

	BARNWOOD C OF E PRIMARY SCHOOL LEARNING AND PROGRESSION STEPS EYFS CURRICULUM OVERVIEW					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme Driver (not limited to...)	All About Me	Let's Celebrate!	Frosty Fingers & Tingly Toes	This is Our World	Growing Greens and other things	A Grand Day Out
Celebrations & Events *Daily Funky Fingers *Daily Story Time *Weekly Forest School *Weekly Sensory Play	Harvest - Christian (Church) Autumn Walk Barnwood Arboretum Welcome & Expectations Meeting Parent Drop In Phonics & Reading Parent Workshop Baking Apple and Blackberry pies	Diwali - Hindu Bonfire Night Forest School Fire & Mallows St Andrews Day Christmas & Nativity - Christian (Church) Children in Need Maths Parent Workshop Baking Samosas	Winter Walk Barnwood Arboretum Chinese New Year RSPB Bird Watch & bird feeders Reading Workshop Parent Drop In Baking Gingerbread Men	Mother's Day & Service (Church) St David's Day St Patricks Day Spring Walk Barnwood Arboretum World Book Day Sports/Comic Relief Easter - Christian baking Bread Rolls	St George's Day Eid - Muslim Parent Drop In (Church Special Places RE) NSPCC - PANTS Oral Hygiene Healthy Food Choices Baking Pizza's	Summer Walk Barnwood Arboretum Father's Day Sports Day Shavot - Jewish Transitions Family Forest School Beep Beep Day - Road Safety Ice-cream Smoothies
Christian Values (Year A) (Year B)	Thankfulness Gernerosity	Compassion Trust	Courage Perseverance	Justice Forgiveness	Service Friendship	Truthfulness Respect
Text Focus	Rhymes & Songs Elmer The Enormous Turnip	Diwali Story Three Pigs Nativity	Stick Man Gruffalo's Child Gingerbread Man	Little Red Hen Growing Frogs Mother Earth	Hungry Caterpillar My Bean Diary Jasper's Beanstalk	Three Billy Goats Gruff Handa's Surprise Mr Gumpy's Outing
Communication & Language	Key Vocabulary Autumn, season, bare, spider, web, blackberries, conker, acorn, fox, owl, hedgehog, harvest, vegetables, crops, thankful, celebrate	Key Vocabulary Celebration, festival, community, gift, charity, Christian, Nativity, Jesus, Christmas, stable, Diwali, Hindu, holly, robin, Scotland, traditional, bonfire, fireworks, past,	Key Vocabulary Winter, season, bare, robin, blackbird, squirrel, moths, holly, frost, fog, snow, flood, freezing, frost, world, globe	Key Vocabulary Spring, weather, frogspawn, tadpole, frog, pond, bud, blossom, nest, hatch, grow, map, route, countryside, town, recycle, world, globe, environment	Key Vocabulary Growing, plants, soil, leaves, stem, roots, healthy, diet, food, exercise, observe, life-cycle, worms, ladybird, caterpillar, butterfly, compost, seed,	Key Vocabulary Environment, globe, world, recycle, holiday, passport, town, countryside, map, plan, route, Africa, caravan, camping, train, aeroplane, transport, picnic, passport
	Developing social phrases and good manners (please, thank-you, good afternoon, good morning) Listening carefully to rhymes and songs, paying attention to how they	Understand how to listen carefully and why listening is important (Through Circle time - focus on rules 'Look at the person who's talking' 'Listen to all the words' 'Sitting still'	Articulate their ideas and thoughts using well-formed sentences - adults to model using sentence stems.	Describe events in some detail spring walk, pond dipping. Use talk to help work out problems and organise thinking and activities explain how things work	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Be able to re-tell a selection of familiar	To be a good listener and a confident talker. Use social phrases and good manners in their everyday lives.

	sound. (Link to Phase 1 Phonics - revisit alongside phase 2 introduction) Learn rhymes, poems and songs - Class Song & Rhyme book	Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words (using focus texts Owl Babies, Goldilocks)	Connect one idea or action to another using a range of connectives (and, because) *Speech referrals made if required*	and why they might happen.	stories and make up some of their own using story language and sequencing. Enjoy and engage in a range of different text types including non-fiction, fiction, poems, rhymes and e-stories.	Hold a conversation with others using good sentence construction and vocabulary.
