

<b>Long Term Curriculum Overview – EYFS Iris Class</b>	<b>Autumn 1</b> 6 weeks, 4 days  <u>TERM 1</u> <b>6<sup>th</sup> Sept – 21<sup>st</sup> Oct</b> <b>Fri 22<sup>nd</sup> Oct – Training</b>	<b>Autumn 2</b> 7 weeks  <u>TERM 2</u> <b>Mon 1<sup>st</sup> Nov – Fri 17<sup>th</sup> Dec</b>	<b>Spring 1</b> 3 days, 5 weeks  <u>TERM 3</u> <b>Tues 4<sup>th</sup> Jan – Training Day</b> <b>Weds 5<sup>th</sup> Jan – Fri 11<sup>th</sup> Feb</b>	<b>Spring 2</b> 4 days, 5 weeks  <u>TERM 4</u> <b>Mon 21<sup>st</sup> Feb – Training</b> <b>Tue 22<sup>nd</sup> Feb – Fri 1<sup>st</sup> April</b>	<b>Summer 1</b> 4 days, 5 weeks  <u>TERM 5</u> <b>Tue 19<sup>th</sup> April – Fri 27<sup>th</sup> May</b>	<b>Summer 2</b> 4 days, 6 weeks  <u>TERM 6</u> <b>Mon 6<sup>th</sup> June – Training</b> <b>Tue 7<sup>th</sup> June – Fri 22<sup>nd</sup> Jul</b>
<b>Topics</b>	<b>Starting School</b> (1 week)  <b>All About Me!</b> (3 weeks)  <b>Harvest Festival</b> (3 weeks)	<b>Julia Donaldson</b> (3 weeks)  <b>Diwali</b> (2 weeks)  <b>Christmas</b> (2 weeks)	<b>Winter Wonderland</b> (3 weeks)  <b>Me and My Senses</b> (2 weeks)  <b>Chinese New Year</b> (1 week)	<b>Toys</b> (2 weeks)  <b>Minibeasts</b> (2 weeks)  <b>Spring</b> (1 week)  <b>Easter</b> (1 week)	<b>People Who Help Us</b> (3 weeks)  <b>Ready, Steady, Grow!</b> (3 weeks)	<b>Down on the farm</b> (4 weeks)  <b>Fun in the Sun!</b> (3 weeks)
<b>Lead Texts</b>	<u>Starting School</u> •My First Day at school •Going to school •Billy and the big new school  <u>All About Me</u> •My Family, Your Family •Owl Babies •Stickman  <u>Harvest Festival</u> •Non-fiction information •The Little Red Hen  <u>Autumn</u> •Little Acorn	<u>Julia Donaldson</u> •Room on the Broom •The Gruffalo •The Smeds and the Smoos  <u>Diwali</u> •Non-fiction: Let's Celebrate Diwali (CBeebies) •Dipal's Diwali  <u>Christmas</u> •Christmas Story	<u>Winter Wonderland</u> •The Snowman DVD •One Winter's Day •The Gruffalo's Child •Little Snowflake  <u>Me and My Senses</u> •We're Going on a Bear Hunt  <u>Chinese New Year</u> •Chinese New Year Story	<u>Toys</u> •The Paper Dolls  <u>Minibeasts</u> •What the Ladybird Heard •There Once was a lady who swallowed a fly •Willbee the Bumblebee  <u>Spring</u> •Little Raindrop  <u>Easter</u> •The Easter Story	<u>People Who Help Us</u> •Non-fiction texts based around different occupations  <u>Ready, Steady, Grow!</u> •Non-fiction: How do Flowers Grow? By Usborne •Jack and the Beanstalk	<u>Down on the Farm</u> •Non-fiction texts about farm animals •Fix It Duck •Duck in a Truck •Super Duck •Farmer Duck  <u>Life Cycles</u> •Life Cycle of a Frog •The Very Hungry Caterpillar  <u>Fun in the Sun</u> •The Rainbow Fish •Tiddler •The Singing Mermaid
<b>Poetry</b>	<ul style="list-style-type: none"> <li>• <b>A First Poetry Book</b> by Pie Corbett</li> <li>• <b>Poems to Perform: A Classic Collection</b> by Julia Donaldson</li> <li>• <b>Poems Out Loud! First Poems to Read and Perform</b> by Ladybird</li> </ul>					
<b>Visits/Visitors</b>	<b>Harvest Festival</b> Celebration to parents <b>Visit:</b> Kettering library Kettering Art Gallery	<b>Christmas Nativity</b> Production to parents	<b>Visit:</b> Corby Cube Theatre - The Smeds and the Smoos	<b>Visit:</b> Local park	<b>Visitors in school:</b> Firefighters Police Vets Dentist Nurse	<b>Visit:</b> West Lodge Farm

