



Willow Class Learning Journeys Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	VALUES Love Honesty Respect Resilience	TEAM PLAYERS Keen to participate Collaborative Self-aware Encouraging FRIENDS Able to embrace diversity and difference Kind and caring Sociable	ACHIEVERS Successful Physically and mentally healthy Knowledgeable CREATIVE THINKERS Creative Imaginative	NEGOTIATORS Good listener Trustworthy RISK TAKERS Growth mindset Courageous Open minded	YOUNG LEADERS Independent Responsible Reliable PROBLEM SOLVERS Able to learn from mistakes Persevering	CHANGE MAKERS Making the world a better place Curious Positive contributors CRITICAL THINKERS Evaluative Engaged Confident
Big Question	What Is Your Favourite Toy? (Toys Old and New)	How Will The Story End? (Traditional Tales)	Where In The World Are We? (Here, There and Everywhere)	How Will We Get There? Here, There and Everywhere	Where Does It Come From? A Global Garden	What lives there? Ocean Deep
Possible Texts	The Lion Inside Pocketful of Kisses Pete the Cat The Friendship Bench The Odd Egg Perfectly Norman Our House The Naughty Bus All Kinds of People We're All Wonders Monkey and Me The Dinky Donkey Winston the Book Wolf	Traditional tales We're going on a bear hunt The Gruffalo Badness for beginners Who's been eating my porridge Help! The wolf is coming. The mixed up fairytales The cave Farmer Duck Stickman	On Sudden Hill The Way Back Home Penguin Lubna and Pebble No Dinner Handas Surprise	The Invisible All Are Welcome (Alexandra Penfold)	Tidy The Secret Sky Garden Bloom It Starts with a seed The Little Gardener	Somebody Swallowed Stanley Little Turtle And the Sea The Storm Whale Tiddler Dougals Deep Sea Diary Commotion in the Ocean
Super Start	Mrs Cheney's old teddy	Indian Puppet	Letter from Winston Wolf	Letter from Schools overseas/UK	Packet of Seeds	Bag of Sea Objects
Fabulous Finish	Sharing our Naughty Toy Videos	Demonstrating our own puppets	Share our friendship potions	Sharing our passports with families	Plant sale	Sharing our fish factfiles
Outcome	Lost Toy Stories Naughty Toy Videos	Puppet Stories Own puppets	Postcard from Bolney to children at another school	Personal Passport	Caterpillar diary	Sea Creature Factsheet



Festivals	Harvest Diwali Black History Month	Halloween Bonfire Night Remembrance Day Hannukah Christmas	Chinese New Year Valentine's Day Pancake Day	Mothers' Day Science Week Lent Easter	Ramadan Eid	Father's Day End of Year Buddies Picnic
Enrichment/First Hand Experiences	Toy boxes from Cuckfield Museum Horsham Museum Workshop	Making Gingerbread Men Fire Brigade Visitor Nativity	Pancake Making	Easter Egg Hunt	Visit to the Garden Centre Caterpillar pots	Visit to the Sea Life Centre RNLI Visitor

Communication and Language

Listening, Attention and Understanding

	Autumn focus (Dec checkpoints)	Spring focus (April checkpoint)	Summer focus (May checkpoint)
Attention, listening	<ul style="list-style-type: none"> I can demonstrate good listening behaviours when asked to I understand why listening well is important I can follow simple instructions (with two or more parts) reliably 	<ul style="list-style-type: none"> I can respond to what I have heard by making comments and asking questions or saying what I think (with familiar peers, adults, on a one to one, in small groups) I can follow simple instructions (with three or more parts) reliably 	<ul style="list-style-type: none"> I can listen attentively/carefully during story times as well as in whole group and small group sessions I know why listening is important I can respond with relevant questions, comments and actions
Contribute/make comment	<ul style="list-style-type: none"> I can engage in story times/discussions – responding with comments/actions 	(repeated above) <ul style="list-style-type: none"> I can respond to what I have heard by making comments, using actions and asking questions and saying what I think (with familiar peers, adults, on a one to one, in small groups) I ask questions about what I have heard 	<ul style="list-style-type: none"> I can make comments about what I have heard I can ask questions to help me understand and also to find out more
back and forth exchanges	<ul style="list-style-type: none"> I can respond verbally when someone asks something of me I can wait and take turns in conversation 	<ul style="list-style-type: none"> I can respond to what others say and begin to engage in back and forth interactions 	<ul style="list-style-type: none"> I can engage in (back and forth) conversation with my friends and teachers.



