

Communication and Language

Observational Checkpoint: Can children shift focus from one task to another if you fully obtain their attention? Can children use sentences of four to six words? Can children join sentences using 'because', 'or', 'and'. Can children use future and past tense? Can children answer a simple 'why' question?

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Listening, Attention and Understanding</u> Children will listen carefully to a story. Children will ask what questions. <u>Speaking</u> Children will know and retell 'Supertato'. Children will know and use vocabulary linked to their theme 'St Mary's/Superheroes' including special, unique, school and before. Children will know and recite a poem from 'A Great Big Cuddle'.	<u>Listening, Attention and Understanding</u> Children will join in with repeated refrains in a story. Children will ask who questions. <u>Speaking</u> Children will know and retell 'The Rainbow Fish'. Children will know and use vocabulary linked to their theme 'Under the Sea' including recycle, gills, world and ocean.	<u>Listening, Attention and Understanding</u> Children will talk about key events in a story. Children will ask when questions. <u>Speaking</u> Children will know and retell 'The Gruffalo'. Children will know and use vocabulary linked to their theme 'Into the Forest' including forest, habitat and ingredients.	<u>Listening, Attention and Understanding</u> Children will identify the main characters in the story and talk about their feelings. Children will ask where questions. <u>Speaking</u> Children will know and retell 'Handa's Surprise'. Children will know and use vocabulary linked to their theme 'On a Safari' including map, country and wild.	<u>Listening, Attention and Understanding</u> Children will link events in a story to their own experiences. Children will ask why questions. <u>Speaking</u> Children will know and retell 'The Gigantic Turnip'. Children will know and use vocabulary linked to their theme 'On a Farm' including planting, growing, seeds and life cycle.	<u>Listening, Attention and Understanding</u> Children will 'hot seat' characters from a story. Children will use conjunctions when speaking. <u>Speaking</u> Children will know and use vocabulary linked to their theme 'Dinosaur!' including fossils, past, carnivore and herbivore. Children will express ideas using past and present tense.
<u>Listening, Attention and Understanding:</u> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <u>Speaking:</u> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.					

Personal, Social and Emotional Development

Observational Checkpoint: Can children share and take turns with others, with adult guidance and understanding ‘yours’ and ‘mine’? Can children settle at activities for a while? Can children play alongside others? Can children take part in pretend play, taking on a role such as Mummy or Daddy? Can children take part in pretend play with different roles such as the Gruffalo? Can children negotiate solutions to conflicts in their play?

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Self-Regulation</u> Children will see themselves as unique by sharing their hobbies and interests. <u>Managing Self</u> Children will know the school rules and ‘Just Right’ colours. <u>Building Relationships</u> Children will know how to identify their feelings, using books such as ‘The Colour Monster’ to support understanding. Children will discuss and name their immediate family.	<u>Self-Regulation</u> Children will know how to be helpful by taking on jobs such as tidying up and washing up. Children will learn how to describe different feelings, both good and bad. <u>Managing Self</u> Children will learn about likes, dislikes and self-acceptance. Children will explore life cycles and will compare themselves to babies. <u>Building Relationships</u> Children will know how to express their opinion and understand it is okay to have a different opinion to their friends.	<u>Self-Regulation</u> Children will learn how their behaviour affects others and how to ask for forgiveness. <u>Managing Self</u> Children will learn how to resolve conflict. <u>Building Relationships</u> Children will apply names to different friend/family relationships. Children will recognise positive and negative feelings in a relationship.	<u>Self-Regulation</u> Children will use ‘blue’ to describe when they are feeling sad. <u>Managing Self</u> Children will know how to keep their bodies private and safe. Children will know how to safely take medicine if they are feeling poorly. <u>Building Relationships</u> Children will know the importance of speaking to ‘special people’ if they have a problem.	<u>Self-Regulation</u> Children will know to use the calm corner when they are feeling upset/angry. <u>Managing Self</u> Children will recognise how their body may react if they are feeling scared. <u>Building Relationships</u> Children will know the responsibilities they have to other people.	<u>Self-Regulation</u> Children will know what they can do if they are feeling worried or scared. <u>Managing Self</u> Children will know the importance and how to look after their teeth. Children will be able to name body parts, including those that are private. <u>Building Relationships</u> Children will have 5 named trusted adults from a variety of different places, whom they can speak to if they have a problem or concern.
<u>Self-Regulation:</u> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability. <u>Managing Self:</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <u>Building Relationships:</u> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others’ needs.					