## Communication and Language

<b>Communication and Language</b>	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the <b>conversations</b> they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By <b>commenting</b> on what children are interested in or doing, and <b>echoing back</b> 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, non-fiction, rhymes and poems</b>, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, <b>storytelling</b> and <b>role play</b>, where children share their ideas with support and modelling from their teacher, and <b>sensitive questioning</b> that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>		
<b>Checkpoints</b>	<p><u>Listening, Attention and Understanding</u></p> <p>I can demonstrate good listening behaviours            I can follow simple instructions (with two or more parts) reliably            I engage in story times            I like to join in with familiar songs and rhymes            I can wait and take turns in conversation</p> <p>Golden rules            Key phrases "Good listening, good looking"            Daily story time            Nursery Rhymes            Harvest Songs            Christmas Songs            Positive Praise            Class Dojo</p> <p><u>Speaking- ELG</u>            I am starting to share my ideas with familiar adults            I can talk to others (adults and children)            I use talk to organise my thoughts            I can listen to and talk about stories, rhymes and non-fiction            I can share my ideas using talk as a tool            I can say how I feel using talk as a tool</p> <p>Small world            Role play            Back and forth interactions with adults and peers            Show and Tell/Care &amp; Share Bear            Poetry Fridays</p>	<p><u>Listening, Attention and Understanding</u></p> <p>I can respond to what I have heard by asking questions and saying what I think            I can say what I think            I ask questions about what I have heard            I can respond to what others say</p> <p>Circle Time            Talking Partners/Small group work            Jigsaw Genie            Curiosity Cube            Story time</p> <p><u>Speaking- ELG</u>            I can share my ideas in small groups            I can share my ideas with familiar adults            I can explain events that have already happened in detail            I can engage in stories, rhymes and non-fiction sharing my ideas about them            I can start to use full sentences            I am starting to use past, present and future tenses</p> <p>Retelling stories            Modelling language/sentence structure            Tenses            Discussing stories            Recalling past events            Show and Tell/Care &amp; Share Bear            Poetry Fridays</p>	<p><u>Listening, Attention and Understanding</u></p> <p>I can listen carefully            I can respond with questions, comments and actions            I can make comments about what I have heard            I can ask questions to help me understand            I can engage in conversation with my friends and teachers</p> <p>Curiosity Cube            Whole class/group discussions            Responding to key texts            Making predictions            Likes/dislikes</p> <p><u>Speaking- ELG</u>            I can take part in whole class and group discussions            I can explain why things happen/ might happen            I can use vocabulary from stories, non-fiction, rhyme and poems            I can express ideas and feelings            I can use full sentences using past, present and future tenses            I can use conjunctions (with support and modelling) to connect my ideas</p> <p>Fiction, non-fiction, poems            New vocabulary            Tenses            'and' and 'because'            Show and Tell/ Care &amp; Share Bear            Poetry Fridays</p>

<b>Role Play</b>	Fruit and Veg Shop/Home Corner	Room on the Broom Santa's Grotto	Winter Wonderland Chinese Takeaway	Toy Shop Florist	Doctor's Surgery Garden Centre	Vets Pirates and Mermaids
<b>Development Matters</b>	<ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> <li>• Develop social phrases.</li> <li>• Engage in story times.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>					
<b>ELG</b>	<b>Listening, Attention and Understanding</b>			<b>Speaking</b>		
	<p><b>CALLAU1</b> 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;</p> <p><b>CALLAU2</b> Make comments about what they have heard and ask questions to clarify their understanding;</p> <p><b>CALLAU3</b> Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>			<p><b>CALS1</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p><b>CALS2</b> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> <p><b>CALS3</b> 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.</p>		

## Personal, Social and Emotional Development

<b>Personal, Social and Emotional Development</b>	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead <b>healthy and happy lives</b>, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. <b>Strong, warm and supportive relationships</b> with adults enable children to learn how to <b>understand their own feelings</b> and those of others. Children should be supported to <b>manage emotions</b>, develop a <b>positive sense of self</b>, set themselves simple <b>goals</b>, have <b>confidence</b> in their own abilities, to <b>persist</b> and <b>wait for what they want</b> and direct attention as necessary. Through adult modelling and guidance, they will learn how to <b>look after their bodies</b>, including <b>healthy eating</b>, and <b>manage personal needs</b> independently. Through supported <b>interaction with other children</b>, they learn how to make good <b>friendships</b>, <b>co-operate</b> and <b>resolve conflicts</b> peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>		
<b>Checkpoints</b>	<p><u>Self-Regulation</u> <b>Feelings and behaviour regulation</b> I can identify a range of different feelings</p> <p><b>Working for goals</b> I can keep on trying when I find something difficult</p> <p><b>Focused attention</b> I am starting to sit and listen more consistently during adult focus time I can follow simple instructions</p>	<p><u>Self-Regulation</u> <b>Feelings and behaviour regulation</b> I can say how others are feeling based on their expressions and actions</p> <p><b>Working for goals</b> I can say what I am good at and what I would like to improve</p> <p><b>Focused attention</b> I can sit and listen during adult focus time I can follow instructions with two or more parts</p>	<p><u>Self-Regulation</u> <b>Feelings and behaviour regulation</b> I can say how I and others are feeling I can show my understanding of feelings by changing my behaviour</p> <p><b>Working for goals</b> I can set myself goals I can wait for my requests and needs to be met</p> <p><b>Focused attention</b> I can listen to and respond to adults I can follow instructions accurately (several ideas/ actions)</p>
	<p><u>Managing Self</u> I am starting to try new activities I am starting to be aware of rules in the school and classroom I can dress and undress for PE etc. I am starting to know ways to stay healthy</p>	<p><u>Managing Self</u> I can keep on trying even when I am finding something difficult I can follow the school and class rules I can talk about the school and class rules I can talk about what is right and wrong I can say how I keep myself healthy e.g. diet, oral health, hand washing, exercise, etc.</p>	<p><u>Managing Self</u> I can try new activities I can show resilience and perseverance when things are difficult I can explain and follow rules (in the classroom and around school) I can show I know right from wrong by my behaviour I can manage my own basic hygiene and personal needs e.g. toileting and dressing I can explain healthy food</p>
	<p><u>Building Relationships</u> I can play with a small group of children, sharing ideas I am starting to form good relationships with the familiar adults in my class I can express and identify my feelings I can express my basic needs to familiar adults e.g. ask to go to the toilet, etc.</p>	<p><u>Building Relationships</u> I can use words to help solve conflicts with others I can work well with others listening and sharing ideas I can show friendly behaviour in the classroom and around school I am developing friendships with lots of different people I can identify how others feel and respond to them appropriately</p>	<p><u>Building Relationships</u> I can work with others in a group I can play with others, take turns and share I can form good relationships with the adults in the classroom and around school I have lots of friends and positive friendships I know what my own needs are and can share them I am sensitive to the needs of others</p>