<p>Joining in/ participation</p>	<ul style="list-style-type: none"> • I am starting to share my ideas with familiar adults • I can initiate conversation I can talk to others 	<ul style="list-style-type: none"> • I can share my ideas with familiar adults • I can share my ideas in small groups 	<ul style="list-style-type: none"> • I can take part in small group/larger group/whole class and group discussions
<p>Offer explanations/why questions</p>	<ul style="list-style-type: none"> • I use talk to organise my thoughts • I can listen to and talk about stories • I can listen to and talk about nonfiction • I can learn rhymes, poems and songs 	<ul style="list-style-type: none"> • I can explain events that have already happened I can use talk to help work out problems • I can use talk to explain how things work • I can engage in stories, rhymes and non-fiction sharing my ideas about them I can retell a story that I am very familiar with I can listen to and talk about non-fiction, becoming familiar with new knowledge and vocabulary. • I can learn rhymes, poems and songs – paying attention to how they sound. 	<ul style="list-style-type: none"> • I can offer explanations in some detail • I can use talk to help work out problems and organise thinking • I can explain how things work and why they might happen. • I can retell a story that I know really well using some of the words from the story and some of my own words.
<p>Speaking in sentence</p>	<ul style="list-style-type: none"> • I can use talk to share my ideas • I can use talk to say how I feel (using at least 4-6 words) • I can use present and future tenses • I can use some connectives with support and modelling 	<ul style="list-style-type: none"> • I am starting to use full sentences • I am starting to use past, present and future tenses • I can use connectives with support and modelling • I can use 'and,' 'because,' 'or' 'and' to join ideas 	<ul style="list-style-type: none"> • I can express ideas and feelings • I can use full sentences using past, present and future tenses • I can use conjunctions to connect my ideas ...(with support and modelling)
<p>Vocabulary</p>	<ul style="list-style-type: none"> • I can learn new words in different contexts - repeating them back and showing that I understand what they mean • I can use/understand social phrases I have been learning 		
<p>Listening & Attention ELG</p>	<p>Children will:</p> <ul style="list-style-type: none"> • 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. 		



Speaking ELG	<p>Children will:</p> <ul style="list-style-type: none">• 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.
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Personal, Social and Emotional Development

Self-regulation

	Autumn focus (Dec checkpoints)	Spring focus (April checkpoint)	Summer focus (May checkpoint)
Feelings and behaviour regulation	<ul style="list-style-type: none"> I can identify a range of different feelings 	<ul style="list-style-type: none"> I can say how others are feeling based on their expressions and actions 	<ul style="list-style-type: none"> I can say how I and others are feeling I can show my understanding of feelings by changing my behaviour
	<ul style="list-style-type: none"> I can talk about the different things I can do to keep me feeling healthy and well, (Being active, eating healthily cleaning my teeth, not too much 'screen time' sleeping well, being safe) 		
Working for goals – self confidence!	<ul style="list-style-type: none"> I can set myself goals I can keep on trying when I find something difficult 	<ul style="list-style-type: none"> I can set myself goals I can say what I am good at and what I would like to improve 	<ul style="list-style-type: none"> I can set myself goals I can wait for my requests and needs to be met
Focused attention	<ul style="list-style-type: none"> I am starting to sit and listen more consistently during adult focus time I can follow simple instructions 	<ul style="list-style-type: none"> I can sit and listen during adult focus time I can follow instructions with two/three or more parts 	<ul style="list-style-type: none"> I can listen to and respond to adults I can follow instructions accurately (several ideas/ actions)
ELG	Children will: <ul style="list-style-type: none"> 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. 		

Growing independence/ Managing self

Independence	<ul style="list-style-type: none"> I am starting to try new activities 	<ul style="list-style-type: none"> I can keep on trying even when I am finding something difficult 	<ul style="list-style-type: none"> I can try new activities I can show resilience and perseverance when things are difficult
Knowing rules, Knowing right from wrong	<ul style="list-style-type: none"> I am starting to be aware of rules in the school and classroom 	<ul style="list-style-type: none"> I can follow the school and class rules I can talk about the school and class rules I can talk about what is right and wrong 	<ul style="list-style-type: none"> I can explain and follow rules (in the classroom and around school) I can show I know right from wrong by my behaviour



Managing health and hygiene	<ul style="list-style-type: none"> I can dress and undress when going to the toilet, putting outdoor clothing on including shoes, coats, wellies, dressing up clothes I am starting to know ways and talk about how to stay healthy and feel well (food, teeth cleaning, exercise...) 	<ul style="list-style-type: none"> I can say how I keep myself healthy e.g. diet, oral health, hand washing, exercise, etc. 	<ul style="list-style-type: none"> I can manage my own basic hygiene and personal needs e.g. toileting and dressing I can explain/describe healthy food I can talk about the different things I can do to keep me feeling healthy and well (being active, eating healthily cleaning my teeth, not too much 'screen time' sleeping well).
Keeping safe	<ul style="list-style-type: none"> I can talk about how to keep safe: I can talk about how people keep us safe (fire brigade, police, Drs, Nurses...) I can talk about how people in our school keep me safe – teachers, teaching assistants, first aiders...) I can talk about how to be safe online. I can talk about how to be safe crossing the road. I know that what is in my underwear is private. 		
ELG	<p>Children will:</p> <ul style="list-style-type: none"> 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. 		

