











## F2 Long Term Plan – Knowledge and Skills Curriculum, 2024 – 2025


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Themes:</b>	<b>Marvellous Me</b>	<b>Celebrations</b>	<b>Our Community</b>	<b>Animals and their Habitats</b>	<b>Growing and Change</b>	<b>At the Seaside</b>
<b>Mini themes/ interests/lines of enquiry</b> 	<i>(7 weeks)</i> Settling in/Routines School vision & values Social skills Communication skills Listening and attention skills All about me My family Building friendships My senses	<i>(7 weeks)</i> Seasons-Autumn Diwali (1 <sup>st</sup> November) Bonfire Night (5 <sup>th</sup> November) Light and Dark Nocturnal animals Nativity production Christmas past and present Christmas around the world	<i>(6 weeks)</i> Seasons-Winter Our local area Local landmarks Maps Our homes Different types of homes Houses long ago Building houses People who help us in our community Road Safety Chinese New Year (29 <sup>th</sup> January)	<i>(6 weeks)</i> Seasons-Spring Environment comparisons Maps Habitats African animals Polar animals Farm animals Animals and their young Pancake Day (4 <sup>th</sup> March) Easter	<i>(5 weeks)</i> Parts of a plant How do plants grow? Planting seeds Where does our food grow? Cooking How have I grown? Keeping Healthy Life cycles - Caterpillar	<i>(8 weeks)</i> Seasons-Summer Environments comparisons Maps Travel Sun safety Seaside in the present Seaside in the past Life on the beach Life in the ocean Marine Conservation Recycling Transition
<b>Key vocabulary</b> 	Together Share Timetable Day Morning Lunch Afternoon Listen Family Friends Help Try New Senses; See, Hear, Smell, Taste, Touch	Season - Autumn Change Celebration Special Family Diwali Hindu Bonfire Safe Light Dark Hibernate Nocturnal Christmas Christian	Community Live Map Journey Special Church Shop Library House Home Road Park Prepositional Language Build Past New Beginning	Season - Spring Change Environment Similar Different Map Habitat Africa Polar Farm Young Baby Grow Easter	Parts of plant; Root, Leaf, Stem, flower Water Sunlight Soil Nutrients Seed Above Below Eat, Clean, Chop, Cook Grow, Change Life Cycle; Metamorphosis Egg, Caterpillar, Chrysalis, Butterfly	Season - Summer Change Travel Transport Beach Seaside Postcard Lighthouse Rockpool Sand Water Ocean Marine Litter Damage Protect
<b>Texts:</b> 	Traditional Tale: Goldilocks and the Three Bears  All Are Welcome, Alexandra Penfold  The Colour Monster, Anna Llenas  Ruby's Worry, Tom Percival  A little Bit Brave, Nicola Kinnear	Lighting a Lamp: A Divali Story (Festival Time)  <i>Non-Fiction</i> – Diwali  Peace At Last, Jill Murphy  Owl Babies, Martin Waddell  Nativity Story  10 Little Elves, Mike Brownlow & Simon Rickerty	Traditional Tale: The Three Little Pigs  Supertato, Sue Hendra  In Every House on Every Street, Jess Hitchman  A superhero like you, Dr Ranj Singh  <i>Non-Fiction</i> – Homes Around the World	Traditional Tale: The Billy Goats Gruff  Mr Wolf's Pancakes, Jan Fearnley  We All Went On Safari, Lauri Krebs, Julie Cairns  Penguin Huddle, Ross Montgomery  <i>Non-Fiction</i> – Farm Animals	Traditional Tale: Jack and the Beanstalk  Jasper's Beanstalk, Mick Inkpen  The Extraordinary Gardener by Sam Boughton  Oliver's Vegetables, Vivien French  The Very Hungry Caterpillar, Eric Carle	The Train Ride, June Crebbin  Sharing a Shell, Julia Donaldson  Tiddler, Julia Donaldson  Somebody Swallowed Stanley, Sarah Roberts & Hannah Peck  <i>Non-Fiction</i> – Seaside Holidays Then and Now


<p><b>Characteristics of Effective Learning</b></p> 	<p><b>Playing and exploring:</b> -Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning:</b> -Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> -Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
<p><b>Overarching Principles</b></p> 	<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Celebrate each community.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their own learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates. We are aware of children who need greater support than others.</p>					
<p><b>Our school’s vision &amp; values</b></p> 	<p>At Woodthorpe Infant School, our vision is for the entire school community to <b>be brave, be kind, and be happy.</b></p> <p>Our values are based on our 'learning powers' and reflect the way we work, behave and learn. We use them to achieve our vision.</p> <ol style="list-style-type: none"> <li>1. Show <b>respect</b> at all times.</li> <li>2. Be <b>resourceful</b> when learning.</li> <li>3. Have <b>resilience</b> when challenged.</li> <li>4. Be <b>reflective</b> to adapt and develop.</li> <li>5. Use <b>reciprocity</b> to share and improve.</li> </ol> <p>These are interwoven throughout the Foundation curriculum. A high profile is maintained through discussions, circle times, role play, assemblies and incidental opportunities.</p>					
<p><b>Assessment Opportunities</b></p> 	<p>On going assessments National Baseline Data Little Wandle Assessments 1:1 Keep-ups (Little Wandle) F2 team meetings Parents evening information</p>	<p>On going assessments Pupil progress meetings F2 team meetings Termly Assessment data In house moderation GLD predictions for EOY Little Wandle assessments 1:1 Keep-ups (L. Wandle) Blending groups (L. Wandle) – blending by Xmas</p>	<p>On going assessments F2 team meetings Autumn data analysis Little Wandle assessments 1:1 Keep-ups (L. Wandle) Blending groups (L. Wandle) Parents evening information</p>	<p>On going assessments Pupil progress meetings F2 team meetings Termly Assessment data In house moderation Little Wandle assessments 1:1 Keep-ups (L. Wandle) Blending groups (L. Wandle)</p>	<p>On going assessments F2 team meetings Spring data analysis Little Wandle assessments 1:1 Keep-ups (L. Wandle) Blending groups (L. Wandle)</p>	<p>On going assessments Pupil progress meetings F2 team meetings F2 final data In house moderation Little Wandle assessments 1:1 Keep-ups (L. Wandle) Blending groups (L. Wandle) Annual Reports to Parents</p>
<p><b>Parental Involvement</b></p> 	<p>Transition - Staggered starts ‘Stay and Play’ Sessions Parents’ evening Family Bag</p>	<p>Nativity production Phonics workshop ‘Stay and Play’ Sessions Family Bag</p>	<p>Parents Evening ‘Stay and Play’ Sessions Family Bag Walk around the local Community</p>	<p>‘Stay and Play’ Sessions Family Bag Trip to White Post Farm</p>	<p>‘Stay and Play’ Sessions Family Bag</p>	<p>Sports day ‘Stay and Play’ Sessions Family Bag</p>