<b>Jigsaw</b>	<b>Me in my world</b> <ul style="list-style-type: none"> <li>• Developing relationships</li> <li>• Understanding feelings • Managing behaviour – using gentle words and hands</li> </ul>	<b>Celebrating difference</b> <ul style="list-style-type: none"> <li>• Uniqueness – what makes me special</li> <li>• Families and homes</li> <li>• Making friends</li> <li>• Anti-bullying week</li> </ul>	<b>Dreams and Goals</b> <ul style="list-style-type: none"> <li>• Never giving up</li> <li>• Goal setting</li> <li>• Overcoming obstacles</li> <li>• Internet safety day</li> </ul>	<b>Healthy me</b> <ul style="list-style-type: none"> <li>• Making friends</li> <li>• Dealing with falling out</li> <li>• Being a good friend</li> </ul>	<b>Relationships</b> <ul style="list-style-type: none"> <li>• My body and being healthy</li> <li>• Growing up</li> <li>• Changes and getting used to these</li> </ul>	<b>Changing me</b> <ul style="list-style-type: none"> <li>• My body and exercise</li> <li>• Food and teeth cleaning</li> <li>• Sleep</li> <li>• Stranger Danger</li> <li>• Health Week</li> </ul>
	<b>Following Instructions – one step</b> Following rules Listening games Tidying up “Happy and Safe” “Kind Hands” Healthy Choices – Introduction to healthy eating, exercise, drinking water, sleep Forming relationships with parents and children Strategies for staying calm Taking turns Toileting needs Regular handwashing		<b>Following Instructions – two step</b> Jigsaw – Class Charter Talk about feelings and share opinions PE – Undressing and dressing with minimal support Sharing home learning and achievements on Tapestry Care and Share Bear Show and Tell Self-evaluate work Problem Solving tasks It's ok to make mistakes		<b>Dentist - Toothbrushing</b> Oral Health Positive friendships Group work PE – Undressing and dressing independently	
<b>Development Matters</b>	<ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs – Personal Hygiene</li> <li>• Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating</li> <li>- toothbrushing</li> <li>- sensible amounts of 'screen time'</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian</li> </ul> </li> </ul>					
<b>ELG</b>	<b>Building Relationships</b> <b>PSEDBR1</b> Work and play cooperatively and take turns with others; <b>PSEDBR2</b> Form positive attachments to adults and friendships with peers; <b>PSEDBR3</b> Show sensitivity to their own and to others' needs.		<b>Self-regulation</b> <b>PSEDSR1</b> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; <b>PSEDSR2</b> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; <b>PSEDSR3</b> 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.		<b>Managing Self</b> <b>PSEDMS1</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; <b>PSEDMS2</b> Explain the reasons for rules, know right from wrong and try to behave accordingly; <b>PSEDMS3</b> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	

## Physical Development

<b>Physical Development</b>	<p><i>Physical activity is vital in children's all-round development, enabling them to pursue <b>happy, healthy and active lives</b>. <b>Gross and fine</b> motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a child's <b>strength, co-ordination</b> and positional awareness through tummy time, crawling and play movement with both objects and adults. By <b>creating games</b> and providing opportunities for <b>play both indoors and outdoors</b>, adults can support children to develop their <b>core strength, stability, balance, spatial awareness, co-ordination and agility</b>. Gross motor skills provide the foundation for developing <b>healthy bodies</b> and <b>social and emotional wellbeing</b>. Fine motor control and precision helps with <b>hand-eye co-ordination</b> which is later linked to early literacy. Repeated and varied opportunities to explore and play with <b>small world</b> activities, <b>puzzles, arts and crafts</b> and the practise of <b>using small tools</b>, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b>.</i></p>		
<b>Check points</b>	<p><b>Gross Motor</b> I can use lots of different ways of moving appropriately I can climb over, under and through obstacles</p> <p>Ribbons Hoops and beanbags Chalks Paintbrushes and water Bikes Outdoor equipment</p> <p><b>Fine Motor</b> I can show good pencil control when mark making and drawing I can use cutlery and other one handed equipment</p> <p>Mark Making: - Paintbrushes and water - Chalks - Easels - Writing area</p> <p>Cutlery – Lunchtime Chopping – Fruit salad Funky Fingers (lacing, beads and tweezers, threading etc) Putting on coats/Doing up zips Pencil Hold</p>	<p><b>Gross Motor</b> I can throw, kick, pass and catch a large ball I can move and use both large and smaller scale equipment (building blocks etc)</p> <p>Construction Area: - Bricks, stones, pebbles, tyres, rocks Balls Construction (Duplo, Lego, Popoids etc.) Netball sticks and balls</p> <p><b>Fine Motor</b> I can sit at a table to write I can hold a pencil in a tripod grip I can use scissors</p> <p>RWI 3 Friends hold – Kinetic Letters Scissor skills – Snips in paper, scissor hold Stencils Playdough Draw freely Dressing and undressing dolls Spray bottles Guided writing and drawing</p>	<p><b>Gross Motor</b> I can travel around space and obstacles safely I can show strength, balance and co-ordination in movement I can move in different ways- run, jump, skip, climb</p> <p><b>Fine Motor</b> I can hold a pencil effectively (tripod) I can use a range of tools e.g. scissors I can draw with accuracy</p> <p>3 Friends hold – Kinetic Letters Clay tools - Sculpture Scissor skills – Control and accuracy Junk modelling Draw with Rob</p>