Building relationships

Taking turns	<ul style="list-style-type: none"> I can play with a small group of children, sharing ideas 	<ul style="list-style-type: none"> I can use words to help solve conflicts with others I can work well with others listening and sharing ideas 	<ul style="list-style-type: none"> I can work with others in a group I can play with others, take turns and share
Relationships	<ul style="list-style-type: none"> I am starting to form good relationships with the familiar adults in my class 	<ul style="list-style-type: none"> I can show friendly behaviour in the classroom and around school I am developing friendships with lots of different people 	<ul style="list-style-type: none"> I can form good relationships with the adults in the classroom and around school I have positive friendships
Being sensitive	<ul style="list-style-type: none"> I can express and identify my feelings 	<ul style="list-style-type: none"> I can identify how others feel and respond to them appropriately 	<ul style="list-style-type: none"> I know what my own needs are and can share them



	<ul style="list-style-type: none"> I can express my basic needs to familiar adults e.g. ask to go to the toilet, etc. 		<ul style="list-style-type: none"> I am sensitive to the needs of others
<p>ELG</p>	<p>Children will</p> <ul style="list-style-type: none"> 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. 		



Physical Development

	Autumn focus (Dec checkpoints)	Spring focus (April checkpoint)	Summer focus (May checkpoint)
Gross Motor Skills	<ul style="list-style-type: none"> I can move in different ways on foot I can keep in a space when playing I can balance (1 leg balance, seated balance) I can jump and land safely (on/from tyres, from a low bench) I can move and use both large and smaller scale equipment (building blocks, balls etc) 	<ul style="list-style-type: none"> I can move in different ways as I travel over, under, through...fluently I can move energetically – in different ways ...keeping in a space I can balance, keeping on a line I can hold a stance to help me balance I can jump and land from different heights Safely I can move a ball in different ways – tapping with hands/feet, kicking, passing, batting, aiming 	<ul style="list-style-type: none"> I can travel around space and obstacles safely in different ways, changing direction to avoid others or obstacles I can show strength, balance and co-ordination in movement I can move in different ways, energetically, e.g. rolling, crawling, walking, jumping, hopping, skipping, climbing... I can bounce and catch balls
Fine Motor	<ul style="list-style-type: none"> I can show pencil control when mark making and drawing I can use cutlery –holding the knife and fork correctly, loading the fork and spoon, scooping can hold scissors effectively and snip paper with them 	<ul style="list-style-type: none"> I can hold a pencil in a tripod grip with some support and modelling I can cut with a knife and fork I can use scissors in different ways 	<ul style="list-style-type: none"> I can hold a pencil effectively (tripod) when I write and draw most of the time I can use a range of tools e.g. scissors, paintbrushes, scissors, knives, forks, spoons... I can draw with accuracy
Ongoing Learning Opportunities	<ul style="list-style-type: none"> Daily opportunities to engage in rigorous, energetic, physical play outdoors – on the trim trail, in the ball court, in the wild life area, Funky Fingers/dough disco - Daily movement to music activity to help develop all the children’s pivot points – shoulder, elbow, wrist, distal (fingers) to support pencil grip and writing, Drawing Club activities – focusing on children’s ability to hold a pencil effectively, develop accuracy and care when drawing and writing Lunch time - Hold and use a knife and fork correctly, understand about healthy eating Revise and refine fundamental movement skills, develop strength, balance, agility and co-ordination, refine and develop fine motor skills, use a range of tools competently and safely, combine movements, develop ball skills 		
Gross Motor ELG	<p>Children will:</p> <ul style="list-style-type: none"> 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. 		



