge. Recognise all capital and lower-case letters. Blend graphemes to read a range of words using build and blend towards automaticity, fluency and accuracy. Use phonic knowledge to attempt unknown words. Link sounds to letters, naming and sounding letters of the alphabet as well as digraphs To know what a vowel and consonant is. To be able to name the long and short vowel sound. To read phase 4 tricky words	<u>Children to follow Lancashire's Red Rose phonics.</u> <u>Emergent Writing / Spelling: GPC recognition, Oral segmenting, segmenting for spelling</u> To use clearly identifiable letters to communicate meaning, representing sounds correctly and in sequence. To segment sounds in words. To be aware of capital letters, finger spaces and full stops. To form letters with increasing control most of which are correctly formed To use writing in their play. To use familiar words in their writing. To write sentences using capital letters, finger spaces and full stops. To write their second name To show awareness of the different audience for writing. <u>Composition:</u>

To talk about the themes of simple texts, (e.g. good over evil).		To orally compose a sentence and hold it in memory before attempting to write it. To use talk to organize, articulate, sequence and clarify thinking, ideas, feelings and events. To have their own ideas and reasons for writing. To understands that thoughts and stories can be written down. To begin to use simple sentence forms. <u>Vocabulary, grammar, punctuation</u> To write sentences using capital letters, fingers spaces and full stops. <u>Handwriting: (also see Physical Development – Fine Motor Skills)</u> To form most lower-case letters correctly; starting and finishing in the right place, going the right way around, correctly orientated. To know how to form clear ascenders ('tall letters') and descenders ('tails'). To form most lower-case letters correctly; starting and finishing in the right place, going the right way around, correctly orientated
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Understanding the World

Past and Present	People, Culture and Beliefs	Geographical Development	The Natural World
Childhood – Sharing family stories from the childhood of parents/carers and grandparents. EQ: What games did my parents/carers & grandparents play as children? To talk about key events, in own lives, about family, friends, other people including significant people. To show an interest in significant events and experiences in the lives of others, including friends and family members, and through books. To find out about, people, places, To talk to others about what they know about a key person, character, event from the past. To talk about what is the same and what is different To order simple experiences in relation to themselves, and others including stories, events, and experiences. To use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. Leadership - People who help us (leaders – headteacher) EQ: How has our headteacher improved our school? Talk about key roles people have in society both in the present and the past. To talk about key events, in own lives, about family, friends, other people including significant people. To use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. To find out about, people, places, events, objects, ask questions, use different sources to find the answers, including books. Civilisation - Our home town EQ: What can I find out about my home town? Use differentiated sources to find out about places and describe their features.	(Christianity, Hinduism, Judaism, Islam) Communication To express feelings, give opinions and reasons. To comment on significant events in own lives, talk about their family, friends and the local community. To know about how people are similar, how people are different in gender, language, ethnicity, religion, culture and SEND. To use language skills to share experiences, ideas, give explanations, make suggestions, choices and decisions, either verbally or nonverbally. To respect themselves, special things in their own lives, other people including their ideas, feelings, beliefs, culture, possessions. Observe To look closely and consider their own culture and religion and that of the people in their own community. To look closely at and observe the lives of people in communities in other countries within the world. Describe To talk about and describe culture and religion in relation to themselves, friends, family, and other people within their community based on their own experiences, events, objects or artefacts. To talk about and describe features of their own lives, talk about and describe features of the lives of people in their own community and of people in other countries across the world. Understanding To understand that some places are special (churches etc) recognise that people have different beliefs and celebrate in different ways. E.g. Diwali, Eid, Easter, Christmas, Hanukah, Compare To recognise the similarities and differences in culture and religion between them and other communities. To look closely at and make comparisons between this country and the lives of people in other countries within the world.	Locational and Place Knowledge To talk about the features of their immediate environment and other places. (Local) To talk about familiar places and those they have learnt about. (Local, UK, World) To talk about the differences between environments and countries. (Local, UK, World) To comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about. (Local, UK, World) To make enquires about children's homes in other countries. (World) To know the country that they live in and to be aware of the four countries of the UK. (Local, UK) To know there are different countries in the world. (World) To know and talk about different types of weather. (Local, UK) To be aware of the 4 seasons. (Local, UK) Map Skills To recognise, know about and describe features of different places including their immediate environment, other familiar places and places they have learnt about through non - fiction texts, stories, maps, visits, visitors, etc. -To know and explore maps and globes -To draw simple information from a map. E.g. trees, house, river, mountains. -To draw a simple map. Fieldwork Skills To look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites, etc. To talk about what features are the same and what are the differences. To talk about human and physical features. To use cameras to take pictures of their immediate environment.	Explore/Observe To look closely at/notice features in the natural world including animals and plants, weather and seasons, and natural materials e.g. water, ice, sand, stones, lifecycles. To understand the need to care and look after the natural world. Describe To talk about what they notice/observe/see/feel/hear in the natural world, e.g. features of animals, plants, natural materials, seasons, weather, etc; To talk about changes they notice and changes over time, based on real experiences or books read to them at home or school. To know the names and order of the seasons. To describe how plants, survive and what they need. Record To draw pictures e.g. observational drawings of plants, mini-beasts, take photographs, make models or record in scrapbooks. Questioning To show an interest in and be curious about the natural world; ask questions about what they notice/observe or changes that occur, e.g. changes in plants throughout the seasons. Explain To talk about what they know and what they have learnt about the natural world. To talk about why things, happen/occur in relation to different processes e.g. ice melting, seasonal changes. To know the 5 sense and talk about what they are. Research To talk to people (visits/visitors/family), think of questions to ask to find out about plants, animals, seasons, processes; use first hand experiences/use secondary sources, (e.g. books, photographs, internet). Equipment and measures