<p><b>Star Stories</b></p> 	<ul style="list-style-type: none"> <li>• Shark in the Park by Nick Sharratt</li> <li>• Gigantic By Rob Biddulph</li> <li>• The Paper Dolls by Julia Donaldson</li> <li>• Where’s My Teddy? Jez Albrough</li> <li>• Giraffes Can’t Dance, Giles Andreae</li> <li>• Supertato, Sue Hendra</li> </ul> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Books to be read and revisited throughout the year during whole class Storytime.</p> </div>					
<p><b>Rhymes</b></p> 	<ul style="list-style-type: none"> <li>• 5 Current Buns</li> <li>• 1,2,3,4,5 Once I Caught a Fish Alive</li> <li>• 5 Little Ducks</li> <li>• Incy Wincy Spider</li> <li>• Twinkle Twinkle Little Star</li> <li>• Row Row Row Your Boat</li> <li>• Wind the Bobbin Up</li> <li>• Tommy Thumb</li> <li>• Baa Baa Wooley Sheep</li> <li>• I Had A Little Turtle</li> </ul> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Rhymes to be sang and revisited throughout the year during whole class and group singing sessions.</p> </div>					
<p><b>Key Dates</b></p> 	<ul style="list-style-type: none"> <li>• Staggered Transition</li> <li>• Harvest Festival</li> </ul>	<ul style="list-style-type: none"> <li>• Diwali (1st November)</li> <li>• Bonfire Night (5<sup>th</sup> November)</li> <li>• Remembrance Day (11<sup>th</sup> November)</li> <li>• Anti bullying Week (11<sup>th</sup> – 15<sup>th</sup> November)</li> <li>• Children in Need (15<sup>th</sup> November)</li> <li>• Nativity performance</li> <li>• Christmas celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• Chinese New Year (29<sup>th</sup> January)</li> <li>• Safer Internet Day (Tuesday 6<sup>th</sup> February)</li> <li>• RSPB Big Garden Birdwatch</li> </ul>	<ul style="list-style-type: none"> <li>• Shrove Tuesday (4<sup>th</sup> March)</li> <li>• World Book Day (Thursday 6<sup>th</sup> March)</li> <li>• Holi Festival (March 13<sup>th</sup>)</li> <li>• Mothers Day (Sunday 30<sup>th</sup> March)</li> <li>• Easter (Sunday 20<sup>th</sup> April)</li> </ul>	<ul style="list-style-type: none"> <li>• Earth Day (Tuesday 22<sup>nd</sup> April)</li> <li>• St Georges Day (Wednesday 2<sup>nd</sup> April)</li> </ul>	<ul style="list-style-type: none"> <li>• Eid al-Adha (6<sup>th</sup> June)</li> <li>• Fathers Day (15<sup>th</sup> June)</li> <li>• Sports Day</li> <li>• Transition</li> </ul>

**Each Area of Learning contains termly statements for F2 that, if attained, will enable:**  
A reception child to reach a good level of development and the Early Learning Goals.

## Prime Areas of Learning



<p><b>Communication and Language</b></p> 	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or are doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children’s language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, children <b>share their ideas</b> with support from their teacher. Through the teachers’ <b>modelling</b> and use of sensitive questioning, the children become comfortable using a <b>rich range of vocabulary</b> and <b>language structures</b>.</p> <p><b>C&amp;L is developed throughout the year through high quality interactions, vocabulary enrichment, daily group discussions, Respect curriculum, circle times, daily stories, singing, speech and language interventions, Drawing Club, role play, F2 nativity and school assemblies.</b></p>		
<p><b>Listening, attention and understanding</b></p>	<p align="center"><b>Autumn</b></p> <ul style="list-style-type: none"> <li>• I can listen to and then follow an instruction.</li> <li>• I can follow instructions using prepositions.</li> <li>• I can respond to a string of requests one after another (not quickly)</li> <li>• I can ask and respond to ‘why’ questions.</li> <li>• I can turn to listen to my friends or my teacher.</li> <li>• I can remember and join in with rhymes and stories I like.</li> <li>• I can follow instructions using prepositions.</li> <li>• I can follow a story with props and pictures.</li> </ul>	<p align="center"><b>Spring</b></p> <ul style="list-style-type: none"> <li>• I can ask questions about my favourite books.</li> <li>• I can learn rhymes, poems and songs.</li> <li>• I can respond quickly to a series of instructions.</li> <li>• I can laugh at funny rhymes and jokes.</li> <li>• I can have a conversation and I can respond to other children’s opinions.</li> <li>• I can understand and complete a simple program on a computer.</li> <li>• I can engage in non-fiction books.</li> </ul>	<p align="center"><b>Summer</b></p> <ul style="list-style-type: none"> <li>• I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>• I can remember key points from a story told without props or pictures.</li> <li>• I can listen to a whole story and comment on what is happening.</li> </ul>
<p><b>Speaking</b></p>	<ul style="list-style-type: none"> <li>• I can explain in simple sentences, including ordering, stating what happened and what might happen.</li> <li>• I can use tense, intonation and rhythm to enhance meaning.</li> <li>• I can use vocabulary to express imaginary events in play.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explore new vocabulary, sounds and intonation.</li> <li>• I can use language to create imaginary events, story lines and themes and I can express myself to friends and adults.</li> <li>• I can use sentences that are well formed. (However, they may still have some difficulties with grammar. For example, saying ‘sheeps’ instead of ‘sheep’ or ‘goed’ instead of ‘went’)</li> <li>• Use new vocabulary through the day.</li> <li>• Develop social phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• I can retell the story, once I have developed a deep familiarity with the text; some exact repetition and some in my own words.</li> <li>• I can articulate my ideas and thoughts in well-formed sentences.</li> <li>• I can describe events in some detail.</li> <li>• I can use talk to help work out problems and organise thinking.</li> <li>• I can use new vocabulary in different contexts.</li> <li>• I can ask questions to check I understand what has been said.</li> </ul>