Fine Motor ELG	<p>Children will:</p> <ul style="list-style-type: none">• 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, paintbrushes and cutlery;• Begin to show accuracy and care when drawing.
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Literacy

Comprehension

	Autumn focus (Dec checkpoints)	Spring focus (April checkpoint)	Summer focus (May checkpoint)
Comprehension (Understanding & retelling)	<ul style="list-style-type: none"> I can join in story and rhyme times with gestures, expressions, repeated refrains... I can answer simple questions as to what has happened in the story I am starting to recall facts from non-fiction 	<ul style="list-style-type: none"> I can retell key events from stories I have read and what has been read to me in my own words I can recall facts from a non-fiction book 	<ul style="list-style-type: none"> I can retell stories and narratives using my own words and include new words I have been learning
Comprehension (Prediction)	<ul style="list-style-type: none"> I can say what I think a book is about by looking at the cover 	<ul style="list-style-type: none"> I can say what might happen next when I am listening to a story or when I am reading 	<ul style="list-style-type: none"> I can say what I think might happen next
Comprehension (Vocabulary)	<ul style="list-style-type: none"> I can join in story and rhyme times and learn new words I can talk about their meaning 	<ul style="list-style-type: none"> I can talk about new words we are learning and explain what they mean I can use new words in my conversations 	<ul style="list-style-type: none"> I can use new vocabulary throughout my play, when I talk about stories, non-fiction...and in conversations with others.
Ongoing learning opportunities	<ul style="list-style-type: none"> Daily Story/song time Daily opportunities for children to learn new vocabulary, engage in and talk about books, anticipate key events... Rhyme Time - Daily poetry time – learning poems to perform each week with opportunities for children to learn new phrases, words and their meanings Daily opportunities to engage in book talk in self-initiated learning opportunities Class book area – with cushions, soft toys, puppets, toys and props relating to the key stories we are learning are to be available at all times. Children can therefore look at books, engage in talk about books, retell stories and create their own. In addition to this, a collection of books placed across the provision e.g. in calm area, on nature table, in role play areas 		
ELG	<p>Children will:</p> <ul style="list-style-type: none"> 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. 		

Word Reading



	Autumn focus (Dec checkpoints)	Spring focus (April checkpoint)	Summer focus (May checkpoint)
Phonics	<ul style="list-style-type: none"> I can read individual letters by saying the sounds for them – phase 2 I can say the sounds in CVC words – phase 2 I can start to blend the sounds together I am starting to read captions e.g. a big cat, a red bag...can a man run? Can a pig hop? I can read some common words 	<ul style="list-style-type: none"> I can say a sound for each letter of the alphabet I can start to identify digraphs (approx. 10 from phase 3) I can blend sounds to read words using phase 2/3 sounds (one and two syllable words) I can read captions I can re-read books to build up my confidence and fluency I can read phonics matched common words. 	<ul style="list-style-type: none"> I can match the letter and sound for all single sounds I can match the letter and sound for at least 10 digraphs and more if I can I can blend sounds to read words I can read phrases and sentences made up of words with letters/sounds I know and with some common words I can re-read these books to build up my confidence and fluency.
ELG	Children will: <ul style="list-style-type: none"> 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. 		

Writing

	Autumn focus (Dec checkpoints)	Spring focus (April checkpoint)	Summer focus (May checkpoint)
Letter Formation	<ul style="list-style-type: none"> I can hold a pencil with an effective, comfortable grip I can write lower case letters that are recognisable. 	<ul style="list-style-type: none"> I can write some lower case letters correctly I can write some upper case letters correctly I can use a tripod grip – see Physical Development 	<ul style="list-style-type: none"> I can write letters that are mostly well formed.
Spelling	<ul style="list-style-type: none"> I can hear and say the initial letter in a word I can segment cvc words orally I can write some CVC words by orally segmenting first, e.g. c-a-t, cat! 	<ul style="list-style-type: none"> I can write CVC words I can use my knowledge of sounds to write unfamiliar words I can write the digraphs I can read I can write labels 	<ul style="list-style-type: none"> I can spell words by 'sounding out'/identifying the sounds (segmenting) and then writing the sounds with letters.



		<ul style="list-style-type: none"> I can spell some tricky words 	
Composition	<ul style="list-style-type: none"> I can think of my own ideas for writing and say them out loud I can think of words to label models/maps/make lists 	<ul style="list-style-type: none"> I can break the flow of speech into words – counting each word on my fingers I can write captions/ short sentences I can use finger spaces between my words 	<ul style="list-style-type: none"> I can write simple sentences I can re-read my own sentences to check that they make sense My teacher/others can read my sentences
Ongoing writing opportunities	<ul style="list-style-type: none"> Daily phonics Daily letter formation opportunities with adults Weekly writing tasks linked to children’s interests Daily Dough Gym/Funky Fingers linked to Physical Development 		
Termly specific writing opportunities	<ul style="list-style-type: none"> Name copying and writing. Writing initial sounds CVC words 	<u>Introduced Drawing Club</u> <ul style="list-style-type: none"> Writing phonetically decodable words, CVC phrases and captions 	<u>Drawing Club</u> <ul style="list-style-type: none"> Writing phonetically decodable words, simple sentences
ELG	<p>Children will:</p> <ul style="list-style-type: none"> 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. 		



