

EYFS Long Term Curriculum Overview	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
<b>Themes</b>	<b>All About Me!</b> (4 weeks)  <b>Harvest Festival</b> (3 weeks)	<b>Diwali – 25<sup>th</sup> Oct</b> (2 weeks)  <b>Julia Donaldson</b> (3 weeks)  <b>Christmas</b> (2 weeks)	<b>Winter Wonderland</b> (3 weeks)  <b>Chinese New Year – 1<sup>st</sup> Feb</b> (1 week)  <b>We're Going on a Bear Hunt</b> (2 weeks)	<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> (3 weeks)  <b>Life Cycles</b> (2 week)  <b>Fun in the Sun!</b> (2 weeks)
<b>Lead Texts</b>  <b>Green</b> Talk Through Stories RWI  <b>Yellow</b> Poetry Time RWI	<u>All About Me</u> •My Family, Your Family • <b>Elmer</b> • <b>My Monster and Me (emotions)</b>  <u>Harvest Festival</u> •Non-fiction information •The Little Red Hen • <b>The Scarecrows Wedding</b>	<u>Diwali</u> •Non-fiction: Let's Celebrate Diwali (CBeebies) •The Best Diwali Ever • <b>Can't you sleep little bear?</b> (Light)  <u>Julia Donaldson</u> • <b>Room on the Broom</b> •The Gruffalo  <u>Christmas</u> •Christmas Story • <b>Owl Babies</b>	<u>Winter Wonderland</u> •One Winter's Day •The Gruffalo's Child <b>Poetry 1 – Bedtime march-past</b>  <u>Chinese New Year</u> •Chinese New Year Story <b>Poetry 2 – Cake-O-Saurus</b>  <u>We're Going on a Bear Hunt</u> •We're Going on a Bear Hunt • <b>Ravi's Roar (emotions)</b>	<u>Toys</u> • <b>Zog</b>  <u>Minibeasts</u> Mad About Minibeasts <b>Poetry 3 – Where Am I?</b>  <u>Spring</u> •Little Raindrop <b>Poetry 4 – The Tiger</b>  <u>Easter</u> •The Easter Story	<u>People Who Help Us</u> •Non-fiction texts based around different occupations • <b>Supertato</b> <b>Poetry 5 – Oh, Oh, the story man</b>  <u>Ready, Steady, Grow!</u> • <b>Gecko's Echo</b> •Jack and the Beanstalk <b>Poetry 6 - Zanzibar</b>	<u>Down on the Farm</u> •Non-fiction texts about farm animals • <b>Farmer Duck</b> • <b>Handa's Hen</b>  <u>Life Cycles</u> •The Very Hungry Caterpillar  <u>Fun in the Sun</u> • <b>The Rainbow Fish</b> • <b>Tiddler</b>
<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> Theatre	<b>Visit:</b> Local park (Spring Walk)	<b>Visitors in school:</b> Firefighters Police Vets Nurse	<b>Visit:</b> West Lodge Farm

## Communication and Language

### Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the **conversations** they have with adults and peers throughout the day in a **language-rich environment** is crucial. By **commenting** on what children are interested in or doing, and **echoing back** what they say with **new vocabulary added**, practitioners will build children's language effectively. **Reading frequently to children**, and **engaging them actively in stories, non-fiction, rhymes and poems**, 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, **storytelling** and **role play**, where children share their ideas with support and modelling from their teacher, and **sensitive questioning** that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

### Checkpoints

#### Listening, Attention and Understanding

- Demonstrate good listening behaviours
- Follow simple instructions (with two or more parts) reliably
- Engage in story times
- Join in with familiar songs and rhymes
- Wait and take turns in conversation

#### Speaking- ELG

- Start to share ideas with familiar adults
- Talk to others (adults and children)
- Use talk to organise thoughts
- Listen to and talk about stories, rhymes and non-fiction
- Share ideas using talk as a tool
- Say how you feel using talk as a tool

#### Listening, Attention and Understanding

- Respond to what you have heard by asking questions and saying what you think
- Say what you think
- Ask questions about what you have heard
- Respond to what others say

#### Speaking- ELG

- Share ideas in small groups
- Share ideas with familiar adults
- Explain events that have already happened in detail
- Engage in stories, rhymes and non-fiction, sharing ideas about them
- Start to use full sentences
- Start to use past, present and future tenses