<p><b>Personal, Social and Emotional Development</b></p> 	<p>Children’s personal, social and emotional development (Respect Curriculum) is <b>crucial for children to lead healthy and happy lives</b> and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b>. Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b>. Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b>, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b>.</p>		
<p>Self-regulation</p>	<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>I can accept the needs of others and I can take turns and share resources.</li> <li>I can usually adapt my behaviour to different events, social situations and changes in routine.</li> </ul>	<p><b>Spring</b></p> <ul style="list-style-type: none"> <li>I understand that my own actions affect other people, for example, I might become upset or try to comfort another child when I realise, I have upset them.</li> <li>I can start to negotiate and solve problems without aggression, e.g. when someone has taken my toy.</li> <li>I am aware of the boundaries set and of behavioural expectations in the class.</li> </ul>	<p><b>Summer</b></p> <ul style="list-style-type: none"> <li>I can identify and moderate my feelings socially and emotionally.</li> </ul>
<p>Managing self</p>	<ul style="list-style-type: none"> <li>I enjoy the responsibility of carrying out small tasks.</li> <li>I am confident to talk to other children when playing and will communicate freely about my home and community.</li> <li>I am outgoing towards unfamiliar people and more confident in new social situations.</li> </ul>	<ul style="list-style-type: none"> <li>I can show enthusiasm and excitement when anticipating and engaging in certain activities.</li> <li>I am confident to speak to others about own needs, wants, interests and opinions.</li> <li>I am confident in speaking in front of a small group.</li> </ul>	<ul style="list-style-type: none"> <li>I can show resilience and perseverance in the face of challenge.</li> </ul>
<p>Building relationships</p>	<ul style="list-style-type: none"> <li>I can initiate play, offering cues to my friends to join me.</li> <li>I can demonstrate friendly behaviour, initiating conversations and form good relationships with friends and familiar adults.</li> </ul>	<ul style="list-style-type: none"> <li>I can start conversations and take account of what others say.</li> <li>I can take steps to resolve conflicts with other children.</li> <li>I can play in a group, extending and elaborating play ideas.</li> </ul>	<ul style="list-style-type: none"> <li>I can think about the perspectives of others</li> </ul>
<p>Respect Curriculum Focus</p>	<ul style="list-style-type: none"> <li>To make and maintain positive and healthy relationships</li> </ul>	<ul style="list-style-type: none"> <li>To maintain good physical, emotional and mental health</li> </ul>	<ul style="list-style-type: none"> <li>To stay safe in the world</li> </ul>


<p><b>Physical Development</b></p> 	<p>Physical activity is <b>vital</b> in children’s all-round development, enabling them to pursue <b>happy, healthy and active lives</b>. By creating games and providing opportunities for play both <b>indoors</b> and <b>outdoors</b>, adults can support children to develop their <b>core strength, stability, balance, spatial awareness, co-ordination and agility</b>. <b>Gross motor skills</b> provide the foundation for developing <b>healthy bodies and social and emotional well-being</b>. <b>Fine motor control</b> and precision helps with <b>hand-eye co ordination</b> which is later linked to early literacy. <b>Repeated and varied opportunities</b> to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to <b>develop proficiency, control and confidence</b>.</p>		
<p>Fine motor skills</p>	<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>I can use a pincer grasp.</li> </ul>	<p><b>Spring</b></p> <ul style="list-style-type: none"> <li>I can use a tripod grasp.</li> <li>I can develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>I can control finer tools when playing with dough.</li> </ul>	<p><b>Summer</b></p> <ul style="list-style-type: none"> <li>I can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> </ul>

<p><b>Handwriting Focus:</b></p>	<p>Curly Caterpillar letters: c a d g q e s f</p> <p>Ladder letters: o l i t</p> <p>Draws large scale lines and circles (clockwise) (up, down)</p> <p>Five finger grasp used</p> <p>Can use threading equipment with control</p>	<p>Ladder letters: j y</p> <p>One-armed Robot letters: u r b n h m k p</p> <p>Zig Zag Monster letters: v w x z</p> <p>Ladder letters and caterpillar letters formed correctly</p> <p>Has dominant hand for writing</p>	<p>Capital letters: Cc Aa Dd Gg Qq Ee Ss Ff Oo Ll Ii Tt</p> <p>Writes name with the majority of letters formed correctly</p> <p>Tripod grasp used</p>	<p>Capital letters: Jj Yy Uu Rr Bb Nn Hh Mm Kk Pp Vv Ww</p> <p>All of letters are recognisable and the majority are formed correctly</p> <p>Tripod grasp used</p>	<p>Capital letters: Xx Zz</p> <p>Common exception words and simple captions</p> <p>Majority of letters sit on a line</p> <p>Tripod grasp used</p>	<p>Comfortable tripod grasp</p> <p>Letters formed correctly</p> <p>Letters sit on the line</p>
<p><b>Gross motor skills</b></p>	<ul style="list-style-type: none"> <li>I can catch a large ball.</li> <li>I can run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.</li> <li>I can show increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> </ul>		<ul style="list-style-type: none"> <li>I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>I can travel with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>I can use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> </ul>		<ul style="list-style-type: none"> <li>I can further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>I can develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>I can 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.</li> </ul>	
<p><b>PE Focus</b></p>	<p>Introduction to PE</p>	<p>ABCs</p>	<p>Throwing &amp; Catching</p>	<p>Large Ball Skills</p>	<p>Athletics</p>	<p>Racket Skills</p>