Maths

Number

	Autumn focus (Dec checkpoints)	Spring focus (April checkpoint)	Summer focus (May checkpoint)
Numbers to 10 – cardinality and counting subitising	<ul style="list-style-type: none"> I can say number names in order (initially to 5 then 10 and then extending to larger numbers, depending on the children) I can count objects, actions and sounds - to 5+ using different mathematical resources (matching one to one) I can quickly say how many there are (subitising up to 3) in different arrangements I can match numeral and quantity to 5 	<ul style="list-style-type: none"> I can say number names – forwards and backwards I can count objects, claps, movement and sounds up to 10 (matching one to one) I know that the last number counted is the total so far (conservation of number) I can quickly say how many there are (subitising up to 5) I can match numeral and quantity (within 10) 	<ul style="list-style-type: none"> I can say number names – forwards and backwards I can count objects, claps, movements and sounds up to 10 reliably – matching one to one and then beyond I can recognise quantities up to 5 and more without counting (subitising) I can match numerals to their quantity – at least to 10
Composition – Knowing numbers are made up of two or more other smaller numbers Part-whole understanding	<ul style="list-style-type: none"> I can identify smaller groups within a number (conceptual subitising - what can you see?) I can partition a number two groups (inverse operations) 	<ul style="list-style-type: none"> I can recall number bonds to 5 I can start to give some linked subtraction facts I can start to recall some double facts 	<ul style="list-style-type: none"> I can recall number bonds up to 5 I can partition a number into more than two numbers I can match subtraction facts with number bonds I can recall some double facts within 10 as well as some number bonds
ELG	Children will: <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 		

Numerical Patterns



	Autumn focus (Dec checkpoints)	Spring focus (April checkpoint)	Summer focus (May checkpoint)
The Number System	<ul style="list-style-type: none"> I can count to 10 by rote 	<ul style="list-style-type: none"> I can count to 20, knowing the teen numbers 	<ul style="list-style-type: none"> I can count beyond 20 I can recognise the pattern of the counting system
Comparison	<ul style="list-style-type: none"> I can compare two groups of objects (when the groups are not as different as before, saying more/less than, greater than) I can compare two quantities saying when some groups are the same 	<ul style="list-style-type: none"> I can compare groups of objects I can reason about numbers/these groups I understand the 'one more than/one less than' relationship between consecutive numbers 	<ul style="list-style-type: none"> I can compare quantities using greater/ more than, fewer/ less than, the same
Patterns	<ul style="list-style-type: none"> I can share objects equally (within the number range I am working on) 	<ul style="list-style-type: none"> I can start to identify odd and even numbers – up to 10 I can say double facts – up to 5+ I can share objects with up to 10 objects 	<ul style="list-style-type: none"> I can talk about odd and even numbers I can say double facts I can share equally I can show patterns in numbers to 10 (adding 0, 9 +1 is the same as 1+9)
ELG	Children will: <ul style="list-style-type: none"> 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; 27 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 		

Shape, Space and Measure – No ELG

	Autumn focus (Dec checkpoints)	Spring focus (April checkpoint)	Summer focus (May checkpoint)
Shape and space Position/Spatial vocabulary	<u>Developing spatial awareness</u> <ul style="list-style-type: none"> I can create pictures with 2D shapes – rotating and manipulating shapes to achieve what I want <u>Developing spatial vocab/representing spatial relationships</u>	<u>Understanding similarities between shapes</u> <ul style="list-style-type: none"> I can find similarities between shapes I can describe properties of some different 2D shapes I can describe some different 3D shapes 	<ul style="list-style-type: none"> I can identify and describe many different 2D shapes I can identify and describe many different 3D shapes



	<ul style="list-style-type: none">• I can use words to describe position (in on under up ...) <p><u>Developing shape awareness through construction</u></p> <ul style="list-style-type: none">• I can play and build with 3D resources.• I can complete a puzzle	<ul style="list-style-type: none">• I can combine shapes to make new shapes e.g. 2 triangles can be put together to make a square.	
Measures Pattern	<ul style="list-style-type: none">• I can compare 2 objects and say which is longer/shorter, heavier/lighter, full/empty• I can continue an AB pattern• I can copy an AB pattern	<ul style="list-style-type: none">• I can order 3 objects according to height and weight• I can estimate and predict measures• I can make my own AB pattern• I can spot an error	<ul style="list-style-type: none">• I can compare the length/weight/capacity (by direct comparison)• I can use unites to compare and measure things• I can begin to use time to sequence events <p>I can continue an ABC pattern</p> <ul style="list-style-type: none">• I can make a ABB ABBC• I can make a pattern that goes round a circle