#### Listening, Attention and Understanding

- Listen carefully
- Respond with questions, comments and actions
- Make comments about what I have heard
- Ask questions to help me understand
- Engage in conversation with my friends and teachers

#### Speaking- ELG

- Take part in whole class and group discussions
- Explain why things happen/ might happen
- Use vocabulary from stories, non-fiction, rhyme and poems
- Express ideas and feelings
- Use full sentences using past, present and future tenses
- Use conjunctions (with support and modelling) to connect my ideas

### Role Play

Kitchen Home Corner

Cafe

Santa's Grotto

Winter Wonderland

Toy Shop

Doctor's Surgery

Garden Centre

Vets

### Development Matters

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.

	<ul style="list-style-type: none"><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>		
ELG	Listening, Attention and Understanding		Speaking
	<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			
Personal, Social and Emotional Development	<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>		
Checkpoints	<p><u>Self-Regulation</u></p> <p><b>Feelings and behaviour regulation</b></p> <ul style="list-style-type: none"><li>•Identify a range of different feelings</li></ul> <p><b>Working for goals</b></p> <ul style="list-style-type: none"><li>•Keep on trying when I find something difficult</li></ul> <p><b>Focused attention</b></p> <ul style="list-style-type: none"><li>•Start to sit and listen more consistently during adult focus time</li><li>•Follow simple instructions</li></ul>	<p><u>Self-Regulation</u></p> <p><b>Feelings and behaviour regulation</b></p> <ul style="list-style-type: none"><li>•Say how others are feeling based on their expressions and actions</li></ul> <p><b>Working for goals</b></p> <ul style="list-style-type: none"><li>•Say what I am good at and what I would like to improve</li></ul> <p><b>Focused attention</b></p> <ul style="list-style-type: none"><li>•Sit and listen during adult focus time</li></ul>	<p><u>Self-Regulation</u></p> <p><b>Feelings and behaviour regulation</b></p> <ul style="list-style-type: none"><li>•Say how you and others are feeling</li><li>•Show an understanding of feelings by changing behaviour</li></ul> <p><b>Working for goals</b></p> <ul style="list-style-type: none"><li>•Set myself goals</li><li>•Wait for my requests and needs to be met</li></ul> <p><b>Focused attention</b></p>

			•Follow instructions with two or more parts		•Listen to and respond to adults •Follow instructions accurately (several ideas/ actions)	
	<u>Managing Self</u> •Start to try new activities •Start to be aware of rules in the school and classroom •Dress and undress for PE etc. •Start to know ways to stay healthy		<u>Managing Self</u> •Keep on trying even when I am finding something difficult •Follow the school and class rules •Talk about the school and class rules •Talk about what is right and wrong •Say how I keep myself healthy e.g. diet, oral health, hand washing, exercise, etc.		<u>Managing Self</u> •Try new activities •Show resilience and perseverance when things are difficult •Explain and follow rules (in the classroom and around school) •Show I know right from wrong by my behaviour •Manage my own basic hygiene and personal needs e.g. toileting and dressing •Explain healthy food	
	<u>Building Relationships</u> •Play with a small group of children, sharing ideas •Start to form good relationships with the familiar adults in my class •Express and identify my feelings •Express my basic needs to familiar adults e.g. ask to go to the toilet, etc.		<u>Building Relationships</u> •Use words to help solve conflicts with others •Work well with others listening and sharing ideas •Show friendly behaviour in the classroom and around school •Develop friendships with lots of different people •Identify how others feel and respond to them appropriately		<u>Building Relationships</u> •Work with others in a group •Play with others, take turns and share •Form good relationships with the adults in the classroom and around school •Have lots of friends and positive friendships •Know what my own needs are and can share them •Be sensitive to the needs of others	
<b>SCARF</b>	<b>Me and My Relationships</b>	<b>Valuing Difference</b>	<b>Keeping Safe</b>	<b>Rights and Respect</b>	<b>Being My Best</b>	<b>Growing and Changing</b>
<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>Self-regulation</b>		<b>Managing Self</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>PSEDSR1</b> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;		<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>PSEDBR3</b> Show sensitivity to their own and to others' needs.			<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>PSEDM3</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									
Physical Development	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> .								
Check points	<b>Gross Motor</b> <ul style="list-style-type: none"><li>•Use lots of different ways of moving appropriately</li><li>•Climb over, under and through obstacles</li></ul> <b>Fine Motor</b> <ul style="list-style-type: none"><li>•Show good pencil control when mark making and drawing</li><li>•Use cutlery and other one handed equipment</li></ul>			<b>Gross Motor</b> <ul style="list-style-type: none"><li>•Throw, kick, pass and catch a large ball</li><li>•Move and use both large and smaller scale equipment (building blocks etc)</li></ul> <b>Fine Motor</b> <ul style="list-style-type: none"><li>•Sit at a table to write</li><li>•Hold a pencil in a tripod grip</li><li>•Use scissors</li></ul>			<b>Gross Motor</b> <ul style="list-style-type: none"><li>•Travel around space and obstacles safely</li><li>•Show strength, balance and co-ordination in movement</li><li>•Move in different ways- run, jump, skip, climb</li></ul> <b>Fine Motor</b> <ul style="list-style-type: none"><li>•Hold a pencil effectively (tripod)</li><li>•Use a range of tools e.g. scissors</li><li>•Draw with accuracy</li></ul>		
Kinetic Letters	Making bodies stronger Physical strengthening of the body Motor and spatial preparation		Learning the letters Dynamic movements for learning letter shapes Sensory experiences for memory and recall		Holding the pencil Optimal pencil hold for speed and legibility Diagnostic photos for addressing issues		Flow and fluency Speed and stamina developed Economy of movement and use of rhythm for speed Joining letters in a 12 week programme		
PE	PE Pro Fundamental Movement Skills	PE Pro Dance	PE Pro Gymnastics	PE Pro Multi Skills	PE Pro Ball Skills	PE Pro Games			
Development Matters	<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></ul>								