<b>Kinetic Letters</b>	<b>Making bodies stronger</b> Physical strengthening of the body Motor and spatial preparation		<b>Learning the letters</b> Dynamic movements for learning letter shapes Sensory experiences for memory and recall		<b>Holding the pencil</b> Optimal pencil hold for speed and legibility Diagnostic photos for addressing issues		<b>Flow and fluency</b> Speed and stamina developed Economy of movement and use of rhythm for speed Joining letters in a 12 week programme	
	<ul style="list-style-type: none"> <li>•Fundamental movements</li> <li>•Spatial awareness</li> </ul>		<ul style="list-style-type: none"> <li>•Apparatus</li> <li>•Ball Skills</li> </ul>		<ul style="list-style-type: none"> <li>•Gymnastics</li> <li>•Dance</li> </ul>		<ul style="list-style-type: none"> <li>•Sports Day Games</li> </ul>	
<b>Development Matters</b>	<ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</li> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• 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> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Combine different movements with ease and fluency.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• Develop overall body-strength, balance, co-ordination and agility.</li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>• Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene</li> </ul>							
<b>ELG</b>	<b>Gross Motor Skills</b>				<b>Fine Motor Skills</b>			
	<p><b>PDGMS1</b> Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p><b>PDGMS2</b> Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>				<p><b>PDFS1</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p> <p><b>PDFS2</b> Use a range of small tools, including scissors, paint brushes and cutlery;</p> <p><b>PDFS3</b> Begin to show accuracy and care when drawing.</p>			

## Literacy

### Literacy

It is crucial for children to **develop a life-long love of reading**. Reading consists of two dimensions: **language comprehension** and **word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when **adults talk with children** about the world around them and the books (stories and non-fiction) they **read with them**, and **enjoy rhymes, poems and songs** together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding**) and the speedy recognition of familiar printed words. Writing involves transcription (**spelling** and **handwriting**) and composition (articulating ideas and structuring them in **speech**, before writing)

### Checkpoints

#### Writing

##### Letter Formation

I can write some lower case letters correctly  
I can write some upper case letters that I know (e.g. name, Mum, Dad, sibling name, etc)

##### Spelling

I can identify known letters to match initial sounds  
I can match set 1 single letters and sounds  
I can write CVC words and labels e.g. c-a-t (Set 1: m – h)

##### Composition

I can write simple labels  
I can start to write simple captions  
I can say a simple sentence for writing (oral and count words)

#### Writing

##### Letter Formation

I can write most lower case letters correctly  
I can write some upper case letters correctly  
I can use a tripod grip

##### Spelling

I can match set 1 letters and sounds (including digraphs)  
I can write CVC words and labels (Set 1: m - nk)  
I can spell some tricky words

##### Composition

I can write captions  
I can write short sentences  
I can start to use finger spaces between my words  
I can read sentences back

#### Writing

##### Letter Formation

I can write most upper and lower case letters correctly  
I can hold my pencil in a good tripod grip

##### Spelling

I can write CVC words with sounds and letters I know (Set and Set 2)  
I can write tricky words

##### Composition

I can write simple sentences  
I can read my own sentences  
My teacher can read my sentences

#### Reading

##### Comprehension (Understanding & retelling)

I can retell the key events in stories  
I am starting to recall facts from non-fiction

##### Comprehension (Prediction)

I can talk about what has happened in the story so far

##### Comprehension (Vocabulary)

I can listen carefully to stories, rhymes, non-fiction and songs

#### Reading

##### Comprehension (Understanding & retelling)

I can retell key events from stories I have read  
I can describe the key events in detail  
I can recall facts from a non-fiction book

##### Comprehension (Prediction)

I can say what might happen next linked to other similar stories

##### Comprehension (Vocabulary)

I can talk about stories, rhymes, non-fiction and songs

#### Reading

##### Comprehension (Understanding & retelling)

I can explain what I have read or has been read to me  
I can retell simple stories  
I can recall facts from information