Understanding The World

Past and Present

	Autumn focus (Dec checkpoints)	Spring focus (April checkpoint)	Summer focus (May checkpoint)
Chronology	<ul style="list-style-type: none"> I can talk about myself I can talk about my family I can use the language of time when I talk about something that has happened in the recent past (then, now, when I was...before, after ... for example while sharing 'All About Me' books). 	<ul style="list-style-type: none"> I can order pictures to show what happens on a school day (re-ordering the visual timetable) I can use the language of time accurately when I talk about the day (now, next, then...) 	<ul style="list-style-type: none"> I can recount an event orally (using pictures to support if necessary) I can use time related vocabulary appropriately.
Enquiry	<p><u>Finding out about key historical events and why and how we celebrate today? E.g. Firework Night, Remembrance Day, Diwali, Christmas Day)</u></p> <ul style="list-style-type: none"> I can listen to stories/information I can comment on images of familiar situations from the past. I can begin to compare 'then' and 'now,' if appropriate. I can ask questions and with help, use different sources to find answers including books and the internet. I can name and talk about the people in the school community and their roles 	<p><u>Finding out about how children have changed since they were babies – linking to our 'When I was a baby project for Mothering Sunday)</u></p> <ul style="list-style-type: none"> I can sequence photos of myself since I was a baby I can sequence photos of myself since I was a baby and talk about how I have changed -below I can talk about changes that have happened to me throughout my life so far I can compare 'then' and 'now.' I can ask questions and with help, use different sources to find answers including books and the internet. I can talk about people I have met and I can talk about their role/job e.g. Farmers/religious leaders, Doctors, nurses, dentists, police officers, Firefighters. 	<p><u>Finding out about something that happened a long time a)</u></p> <ul style="list-style-type: none"> I can talk about and describe what I see when I am looking at pictures or objects from the past. I can compare 'then' and 'now' and talk about the similarities and differences, drawing on what I have learned I can show that I understand the past through settings, characters and events in books and storytelling. I can talk about the lives of people I am familiar with I can talk about their roles in society
ELG	<p>Children will:</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling; 		



People, Culture and Communities

	Autumn focus (Dec checkpoints)	Spring focus (April checkpoint)	Summer focus (May checkpoint)
The immediate environment	<p><u>Respect our environment</u></p> <ul style="list-style-type: none"> I can talk about the area where I go to school I can use key vocabulary (hill, road, lane, field...) 	<p><u>Respect our environment</u></p> <ul style="list-style-type: none"> I can talk about the environment using what I know from stories/ non-fiction I can draw information from a simple map 	<p><u>Respect our environment</u></p> <ul style="list-style-type: none"> I can describe local environment using what I know from: <ul style="list-style-type: none"> o Observation o Discussion o Stories/ non-fiction o Maps I can talk about what I like/enjoy/dislike I can talk about how to look after our environment
Religious and cultural communities	<p><u>Respect:</u> <u>Themselves, special things in their own lives.</u></p> <ul style="list-style-type: none"> I can talk about my own family I can talk about people who are familiar and special to me <p><u>Respect:</u> <u>That people have different beliefs and celebrate special times in different ways.</u></p> <ul style="list-style-type: none"> I can talk about how different people celebrate (birthdays, Diwali, Christmas) 	<p><u>Respect:</u> <u>That people have different beliefs and celebrate special times in different ways</u></p> <ul style="list-style-type: none"> I can talk about how some people have different beliefs and celebrate in different ways (Chinese NY, St Patricks, Easter, Mothering Sunday) I can talk about how they are similar and how they are different 	<p><u>Respect:</u> <u>That people have different beliefs and celebrate special times in different ways.</u></p> <ul style="list-style-type: none"> I can talk about how some people have different beliefs and celebrate in different ways I can talk about some special objects/ places/events that people have in our and other communities
Other countries in the world	<p><u>Respect life in other countries</u></p> <ul style="list-style-type: none"> I can start to use stories and pictures to talk about similarities and differences in life in other countries 	<p><u>Respect life in other countries</u></p> <ul style="list-style-type: none"> I can draw information from a simple map/globe I can start to talk about the similarities and differences in lives in other countries 	<p><u>Respect life in other countries</u></p> <ul style="list-style-type: none"> I can talk about what is the same and different in life in this country and in another country/countries
Agreed Syllabus	<p><u>Key Question:</u></p> <ul style="list-style-type: none"> Which people are special and why?(thinking and talking about our families, friends, school as well as meeting our Church leaders that visit our school) 	<p><u>Key Question</u></p> <ul style="list-style-type: none"> Which stories are special and why? (Thinking and talking about stories associated with Chinese New Year...thinking about stories Jesus told) <p><u>Key Question:</u></p>	<p><u>Key question:</u></p> <ul style="list-style-type: none"> Which places are special and why? (Thinking and talking about special places to us. Thinking and talking about special places of worship)