*This area has been given equal importance across the year and should become part of on-going daily routines, practise in our class and both modelled and reinforced at every opportunity. Therefore, it will filter into all other subject areas in line with our school reading approach. Learn new vocabulary. Use new vocabulary through the day. Use new vocabulary in different contexts. Ask questions to find out more and to check they understand what has been said to them.						
Physical Development *PE Mondays focus on fundamental movement skills with Miss Joyce PE Lead.	Fine Motor skills Develop the foundations of a handwriting style which is fast, accurate and efficient. Focus on mark making. (Using letter join cursive script) Develop small motor skills so that they can use a range of tools competently, safely and confidently. Focus on PENCILS/Chalk/Crayons for drawing and writing, Gross Motor Skills Understand about basic hygiene including washing my hands before eating or preparing food - snack and lunch times YOGA	Fine Motor skills Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Focus on paintbrushes. Gross Motor Skills Further develop the skills they need to manage the school day successfully: lining up and queuing; mealtimes; personal hygiene DANCE Progress towards a more fluent style of moving, with developing control and grace.	Fine Motor skills Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Focus on Knives, forks spoons & toothbrushes. Gross Motor Skills Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian	Fine Motor skills Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Focus on scissors. Gross Motor Skills LARGE BALL SKILLS Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	Fine Motor skills Gross Motor Skills LARGE BALL SKILLS Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Personal Hygiene Name the common foods we eat and know which are healthy - Link to growing greens Make healthy food choices and talk about my	Fine Motor skills On-going over the year. Gross Motor Skills Revise and refine the fundamental movement skills they have already acquired: - rolling, crawling, walking, jumping, running, hopping, skipping, climbing (on-going) ATHLETICS focus preparing for Sports Day Using fundamental skills. Team work and support. ROAD SAFETY Day - Bikes to School.

	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	Combine different movements with ease and fluency.	GYMNASTICS & LARGE APPARATUS Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.		reasoning including a balanced diet.	
Personal, Social, Emotional Development	*This area has been given equal importance across the year and should become part of on-going daily routines, practise in our class and both modelled and reinforced at every opportunity. Therefore, it will filter into all other subject areas whilst following our school and class rules at Barnwood CE Primary. Children will take part in weekly circle time activities and access the Pink Curriculum/Resources as required.					
	Self Regulation I can talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried'. I can start to understand how others might be feeling. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Managing Self I can select and use activities and resources, with help when needed. I can manage my own needs including putting on my coat independently, doing it up, putting on shoes and socks without help, going to the toilet independently, wiping self, managing tights, skirts or trousers and fastenings, washing hands, line up sensibly and safely. Building Relationships Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Develop their sense of responsibility and membership of a community.	Self Regulation I see myself as a valuable individual. I can express my feelings and consider the feelings of others. I can show resilience and perseverance in the face of challenge. I can identify and moderate my feelings socially and emotionally. I can think about the perspectives of others Managing Self I can manage my own needs including putting on my coat independently, doing it up, putting on shoes and socks without help, going to the toilet independently, wiping self, managing tights, skirts or trousers and fastenings, washing hands, opening packets, bottles and cling film, operating knife and fork, line up sensibly and safely. Building Relationships I can build constructive and respectful relationships with staff, peers and the wider school community. I can think about the perspectives of others.	Self Regulation I can show an understanding of my own feelings and those of others, and regulate their behaviour accordingly. I have a positive sense of self and show resilience and perseverance in the face of challenge. I pay attention to the adults around me and follow multi-step instructions. Managing Self I can manage my own basic hygiene and personal needs including dressing and going to the toilet. I can understand the importance of healthy food choices. I can explain reasons for rules and know right from wrong. Building Relationships I can work and play co-operatively, taking turns with others. I can form positive attachments and friendships. I can show sensitivities to others needs.			