To describe features of objects, people, places at different times, make comparisons. To talk about what is the same and what is different To use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. To find out about, people, places, events, objects, ask questions, use different sources to find the answers, including books. Conflict - Getting on and falling out EQ: Who helps us all to be friends? To learn about how to manage friendships and fall outs To talk to others about what they know about a key person, character, event from the past. To express feelings, give opinions and reasons. To understand the language of tolerance, respect and co-operation. Justice and Equality - People who help keep things fair for us. EQ: How do our teachers make sure things are fair in school? Talk about who makes sure things are fair in and out of school. To talk about key roles people have in society both in the present and the past. To Know who to call in case of an emergency. To talk about what is the same and what is different To understand the language of tolerance, respect and co-operation.	Research To show curiosity and interest, find out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations - explore and ask different types of questions, examine possibilities, consider alternatives. Vocabulary To understand the language of tolerance, respect and co-operation.	Use of Technology To use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about their immediate environment, different locations and places. -To edit photographs. -To understand how to look after technology. -To know about safety on the internet. -To use a simple computer programme and programmable toys.	To use senses/use simple equipment to make observations, (e.g. magnifiers, pipettes, egg timers, digital microscopes, etc). Compare/sort/group/identify/classify To notice similarities, notice differences in the natural world, including plants and animals; talk about what they know and understand about similarities and/or differences, e.g. in relation to the natural world around them and other environments they have learnt about through real experiences or books read at home or school. Test To make suggestions, show resilience, work with others. Vocabulary To use simple vocabulary to name and describe objects, materials, living things and environments.
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EAD