	<p><u>Key question:#</u></p> <ul style="list-style-type: none"> Which times are special and why? (thinking and talking about how we celebrate – birthdays, Diwali, Christmas?) 	<ul style="list-style-type: none"> What are special objects and symbols? (Thinking and talking about The Easter Story and how we mark Easter) 	
ELG	<p>Children will:</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 		

The Natural World

	Autumn focus (Dec checkpoints)	Spring focus (April checkpoint)	Summer focus (May checkpoint)
	<p><u>Observation and Communication:</u></p> <ul style="list-style-type: none"> I can learn new words (linked to each new area of learning) I can talk about what I see, hear and feel when I am exploring. I can choose what I need to help me observe – magnifiers, magnets, pencils, paper, cubes to measure, scales...I can handle them safely. I can draw my observations of animals and plants. I can talk about the weather and how it changes the outdoors I understand the need to respect and care for the natural environment and all living things 		
	<p><u>In Autumn ...</u></p> <ul style="list-style-type: none"> I can talk about how the leaves change and why. I can talk about hibernating animals. I can talk about what animals love to come out at night. I can talk about materials that I see while exploring the environment I can describe how they feel. 	<p><u>In Winter ...</u></p> <ul style="list-style-type: none"> I can talk about how the frost and ice appears and how it changes/melts. I can talk about how food changes in the cooking process. I can talk about which animals love the coldest climates. In Spring I can talk about how buds and seeds grow and change. 	<p><u>In Summer...</u></p> <ul style="list-style-type: none"> I can talk about how plants grow and change. I can talk about the caterpillars change and grow. I can talk about which animals/bugs are in our school grounds.



<p>Mapping</p>	<ul style="list-style-type: none"> • I can talk about the area where I go to school • I can make models/3D maps of places in our school (using blocks, fabrics, small world play) • I can follow positional language i.e., under, beside, on top of etc. when telling people where things are and how to get to places in school • I can use technology e.g., BeeBot app, and use positional language as I explore how it is used (for more information, please see below) 	<ul style="list-style-type: none"> • I can talk about where I live • I can recognise some features of where I live on a picture/image/video and map (e.g. land, trees, roads, train tracks, school...) • I can describe another environment e.g. desert, Arctic etc using the above to help me • I can recognise some environments that are different from the one in which I live • I can programme a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms forwards, backwards, up, down, side, next to... <p><u>Enquiry</u></p> <ul style="list-style-type: none"> • With help I can use technology and IT equipment to find information about different locations and places. • I can recognise, know, and describe features of different places (for more information see below) • I can begin to look for some similarities and differences. • I can talk about and ask questions about places I am learning about 	<ul style="list-style-type: none"> • I can describe my own environment and local area, talking about what I see, hear and smell around me • I can draw information from a simple map and identify landmarks of our local area. • I can find where we live (The UK) on a map. • I know and can talk about similarities and differences between here and other environments • <u>Enquiry:</u> I can comment and ask questions about the different places (near and far) • I can find out about the local area by talking to people, looking at photographs, books and visiting local places. I know I can use the internet with support to find out more. For more information, please see below.
<p>ELG</p>	<p>Children will:</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants; • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 		