Physical Development

Observational Checkpoint: Can children make 'cross the mid-line' marks on vertical surfaces? Can children move in a range of ways including hopping, climbing and balancing? Can children work in groups/teams? Can children use one-handed tools such as scissors or a hammer? Do children have a comfortable grip when using pens/pencils? Are children independent in dressing themselves?

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Gross Motor Children will know how to hop, skip and jump. Fine Motor Children will know the correct pencil grip and posture for writing. Children will know how to correctly form the letters i, t. Children will know how to correctly form 1.	Gross Motor Children will know how to play a simple invasion game. Fine Motor Children will know how to do up and undo buttons. Children will know how to correctly form the letters l, r, u, m, n, h, b. Children will know how to correctly form 0, 2 and 3.	Gross Motor Children will know how to perform a balance and different types of basic rolls. Fine Motor Children will know how to use a knife and fork. Children will know how to correctly form the letters c, a, o, g, d. Children will know how to correctly form 4 and 5.	Gross Motor Children will know how to sequence movements together in a pattern to choreograph a dance. Fine Motor Children will know how to use two-hole scissors to make snips in paper. Children will know how to correctly form the letters e, w, v, p, j, y. Children will know how to correctly form 6 and 7.	Gross Motor Children will know how to throw and catch different sized balls. Fine Motor Children will know how to correctly form the letters s, k, f, x, z, q. Children will know how to correctly form 8.	Gross Motor Children will know how to combine different gross motor skills to explore new equipment. Fine Motor Children will know how to use two-hole scissors to cut along lines. Children will know how to correctly form capital letters. Children will know how to correctly form 9.
Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.					

Literacy

Observational Checkpoint: Can children identify a range of different signs? Do children know how to handle a book and turn the pages one at a time? Can children identify rhymes and clap syllables? Can children talk to an adult about a story that they have enjoyed? Can children write their name?

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Comprehension Children will read and re-read a selection of books, developing comprehension skills, fluency, understanding and enjoyment. Word Reading Children will read and correctly form the sounds s, a, t, p, l, n, m, d, g, o, c, k. Children will hear and identify initial sounds in words. Children will begin to read and write tricky words I, the, go, to, no, into. Writing Children will know how to correctly form the letters i, t Children will know how to write their name.	Comprehension Children will read and re-read a selection of books, developing comprehension skills, fluency, understanding and enjoyment. Word Reading Children will read and correctly form the sounds ck, e, u, r, h, b, f, ff, ll, ss. Children will blend known sounds in words. Children will read and write tricky words I, the, go, to, no, into. Writing Children will know how to correctly form the letters l, r, u, m, n, h, b. Children will know how to write initial sounds.	Comprehension Children will read and re-read a selection of books, developing comprehension skills, fluency, understanding and enjoyment. Word Reading Children will read and correctly form the sounds j, v, w, x, y, z, zz, -s, qu. Children will blend known sounds in words. Children will begin to read and write tricky words he, she, we, me, be, was, my, you, her, they, all, are. Writing Children will know how to correctly form the letters c, a, o, g, d. Children will know how to write CVC/CVCC words.	Comprehension Children will read and re-read a selection of books, developing comprehension skills, fluency, understanding and enjoyment. Word Reading Children will read and correctly form the sounds ch, sh, th, ng, ai, ee, igh, oa, oo. Children will blend known sounds in words. Children will read and write tricky words he, she, we, me, be, was, my, you, her, they, all, are. Writing Children will know how to correctly form the letters e, w, v, p, j, y. Children will know how to write a short phrase.	Comprehension Children will read and re-read a selection of books, developing comprehension skills, fluency, understanding and enjoyment. Word Reading Children will read and correctly form the sounds ar, or, ur, ow, oi, ear, air, ure, er. Children will blend known sounds in words. Children will begin to read and write tricky words some, said, one, come, do, so, were, when, have, there, out, like, little, what. Writing Children will know how to correctly form the letters s, k, f, x, z, q. Children will know how to write a short sentence.	Comprehension Children will read and re-read a selection of books, developing comprehension skills, fluency, understanding and enjoyment. Word Reading Children will read and correctly form the sounds wh, ph, ay, a_e, a, e_e, ie, ea. Children will read and write tricky words some, said, one, come, do, so, were, when, have, there, out, like, little, what. Writing Children will know how to correctly form capital letters. Children will know how to read what they have written to check it makes sense.
Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.					