	<ul style="list-style-type: none"><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>		
ELG	Gross Motor Skills		Fine Motor Skills
	<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	<p>It is crucial for children to <b>develop a life-long love of reading</b>. Reading consists of two dimensions: <b>language comprehension</b> and <b>word reading</b>. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when <b>adults talk with children</b> about the world around them and the books (stories and non-fiction) they <b>read with them</b>, and <b>enjoy rhymes, poems and songs</b> together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (<b>decoding</b>) and the speedy recognition of familiar printed words. Writing involves transcription (<b>spelling</b> and <b>handwriting</b>) and composition (articulating ideas and structuring them in <b>speech</b>, before writing)</p>		
Checkpoints	Writing	Writing	Writing
	<p><b>Letter Formation</b></p> <ul style="list-style-type: none"><li>•Form some lower case letters correctly</li><li>•Form some upper case letters that I know (e.g. name, Mum, Dad, sibling name, etc)</li></ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"><li>•Write Set 1 letters in response to sounds</li><li>•Recognise and write the initial sound in words</li></ul> <p>•Write CVC words and labels e.g. c-a-t (Set 1: m – h)</p> <p><b>Composition</b></p>	<p><b>Letter Formation</b></p> <ul style="list-style-type: none"><li>•Form most lower case letters correctly</li><li>•Form some upper case letters correctly</li><li>•Use the correct pencil grip (3 friends hold)</li></ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"><li>•Write set 1 and set 2 letters and sounds (including at least 5 digraphs)</li><li>•Spell words containing set 1 sounds</li><li>•Spell some red words</li></ul> <p><b>Composition</b></p> <ul style="list-style-type: none"><li>•Write captions (4-6 words)</li></ul>	<p><b>Letter Formation</b></p> <ul style="list-style-type: none"><li>•Form upper and lower case letters correctly</li><li>•Show good pencil control when writing</li></ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"><li>•Write set 1 and set 2 letters and sounds (including at least 10 digraphs)</li><li>•Spell words containing set 1 and set 2 sounds</li><li>•Spell most red words</li></ul> <p><b>Composition</b></p> <ul style="list-style-type: none"><li>•Write simple sentences</li></ul>

