

Spixworth Infant School – Curriculum Map KS1 (2016-17)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Values	Safety, Teamwork, Achievement, Respect, Stimulating					
Topic Title/Enquiry Question	Jungles How many living things call a jungle home?	Fair Trade Do all my belongings come from England?	Space Who was the bravest explorer: Neil Armstrong or Ranulph Fiennes?	Spixworth/Norwich What is the best way to travel around?	Dinosaurs If you could be a dinosaur, which one would you be?	Pirates/Seaside If you were a pirate, where would you go?
Enrichment	Art Exhibition	Enterprise, fund raising (Xmas fair)	Dome	Links to other schools, blogging/Pobble	Natural History, London	Cromer, Time and Tide
English	See medium term plans					
Maths	See medium term plans					
Science – Forest School	<ul style="list-style-type: none"> <li>observe changes across the four seasons</li> <li>observe and describe weather associated with the seasons and how day length varies</li> <li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>identify and describe the basic structure of a variety of common flowering plants, including trees</li> <li>observe and describe how seeds and bulbs grow into mature plants</li> <li>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul> <p>See Forest School Long Term Plan</p>					
Science – across all learning	<ul style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered in different ways</li> <li>observing closely, using simple equipment</li> <li>performing simple tests</li> <li>identifying and classifying</li> <li>using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions.</li> </ul>					
Science	<ul style="list-style-type: none"> <li>identify and name a variety of common animals</li> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> </ul>			<ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> <li>identify, name, draw and label the basic parts of the human body and say which</li> </ul>	<ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> <li>describe and compare the structure of a variety of common animals</li> </ul>	<ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass,</li> </ul>

	<ul style="list-style-type: none"> <li>• identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>• identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>• describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> <li>• find out about and describe the basic needs of animals, including humans, for survival</li> </ul>			<p>part of the body is associated with each sense</p> <ul style="list-style-type: none"> <li>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul> <p>Investigative Science focus</p>	<ul style="list-style-type: none"> <li>• find out about and describe the basic needs of animals, including humans, for survival</li> <li>• explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>• identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>• describe how animals obtain their food from plants and other animals, using the idea of a</li> </ul>	<p>metal, water, and rock</p> <ul style="list-style-type: none"> <li>• describe the simple physical properties of a variety of everyday materials</li> <li>• compare and group together a variety of everyday materials on the basis of their simple physical properties</li> <li>• identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>• find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>
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					<p>simple food chain, and identify and name different sources of food.</p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> </ul>	
Computing – e-safety	<ul style="list-style-type: none"> <li>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>					
Computing	<ul style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instruction.</li> <li>Create and debug simple programs</li> <li>Use logical reasoning to predict the behaviour of simple programs</li> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>recognise common uses of information technology beyond school</li> </ul> <p>See Computing Long Term Plan</p>	<ul style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instruction.</li> <li>Create and debug simple programs</li> <li>Use logical reasoning to predict the behaviour of simple programs</li> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>recognise common uses of information technology beyond school</li> </ul> <p>See Computing Long Term Plan</p>	<ul style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instruction.</li> <li>Create and debug simple programs</li> <li>Use logical reasoning to predict the behaviour of simple programs</li> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>recognise common uses of information technology beyond school</li> </ul> <p>See Computing Long Term Plan</p>			
Geography		<ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical</li> </ul>	<ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold</li> </ul>	<ul style="list-style-type: none"> <li>name, locate and identify characteristics of the four countries and capital cities of the United</li> </ul>		<ul style="list-style-type: none"> <li>name and locate the world’s seven continents and five oceans</li> <li>use basic geographical vocabulary to</li> </ul>