##### Comprehension (Prediction)

I can say what I think might happen next

##### Comprehension (Vocabulary)

I can use new vocabulary throughout my play

	<p><u>Word Reading</u>  <b>Grapheme- Phoneme matching</b>  I can match some of the set 1 letters and sounds</p> <p><b>Blending and Segmenting</b>  I can say the sounds in CVC words containing the sounds I know  I can start to blend the sounds together  I can segment and blend CVC words  I can read some red and green words  I am starting to read captions e.g. the cat and the dog</p>	<p><u>Word Reading</u>  <b>Grapheme- Phoneme matching</b>  I can match most of the set 1 letters and sounds  I can match some of the set 2 letter and sounds  I can start to identify some digraphs</p> <p><b>Blending and Segmenting</b>  I can segment the sounds in CVC words for reading  I can blend the sounds in CVC words for reading  I can segment and blend simple words matched to my phonics knowledge  I can read captions  I can read most red and green words</p>	<p><u>Word Reading</u>  <b>Grapheme- Phoneme matching</b>  I can match the letter and sound for most of the set 1 and set 2 letters and sounds  I can match the letter and sound for at least 10 digraphs</p> <p><b>Blending and Segmenting</b>  I can read CVC words containing set 1 and set 2 sounds  I can read CVC words containing known digraphs  I can read simple sentences and books matched to my phonics  I can read red and green words confidently</p>
<b>RWI</b>	<p><u>Set 1 Sounds:</u> m a s d t / i n p g o / c k u b / f e l h s h r / j v y w / t h z c h q u x n g n k  <u>Set 2 Sounds:</u> ay ee igh ow oo oo ar or air ir ou oy</p>		
<b>Development Matters</b>	<ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school's phonic programme.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul>		
<b>ELG</b>	<p style="text-align: center;"><b>Comprehension</b></p> <p><b>LC1</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  <b>LC2</b> Anticipate – where appropriate – key events in stories.  <b>LC3</b> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p style="text-align: center;"><b>Word Reading</b></p> <p><b>LWR1</b> Say a sound for each letter in the alphabet and at least 10 digraphs.  <b>LWR2</b> Read words consistent with their phonic knowledge by sound-blending.  <b>LWR3</b> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p style="text-align: center;"><b>Writing</b></p> <p><b>LW1</b> Write recognisable letters, most of which are correctly formed.  <b>LW2</b> Spell words by identifying sounds in them and representing the sounds with a letter or letters.  <b>LW3</b> Write simple phrases and sentences that can be read by others.</p>

## Mathematics

### Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to **count** confidently, develop a **deep understanding of the numbers to 10**, the **relationships between them** and the **patterns** within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives**, including small **pebbles** and **ten-frames** for organising counting - children will develop a secure base of knowledge and **vocabulary** from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including **shape, space and measures**. It is important that children develop **positive attitudes** and interests in mathematics, **look for patterns and relationships**, spot connections, **'have a go'**, **talk** to adults and peers about what they notice and not be **afraid to make mistakes**.

Number  
**Numbers to 10 and subitising**  
 I can count to 5 using different mathematical resources  
 I can match numeral and quantity to 5  
 I can quickly say how many there are (up to 3) in different arrangements

**Calculation**  
 I can start to show how numbers can be made up  
 e.g. 1 and 3 is 4 and know there is more than one way of doing this

Number  
**Numbers to 10 and subitising**  
 I can count objects, claps, movements up to 10  
 I can match numeral and quantity (within 10)  
 I can quickly say how many there are (up to 5)

**Calculation**  
 I can recall number bonds to 5  
 I can start to give some linked subtraction facts  
 I can start to recall some double facts e.g. 1 and 1 is 2

Number  
**Numbers to 10 and subitising**  
 I can show how numbers to 10 are made up using different models e.g. part whole, tens frame  
 I can recognise the numerals to 10 and match to quantity consistently  
 I can recognise quantities up to 5 without counting

**Calculation**  
 I can recall number bonds up to 5 and some to 10  
 I can match subtraction facts with number bonds  
 I can recall some double facts within 10

Numerical patterns  
**The Number System**  
 I can count to 10 by rote

**Comparison**  
 I can compare manipulatives (e.g. saying when one tower is bigger/smaller)  
 I can find one more/ one less using resources

**Patterns**  
 I can continue and copy patterns  
 I can create my own patterns

Numerical patterns  
**The Number System**  
 I can count to 20, knowing the teen numbers

**Comparison**  
 I can compare two quantities saying when one is bigger/smaller/same  
 I can say a number that is one more/ less without resources

**Patterns**  
 I can spot errors in the pattern  
 I can name my pattern e.g. ABAB  
 I can start to identify odd and even numbers linked to sharing

Numerical patterns  
**The Number System**  
 I can count beyond 20

**Comparison**  
 I can compare quantities using greater/ more than, fewer/ less than, the same/ equal

**Patterns**  
 I can show patterns in numbers to 10  
 I can talk about odd and even numbers  
 I can say double facts  
 I can share equally

<b>Power Maths</b>	<b>Unit 1</b> – Numbers to 5  <b>Unit 2</b> – Sorting	<b>Unit 3</b> – Shape (2D and 3D)  <b>Unit 4</b> – Change within 5  <b>Unit 5</b> – Number bonds within 5  <b>Unit 6</b> - Space	<b>Unit 7</b> – Numbers to 10  <b>Unit 8</b> – Comparing numbers within 10  <b>Unit 9</b> – Addition to 10  <b>Unit 10</b> – Measure (Length, height and weight)	<b>Unit 11</b> – Number bonds to 10  <b>Unit 12</b> – Subtraction  <b>Unit 13</b> – Exploring patterns	<b>Unit 14</b> – Counting on and counting back  <b>Unit 15</b> – Numbers to 20  <b>Unit 16</b> – Numerical Patterns	<b>Unit 17</b> – Shape (Composing and decomposing shapes)  <b>Unit 18</b> – Measure  <b>Unit 19</b> – Sorting  <b>Unit 20</b> - Time
<b>Development Matters</b>	<ul style="list-style-type: none"> <li>• Count objects, actions and sounds.</li> <li>• Subitise.</li> <li>• Link the number symbol (numeral) with its cardinal number value.</li> <li>• Count beyond ten.</li> <li>• Compare numbers.</li> <li>• Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>• Explore the composition of numbers to 10.</li> <li>• Automatically recall number bonds for numbers 0–10.</li> <li>• Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> <li>• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>• Continue, copy and create repeating patterns.</li> <li>• Compare length, weight and capacity.</li> </ul>					
<b>ELG</b>	<p style="text-align: center;"><b>Number</b></p> <p><b>MNu1</b> Have a deep understanding of number to 10, including the composition of each number.</p> <p><b>MNu2</b> Subitise (recognise quantities without counting) up to 5.</p> <p><b>MNu 3</b> 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.</p>			<p style="text-align: center;"><b>Numerical Patterns</b></p> <p><b>MNP1</b> Verbally count beyond 20, recognising the pattern of the counting system.</p> <p><b>MNP2</b> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p><b>MNP 3</b> Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>		