Literacy	Reading Secure Phase 1 Letters and Sounds Phonological Awareness; Hear, identify and suggest rhymes in words or texts. Count or clap syllables in a word. Recognise words with the same initial sound, such as money and mother. Understand the five key concepts about print: - print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing Writing Write some letters accurately. Write some or all of their name. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.	Reading Read HFW; I, go, to, no, the Read individual letters by saying the sounds for each one in set 1 RWI; ma,s,d,t,i,n,p,g,o c,k,u,b,f,e,l,h, r,j,v,y,w,z, qu, x. Read some letter groups that each represent one sound and say sounds for them as matched to RWI (sh, ch, th, ng, nk ck). Use 'Fred Talk, Fred fingers and the use of green words with sound buttons' to blend phonemes together to blend simple VC and CVC words to spell or segment words to read; Read red ditty sheets using RWI programme. Know letter names as well as the sounds they make Writing Form lower-case letters correctly using cursive letter formation and RWI system. Spell their name, VC and CVC words by identifying the sounds and then writing the sound with letter/s. Use writing with learning environment and play Writing letters to our class elf. Writing names on Christmas Cards	Reading Using Fred Talk, Fred fingers and the use of 'green words with sound buttons' spell and read an increasing number of new words: CVC- pot; CVCC words - pots; CCVCC words - spots; Read simple phrases and sentences made up of words with known letter-sound correspondences - red ditty sheets (RWI) Writing Write labels, short captions and sentences with words containing known sound-letter correspondences.	Reading Read HFW: into, the, he, she, we, was Read some letter groups that each represent one sound and say sounds for them as shown in RWI set 2: ay, ee, igh, ow, long oo, short oo, ar, or, air, ou, oy Introduce the use of 'real' and 'alien' words ready for year one. Re-read red ditty books RWI books to build up confidence in word reading, fluency, understanding and enjoyment. Writing Write short captions and sentences with words with known sound-letter correspondences. Form lower-case and capital letters correctly.	Reading Read, Write, Inc Set 1 & 2 -revise sounds taught. & extend to phase 4 words if appropriate: me, be, you, they, all, are, my, her Using the RWI approach, blend to read words containing adjacent consonants; Segment to spell words with adjacent consonants; <u>Not learn</u> adjacent consonants in families to avoid children treating two phonemes as one unit, e.g. 'sp'; Using Fred Talk, Fred fingers and the use of 'green words with sound buttons' spell and read an increasing number of new words: CVC- pot; CVCC words - pots; CCVCC words - spots; Writing Write short captions and sentences with words with known sound-letter correspondences. Form lower-case and capital letters correctly.	Reading Use of reading for pleasure or to investigate and expand knowledge using everyday technology, and a range of texts in learning and free choice. To apply phonic knowledge and skills using sounds taught. Writing To use their phonic skills to write for a purpose using labels, captions, sentences or stories in their learning and free choice - notes, cards, letters, stories, signs etc.
------------------------	---	--	--	---	---	---

Mathematical Development	*Baseline collection* NCTEM Mastering Number & WR Maths - 'Just like Me!' Able to match objects that are the same and that are different. Sorting objects into sets using given criteria. Begin to group and sort sets using their own criteria, explaining ideas. Comparing sets of objects and identify which is more or less. Compare by weight, length and capacity identifying heavy, light, long/tall and short, full and empty. Continue AB patterns, spotting mistakes and correcting. Make AB patterns independently. Explain thinking using mathematical language (ongoing)	NCTEM Mastering Number & WR Maths 'It's Me 1,2,3!' & 'Light & Dark' Recognise digits 1,2,3,4,5 Subitise up to 5 objects. Count using 1:1 correspondence up to 5 objects. Compare up to 3 objects. Understand 1 more/fewer concept to 3. Understand numbers are made of smaller numbers and the ways to make 3. Learn names and properties of circles, triangles, square and rectangles. Become aware of and start to use positional language through play and stories. Understand the concept of night and day. Understand and use the vocabulary of time, first, now, next, using visual timetable. Days of the week (song)	NCTEM Mastering Number & WR Maths 'Alive in Five' & 'Growing 6,7,8' Introduce 0 and understand what it represents. Comparing numbers to 8. Know composition of numbers to 8. Comparing mass and using balance scales in everyday life (cooking) Comparing capacity (not just liquids) and investigating which containers hold more. Explore comparing length and height. Confident to use tens frames for calculations. Combining two groups to calculate the answer. Developing a sense of time yesterday, today, tomorrow. Use a timer for taking turns or seeing what can be done in a space of time.	NCTEM Mastering Number & WR Maths 'Building 9 & 10'. Apply all counting principles to 10 counting forwards & back. Compare numbers to 10. Know composition of number to 10 (number bonds) Use manipulatives such as 10s frames and understand two more are needed to make 10 if there are 2 spaces. Use fingers confidently to calculate. Compare 2 or more sets confidently and discuss ideas about what they observe. Know 3D shapes and using to build models or link to real life. Deepen and extend use of pattern to continue or make their own ABB, AAB, AABB and ABC patterns with shapes, loose parts and objects.	NCTEM Mastering Number & WR Maths '20 and Beyond' & 'First, then, now' Children move to numbers beyond 10 ensuring they develop good place value understanding - 15 is a 10 and 5 ones, using manipulatives. Noticing counting patterns 1 - 9 repeat through larger number sequences. Spatial reasoning - revisit 2D shapes and patterns look at rotation and directions. Adding more to a set to increase the size. Explore subtraction and making sets smaller by removing some objects.	NCTEM Mastering Number & WR Maths 'Find my pattern' & 'On the move' Doubling taught as twice as many - the set grows bigger. Halving objects and sets making two equal sets, shapes or amounts growing smaller. Sharing and grouping - understand there must be equal amounts in each set and some may be left over. Recognise odd and even. Consolidation of previous learning and work on problem solving to use and apply skills learned so far.