Art	Design and Technology	Being imaginative and expressive	Music
Drawing <i>(pencils, pastels, chalks-</i> Explore mark making using a range of drawing materials) To investigate marks and patterns when drawing. To investigate how to make large and small movements with control when drawing. To look carefully and observe when drawing. To know lines can enclose a space and then begin to use these shapes to represent objects. To draw bodies with sausage features, draws bodies of appropriate size and use features To draw self-portraits, landscapes, buildings. Using distinctive features. To Identify similarities and difference between drawing tools. To combine materials when drawing. Painting To explore paint, using hands as a tool.	Explore, Design, Make, Evaluate Structure • To make verbal plans and material choices. • To use knowledge from exploration to inform design • To describe their junk model, and how they intend to put it together. • To use equipment and tools to build, construct and make simple models and props. • To make models and props using different construction materials, e.g. construction kits, reclaimed materials including food, play /role play/ when acting out stories/taking on story characters. • To experiment with different ways to build, construct and join resources (temporary and permanent). • To give a verbal evaluation of their own and others' junk models with adult support. • To check to see if their model matches their plan.	Experiment To explore and experiment with props, objects and materials, their voice, freely in different ways and in a range of contexts, e.g. play, role play, stories, with peers and with adults. Respond To respond to different stimuli through discussion, actions, movement and performance. Represent Ideas To initiate their own ideas during play, make choices and decisions when using objects, media, materials, own voice, dance, instruments and props to develop their own ideas and imagination. Recreate To recreate familiar experiences, familiar activities and familiar stories. Invent To adapt familiar narratives and stories in their play and with adults, create own versions of familiar stories, create new stories using their own ideas.	Listening To talk about music and express their feelings and responses. To watch and talk about dance and performance arts expressing their feelings and responses. To recognise and respond to low and high sounds To recognise and respond to long and short sounds To recognise and respond to a steady beat To recognise and respond to fast and slow Composing To choose the most appropriate sound to match a theme To recognise how sounds can be made and changed To explore different sounds of instruments To use voice, objects, home-made and real musical instruments and a range of ICT to make music. Select own instruments and play in time to music. To know about and keep a steady beat To know about and keep a rhythm