## Expressive Arts and Design

<b>Expressive Arts and Design</b>	<p>The development of children's artistic and cultural awareness supports their <b>imagination</b> and <b>creativity</b>. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a <b>wide range of media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression</b>, <b>vocabulary</b> and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>		
<b>Checkpoints</b>	<p><u>Creating with materials</u>                      I can use various tools for artwork and design e.g. playdough tools                      I can select my own art and design materials to create with                      I can tell others what my artwork is and signal key parts e.g. this is mummy, this is her hair etc.                      I am starting to recreate familiar stories (with adult support)</p> <p style="color: red;">Playdough                      Cutlery - lunchtimes                      Arts and crafts station                      Selecting own resources                      Scissor skills                      Construction</p>	<p><u>Creating with materials</u>                      I can use scissors and one handed tools to create art safely and more accurately (playdough tools, paintbrushes etc.)                      I am able to combine different techniques e.g. collage, paint, crayon, clay to create art                      I can talk about my artwork or designs- linked to some of the materials/ techniques I used                      I can use materials and props to retell stories and create imaginary situations linked to what I know</p> <p style="color: red;">Scissor skills                      Playdough tools                      Free painting – easels                      Clay                      Dressing up clothes                      Construction</p>	<p><u>Creating with materials</u>                      I can safely use tools e.g. scissors                      I can explore using materials and techniques                      I can design art/ a product thinking about colour, texture and function                      I can explain what I have made                      I can talk about how I made it                      I can use props and materials when I am role playing familiar stories</p> <p style="color: red;">Scissor skills                      Playdough                      Dressing up/Props                      Construction</p>
	<p><u>Being imaginative and expressive</u>                      I can recount and retell familiar stories with my friends and adults (small world/ role play)                      I can role play imaginary scenarios linked to experiences                      I know some popular songs and can sing them supported by an adult                      I can listen and respond to sounds                      I can sing with others and supported by an adult</p> <p style="color: red;">Small world                      Role play area                      Nursery Rhymes                      Harvest Songs                      Christmas nativity songs                      Charanga                      Nativity Production</p>	<p><u>Being imaginative and expressive</u>                      I can adapt well known stories and narratives and small world/ role play them with others                      I can use what I know and have read to help create my own stories                      I can sing well known songs in a group or alone and match the pitch and melody                      I can listen carefully to music and start to move to it                      I can join in with singing and dancing</p> <p style="color: red;">CD player                      Microphones                      Small world                      Role play area                      Charanga</p>	<p><u>Being imaginative and expressive</u>                      I can adapt and recount narratives and stories with my friends and adults                      I can invent my own stories                      I can sing well known nursery rhymes                      I can sing some familiar songs.                      I can perform songs, rhymes, poems and stories alone and with others                      I can try to move in time with music</p> <p style="color: red;">Small world                      Role play area                      Charanga</p>

DT	<u>Cooking and Nutrition</u> Talk about healthy and unhealthy foods Talk about having a good balance Talk about likes and dislikes Make a Fruit Salad – Use safety knives with care and precision	<u>Diwali</u> Clay – Diva lamps Look at designs for inspiration Use a range of tools with care Discuss problems as they arise Joining together – wet clay	<u>Food</u> Tasting Chinese food  <u>Food</u> Pancakes	<u>Food</u> Easter Nests	<u>Structure</u> <u>People Who Help Us</u> Think about and discuss what they will make Design and make a vehicle Use different joining techniques – tape, glue Show and tell vehicle Explain what they've made and how they made it	<u>Design a boat that floats</u> Design and make a boat that floats Choose materials Explain why they have chosen material What went well? What could be improved?
Art	<b>Drawing</b> <b>What is drawing?</b> <ul style="list-style-type: none"> <li>Know that drawing tools create marks.</li> <li>Know the names of different drawing tools including chalk, charcoal and pencils.</li> <li>Know where chalk and pencils come from.</li> </ul> Christmas Cards Firework art Christmas Crafts Pencils, crayons, pastels, chalks, felt tips, pen Self-portraits/Family pictures		<b>Painting</b> <b>How can paint be applied in different ways to create different textures?</b> <ul style="list-style-type: none"> <li>Know about the work of Jackson Pollock and experiment with his style of work.</li> <li>Know about the work of Wassily Kandinsky and experiment with his style of work.</li> <li>Understand properties of poster paint and how adding more/less water can change its thickness.</li> </ul> Winter Art Mother's Day gifts/Cards (Decorating fabric heart) Bear Hunt Collage – Materials Chinese Symbols Painting – brushes, sponges, fingers, objects		<b>Sculpture</b> <b>What is sculpture?</b> <ul style="list-style-type: none"> <li>Know that 3D pieces of art work are known as sculptures.</li> <li>Know that sculptures come in many shapes and sizes</li> </ul> Father's Day gifts/Cards (Threading using a needle) Plant drawings Sand art – Seaside Eric Carle – Hungry Caterpillar Weaving paper and twigs Collages – layering textures	
Charanga Music	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
Development Matters	<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively sharing ideas, resources and skills.</li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Develop storylines in their pretend play.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul>					
ELG	<b>Creating with Materials</b> <b>EADCM1</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <b>EADCM 2</b> Share their creations, explaining the process they have used. <b>EADCM 3</b> Make use of props and materials when role playing characters in narratives and stories.			<b>Being Imaginative and Expressive</b> <b>EADBIE1</b> Invent, adapt and recount narratives and stories with peers and their teacher. <b>EADBIE2</b> Sing a range of well-known nursery rhymes and songs. <b>EADBIE3</b> Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.		