		<p>geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <ul style="list-style-type: none"> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> </ul>	<p>areas of the world in relation to the Equator and the North and South Poles</p>	<p>Kingdom and its surrounding seas</p> <ul style="list-style-type: none"> <li>• use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>○ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>○ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>• use simple fieldwork and observational skills to study the geography of their school and its grounds and</li> </ul>		<p>refer to:</p> <ul style="list-style-type: none"> <li>○ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>○ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>• use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and</li> </ul>
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				the key human and physical features of its surrounding environment.		construct basic symbols in a key
History			<p>Neil Armstrong comparison with Tim Peake</p> <ul style="list-style-type: none"> <li>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</li> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>events beyond living memory that are significant nationally or globally</li> </ul>	<ul style="list-style-type: none"> <li>Significant historical events, people and places in their own locality.</li> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> </ul>	<ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally</li> </ul>	<p>Christopher Columbus, Admiral Nelson and Ellen MacArthur</p> <ul style="list-style-type: none"> <li>Significant historical events, people and places in their own locality.</li> <li>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</li> <li>events beyond living memory that are significant nationally or globally</li> </ul>
Art and Design	<ul style="list-style-type: none"> <li>Use a range of</li> </ul>		<ul style="list-style-type: none"> <li>Use a range of</li> </ul>			

	<p>materials creatively to design and make products</p> <ul style="list-style-type: none"> <li>• Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• Recognise the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>		<p>materials creatively to design and make products</p> <ul style="list-style-type: none"> <li>• Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• Recognise the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>			
Music	<ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> </ul>					

	<ul style="list-style-type: none"> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>					
Design Technology		<ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>• select from and use a range of tools and equipment to perform practical tasks</li> <li>• select from and use a wide range of materials and components, including textiles</li> </ul>		<ul style="list-style-type: none"> <li>• select from and use a range of tools and equipment to perform practical tasks</li> <li>• select from and use a wide range of materials and components, including construction materials according to their characteristics</li> <li>• explore and evaluate a range of existing products</li> <li>• evaluate their ideas and products against design criteria</li> <li>• build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>• explore and use mechanisms [for example, levers, sliders, wheels</li> </ul>		

		<p>and ingredients, according to their characteristics</p> <ul style="list-style-type: none"> <li>• explore and evaluate a range of existing products</li> <li>• evaluate their ideas and products against design criteria</li> </ul>		and axes], in their products		
PE	<p>Games</p> <ul style="list-style-type: none"> <li>• participate in team games, developing simple tactics for attacking and defending</li> </ul>	<p>Gymnastics</p> <ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> </ul>	<p>Dance</p> <ul style="list-style-type: none"> <li>• perform dances using simple movement patterns.</li> </ul>	<p>Gymnastics</p> <ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> </ul>	<p>Dance</p> <ul style="list-style-type: none"> <li>• perform dances using simple movement patterns.</li> </ul>	<p>Games</p> <ul style="list-style-type: none"> <li>• participate in team games, developing simple tactics for attacking and defending</li> </ul>
Cooking		<ul style="list-style-type: none"> <li>• Use the basic principles of a healthy and varied diet to prepare dishes</li> <li>• Understand where food comes from</li> </ul>		<ul style="list-style-type: none"> <li>• Use the basic principles of a healthy and varied diet to prepare dishes</li> <li>• Understand where food comes from</li> </ul>		
PSHEC	See PSHE Curriculum document					