To describe colours and textures as they paint. Using senses to explore a range of painting materials e.g. thick, thin, ready mix, powder/finger paints. To explore what happens when paint colours mix. To make natural painting tools, using everyday objects to make marks in paint e.g. wheels, sticks To investigate natural materials e.g. paint, water for painting. To explore paint textures, for example mixing in other materials or adding water. To respond to a range of stimuli when painting e.g. playing music. To use paint to express ideas and feelings. To choose colour for a purpose To name the primary colours To develop colour match to a specific colour or shade To add white or black colour to alter, tint or shade To select the correct tools, hold paintbrush using tripod grip. To use a thin and thick brush to change detail. Mixed Media <u>Printing</u> To create meaningful patterns To print with a variety of resources including rubbings. To print with block printing <u>Collage</u> To use different materials to create different effects To explore colours, patterns and compositions when combining materials in collage. Sculpture & 3D (<i>dough, clay, plasticine</i>) To explore the properties of clay. To use modelling tools to cut and shape soft materials eg. playdough, clay. To select and arrange natural materials to make 3D artworks. (Andy Goldsworthy/loose parts) To talk about colour, shape and texture and explain their choices. To plan ideas for what they would like to make. To problem-solve and try out solutions when using modelling materials by exploring and manipulating materials to achieve a planned effect. To develop 3D models by adding colour. To know how to secure junk modelling To scrunch, bend, roll. To join items in a variety of ways, masking tape, ribbon, card. To use a range of modelling materials, dough, junk modelling etc To use playdough to squeeze, pinch and roll to make familiar or fantasy objects. To use glue, sellotape, masking tape to combine materials. To select an appropriate joining technique for a purpose. To construct, build and destroy. To shape and model. To replicate or adapt an existing model	• To consider what they would do differently if they were to do it again. • To describe their favourite and least favourite part of their model. • To know there are a range to different materials that can be used to make a model and that they are all slightly different. • To make simple suggestions to fix their junk model. • To improve fine motor/scissor skills with a variety of materials. • To handle and use equipment appropriately and safely. Textiles • To know that a design is a way of planning our idea before we start. • To explore and discuss what a good design needs. • To design. • To choose from available materials • To develop fine motor/cutting skills with scissors. • To know that threading is putting one material through an object. • To exploring fine motor/threading and weaving (under, over technique) with a variety of materials. • To use a prepared needle and wool to practise threading. • To reflect on a finished product, comparing it to their design. • To handle and use equipment appropriately and safely. Cooking and Nutrition • To use tools and equipment linked to food preparation. • To design a recipe as a class. • To explore different design packaging. • To chop plasticine, and a range of foods safely. • To taste, and give opinions. • To describe using the 5 senses when tasting food: look, feel, smell and taste. • To know that food can be blended together. • To know that vegetables and fruit are grown. • To recognise and name some common vegetables and fruit. • To know that different vegetables and fruit taste different. • To know that eating fruit and vegetables are good for us. • To know and talk about a balanced diet. • To know the importance of hygiene during food preparation. • To handle and use equipment appropriately and safely.	Expression To express their feelings, ideas, thoughts and emotions in response to different media (music, pictures, film, poems, etc.), within their play with peers, or with adults. Communication To communicate their ideas, thoughts, feelings and preferences through discussion, role play, actions and performance.	To change the tempo, beat and dynamics while playing an instrument. Performing To perform familiar or new nursery rhymes, songs, poems and stories, use props to enhance their actions, use props to act out in character. To sing well known nursery rhymes, familiar songs, chants, activities which develop the voice as a sound maker. To match pitch and follow melody. To perform in groups or solo. To Replicate dances and performance, imitates dance movements matching pace. To engage in ring games and action songs and rhymes, initiate their own movement ideas in response to different types of music To show awareness of rhythm and beat when moving to music
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Craft and Design To explore differences when cutting a variety of materials. To investigate different ways of cutting eg. straight lines, wavy lines, zig-zags. To follow lines when cutting. To experiment with threading objects, holding equipment steady to do so. To explore techniques for joining paper and card eg stick, clip, tie, tape. To apply craft skills eg. cutting, threading, folding to make their own artworks. To design something on paper ready to make in three dimensions To say what they intend to create To combine different materials for a planned effect. Eg feathers for a soft bed, tinfoil for a spaceship. To explore simple weaving techniques. (sewing, wool, string, threading) To impress and apply simple decoration To know that materials are soft, rough, shiny etc Potential artists- Andy Goldsworthy, Paul Klee, Vincent Van Gough, Wassily Kandinsky, Claus Oldenburg			
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Asmall Primary School

End of year Early Learning Goals

Prime Areas of Learning

Communication and Language		Physical Development	
Listening, Attention & Understanding	Speaking	Gross Motor Skills	Fine Motor Skills
Children at the expected level of development will: • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	Children at the expected level of development will: • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Children at the expected level of development will: • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing	Children at the expected level of development will: • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing.

PSED			
Self-Regulation	Managing Self	Building Relationships	
Children at the expected level of development will: • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	Children at the expected level of development will: • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	Children at the expected level of development will: • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.	
Specific Areas of Learning			
Maths			
Number		Number Pattern	
Children at the expected level of development will: • Have a deep understanding of numbers to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.		Children at the expected level of development will: • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	
Literacy			
Comprehension	Word Reading	Writing	
Children at the expected level of development will: • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate – where appropriate – key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play	Children at the expected level of development will: • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Children at the expected level of development will: • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.	
Understanding the World			
Past and Present	People, Culture and Communities	The Natural World	
Children at the expected level of development will: • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in	Children at the expected level of development will: • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read	Children at the expected level of development will: • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what	

books read in class and storytelling.	in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps	has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
EAD		
Creating with Materials		Being imaginative and expressive
Children at the expected level of development will: • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Make use of props and materials when role playing characters in narratives and stories. • Share their creations, explaining the process they have used.		Children at the expected level of development will: • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.