Maths

Observational Checkpoint: Can children subitise to 3? Can children count in correspondence to 5? Can children rote count beyond 5? Can children compare quantities, size, length, weight and capacity? Can children talk about 2D and 3D shapes? Can children use positional language? Can children select shapes appropriately? Can children create a repeating pattern?

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Number</u> Children will identify when a set can be subitised and when counting is needed Children will subitise different arrangements, both unstructured and structured, including using the Hungarian number frame Children will make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills Children will spot smaller numbers 'hiding' inside larger numbers Children will connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers Children will hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number Children will develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds Children will compare sets of objects by matching Children will begin to develop the language of 'whole' when talking about objects which have parts <u>Numerical Patterns</u> Children will identify and describe circles, triangles, squares and rectangles.		<u>Number</u> Children will continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals Children will begin to identify missing parts for numbers within 5 Children will explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame Children will focus on equal and unequal groups when comparing numbers Children will understand that two equal groups can be called a 'double' and connect this to finger patterns Children will sort odd and even numbers according to their 'shape' Children will continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern Children will order numbers and play track games Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers <u>Numerical Patterns</u> Children will compare mass and capacity. Children will make pairs. Children will explore length, height and time. Children will compare numbers to 10. Children will identify a cube, sphere, cylinder and cone. Children will make ABB/AAB repeated patterns.		<u>Number</u> Children will continue to develop their counting skills, counting larger sets as well as counting actions and sounds Children will explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame Children will compare quantities and numbers, including sets of objects which have different attributes Children will continue to develop a sense of magnitude Children will begin to generalise about 'one more than' and 'one less than' numbers within 10 Children will continue to identify when sets can be subitised and when counting is necessary Children will develop conceptual subitising skills including when using a rekenrek <u>Numerical Patterns</u> Children will match patterns using tangrams and shapes. Children will equally share into two groups.	

Children will use positional language including under, over, around and through. Children will match and sort. Children will compare amounts, size, mass and capacity. Children will make AB patterns.		
<u>Number:</u> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <u>Numerical Patterns:</u> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.		

Understanding the World

Observational Checkpoint: Can children use their senses to explore? Can children make sense of their own life-story and family history? Can children understand the key features of the life cycle of a plant and an animal? Do children show an interest in different occupations? Can children talk about differences between materials and changes they notice? Can children talk about different countries in the world?

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
History	<u>Past and Present</u> Children will be able to describe themselves as part of a family unit. Children will share their 'All About Me' books and share their experiences from the summer holidays.	<u>Past and Present</u> Children will know that Remembrance Day is to remember soldiers who died in the war.	<u>Past and Present</u> Children will look at images of fairy tale characters from the past and present and identify similarities and differences. Children will know who Queen Elizabeth II is and look at royal portraits from the past.	<u>Past and Present</u> Children will know that the past is anything before the current day. Children will now that the present is now.	<u>Past and Present</u> Children will share the story The Little Red Hen and compare images of farms in the present and past. Children will learn how to make butter using methods from the past.	<u>Past and Present</u> Children will know who Mary Anning is and why she is important. Children will learn about dinosaurs and will understand that we can use fossils to learn about the past.
Geography	<u>People, Culture and Communities</u> Children will know that they are in Portslade which is in England. Children will identify typical weather in Autumn.	<u>People, Culture and Communities</u> Children will know how people in different countries celebrate Christmas. Children will know that a globe represents the world, understanding that green is land and blue is sea.	<u>People, Culture and Communities</u> Children will create messy maps of The Gruffalo's forest in teams. Children will explore aerial maps of our school and identify key features. Children will identify typical weather in Winter.	<u>People, Culture and Communities</u> Children will know that Kenya is a country and will identify animals that live there. Children will identify typical weather in Spring.	<u>People, Culture and Communities</u> Children will know that we can only grow certain fruit/vegetables in England. Children will create maps of farms using different colours for different fields.	<u>People, Culture and Communities</u> Children will identify typical weather in Summer.