Understanding the World	Past & Present Name and describe people who are familiar to them; Children come to school with 'All About Me' Booklet completed by home and A3 photo page with key family and friends to share and display in class. Talk about members of their immediate family and community; Revisit idea of family unit - who lives in their homes,	Past & Present Talk about some similarities and differences between the past and now using my own experiences. Children to share pictures of themselves as babies and being a toddler or at nursery and Christmas Past. Talk about stories from the past with important	Past & Present I can retell stories from the past using small world or role play - Traditional tales covered so far. Use the vocabulary of time, now, next, yesterday, tomorrow, a long time ago. Compare and contrast characters from stories, including figures from the past Gingerbread Man & Traditional Tales - looking	Past & Present Talk about some historical characters from the past - Talk about important people - Greta Thunberg David Attenborough People, Cultures & Communities Draw information from a simple map. Look at and talk about things I see on a map or globe (ie blue represents sea roads etc)	Past and Present Learn about the past using books, the internet, TV or photos. Explore objects from the past and present and talk about what I see - gardening long ago, no tractors, machines etc. Talk about some historical characters from the past. Talk about stories from the past with important historical significance -	Past & Present Talk about my ideas and make simple comparisons - transport now and then - How did we get our shopping long ago? Make pictorial images to show what I have learned about the past. People, Cultures & Communities Talk about the local area and important places in it

	do they have two houses, pets and important community members (My Family, School Family, Church Family etc) People, Cultures and Communities Begin to know school classroom, building and outside spaces along with key staff and peers - (belonging to our school) Learn how some places are special to members of our community. Link to Harvest Festival Christian Celebration (Church) The World Explore the natural world around them and describe what they see, hear and feel whilst outside. (Weekly Forest School) Understand the effect of changing seasons on the natural world around them. AUTUMN (Walk to Arboretum) Collect leaves, pine cones and conkers. Become familiar with local wildlife in Barnwood, snails, worms, beetles, woodlice, spiders, foxes, hedgehogs, badgers, Owls. Observe leaves falling and branches becoming 'bare'. Colder weather and shorter days.	historical significance - Nativity, Diwali People, Cultures & Communities Recognise that people have different beliefs and celebrate special times in different ways. (Learning about Diwali & Christmas) Recognise some similarities and differences between life in this country and life in other countries - Visit Google Earth India and watch Ceebeebies 'Celebrations' to see how Hindu's celebrate the Festival. Tasting foods from India and listening to music and costumes. The World Weekly Forest School - fire and mallow toasting, fire safety, thinking about what might burn and how to STOP, DROP, ROLL - link to Bonfire Night.	at pictures - old house/new, clothing etc. People, Cultures & Communities Looking at Colder Country Environments - what do they wear, what does it look like? Share Maps and Google Earth to look at China explore what it is like. Celebrate Chinese NY - Learning about the story, how it is celebrated, tasting foods and listening to Chinese music and dragon dancing. The World Weekly Forest school - experience rain, wind and ice, snow - WINTER (walk to Arboretum) Identify features of winter, berries, frost, ice, loss of leaves, cold etc. Learn about winter animals locally and wider - hedgehogs hibernate, making bird feeders compare to animals in colder climates. Recognise some environments that are different to the one in which they live. Investigating things that melt - snow and ice - what else melts? Why? I can talk about what I have seen and link to simple scientific knowledge	Recognise some similarities and differences between life in this country and life in other countries. I can talk about places I see in books and stories or on simple maps. I can spot the difference between places I have visited or seen in books and stories and where I live. The World Explore the natural world around them - pond dipping, mini-beast hunt. Understand the effect of changing seasons on the natural world around them. - SPRING (walk to Arboretum) & Weekly Forest School - look for buds, blossom, new growth, spring flowers daffodils, tulips and crocus, nesting birds, frogspawn & tadpoles, ducklings etc.	Beatrix Potter - Peter Rabbit People, Cultures & Communities The World Investigate things that grow and live in the world around them including plants, food and mini-beasts. Grow some simple veggies including beans - learn how to take care of them and explore what they look like by dissecting and use of magnifiers for plants with roots. Record my observation using photos, drawing and writing.	