## Specific Areas of Learning

<p><b>Literacy</b></p>  	<p>Little Wandle is a DfE-validated systematic synthetic phonics programme with a whole-school approach to teaching early reading. It teaches children to read accurately, fluently and with understanding. It also teaches letter formation and early spelling.</p> <p>Direct teaching underpins Little Wandle. Every day, children learn new sounds, and review previous sounds and words. They apply what they've been taught by reading words containing the sounds they know in matched decodable books and other texts, and write these sounds in individual words and, later, sentences.</p> <p>Children have a daily phonics lesson for half an hour. In addition, they read a decodable book with a teacher 3 times a week, each time with a different focus i.e. decoding, prosody and comprehension. Following this, the child's reading practice is sent home for them to 'show off' their reading. The children also take home a sharing book which the child has chosen for their parent/carer to read to them.</p> <p>Each week carefully chosen texts are shared with children to encourage their imaginative and creative thinking which then establishes the basis for their own stories, drawings and writing. Key vocabulary is shared to encourage children to explore, understand and apply new language in their own writing. Lessons focus on main characters and settings whilst also facilitating exploration of new scenarios through 'Adventure time' writing. Daily shared writes progress throughout the year from an oral rehearsal to supported composition, where the children write with increasing independence.</p> <p>Children are shown a range of non-fiction books and literature. Through enhancements in provision and taught lessons they are encouraged to explore different text-types within their writing, such as a lists, letters, recipes or postcards.</p>		
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Word Reading</b>	<ul style="list-style-type: none"> <li>I can join in with the rhythm of well-known rhymes and songs.</li> <li>I can identify rhymes.</li> <li>I can identify sounds in words, in particular, initial sounds.</li> <li>I can read individual letters by saying the sounds for them.</li> <li>I can segment and blend simple words demonstrating my knowledge of sounds (with support).</li> </ul>	<ul style="list-style-type: none"> <li>I can find my own rhymes.</li> <li>I can segment and blend simple words demonstrating my knowledge of sounds (independently).</li> <li>I can read simple words and simple sentences.</li> <li>I can read some letter groups that each represent one sound and say sounds for them.</li> <li>I can read a few common exception words matched to the school's phonic programme.</li> </ul>	<ul style="list-style-type: none"> <li>I can read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> </ul>
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>I can tell a story to friends.</li> <li>I can talk about my favourite book.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about events and characters in books.</li> <li>I can make suggestions about what might happen next in a story.</li> <li>I can use vocabulary and events from stories in my play.</li> </ul>	<ul style="list-style-type: none"> <li>I can re-read books to build up my confidence in word reading, fluency and understanding and enjoyment.</li> </ul>
<b>Writing</b>	<p>Handwriting</p> <ul style="list-style-type: none"> <li>I can write some letters accurately.</li> </ul> <p>Composition</p> <ul style="list-style-type: none"> <li>I can give meaning to my marks as I write.</li> </ul> <p>Spelling</p> <ul style="list-style-type: none"> <li>I can identify sounds from my own name in other words.</li> <li>I can ascribe meaning to other marks like on signage.</li> </ul> <p>Grammar, Punctuation</p> <ul style="list-style-type: none"> <li>I can recognise a capital letter at the start of my name.</li> </ul>	<p>Handwriting</p> <ul style="list-style-type: none"> <li>I can sit on a chair with a straight back and my feet on the floor.</li> </ul> <p>Composition</p> <ul style="list-style-type: none"> <li>I can use some identifiable letters to communicate meaning and use them to write captions and labels.</li> </ul> <p>Spelling</p> <ul style="list-style-type: none"> <li>I can spell words (with support) by identifying the sounds and then writing the sound with letter/s.</li> </ul> <p>Grammar, Punctuation</p> <ul style="list-style-type: none"> <li>I can talk about sentences and start to write short sentences.</li> </ul>	<p>Handwriting</p> <ul style="list-style-type: none"> <li>I can form lower-case and capital letters correctly.</li> </ul> <p>Composition</p> <ul style="list-style-type: none"> <li>I can begin to rehearse what I write orally before writing.</li> </ul> <p>Spelling</p> <ul style="list-style-type: none"> <li>I can spell words (independently) by identifying the sounds and then writing the sound with letter/s.</li> </ul> <p>Grammar, Punctuation</p> <ul style="list-style-type: none"> <li>I can write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>I can re-read what I have written to check that it makes sense.</li> </ul>