## Understanding the World

<b>Understanding the World</b>	<p><i>Understanding the world involves guiding children to <b>make sense of their physical world</b> and their <b>community</b>. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from <b>visiting parks, libraries and museums</b> to <b>meeting important members of society</b>, such as police officers, nurses and firefighters. In addition, listening to a broad selection of <b>stories, non-fiction, rhymes and poems</b> will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their <b>familiarity with words</b> that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</i></p>					
<b>Checkpoints</b>	<p><u>Past and Present</u>                      I can talk about changes that have happened to me throughout my life                      I can talk about my family and people in the community and their roles                      I am becoming more aware of the past linked to myself and my family and how it has changed                      I can talk about what I can see in pictures of the past</p>		<p><u>Past and Present</u>                      I can talk about changes that have happened within my family's lifetimes e.g. talking to grandparents about holidays etc.                      I can talk about the past e.g. no television, different toys/ clothes using photos and physical artefacts                      I can talk about what I have heard and seen in stories and picture books and how this is different/ the same</p>		<p><u>Past and Present</u>                      I can talk about the lives of people I am familiar with                      I can talk about the roles of people in society                      I can give similarities and differences between the past and now                      I can talk about the past using books and stories talking about the characters, settings and events</p>	
	<p><u>People, cultures and communities</u>                      I can make detailed observations of the world around me thinking about my senses- feel, hear, see, smell                      I am starting to explore the natural world                      I can talk about how different people celebrate                      I can start to use stories and pictures to talk about differences in life in other countries</p>		<p><u>People, cultures and communities</u>                      I can explore and talk about the natural world using what I know from stories/ non-fiction                      I can draw information from a simple map                      I can talk about some special places for people in our and other communities                      I can start to talk about the differences in lives in other countries</p>		<p><u>People, cultures and communities</u>                      I can describe the school environment using what I know from</p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Discussion</li> <li>• Stories/ non-fiction</li> <li>• Maps</li> </ul> <p>I can talk about religion and culture within my country (UK)                      I can talk about what is the same and different in life in this country and in other countries</p>	
	<p><u>The Natural World</u>                      I can describe what I can see, hear and feel outside                      I can talk about the area I live in, including the weather etc.                      I can talk about forces I feel e.g. push, pull etc.                      I can talk about the differences in materials</p>		<p><u>The Natural World</u>                      I can describe animals and plants (both from photos and real life experiences)                      I can describe my own environment and local area                      I can describe another environment e.g. desert, Arctic etc.                      I can talk about the weather linked to seasonal change                      I can talk about changes e.g. freezing, melting (linked to baking, paint mixing, mud play, etc.)</p>		<p><u>The Natural World</u>                      I can explore the natural world                      I can make observations of animals and plants and use these observations to draw pictures                      I can contrast the natural world around me with different environments                      I can talk about some of the changes in the natural world (including seasons and changing states of matter)</p>	
<b>Geographical Knowledge</b>	<p><b>Locational Knowledge</b>                      Experience different environments:                      - Classroom                      - Hall</p>	<p><b>Natural Geography</b>                      Observe the natural world                      Discuss how the Seasons change,</p>	<p><b>Place Knowledge</b>                      We're Going on a Bear Hunt                      Describing different environments</p>	<p><b>Locational Knowledge</b>                      Walk to the park – describe immediate environment</p>	<p><b>Beebots</b>                      Complete a simple BeeBot program using a grid map or carpet squares.</p>	<p><b>Place Knowledge</b>                      Compare seaside town to Kettering town</p>