RE	<ul style="list-style-type: none"> <li>Norfolk Agreed Syllabus</li> <li>Multicultural awareness/celebration events</li> </ul>
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Spixworth Infant School – Curriculum Map EYFS (2016-17)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Values	Safety, Teamwork, Achievement, Respect, Stimulating					
Topic Title	Jungles How many living things call a jungle home?	Fair Trade Do all my belongings come from England?	Space Who was the bravest explorer: Neil Armstrong or Ranulph Fiennes?	Spixworth/Norwich What is the best way to travel around?	Dinosaurs If you could be a dinosaur, which one would you be?	Pirates/Seaside If you were a pirate, where would you go?
Enrichment	Art Exhibition	Enterprise, fund raising (xmas fair)	Dome	Links to other schools, blogging/Pobble	Natural History, London	Cromer, Time and Tide
CL	<p><b>Listening/Attention</b></p> <ul style="list-style-type: none"> <li>Listens to others one to one or in small groups, when conversation interests them.</li> <li>Listens to stories with increasing attention and recall.</li> <li>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>Focusing attention – still listen or do, but can shift own attention.</li> <li>Is able to follow directions (if not intently focused on own choice of activity).</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>Understands use of objects (e.g. <i>“What do we use to cut things?”</i>)</li> </ul>	<p><b>Listening/Attention</b></p> <ul style="list-style-type: none"> <li>Maintains attention, concentrates and sits quietly during appropriate activity.</li> <li>Two-channelled attention – can listen and do for short span.</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>Responds to instructions involving a two-part sequence.</li> <li>Understands humour.</li> <li>Able to follow a story without pictures or props.</li> <li>Listens and responds to ideas expressed by others in conversation or discussion.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>Uses language to imagine and recreate roles and experiences in play situations.</li> <li>Links statements and sticks to a main theme or intention.</li> <li>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>Introduces a storyline or narrative into their play.</li> </ul>	<p><b>Listening/Attention</b></p> <p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p><b>Understanding</b></p> <p>Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p> <p><b>Speaking</b></p> <p>Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p>			

- Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.

- Responds to simple instructions, e.g. to get or put away an object.

- Beginning to understand 'why' and 'how' questions.

**Speaking**

- Beginning to use more complex sentences to link thoughts.

- Can retell a simple past event in correct order.

- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.

- Questions why things happen and gives explanations. Asks e.g. *who, what, when, how.*

- Uses a range of tenses.

- Uses intonation, rhythm and phrasing to make the meaning clear to others.

- Uses vocabulary focused on objects and people that are of particular importance to them.

- Builds up vocabulary that reflects the breadth

	<p>of their experiences.</p> <ul style="list-style-type: none"> <li>• Uses talk in pretending that objects stand for something else in play.</li> </ul>		
PSED	<p><b>Making relationships</b></p> <ul style="list-style-type: none"> <li>• Can play in a group, extending and elaborating play ideas.</li> <li>• Initiates play, offering cues to peers to join them.</li> <li>• Keeps play going by responding to what others are saying or doing.</li> <li>• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul> <p><b>Self confidence</b></p> <ul style="list-style-type: none"> <li>• Can select and use activities and resources with help.</li> <li>• Welcomes and values praise for what they have done.</li> <li>• Enjoys responsibility of carrying out small tasks.</li> <li>• Is more outgoing towards unfamiliar people and more confident in new social situations.</li> <li>• Confident to talk to other children when playing, and will communicate freely about own home and community.</li> </ul>	<p><b>Making relationships</b></p> <ul style="list-style-type: none"> <li>• Initiates conversations, attends to and takes account of what others say.</li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>• Takes steps to resolve conflicts with other children.</li> </ul> <p><b>Self confidence</b></p> <ul style="list-style-type: none"> <li>• Confident to speak to others about own needs, wants, interests and opinions.</li> <li>• Can describe self in positive terms and talk about abilities.</li> </ul> <p><b>Managing feelings</b></p> <ul style="list-style-type: none"> <li>• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>• Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>• Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul>	<p><b>Making relationships</b></p> <p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p><b>Self confidence</b></p> <p>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p><b>Managing feelings</b></p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>