FOCUS:	<ul style="list-style-type: none"> <li>✓ Writes own name</li> <li>✓ Letter formation and pencil control / grip</li> <li>✓ Hear and say initial sounds in words.</li> <li>✓ Begins to use some correct GPC to represent initial sounds within writing.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Writes own name</li> <li>✓ Letter formation and pencil control / grip</li> <li>✓ Hear and say sounds in words.</li> <li>✓ Uses correct GPC to represent sounds within writing.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Writes own name</li> <li>✓ Use correct GPC to represent sounds within writing.</li> <li>✓ Begin to write short captions using finger spaces between each word.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Writes own name</li> <li>✓ Letter formation and pencil control / grip</li> <li>✓ Writes short captions using finger spaces between each word.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Form letters correctly</li> <li>✓ Writing sentences; Finger spaces, capital letters and full stops.</li> <li>✓ Use correct GPC to represent sounds within writing. Including some taught common exception words.</li> <li>✓ Re-reading sentences to check for errors.</li> </ul>	
	<ul style="list-style-type: none"> <li>•Daily name writing, handwriting and fine motor activities</li> <li>•Design your own colour monster</li> <li>•Label body parts (Initial sound)</li> <li>•Goldilocks: drawing and labelling characters, setting, new food item, design a trap (adventure time)</li> <li>•‘Wanted’ posters – who stole our porridge?</li> </ul>	<ul style="list-style-type: none"> <li>•Daily name writing, handwriting and fine motor activities</li> <li>•‘Happy Diwali’ card with Mehndi pattern</li> <li>•Writing onomatopoeic words into firework outline; bang, crackle, pop.</li> <li>•Baking recount (chocolate crispy buns) – imperative verbs; put, snap, mix.</li> <li>•Peace At Last –drawing and labelling characters, setting, <i>Adventure Time</i>: where can Mr Bear go for some peace and quiet?</li> <li>•Writing Christmas lists, Christmas cards</li> </ul>	<ul style="list-style-type: none"> <li>•Daily name writing, handwriting and fine motor activities</li> <li>•The Three Little Pigs – Character, Setting, <i>Adventure Time</i>: How can we trap the wolf? Design a new house for the pigs.</li> <li>•Supertato – Who tied up the Vegetables? Writing word and caption ‘codes’ to free the characters.</li> <li>•Drawing maps with labels – local landmarks (shop, library, church)</li> <li>•Writing thankyou cards to community ‘superheros’</li> </ul>	<ul style="list-style-type: none"> <li>•Daily name writing, handwriting and fine motor activities</li> <li>•The Billy Goats Gruff – Characters, Setting, <i>Adventure Time</i>: New food item over the bridge, design a new way to travel over the troll (rocket, magic carpet etc)</li> <li>•Design your own pancake; write a shopping list of ingredients.</li> <li>•We all went of Safari – writing an animal description, including adjectives.</li> <li>•Writing captions: pack a suitcase for a trip to the arctic – what items do we need to take and why? (eg, <i>a hat to keep my head warm</i>)</li> </ul>	<ul style="list-style-type: none"> <li>•Jack and The Beanstalk - Characters, Setting, <i>Adventure Time</i>: How would you escape The Giant? What new world could we find at the top of the beanstalk?</li> <li>•Jaspers Beanstalk – sequencing pictures linked to the days of the week. Create a new version of the story with a different type of seed.</li> <li>•The Extraordinary Gardener - Characters, setting (before and after the garden grew), <i>Adventure Time</i>: Invent a new seed/plant for the garden.</li> <li>•Recount - Writing instructions about how to plant a seed.</li> <li>•Labelling a plant diagram</li> <li>•Simple recipe recount – making vegetable soup</li> <li>•Drawing and labelling the life cycle of a butterfly.</li> </ul>	<ul style="list-style-type: none"> <li>•Writing travel tickets (Train, bus, Plane)</li> <li>•Drawing maps of a journey</li> <li>•Writing postcards</li> <li>•Sharing a Shell – Characters, Setting, <i>Adventure Time</i>: <i>New predator in the rock pool.</i></li> <li>•Tiddler – Characters, Setting, <i>Adventure Time</i>: New scenario - Why is Tiddler Late?</li> <li>•Someone swallowed Stanley - Characters, Setting, <i>Adventure Time</i>: <i>New scenario – Who swallowed Stanley?</i></li> <li>•Creating information posters – Keep litter away from the ocean.</li> <li>•Seaside past and present – Add descriptive captions to ‘then’ and ‘now’ photographs.</li> </ul>