	- Field	<p>talking about the weather</p> <p>Note and record the weather</p> <ul style="list-style-type: none"> <li>- Weather charts</li> <li>- Rain gauge</li> </ul>	<p>Forest, cave, grass, river, snowstorm</p> <p>Compare and contrast</p>	<p>What can you see in our local area?</p> <p>Name road and town</p> <ul style="list-style-type: none"> <li>- Packer Road</li> <li>- Kettering</li> </ul> <p><b>Fieldwork</b></p> <p>Look at aerial views of school</p> <p>What do you notice? (eg. buildings, open space, roads)</p> <p>Draw a map of their classroom/school</p>		<p>Use specific vocabulary to describe contrasting location</p> <p>Use video clips and images to bring the wider world into the classroom</p> <p>Non-fiction texts</p>
<b>Historical Knowledge</b>	<p><b>Family Tree</b></p> <p>My Family, Your Family</p> <p>Who is in your family?</p> <p>Family tree</p> <p>Family photos – listening to others</p> <p>Circle time discussion</p> <p>All families are different</p> <p>Everyone is special – Use key text to share examples of different families</p> <p>Share info about own family</p> <p>Ch can ask questions and make comments</p>			<p><b>Toys</b></p> <p>Talk about past (no TV, different toys, different clothes)</p> <p>Talking with grandparents</p> <p>Pictures, artefacts and stories</p> <p>Similarities/ Differences</p> <p>Sorting old and new</p>	<p><b>People Who Help Us</b></p> <p>Talk about different roles in society:</p> <ul style="list-style-type: none"> <li>- Doctors</li> <li>- Nurses</li> <li>- Fire Fighters</li> <li>- Vets</li> <li>- Police</li> </ul> <p>Visitors in school</p> <p>Share own experiences</p>	
<b>Scientific Knowledge</b>		<p><b>Diwali</b></p> <p>Light and Dark</p> <p>Shadows</p> <p>Torches – How they work</p> <p><b>Christmas</b></p> <p>Forces - Push and pull</p> <p>Magnets</p>	<p><b>Winter Wonderland</b></p> <p>Water freezing</p> <p>Ice melting</p> <p><b>Arctic</b></p> <p>Arctic animals - Drawing</p> <p>Location</p> <p>Name animals – Penguin, Polar Bear, Arctic Hare, seal, walrus</p> <p>Describe environment</p> <p>Similarities and differences</p> <p>Compare with Dessert</p> <p>Non-fiction texts</p>	<p><b>Minibeasts</b></p> <p>Naming minibeasts – Spider, snail, beetle, fly, ant, bee, wasp, worm, dragonfly etc.</p> <p>Describing minibeasts</p> <p>Sorting into groups</p> <p>All insects have 6 legs</p> <p>Fact booklet</p> <p>Non-fiction texts</p> <p><b>Baking</b></p> <p>Melting chocolate for Easter Nests</p>	<p><b>Plants</b></p> <p>Observations of plants</p> <p>Drawing plants</p> <p>Plant investigation</p> <p>Name some plants (rose, daffodil, daisy)</p> <p><b>Growing</b></p> <p>Baby, toddler, child, adult, elderly</p> <p>How do we change as we grow?</p> <p>Pictures of us as babies</p>	<p><b>Animals and their young</b></p> <p>Observations of animals</p> <p>Drawing animals</p> <p>Trip to farm</p> <p>Naming farm animals – goat, sheep, duck, pig</p> <p>Matching animal to young</p> <p>Animal Habitats</p> <p><b>Life Cycles</b></p> <p>Frog</p> <p>Caterpillar</p> <p>Non-fiction texts</p>

						<b>Floating and Sinking</b> Investigation
<b>Seasons</b>	<b>Autumn</b> <b>Little Acorn</b> Senses Walk Spot signs of Autumn (leaves changing colour, leaves start to fall) Weather – Colder, windy		<b>Winter</b> <b>Little Snowflake</b> Senses Walk Spot signs of Winter (bare trees, ice, frost, fog, snow) Weather Animals hibernate Plants wilt and turn brown Shorter days – dark earlier	<b>Spring</b> <b>Little Raindrop</b> Senses Walk Spot signs of Spring (buds, new life, baby lambs) Weather – Rain, getting warmer Daffodils Hibernating animals wake up Ponds full of frogspawn		<b>Summer</b> Senses Walk Spot signs of Summer (new leaves on trees, flowers blooming) Weather – Warm, sunny, blue skies Butterflies Green grass Longer days – dark later
<b>RE</b>	<b>Ourselves, Our Families and Our Communities:</b>  Where do we belong?		<b>Celebrations and Special Times:</b>  What happens at a festival?		<b>Celebrations and Special Times:</b>  What happens at a wedding or when a baby is born?	<b>Special Books:</b>  What can we learn from stories from different religions?
<b>Festivals and Celebrations</b>	<b>Harvest Festival</b> September	<b>Halloween</b> Sat 31 <sup>st</sup> October <b>Bonfire Night</b> Thurs 5 <sup>th</sup> November <b>Remembrance Day</b> Sunday 8 <sup>th</sup> November <b>Children in Need</b> Friday 12 <sup>th</sup> <b>Diwali</b> Fri 13 <sup>th</sup> – 16 <sup>th</sup> Nov <b>Christmas</b> December	<b>Chinese New Year</b> Friday 12 <sup>th</sup> Feb <b>Valentine's Day</b> Sunday 14 <sup>th</sup> Feb <b>Pancake Day</b> Tuesday 16 <sup>th</sup> Feb	<b>Mother's Day</b> Sunday 14 <sup>th</sup> March <b>Easter</b> Sunday 4 <sup>th</sup> April	<b>Eid</b> Monday 2 <sup>nd</sup> – 3 <sup>rd</sup> May	<b>Father's Day</b> Sunday 20 <sup>th</sup> June
<b>Development Matters</b>	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Draw information from a simple map.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> </ul>					

	<ul style="list-style-type: none"> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul>		
ELG	<b>Past and Present</b>	<b>People, Culture and Communities</b>	<b>The Natural World</b>
	<p><b>UWPP1</b> Talk about the lives of the people around them and their roles in society.</p> <p><b>UWPP2</b> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p><b>UWPP3</b> Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p><b>UWPCC1</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p><b>UWPCC2</b> 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.</p> <p><b>UWPCC3</b> 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.</p>	<p><b>UWNW1</b> Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p><b>UWNW2</b> 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.</p> <p><b>UWNW3</b> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>