	<ul style="list-style-type: none"> <li>• Shows confidence in asking adults for help.</li> </ul> <p><b>Managing feelings</b></p> <ul style="list-style-type: none"> <li>• Aware of own feelings, and knows that some actions and words can hurt others' feelings.</li> <li>• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>• Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> <li>• Can usually adapt behaviour to different events, social situations and changes in routine.</li> </ul>		
PD	<p><b>Moving/Handling</b></p> <ul style="list-style-type: none"> <li>• Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> <li>• Mounts stairs, steps or climbing equipment using alternate feet.</li> <li>• Walks downstairs, two feet to each step while carrying a small object.</li> <li>• Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> </ul>	<p><b>Moving/Handling</b></p> <ul style="list-style-type: none"> <li>• Experiments with different ways of moving.</li> <li>• Jumps off an object and lands appropriately.</li> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>• Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>• Uses simple tools to effect changes to materials.</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control.</li> <li>• Shows a preference for a dominant hand.</li> <li>• Begins to use anticlockwise movement and retrace vertical lines.</li> <li>• Begins to form recognisable letters.</li> <li>• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li> </ul> <p><b>Health/self-care</b></p> <ul style="list-style-type: none"> <li>• Eats a healthy range of foodstuffs and understands need for variety in food.</li> </ul>	<p><b>Moving/Handling</b></p> <p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p><b>Health/self-care</b></p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>

	<ul style="list-style-type: none"> <li>• Can stand momentarily on one foot when shown.</li> <li>• Can catch a large ball.</li> <li>• Draws lines and circles using gross motor movements.</li> <li>• Uses one-handed tools and equipment.</li> <li>• Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>• Holds pencil near point between first two fingers and thumb and uses it with good control.</li> <li>• Can copy some letters.</li> </ul> <p><b>Health/self-care</b></p> <ul style="list-style-type: none"> <li>• Can tell adults when hungry or tired or when they want to rest or play.</li> <li>• Observes the effects of activity on their bodies.</li> <li>• Understands that equipment and tools have to be used safely.</li> <li>• Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>• Can usually manage washing and drying hands.</li> <li>• Dresses with help.</li> </ul>	<ul style="list-style-type: none"> <li>• Usually dry and clean during the day.</li> <li>• Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> <li>• Shows understanding of how to transport and store equipment safely.</li> <li>• Practices some appropriate safety measures without direct supervision.</li> </ul>	
L	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Enjoys rhyming and rhythmic activities.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Continues a rhyming string.</li> <li>• Hears and says the initial sound in words.</li> </ul>	<p><b>Reading</b></p> <p>Children read and understand simple sentences. They use phonic knowledge to decode regular</p>