Science	<u>The Natural World</u> Children will learn about the importance of healthy foods and will make a healthy snack. Children will explore melting. Children will know that this time of year is Autumn.	<u>The Natural World</u> Children will explore floating and sinking. Children will explore materials, investigating if they are waterproof. Children will know that some animals can live underwater.	<u>The Natural World</u> Children will know that this time of year is Winter. Children will explore the strength of materials to make a house for the 3 Little Pigs.	<u>The Natural World</u> Children will know that this time of year is Spring. Children will know that there are different types of animals, sorting birds, mammals and fish. Children will participate in Science Week.	<u>The Natural World</u> Children will know how to care for a plant. Children will know the parts of a plant. Children will know the life cycle of a chick.	<u>The Natural World</u> Children will know that this time of year is Summer. Children will know the names of the 4 seasons and weather associated with them. Children will learn about teeth and how to look after them.
RE	<u>People, Culture and Communities</u> Children will learn how to join in with prayer. Children will learn that God created the world and that it is our responsibility to look after it.	<u>People, Culture and Communities</u> Children will know the Christian Christmas story.	<u>People, Culture and Communities</u> Children will know how Jesus loves and cares for everyone and how they can do the same.	<u>People, Culture and Communities</u> Children will know the Easter story.	<u>People, Culture and Communities</u> Children will know that the Holy Spirit is our friend and looks after us. Children will know that the parish church is a special place to gather with friends.	<u>People, Culture and Communities</u>
ICT	Children will understand basic online safety skills and what to do when they have a problem.	Children will understand that we can use the computer to find out information via the internet.	Children will use the interactive board independently to play simple games.	Children will be able to input an instruction into a beebot.	Children will use an ipad to take a photograph.	Children will manipulate a mouse and click on a desired object.
	<u>Past and Present:</u> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. <u>People, Culture and Communities:</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. <u>The Natural World:</u> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.					

Expressive Arts and Design

Observational Checkpoint: Can children take part in pretend play? Can children create using different materials? Can children develop their own creative ideas by drawing and painting? Can children perform a range of songs? Can children play instruments to express their own ideas?

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Music	<u>Being Imaginative</u> Children will know the nursery rhymes/songs: - Good Morning song - Days of the Week song Children will attend singing assembly where they will explore singing hymns and songs with a music teacher.	<u>Being Imaginative</u> Children will learn a variety of Christmas songs, which will be performed to parents in their Nativity production. Children will watch KS1 perform their nativity production.	<u>Being Imaginative</u> Children will know the nursery rhymes/songs: - Once I Caught a Fish Alive - If You're Happy and You Know It - Incy Wincy Spider Children will participate in a musical instrument workshop.	<u>Being Imaginative</u> Children will learn a variety of Spring/Easter songs, which will be performed to parents in their Spring production. Children will join in with choreographed dances.	<u>Being Imaginative</u> Children will know the nursery rhymes/songs: - 5 Currant Buns - Three Blind Mice - Old Macdonald Had a Farm	<u>Being Imaginative</u> Children will know the nursery rhymes/songs: - 5 Little Monkeys Jumping on the Bed - 5 Little Ducks - The Wheels on the Bus
Art and Design	<u>Creating with Materials</u> Children will paint self-portraits, ensuring they include two eyes, hair, mouth and nose.	<u>Creating with Materials</u> Children will know how to mould clay to make a starfish. Children will know which glue or tape to use for their chosen purpose. Children will use their sketching skills to sketch a shell. Children will know how to make 2D collages. Children will draw on fabric material using fabric pens.	<u>Creating with Materials</u> Children will paint portraits of another individual. Children will know to add white to make lighter shades of a colour.	<u>Creating with Materials</u> Children will know how to use and mix watercolour paints. Children will create patterns using lines, shapes and colours using different media.	<u>Creating with Materials</u> Children will know how to use different techniques to make 3D sculptures. Children will make fruit and vegetable portraits in the style of Giuseppe Arcimboldo.	<u>Creating with Materials</u> Children will know how to mix primary colours to make secondary colours using poster paints.

DT	<u>Creating with Materials</u> Children will use fruit/vegetables and different craft materials to create a 3D sculpture of a superhero. <u>Cookery</u> Children will make a healthy fruit salad by chopping and mixing different fruit.	<u>Cookery</u> Children will make, bake and decorate rainbow fish biscuits.	<u>Cookery</u> Children will make 'Gruffalo Crumble' by chopping, mixing and baking. Children will follow a recipe to make porridge.	<u>Creating with Materials</u> Children will explore sewing and will be able to sew a straight line.	<u>Cookery</u> Children will make a vegetable pasta.	<u>Creating with Materials</u> Children will know how to use different techniques to make 3D sculptures.
	<u>Creating with Materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. <u>Being Imaginative:</u> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and song. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music					