Technology in EYFS – no longer an ELG but woven through our curriculum

	Autumn focus (Dec checkpoints)	Spring focus (April checkpoint)	Summer focus (May checkpoint)
	<p><u>Programming</u></p> <ul style="list-style-type: none"> • Explore and identify what each command does. • Begin to create a simple sequence of commands to move Beebot/Daisy Dinosaur. 	<p><u>As before as well as</u></p> <ul style="list-style-type: none"> • Explore and experiment how to create a sequence commands 	<p><u>As before as well as</u></p> <ul style="list-style-type: none"> • Explore and experiment how to create a sequence commands
	<p><u>Finding out – using the internet</u></p> <ul style="list-style-type: none"> • I know that I can find out more about something I am interested in on the internet • With an adult to guide me I can find out and retrieve more about my interests by searching on the internet 		
	<p><u>Using the iPads – creating content</u></p> <ul style="list-style-type: none"> • I can use the iPad to take a photo of what I see 	<p><u>Using the iPads</u></p> <ul style="list-style-type: none"> • I can use the iPad to take a video of what I see 	<p><u>Using the iPads</u></p> <ul style="list-style-type: none"> • I can use the iPad to record my work and experiences
	<p><u>Using the iPads – using programmes/software</u></p> <ul style="list-style-type: none"> • I can tap, swipe and click on different icons to make things happen. • Explore how to draw a picture on a screen • I can experiment with different paint tools. 	<ul style="list-style-type: none"> • I can tap, swipe and click on different icons to make things happen. • I can complete a programme on the iPad (maths based) 	<ul style="list-style-type: none"> • As before but with wider range of software/programmes
	<p><u>Ongoing</u></p> <ul style="list-style-type: none"> • Identify some technology at home and in school and begin to understand its purpose e.g. iPad, internet, programmable toys, remote controls, phones • Consider how to use technology safely and responsibly 		



Expressive Arts

Creating With Materials

	Autumn focus (Dec checkpoints)	Spring focus (April checkpoint)	Summer focus (May checkpoint)
Creating With Materials	<ul style="list-style-type: none"> I can select my own art and design materials to create with I can explore various tools, materials and techniques outlined below, to express my ideas and feelings e.g. <ul style="list-style-type: none"> mixing with brushes/paint Drawing with coloured pens and crayons Creating with natural materials, construction, recycling I can explore how colours can be mixed I can tell others what my artwork is and signal key parts e.g. this is mummy, this is her hair etc. I am starting to recreate familiar stories (with adult support) 	<ul style="list-style-type: none"> I can explore various tools and materials outlined below, building on prior learning In addition to the Autumn term resources I can use various tools and techniques for art work including <ul style="list-style-type: none"> Collage with scissors, glue Drawing with chalks and charcoals 3D Modelling with playdough tools, brushes I am able to combine different techniques e.g. collage, paint, crayon, clay to create art I can return to and build on previous learning, refining ideas and developing their ability to represent them I can mix colours together to create new colours using sponges and paintbrushes I can talk about my artwork or designs-linked to some of the materials/ techniques I used I can use materials and props to retell stories and create imaginary situations linked to what I know 	<ul style="list-style-type: none"> I can explore various tools and materials outlined below, building on prior learning <ul style="list-style-type: none"> e.g. scissors, brushes, pens, playdough tools, glue spreaders, hole punchers, tags, staplers... I can explore and use different materials and techniques to express my ideas and feelings – collage, colour mixing/paint, drawing, joining and fixing, modelling with dough...creating with natural materials as well as loose parts and recycling I can design art/ a product thinking about colour, design, form, texture and function I can try to talk about my ideas/what I am going to create I can create with others and share ideas, resources/ideas/skills. I can explain what I have made I can talk about how I made it – naming the materials/techniques (cut, tear, stick...) I can return to tasks and build on prior learning. I can use props and materials when I am role playing stories
ELG	Children will: <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories. 		



Being Imaginative and Expressive

	Autumn focus (Dec checkpoints)	Spring focus (April checkpoint)	Summer focus (May checkpoint)
Being Imaginative	<ul style="list-style-type: none"> I can role play imaginary scenarios linked to experiences I can recount and retell familiar stories with my friends and adults (small world/ role play) 	<ul style="list-style-type: none"> I can adapt well known stories and narratives and small world/ role play them with others I can use what I know and have read to help create my own stories 	<ul style="list-style-type: none"> I can adapt and recount narratives and stories with my friends and adults I can invent my own stories
Music	<ul style="list-style-type: none"> I know some popular songs/rhymes and can sing them supported by an adult I can listen to music and move to it. I can sing/chant familiar rhymes with others and supported by an adult I can explore how different sounds can be made 	<ul style="list-style-type: none"> I can sing well known songs in a group or alone and match the pitch and melody I can listen to music and respond – either by moving, clapping, dancing or talking about/describing it I can join in with rhymes and singing, sometimes with others or on my own. I can explore and engage in music making and dance, performing solo or in a group – with a range of different musical instruments. 	<ul style="list-style-type: none"> I can sing well known nursery rhymes I can sing some familiar songs (Xmas play etc.) I can listen to music and talk about how it makes me feel, what I like or what it makes me think of I can sing a range of well-known nursery rhymes and songs I can perform songs, music, rhymes including nursery rhymes and stories alone and with others – I can try to keep in time to the music I can make a range of different sounds with my voice and with instruments – loud and soft, long and short, high and low...
ELG	Children will: <ul style="list-style-type: none"> 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. 		