	<ul style="list-style-type: none"> <li>• Shows awareness of rhyme and alliteration.</li> <li>• Recognises rhythm in spoken words.</li> <li>• Listens to and joins in with stories and poems, one-to-one and also in small groups.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Beginning to be aware of the way stories are structured.</li> <li>• Suggests how the story might end.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Describes main story settings, events and principal characters.</li> <li>• Shows interest in illustrations and print in books and print in the environment.</li> <li>• Recognises familiar words and signs such as own name and advertising logos.</li> <li>• Looks at books independently.</li> <li>• Handles books carefully.</li> <li>• Knows information can be relayed in the form of print.</li> <li>• Holds books the correct way up and turns pages.</li> <li>• Knows that print</li> </ul>	<ul style="list-style-type: none"> <li>• Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Begins to read words and simple sentences.</li> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>• Enjoys an increasing range of books.</li> <li>• Knows that information can be retrieved from books and computers.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Gives meaning to marks they make as they draw, write and paint.</li> <li>• Begins to break the flow of speech into words.</li> <li>• Continues a rhyming string.</li> <li>• Hears and says the initial sound in words.</li> <li>• Can segment the sounds in simple words and blend them together.</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>• Writes own name and other things such as labels, captions.</li> <li>• Attempts to write short sentences in meaningful contexts.</li> </ul>	<p>words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p><b>Writing</b></p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>
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	<p>carries meaning and, in English, is read from left to right and top to bottom.</p> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Sometimes gives meaning to marks as they draw and paint.</li> <li>• Ascribes meanings to marks that they see in different places.</li> </ul>		
M	<p><b>Numbers</b></p> <ul style="list-style-type: none"> <li>• Uses some number names and number language spontaneously.</li> <li>• Uses some number names accurately in play.</li> <li>• Recites numbers in order to 10.</li> <li>• Knows that numbers identify how many objects are in a set.</li> <li>• Beginning to represent numbers using fingers, marks on paper or pictures.</li> <li>• Sometimes matches numeral and quantity correctly.</li> <li>• Shows curiosity about numbers by offering comments or asking questions.</li> <li>• Compares two groups of objects, saying when they have the same number.</li> <li>• Shows an interest in number problems.</li> </ul>	<p><b>Numbers</b></p> <ul style="list-style-type: none"> <li>• Recognise some numerals of personal significance.</li> <li>• Recognises numerals 1 to 5.</li> <li>• Counts up to three or four objects by saying one number name for each item.</li> <li>• Counts actions or objects which cannot be moved.</li> <li>• Counts objects to 10, and beginning to count beyond 10.</li> <li>• Counts out up to six objects from a larger group.</li> <li>• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>• Counts an irregular arrangement of up to ten objects.</li> <li>• Estimates how many objects they can see and checks by counting them.</li> <li>• Uses the language of 'more' and 'fewer' to compare two sets of objects.</li> <li>• Finds the total number of items in two groups by counting all of them.</li> <li>• Says the number that is one more than a given number.</li> <li>• Finds one more or one less from a group of up to five objects, then ten objects.</li> <li>• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</li> <li>• Records, using marks that they can interpret and explain.</li> <li>• Begins to identify own mathematical problems based on own interests and fascinations.</li> </ul> <p><b>Shape/Space/Measure</b></p> <ul style="list-style-type: none"> <li>• Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</li> <li>• Selects a particular named shape.</li> <li>• Can describe their relative position such as '<i>behind</i>' or '<i>next to</i>'.</li> <li>• Orders two or three items by length or height.</li> <li>• Orders two items by weight or capacity.</li> <li>• Uses familiar objects and common shapes to create and recreate patterns and build models.</li> <li>• Uses everyday language related to time.</li> </ul>	<p><b>Numbers</b></p> <p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p><b>Shape/Space/Measure</b></p> <p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p> <p>They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>

	<ul style="list-style-type: none"> <li>• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</li> <li>• Shows an interest in numerals in the environment.</li> <li>• Shows an interest in representing numbers.</li> <li>• Realises not only objects, but anything can be counted, including steps, claps or jumps.</li> </ul> <p><b>Shape/Space/Measure</b></p> <ul style="list-style-type: none"> <li>• Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li> <li>• Shows awareness of similarities of shapes in the environment.</li> <li>• Uses positional language.</li> <li>• Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> <li>• Shows interest in shapes in the environment.</li> <li>• Uses shapes appropriately for tasks.</li> <li>• Beginning to talk about the shapes of everyday objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to use everyday language related to money.</li> <li>• Orders and sequences familiar events.</li> <li>• Measures short periods of time in simple ways.</li> </ul>	
UW	<p><b>People/communities</b></p> <ul style="list-style-type: none"> <li>• Shows interest in the</li> </ul>	<p><b>People/communities</b></p> <ul style="list-style-type: none"> <li>• Enjoys joining in with family customs and routines.</li> </ul>	<p><b>People/communities</b></p> <p>Children talk about past and present events in their</p>



	<p>lives of people who are familiar to them.</p> <ul style="list-style-type: none"> <li>• Remembers and talks about significant events in their own experience.</li> <li>• Recognises and describes special times or events for family or friends.</li> <li>• Shows interest in different occupations and ways of life.</li> <li>• Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>• Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>• Talks about why things happen and how things work.</li> <li>• Developing an understanding of growth, decay and changes over time.</li> <li>• Shows care and concern for living things and the environment.</li> </ul>	<p><b>The World</b></p> <ul style="list-style-type: none"> <li>• Looks closely at similarities, differences, patterns and change.</li> </ul>	<p>own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><b>The World</b></p> <p>Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>
EAD	<b>Exploring/using</b>	<b>Exploring/using</b>	<b>Exploring/using</b>