<p><b>Maths</b></p> 	<p>White Rose Maths provides a variety of opportunities to develop children’s <b>understanding of number, shape, measure and spatial thinking</b> and covers all number elements of the <b>statutory framework</b>.</p> <p>Key mathematical concepts are revisited throughout the year following <b>clear developmental progression</b>. As they learn about numbers, counting, problem solving, pattern, shape and spatial reasoning through fun games and activities, children develop <b>positive attitudes</b> towards maths and an <b>enthusiasm for learning</b>. The use of books and concrete resource bring children’s maths learning to life in <b>engaging and meaningful</b> contexts.</p> <p>Our school approach promotes <b>growth mindset</b> and problem solving and helps equip children with deeper conceptual understanding, whilst meeting the specific needs of individual children. Children are encouraged to explore mathematical concepts with curiosity and without a fear of making mistakes.</p>					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<p>Routines</p> <p>Timetable</p> <p>Match, Sort and Compare</p> <p>Talk about Measure and Pattern</p>	<p>Its me 1,2,3</p> <p>Circles and Triangles</p> <p>1,2,3,4,5</p> <p>Shapes with 4 Sides</p>	<p>Alive in 5</p> <p>Mass and Capacity</p> <p>Growing 6,7,8</p> <p>Length, Height and Time</p>	<p>Length, Height and Time</p> <p>Building 9 and 10</p> <p>Explore 3d shapes</p>	<p>To 20 and Beyond</p> <p>How many now?</p> <p>Manipulate, compose and decompose</p> <p>Sharing and grouping</p>	<p>Sharing and grouping</p> <p>Visualise, build and map</p> <p>Make Connections</p>
FOCUS:						

<p style="text-align: center;"><b>Number &amp; Numerical Patterns</b></p>	<ul style="list-style-type: none"> <li>• I can count objects to 5 and begin to count beyond 10.</li> <li>• I can count out up to 5 objects from a larger group.</li> <li>• I can select the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>• I can automatically recall number bonds for numbers 0–5.</li> <li>• I understand addition up to 5 using all combinations.</li> </ul>	<ul style="list-style-type: none"> <li>• I can count an irregular arrangement of up to ten objects.</li> <li>• I can estimate how many objects I can see and check by counting them.</li> <li>• I can subitise.</li> <li>• I can compare numbers.</li> <li>• I can select the correct numeral to represent 1-20.</li> <li>• I understand the ‘one more than/one less than’ relationship between consecutive numbers.</li> <li>• I can find the total number of items in two groups by counting all of them and starting to use ‘counting on’.</li> <li>• I understand addition up to 5 using all combinations. Then 6, 7, 8, 9, 10.</li> <li>• I can explore the composition of numbers to 10.</li> <li>• I can automatically recall number bonds for numbers 0–10.</li> <li>• I can continue, copy and create repeating patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• I can show some understanding of doubling and halving and odd and even in familiar contexts.</li> <li>• I can begin to use the vocabulary involved in adding and subtracting including counting on and back.</li> <li>• I can select the correct numeral to represent 1-20.</li> <li>• I can begin to use ‘teens’ to count beyond 10</li> </ul>
<p style="text-align: center;"><b>Space, Shape &amp; Measures</b></p>	<p>Measurement</p> <ul style="list-style-type: none"> <li>• I can talk about the routine of the day and use language like before, after.</li> <li>• I can use comparative language like taller, shorter, the same.</li> </ul> <p>Geometry –properties of shapes</p> <ul style="list-style-type: none"> <li>• I can identify shapes in the environment.</li> <li>• I can start to find appropriate shapes for certain tasks.</li> </ul>	<p>Measurement</p> <ul style="list-style-type: none"> <li>• I can identify money and I can start to use money in my play.</li> <li>• I can talk about the routine of the day and use language like before, after.</li> <li>• I can use comparative language like taller, shorter, the same.</li> <li>• I can experiment with length, height, distance and weight and use my findings to order and group items.</li> <li>• I can experiment with volume and capacity and use my findings to order and group items (was summer)</li> </ul> <p>Geometry –properties of shapes</p> <ul style="list-style-type: none"> <li>• I can ask questions about my observations of differences and similarities.</li> <li>• I can recall names for 2D and 3D shapes and I can use some of the terms to describe their properties.</li> <li>• I can order and sort according to simple properties.</li> </ul> <p>Geometry –position and direction</p> <ul style="list-style-type: none"> <li>• I can notice similarities, differences, patterns and changes.</li> <li>• I can start to make more meaningful pictures, patterns and arrangements with shapes.</li> <li>• I can select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> </ul>	<p>Measurement</p> <ul style="list-style-type: none"> <li>• I can recall routines and start to relate them to the time on the clock.</li> <li>• I can talk about the routine of the day and use language like before, after.</li> <li>• I can use comparative language like taller, shorter, the same.</li> </ul> <p>Geometry –properties of shapes</p> <ul style="list-style-type: none"> <li>• I can compose and decompose shapes so that I recognise a shape can have other shapes within it, just as numbers can.</li> </ul> <p>Geometry –position and direction</p> <ul style="list-style-type: none"> <li>• I can use the language of direction when programming toys</li> </ul>