	<ul style="list-style-type: none"> <li>•Write simple labels</li> <li>•Begin to write 2-3 word captions</li> <li>•Hold a simple sentence for writing (oral and count words)</li> </ul>	<ul style="list-style-type: none"> <li>•Use finger spaces between words</li> </ul>	<ul style="list-style-type: none"> <li>•Read my own sentences back</li> <li>•Sentence can be read back by an adult</li> </ul>
	<p><u>Reading</u>  <b>Comprehension (Understanding &amp; retelling)</b></p> <ul style="list-style-type: none"> <li>•Retell the key events in stories</li> <li>•Start to recall facts from non-fiction</li> </ul> <p><b>Comprehension (Prediction)</b></p> <ul style="list-style-type: none"> <li>•Talk about what has happened in the story so far</li> </ul> <p><b>Comprehension (Vocabulary)</b></p> <ul style="list-style-type: none"> <li>•Listen carefully to stories, rhymes, non-fiction and songs</li> </ul>	<p><u>Reading</u>  <b>Comprehension (Understanding &amp; retelling)</b></p> <ul style="list-style-type: none"> <li>•Retell key events from stories I have read</li> <li>•Describe the key events in detail</li> <li>•Recall facts from a non-fiction book</li> </ul> <p><b>Comprehension (Prediction)</b></p> <ul style="list-style-type: none"> <li>•Say what might happen next linked to other similar stories</li> </ul> <p><b>Comprehension (Vocabulary)</b></p> <ul style="list-style-type: none"> <li>•Talk about stories, rhymes, non-fiction and songs</li> </ul>	<p><u>Reading</u>  <b>Comprehension (Understanding &amp; retelling)</b></p> <ul style="list-style-type: none"> <li>•Explain what I have read or has been read to me</li> <li>•Retell simple stories</li> <li>•Recall facts from information</li> </ul> <p><b>Comprehension (Prediction)</b></p> <ul style="list-style-type: none"> <li>•Say what I think might happen next</li> </ul> <p><b>Comprehension (Vocabulary)</b></p> <ul style="list-style-type: none"> <li>•Use new vocabulary throughout my play</li> </ul>
	<p><u>Word Reading</u>  <b>Grapheme- Phoneme matching</b></p> <ul style="list-style-type: none"> <li>•Recognise some of the set 1 speed sounds</li> </ul> <p><b>Blending and Segmenting</b></p> <ul style="list-style-type: none"> <li>•Say the sounds in CVC words</li> <li>•Orally blend CVC words</li> <li>•Blend CVC words</li> <li>•Begin to read short captions (2-3 words)</li> </ul>	<p><u>Word Reading</u>  <b>Grapheme- Phoneme matching</b></p> <ul style="list-style-type: none"> <li>•Recognise most of the set 1 speed sounds</li> <li>•Recognise some of the set 2 speed sounds</li> <li>•Recognise at least 5 digraphs</li> </ul> <p><b>Blending and Segmenting</b></p> <ul style="list-style-type: none"> <li>•Read words containing set 1 sounds</li> <li>•Read captions (4-6 words)</li> <li>•Begin to read simple sentences</li> <li>•Read most red and green words</li> </ul>	<p><u>Word Reading</u>  <b>Grapheme- Phoneme matching</b></p> <ul style="list-style-type: none"> <li>•Recognise all of the set 1 speed sounds and most of the set 2 speed sounds</li> <li>•Recognise at least 10 digraphs</li> </ul> <p><b>Blending and Segmenting</b></p> <ul style="list-style-type: none"> <li>•Read words containing set 1 and set 2 sounds</li> <li>•Read words containing known digraphs</li> <li>•Read simple sentences and books matched to my phonics knowledge</li> <li>•Read red and green words confidently</li> </ul>
<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</p> <p><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> </ul>		