(school, church, shops, garage, main road etc) I can observe and talk about the place where I live using geographical vocabulary. Observe and talk about how the place I live is similar or different from another place (ie where someone has visited or been on holiday) Make maps of my own for real or imaginary places. Explain my thinking using good vocabulary. Tell others when I like places or not and explain my ideas. The World Understand the effect of changing seasons on the natural world around them. - SUMMER (walk to Arboretum) & Weekly Forest School - look for signs of summer, leaves on trees, fruits growing, warmer weather, dry grass, etc. Encourage enquiry by asking questions about what they see and the world around them. Recognise some environments that are different to the one in which they live compare to Africa or hotter climates. Use ideas to investigate how and why things work - sail boats for Arboretum trip to sail on stream.
--	---	---	---	---	--	---

RE – Gloucestershire Syllabus	Unit F1 – Why is the word God special to Christians? Harvest Festival Christian Celebration (Church)	Unit F2 – Why is special for Christians? Christmas & Nativity – Christian (Church)	Unit F4 – Being Special, where do we belong?	Unit F3 – Why is Easter Special for Christians? Mother's Day & Service (Church)	Unit F5 – What places are special and why? Visit Church	Unit F6 – Which stories are special and why?
Expressive Arts and Design	Creating with Materials Explore mark making using tools, fingers, hands, chalk, pens and pencils. Explore and experiment with new materials and techniques. Begin to use and control a range of media. Recognise and name basic colours (red, yellow, blue, orange, green, purple, black, white) Drawing/Mark Making Focus Performing Develop storylines in their pretend play. Use songs with and without words – children may pitch match more easily with sounds like 'ba'. Tap or clap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song. Charanga music scheme YR 'Me' – See for detailed plans and skills coverage.	Creating with Materials Hold a paint brush correctly. Use a variety of tools including different sized brushes and tools i.e. sponge brushes, fingers, twigs. Explore colour mixing Make props and materials when role-playing characters in narratives and stories. Painting Focus Performing Keep a steady beat, whilst singing or tapping knees, dancing to music, or making my own music with instruments and sound makers. Use movement and listening games that use different sounds for different movements. Make up my own dance moves, using some of the steps and techniques I have learned. Charanga music scheme YR 'My Stories' – See for detailed plans and skills coverage.	Creating with Materials Explore materials using my senses. Investigate textures by describing, naming, rubbing and copying. Make a simple collage. Return to and build on previous learning, refining ideas and developing the ability to represent them. Share my creations with others explaining the how it was made. Performing Chinese Lion Dance music and performing. Listen attentively to music. Howard Blake composer of the Snowman music – listen and appraise. Charanga music scheme YR 'Everyone' – See for detailed plans and skills coverage.	Creating with Materials Explore a range of malleable media such as clay, Papier-mâché and salt dough. Cut shapes using scissors, cutters and other modelling tools. Learn to use simple tools safely and using a good technique. Performing Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing call-and-response songs, so that I can echo phrases of songs I hear sung. Introduce new songs gradually and repeat them regularly – Link to Mother's Day performance. Charanga music scheme YR 'Our World' – See for detailed plans and skills coverage.	Creating with Materials Create collaboratively sharing ideas, resources and skills. Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials. Think up ideas before making a model or product. Say if I like my creation or not and give simple reasons why. The Hay Wain John Constable Performing Talk about what I hear, changes and patterns as a piece of music develops. Listen to a variety of different music from different periods in time – Tudors, Classical, Rock Music Charanga music scheme YR 'Big Bear Funk' – See for detailed plans and skills coverage.	Creating with Materials Print with variety of objects. Print with block colours Recognise and create repeating patterns. Traditional African Art Performing Listen to different kinds of music from across the globe including traditional and folk music from other cultures Link to Handa and Africa Watch and talk about dance and performance art, expressing their feelings and responses. African Dance Charanga music scheme YR Me – See for detailed plans and skills coverage. Charanga music scheme YR 'Reflect, Rewind, Replay' – See for detailed plans and skills coverage.