	<ul style="list-style-type: none"> <li>• Enjoys joining in with dancing and ring games.</li> <li>• Sings a few familiar songs.</li> <li>• Beginning to move rhythmically.</li> <li>• Imitates movement in response to music.</li> <li>• Taps out simple repeated rhythms.</li> <li>• Explores and learns how sounds can be changed.</li> <li>• Explores colour and how colours can be changed.</li> <li>• Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>• Beginning to be interested in and describe the texture of things.</li> <li>• Uses various construction materials.</li> <li>• Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>• Joins construction pieces together to build and balance.</li> <li>• Realises tools can be used for a purpose.</li> </ul> <p><b>Being Imaginative</b></p> <ul style="list-style-type: none"> <li>• Developing preferences for forms of expression.</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to build a repertoire of songs and dances.</li> <li>• Explores the different sounds of instruments.</li> <li>• Explores what happens when they mix colours.</li> <li>• Experiments to create different textures.</li> <li>• Understands that different media can be combined to create new effects.</li> <li>• Manipulates materials to achieve a planned effect.</li> <li>• Constructs with a purpose in mind, using a variety of resources.</li> <li>• Uses simple tools and techniques competently and appropriately.</li> <li>• Selects appropriate resources and adapts work where necessary.</li> <li>• Selects tools and techniques needed to shape, assemble and join materials they are using.</li> </ul> <p><b>Being Imaginative</b></p> <ul style="list-style-type: none"> <li>• Create simple representations of events, people and objects.</li> <li>• Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li> <li>• Chooses particular colours to use for a purpose.</li> <li>• Introduces a storyline or narrative into their play.</li> <li>• Plays alongside other children who are engaged in the same theme.</li> <li>• Plays cooperatively as part of a group to develop and act out a narrative.</li> </ul>	<p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Being Imaginative</b></p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>
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	<ul style="list-style-type: none"> <li>• Uses movement to express feelings.</li> <li>• Creates movement in response to music.</li> <li>• Sings to self and makes up simple songs.</li> <li>• Makes up rhythms.</li> <li>• Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li> <li>• Engages in imaginative role-play based on own first-hand experiences.</li> <li>• Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</li> <li>• Uses available resources to create props to support role-play.</li> <li>• Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>		
Computing (UW)	<p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</li> <li>• Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> <li>• Shows skill in making toys work by pressing</li> </ul>	<p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Completes a simple program on a computer.</li> <li>• Uses ICT hardware to interact with age-appropriate computer software.</li> </ul>	<p><b>Technology</b></p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>

	<p>parts or lifting flaps to achieve effects such as sound, movements or new images.</p> <ul style="list-style-type: none"> <li>• Knows that information can be retrieved from computers</li> </ul>		
RE	<p><b>People/communities</b></p> <ul style="list-style-type: none"> <li>• Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> </ul> <p><b>Making Relationships</b></p> <ul style="list-style-type: none"> <li>• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul> <p><b>Listening/Attention</b></p> <ul style="list-style-type: none"> <li>• Listens to others one to one or in small groups, when conversation interests them.</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• Beginning to understand 'why' and 'how' questions.</li> </ul>	<p><b>People/communities</b></p> <ul style="list-style-type: none"> <li>• Enjoys joining in with family customs and routines.</li> </ul> <p><b>Making Relationships</b></p> <ul style="list-style-type: none"> <li>• Explains own knowledge and understanding, and asks appropriate questions of others.</li> </ul> <p><b>Listening/Attention</b></p> <ul style="list-style-type: none"> <li>• Maintains attention, concentrates and sits quietly during appropriate activity.</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• Listens and responds to ideas expressed by others in conversation or discussion.</li> </ul>	<p><b>People/communities</b></p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><b>Making Relationships</b></p> <p>They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p><b>Listening/Attention</b></p> <p>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p><b>Understanding</b></p> <p>They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>