	<ul style="list-style-type: none"> <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>		
ELG	Comprehension	Word Reading	Writing
	<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.</p> <p><b>LC2</b> Anticipate – where appropriate – key events in stories.</p> <p><b>LC3</b> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p><b>LWR1</b> Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p><b>LWR2</b> Read words consistent with their phonic knowledge by sound-blending.</p> <p><b>LWR3</b> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p><b>LW1</b> Write recognisable letters, most of which are correctly formed.</p> <p><b>LW2</b> Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p><b>LW3</b> Write simple phrases and sentences that can be read by others.</p>
Mathematics			
Mathematics	<p><i>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 <b>count</b> confidently, develop a <b>deep understanding of the numbers to 10</b>, the <b>relationships between them</b> and the <b>patterns</b> within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small <b>pebbles</b> and <b>ten-frames</b> for organising counting - children will develop a secure base of knowledge and <b>vocabulary</b> 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 <b>shape, space and measures</b>. It is important that children develop <b>positive attitudes</b> and interests in mathematics, <b>look for patterns and relationships</b>, spot connections, ‘<b>have a go</b>’, <b>talk</b> to adults and peers about what they notice and not be <b>afraid to make mistakes</b>.</i></p>		
	<p><u>Number</u>  <b>Numbers to 10 and subitising</b></p> <ul style="list-style-type: none"> <li>• Count to 5 using different mathematical resources</li> <li>• Match numeral and quantity to 5</li> <li>• Quickly say how many there are (up to 3) in different arrangements</li> </ul> <p><b>Calculation</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p><u>Number</u>  <b>Numbers to 10 and subitising</b></p> <ul style="list-style-type: none"> <li>• Count objects, claps, movements up to 10</li> <li>• Match numeral and quantity (within 10)</li> <li>• Quickly say how many there are (up to 5)</li> </ul> <p><b>Calculation</b></p> <ul style="list-style-type: none"> <li>• Recall number bonds to 5</li> <li>• Start to give some linked subtraction facts</li> <li>• Start to recall some double facts e.g. 1 and 1 is 2</li> </ul>	<p><u>Number</u>  <b>Numbers to 10 and subitising</b></p> <ul style="list-style-type: none"> <li>• Show how numbers to 10 are made up using different models e.g. part whole, tens frame</li> <li>• Recognise the numerals to 10 and match to quantity consistently</li> <li>• Recognise quantities up to 5 without counting</li> </ul> <p><b>Calculation</b></p> <ul style="list-style-type: none"> <li>• Recall number bonds up to 5 and some to 10</li> <li>• Match subtraction facts with number bonds</li> <li>• Recall some double facts within 10</li> </ul>



Power Maths	<u>Numerical patterns</u> <b>The Number System</b> <ul style="list-style-type: none"> <li>Count to 10 by rote</li> </ul> <b>Comparison</b> <ul style="list-style-type: none"> <li>Compare manipulatives (e.g. saying when one tower is bigger/smaller)</li> <li>Find one more/ one less using resources</li> </ul> <b>Patterns</b> <ul style="list-style-type: none"> <li>Continue and copy patterns</li> <li>Create my own patterns</li> </ul>		<u>Numerical patterns</u> <b>The Number System</b> <ul style="list-style-type: none"> <li>Count to 20, knowing the teen numbers</li> </ul> <b>Comparison</b> <ul style="list-style-type: none"> <li>Compare two quantities saying when one is bigger/smaller/same</li> <li>Say a number that is one more/ less without resources</li> </ul> <b>Patterns</b> <ul style="list-style-type: none"> <li>Spot errors in a pattern</li> <li>Name a pattern e.g. ABAB</li> <li>Start to identify odd and even numbers linked to sharing</li> </ul>		<u>Numerical patterns</u> <b>The Number System</b> <ul style="list-style-type: none"> <li>Count beyond 20</li> </ul> <b>Comparison</b> <ul style="list-style-type: none"> <li>Compare quantities using greater/ more than, fewer/ less than, the same/ equal</li> </ul> <b>Patterns</b> <ul style="list-style-type: none"> <li>Show patterns in numbers to 10</li> <li>Talk about odd and even numbers</li> <li>Recall double facts</li> <li>Share equally</li> </ul>	
	<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
Developmental Matters	<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>					
ELG	Number			Numerical Patterns		
	<b>MNu1</b> Have a deep understanding of number to 10, including the composition of each number.			<b>MNP1</b> Verbally count beyond 20, recognising the pattern of the counting system.		