 BARNWOOD C OF E PRIMARY SCHOOL LEARNING AND PROGRESSION STEPS EYFS Statutory Early Learning Goals 2021 		
	Aspect	Early Learning Goal
Communication & Language	Listening	Listen carefully and respond appropriately when being read to and during whole class and small group discussions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back and forth exchanges with their teacher and peers.
	Speaking	Participate in small group, class and 1:1 discussion, offering their ideas using new vocabulary. Offer explanations for why things might happen making use of new vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas using full sentences, with modelling and support from their teacher.
Physical Development	Gross Motor Skills	Negotiate space and obstacles safely with consideration for themselves and others. Demonstrate strength, balance and co-ordination. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	Fine Motor Skills	Hold a pencil comfortably using the tripod grip. Use a range of small tools including scissors, paintbrushes and cutlery. Show accuracy and care when drawing and copying.
Personal, Social, Emotional Development	Self-regulation	Children show an understanding of their own feelings and those of others, and regulate their behaviour accordingly. Have a positive sense of self and show resilience and perseverance in the face of challenge. Pay attention to their teacher and follow multi-step instructions.
	Managing Self	Manage their own basic hygiene and personal needs including dressing and going to the toilet. Understand the importance of healthy food choices. Explain reasons for rules and know right from wrong.
	Building Relationships	Work and play co-operatively and take turns with others. Form positive attachments and friendships. Show sensitivities to others needs.
Literacy	Comprehension	Demonstrate an understanding of what they have read and what has been read to them by re-telling stories and narratives in their own words and using new vocabulary. Anticipate, where appropriate key events in stories, non-fiction, rhymes and poems. Use new vocabulary during discussions about stories, non-fiction, rhymes, poems and during role-play.
	Reading	Say a sound for each letter in the alphabet and at least 10 digraphs, ch, sh, th, ng, nk, ay, ee, igh, ow, oo. Read words consistent with their phonic knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonic knowledge including common exception words using red/green RWI and from book bands red/yellow. Read common exception (tricky words)

		I, go, no, to, the, me, be, you, they, all, are, my, her
	Writing	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 or sentences that can be read by others. Aspiring to: *Re-read what they have written to check that it makes sense. *Using finger spaces, a capital letter and full stop within a sentence.
Mathematical Development	Number	I have an understanding of number to 10, linking names of numbers, numerals, their value, and their position in the counting order. I can subitise (recognise quantities without counting) up to 5. I can automatically recall number bonds for numbers 0 - 5 and 10, including partitioning facts.
	Numerical Patterns.	I can automatically recall number doubles to 5+5 I can compare sets of up to 10 objects in different contexts considering size and difference. I can explore patterns of numbers within numbers to 10 including evens and odds.
Understanding the World	Past and Present	Talk about the people around them and their roles in society. Know some similarities and differences between in the past and now, drawing on their experiences and what has been read in class. Recall some important narratives characters and figures from the past encountered in books read in class.
	People, Cultures and Communities	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between 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 countries and life in other countries drawing on knowledge from stories, non-fiction texts and when appropriate maps.
	The Natural World	Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities between the natural world around them and contrasting environments drawing on their experiences and what has been read in class. Understand the effect of the changing seasons on the natural world around them.
Expressive Arts and Design	Creating with Materials	Draw and paint using a range of tools, materials and techniques experimenting with colour, design, texture, form and function. Share their creations explaining the processes they have used. Make props and materials when role-playing characters in narratives and stories.
	Performing	Sing a range of well know songs and rhymes. Perform songs, rhymes, poems and stories with others and when appropriate move in time with music. Co-construct, invent, adapt and recount narratives and stories with peers and their teachers.