<p><b>Understanding The World</b></p> 	<p>Understanding the world involves guiding <b>children to make sense of their physical world and their community</b>. The frequency and range of <b>children’s personal experiences increases their knowledge and sense of the world around them</b> – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their <b>understanding of our culturally, socially, technologically and ecologically diverse world</b>. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>					
<p><b>Autumn</b></p>		<p><b>Spring</b></p>		<p><b>Summer</b></p>		
<ul style="list-style-type: none"> <li>I can remember and talk about significant events in my own experience.</li> </ul>		<ul style="list-style-type: none"> <li>I can compare and contrast characters from stories, including figures from the past.</li> </ul>		<ul style="list-style-type: none"> <li>I can comment on images of familiar situations in the past.</li> </ul>		
<p><b>History Focus</b></p>						
<p><b>Past and present</b></p> <ul style="list-style-type: none"> <li>Discussing our families, recounting family experiences in our past.</li> <li>Thinking about changes in our life as we grow and get older. <ul style="list-style-type: none"> <li>Creating family artwork.</li> </ul> </li> <li>Explore festivals and family traditions from different cultures inc: Halloween, Harvest Festival.</li> </ul>		<ul style="list-style-type: none"> <li>Exploring the art of Kandinsky (link to Maths-shape)</li> <li>Explore festivals and family traditions from different cultures inc: Christmas, Bonfire Night, Diwali, Remembrance Day.</li> <li>Reading and discussing the story of Guy Fawkes.</li> <li>Christmas past and present.</li> </ul>		<ul style="list-style-type: none"> <li>Recount experiences of Christmas and toys received.</li> <li>Exploring the art of Jackson Pollock (link to colour mixing/painting)</li> <li>Explore festivals and family traditions from different cultures inc: Chinese New Year.</li> <li>Explore houses and homes from the past / compare to present day.</li> <li>Learn about Queen Elizabeth II – Buckingham Palace</li> <li>Explore festivals and family traditions from different cultures inc: Shrove Tuesday, Easter, Mother’s Day, Holi. <ul style="list-style-type: none"> <li>Easter past / Present</li> </ul> </li> <li>How have I grown? – children share photographs from when they were a baby / toddler and reflect on how they have grown and developed over time</li> <li>Recount and share family experiences of holidays.</li> <li>Talk about how holidays have changed over time.</li> <li>Look at and discuss pictures from a Victorian holiday.</li> <li>Reflect on our time in F2.</li> <li>Explore festivals and family traditions from different cultures inc: Father’s Day.</li> </ul>		
<ul style="list-style-type: none"> <li>I show an interest in different occupations and ways of life.</li> <li>I can talk about members of my immediate family and community.</li> <li>I can name and describe people who are familiar to me.</li> <li>I can recognise and describe special times or events for family or friends.</li> </ul>		<ul style="list-style-type: none"> <li>I can draw information from a simple map.</li> <li>I understand that some places are special to members of my community.</li> <li>I recognise that people have different beliefs and celebrate special times in different ways.</li> <li>I can recognise some similarities and differences between life in this country and life in other countries.</li> </ul>		<ul style="list-style-type: none"> <li>I can recognise some similarities and differences between life in this country and life in other countries.</li> </ul>		
<p><b>RE Focus</b></p>						
<p>Which people are special and why?</p>		<p>What is Christmas and why is it special?</p>		<p>Which places are special and why?</p>		
<p>Who are we and where do we belong?</p>		<p>What is special about our world?</p>		<p>Which stories are special and why?</p>		
<p><b>Geography Focus</b></p>						
<ul style="list-style-type: none"> <li>Look at where we live, describe features we see on the way to school.</li> <li>Explore the school, where are the different rooms in relation to one another. What happens in each room?</li> <li>Discuss people who help us at school</li> <li>Explore the school grounds, look at features of our school.</li> </ul>		<ul style="list-style-type: none"> <li>Celebrations from around the world (Bonfire night, Diwali, Christmas) – use maps to track where the celebrations take place.</li> <li>Mapping Santa’s journey to our homes, which local landmarks will he pass?</li> <li>Jobs in the community role-play – Post Office</li> </ul>		<ul style="list-style-type: none"> <li>Our local area – Local landmarks, maps of Nottingham, Nottinghamshire, England</li> <li>Our homes – How do you travel to school? Can you recount the route you take?</li> <li>Draw my route to school.</li> <li>People who help us in our community <ul style="list-style-type: none"> <li>Road Safety</li> </ul> </li> <li>Environment comparisons; UK, Africa, Arctic. <ul style="list-style-type: none"> <li>Maps – locate different habitats around the world.</li> </ul> </li> <li>(Growing and habitats) Look at natural areas around school grounds and compare them to man-made environments and buildings.</li> <li>Look at where different sea creatures live in the world.</li> <li>The seaside- compare it to where we live.</li> <li>How can we travel to the seaside?</li> <li>Following and drawing treasure maps.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Discussing where we were born and where our extended family live using world maps/globes for support (family photos in home corner)</li> </ul>					
The natural world	<ul style="list-style-type: none"> <li>• I can ask questions about aspects of my familiar world such as the place where I live or the natural world.</li> <li>• I can talk about some of the things I have observed such as plants, animals, natural and found objects.</li> <li>• I show care and concern for living things and the environment.</li> <li>• I understand the effect of changing seasons on the natural world around me.</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about why things happen and how things work.</li> <li>• I can describe what I see, hear and feel whilst outside.</li> <li>• I recognise some environments that are different to the one in which I live.</li> <li>• I understand the effect of changing seasons on the natural world around me.</li> <li>• I can talk about some of the things I have observed such as plants, animals, natural and found objects.</li> <li>• I show care and concern for living things and the environment</li> </ul>	<p style="text-align: center;"><b>Science Focus</b></p>			
	<ul style="list-style-type: none"> <li>• Introduce snack table - discussions around healthy eating choices/where foods come from.</li> <li>• Discussions around healthy living choices including washing hands, brushing teeth, eating and exercise.</li> <li>• Exploring a range of fruits- making fruit kebabs</li> <li>• Introduce the senses- go on a senses walk</li> <li>• Naming body parts through songs: 'if you're happy and you know it' and 'head, shoulders, knees and toes'...</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring school's grounds and observing seasonal changes in the Autumn.</li> <li>• Exploring natural autumnal resources found in a Tuff Tray, asking questions and making/drawing observations. <ul style="list-style-type: none"> <li>• Introduce some scientific equipment, such as magnifying glasses, magnets and torches, and explain its purpose.</li> </ul> </li> <li>• Exploring a range of different materials</li> <li>• Cookery-changing states-heat (Solid – Liquid – Solid) – Chocolate crispy cakes <ul style="list-style-type: none"> <li>• Light and Dark</li> <li>• Nocturnal Animals</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Exploring schools' grounds and observing seasonal changes in the winter.</li> <li>• Observe seasonal weather changes in the winter. <ul style="list-style-type: none"> <li>• Ice Melting Investigation.</li> </ul> </li> <li>• Explore looking after our community environment and recycling.</li> <li>• Explore a range of materials and discuss their properties</li> </ul>	<ul style="list-style-type: none"> <li>• Spring walk around School grounds describing seasonal change in Spring.</li> <li>• Observational drawings / paintings of spring flowers.</li> <li>• Observational drawings / paintings of animals.</li> <li>• Habitats – where do animals live? Compare and contrast different habitats around the world: <ul style="list-style-type: none"> <li>➢ African animals</li> <li>➢ Polar animals</li> <li>➢ Farm animals (UK)</li> </ul> </li> <li>• Animals and their young (linking to Spring / Seasonal Change)</li> <li>• Visit to White Post Farm</li> </ul>	<ul style="list-style-type: none"> <li>• Observational drawings of plants.</li> <li>• Labelling parts of a plant; root, stem, leaf, petal.</li> <li>• How do plants grow? (sunlight, water, nutrients in soil)</li> <li>• Planting seeds – observing changes over time</li> <li>• Where does our food grow? – Above or below ground?</li> <li>• Cookery – changing states – boiling (Making Soup)</li> <li>• Growth and change – how have I changed since I was a baby? <ul style="list-style-type: none"> <li>• Life cycles – Butterfly</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Exploring seasonal change - Summer <ul style="list-style-type: none"> <li>• Sun safety</li> </ul> </li> <li>• Comparing the Seaside to where we live.</li> <li>• Finding out facts about sea creatures online and in books.</li> <li>• Observational drawings of sea creatures.</li> <li>• Exploring Floating &amp; Sinking (building own boat)</li> <li>• Marine conservation – Why do we need to protect our oceans from litter and pollution?</li> </ul>

<p style="text-align: center;"><b>Expressive Arts and Design</b></p> 	<p>The development of children's <b>artistic</b> and <b>cultural awareness</b> supports their <b>imagination</b> and <b>creativity</b>. It is important that children have <b>regular opportunities</b> to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what <b>children see, hear and participate in</b> is crucial for developing <b>their understanding, self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are <b>fundamental to their progress</b> in interpreting and appreciating what they hear, respond to and observe.</p>					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Creating with materials	<ul style="list-style-type: none"> <li>• I can explore, use and refine a variety of artistic effects to express my ideas and feelings.</li> <li>• I can draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explore colour and how colours can be changed.</li> <li>• I can create collaboratively sharing ideas, resources and skills.</li> <li>• I can use various construction materials.</li> <li>• I can begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>• I can join construction pieces together to build and balance.</li> </ul>			<ul style="list-style-type: none"> <li>• I can return to and build on my previous learning, refining ideas and developing my ability to represent them.</li> </ul>	

	<b>Art and Design Technology Focus</b>					
<ul style="list-style-type: none"> <li>• Focus on pencil skills.</li> <li>• Exploring different marks we can make with pencils.</li> <li>• Self-portraits; encouraging use of mirrors to look at features. <ul style="list-style-type: none"> <li>• Loose part faces.</li> <li>• Paper plate faces <ul style="list-style-type: none"> <li>• Family artwork</li> <li>• Fruit kebabs</li> </ul> </li> </ul> </li> <li>• Emotion 'monsters' (Linking to The Colour Monster text)</li> </ul>	<p>Focus on paper skills (rolling, folding, coiling, joining, fanning)</p> <ul style="list-style-type: none"> <li>• Focus on fixing and joining skills (tape, glue, treasury tags, paper clips, split pins)</li> <li>• Exploring the artwork of Kandinsky</li> <li>• Creating Kandinsky inspired artwork- link to maths/shape</li> <li>• Autumn collage and paintings. <ul style="list-style-type: none"> <li>• Diwali lamps- Clay or salt dough and playdough</li> </ul> </li> <li>• Rangoli and Mendi patterns <ul style="list-style-type: none"> <li>• Firework pictures</li> </ul> </li> <li>• Remembrance artwork</li> <li>• Baking Christmas biscuits <ul style="list-style-type: none"> <li>• Christmas crafts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Focus on painting skills including colour mixing.</li> <li>• Exploring the artwork of Jackson Pollock <ul style="list-style-type: none"> <li>• Creating Pollock inspired artwork – link to colour mixing.</li> <li>• Superhero masks and wristbands to use in roleplay</li> </ul> </li> <li>• Chinese blossom painting</li> <li>• Chinese dragon paintings</li> <li>• Chinese paper lanterns</li> <li>• Winter scene paintings – mixed media collage.</li> <li>• Junk modelling houses</li> <li>• Printing skills (Bricks, roof tiles).</li> <li>• Construction blocks (large and small) to build houses. <ul style="list-style-type: none"> <li>• Drawing maps</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Focus on exploring a range of materials including chalks, wax crayons, water colours, pastels.</li> <li>• Observational drawings and paintings of animals. <ul style="list-style-type: none"> <li>• Mixed media collage / observational drawings and paintings of spring flowers. <ul style="list-style-type: none"> <li>• Easter crafts</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Focus on collage techniques (tearing, scrunching, shredding, twisting)</li> <li>• Minibeast collages – Inspired by 'The Snail' by Henri Matisse <ul style="list-style-type: none"> <li>• Observational drawings/paintings of plants and flowers <ul style="list-style-type: none"> <li>• Loose parts butterflies</li> <li>• Symmetry paintings of butterflies</li> </ul> </li> <li>• Creating minibeasts using playdough and a range of loose parts.</li> </ul> </li> <li>• Design and create a home for a minibeast (junk modelling).</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on fixing &amp; joining skills (tape, glue, treasury tags, paper clips, split pins)</li> <li>• Designing and building a boat that floats using a range of materials <ul style="list-style-type: none"> <li>• Paper plate octopus/jellyfish <ul style="list-style-type: none"> <li>• Seaside pictures</li> </ul> </li> <li>• Ice creams using loose parts <ul style="list-style-type: none"> <li>• Collage fish</li> </ul> </li> <li>• Printing – Fish scales and patterns</li> </ul> </li> <li>• Shell inspired spiral artwork <ul style="list-style-type: none"> <li>• Bubble 'capture' pictures <ul style="list-style-type: none"> <li>• Mixed media collage; underwater scene</li> </ul> </li> <li>• Designing a sandcastle with bespoke flag.</li> </ul> </li></ul>	
<b>Being imaginative and expressive</b>	<ul style="list-style-type: none"> <li>• I can begin to move rhythmically.</li> <li>• I can tap out simple repeated rhythms.</li> <li>• I can sing to myself and makes up simple songs.</li> <li>• I can engage in imaginative role-play based on own first-hand experiences.</li> </ul>					
	<b>Music, Dance and Drama Focus</b>					
<p>Learning Class Rhymes Rhyme bag with props Home-corner role-play Kapow Primary Music: Exploring Sound</p>	<p>Hindu music – Diwali. Firework dancing with scarves and ribbons. Nativity songs and performance. Christmas songs and rhymes. Post Office Role Play Kapow Primary Music: Celebration Music</p>	<p>Dancing with Chinese Dragon Percussion instruments; accompanying traditional Chinese music. Chinese restaurant Role play Kapow Primary Music: Music and Movement</p>	<p>Vet Role-Play Easter songs Dance and movement: <i>Camille Saint-Saëns, The Carnival of the Animals</i> Kapow Primary Music: Musical Stories</p>	<p>Garden Centre role-play. Drama – reenacting the story of 'Jaspers Beanstalk'. Dance and movement - moving like minibeasts. Kapow Primary Music: Transport</p>	<p>Ice-cream parlour role-play Singing and performing to a small group Dance and movement – underwater explorers. Kapow Primary Music: Big Band</p>	

## F2 Early Learning Goals

C&L	PSED	Physical Development	Literacy	Maths	Understanding the World	Expressive Arts and Design
						
<p style="text-align: center;"><b>Listening, Attention &amp; Understanding</b></p> <ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>✓ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p style="text-align: center;"><b>Speaking</b></p> <ul style="list-style-type: none"> <li>✓ Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>✓ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>✓ 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.</li> </ul>	<p style="text-align: center;"><b>Self-regulation</b></p> <ul style="list-style-type: none"> <li>✓ Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li> <li>✓ Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>✓ 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.</li> </ul> <p style="text-align: center;"><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>✓ Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>✓ Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>✓ Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p style="text-align: center;"><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>✓ Work and play cooperatively and take turns with others.</li> <li>✓ Form positive attachments to adults and friendships with peers.</li> <li>✓ Show sensitivity to their own and to others' needs.</li> </ul>	<p style="text-align: center;"><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>✓ Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>✓ Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>✓ Begin to show accuracy and care when drawing.</li> </ul> <p style="text-align: center;"><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>✓ Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>✓ Demonstrate strength, balance and coordination when playing.</li> <li>✓ Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<p style="text-align: center;"><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>✓ Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>✓ Read words consistent with their phonic knowledge by sound-blending.</li> <li>✓ Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p style="text-align: center;"><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>✓ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>✓ Anticipate (where appropriate) key events in stories.</li> <li>✓ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul> <p style="text-align: center;"><b>Writing</b></p> <ul style="list-style-type: none"> <li>✓ Write recognisable letters, most of which are correctly formed.</li> <li>✓ Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>✓ Write simple phrases and sentences that can be read by others.</li> </ul>	<p style="text-align: center;"><b>Numbers</b></p> <ul style="list-style-type: none"> <li>✓ Have a deep understanding of number to 10, including the composition of each number.</li> <li>✓ Subitise (recognise quantities without counting) up to 5.</li> <li>✓ 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.</li> </ul> <p style="text-align: center;"><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>✓ Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>✓ Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>✓ Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<p style="text-align: center;"><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>✓ Talk about the lives of the people around them and their roles in society.</li> <li>✓ Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>✓ Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p style="text-align: center;"><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>✓ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>✓ 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.</li> <li>✓ 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.</li> </ul> <p style="text-align: center;"><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>✓ Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> </ul>	<p style="text-align: center;"><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>✓ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>✓ Share their creations, explaining the process they have used.</li> <li>✓ Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p style="text-align: center;"><b>Being Imaginative &amp; Expressive</b></p> <ul style="list-style-type: none"> <li>✓ Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>✓ Sing a range of well-known nursery rhymes and songs.</li> <li>✓ Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>

					<ul style="list-style-type: none"><li>✓ 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.</li><li>✓ Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li></ul>	
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