	<b>MNu2</b> Subitise (recognise quantities without counting) up to 5. <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.		<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. <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.			
Expressive Arts and Design						
Expressive Arts and Design	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.					
Checkpoints	<u>Creating with materials</u> <ul style="list-style-type: none"><li>•Use various tools for artwork and design e.g. playdough tools</li><li>•Select my own art and design materials to create with</li><li>•Tell others what my artwork is and signal key parts e.g. this is mummy, this is her hair etc.</li><li>•Starting to recreate familiar stories (with adult support)</li></ul>		<u>Creating with materials</u> <ul style="list-style-type: none"><li>•Use scissors and one handed tools to create art safely and more accurately (playdough tools, paintbrushes etc.)</li><li>•Combine different techniques e.g. collage, paint, crayon, clay to create art</li><li>•Talk about my artwork or designs- linked to some of the materials/ techniques I used</li><li>•Use materials and props to retell stories and create imaginary situations linked to what I know</li></ul>		<u>Creating with materials</u> <ul style="list-style-type: none"><li>•Safely use tools e.g. scissors</li><li>•Explore using materials and techniques</li><li>•Design art/ a product thinking about colour, texture and function</li><li>•Explain what I have made</li><li>•Talk about how I made it</li><li>•Use props and materials when I am role playing familiar stories</li></ul>	
	<u>Being imaginative and expressive</u> <ul style="list-style-type: none"><li>•Recount and retell familiar stories with my friends and adults (small world/ role play)</li><li>•Role play imaginary scenarios linked to experiences</li><li>•Know some popular songs and sing them supported by an adult</li><li>•Listen and respond to sounds</li><li>•Sing with others and supported by an adult</li></ul>		<u>Being imaginative and expressive</u> <ul style="list-style-type: none"><li>•Adapt well known stories and narratives and small world/ role play with others</li><li>•Use what I know and have read to help create my own stories</li><li>•Sing well known songs in a group or alone and match the pitch and melody</li><li>•Listen carefully to music and start to move to it</li><li>•Join in with singing and dancing</li></ul>		<u>Being imaginative and expressive</u> <ul style="list-style-type: none"><li>•Adapt and recount narratives and stories with my friends and adults</li><li>•Invent my own stories</li><li>•Sing well known nursery rhymes</li><li>•Sing some familiar songs.</li><li>•Perform songs, rhymes, poems and stories alone and with others</li><li>•Try to move in time with music</li></ul>	
DT		DT – Joining  Basic Level Joins		DT – Joining  Mid-Level Joins		DT – Joining  High Level Joins

<b>DT –</b> Developing Experts	<b>DT – Food</b>  • Learn about your diet and how to stay healthy			<b>DT – Food</b>  <b>Food</b> • Learn about ingredients and measuring  <b>Materials</b> • Know that things can change shape (Easter nests)		
	<b>DT – Construction</b>  - Transporting - Stacking		<b>DT – Construction</b>  - Bridging - Enclosing		<b>DT – Construction</b>  - Complex structures - Enhance with dramatic play	
<b>Art</b>	<b>Drawing</b>		<b>Painting</b>		<b>Sculpture</b>	
	<b>What is drawing?</b> <ul style="list-style-type: none"> <li>Explore making different marks with different resources, begin to compare lines and pastel smudges.</li> <li>Develop effective grip using smaller crayons, pencils and pens.</li> <li>Begin to colour in-between lines with increasing accuracy.</li> <li>Talk about their marks and patterns.</li> <li>Draw from memory and observation.</li> </ul>		<b>How can paint be applied in different ways to create different textures?</b> <ul style="list-style-type: none"> <li>Experiment with a range of painting tools such as thick or thin paintbrushes, fingers, spatulas, combs, toothbrushes etc.</li> <li>Name a range of different colours.</li> <li>Experiment with mixing coloured paints.</li> <li>Describe textures and techniques - for example, 'thick', 'thin', 'wet', 'dry' and 'dribble', 'splatter' and 'drip'.</li> <li>Combine paint and collage.</li> </ul>		<b>What is sculpture?</b> <ul style="list-style-type: none"> <li>Use hands to manipulate malleable materials in different ways: rolling, kneading, squashing, pinching</li> <li>Begin to arrange blocks, boxes in different ways- stacking, lining up, enclosure</li> <li>Create models using recycled materials.</li> <li>Work with other children to create a group piece of work.</li> </ul>	
<b>Charanga Music</b>	<b>Me!</b>	<b>My Stories</b>	<b>Everyone!</b>	<b>Our World</b>	<b>Big Bear Funk</b>	<b>Reflect, Rewind and Replay</b>
<b>Development Matters</b>	<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	Creating with Materials		Being Imaginative and Expressive	
	EADCM1 Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. EADCM 2 Share their creations, explaining the process they have used. EADCM 3 Make use of props and materials when role playing characters in narratives and stories.		EADBIE1 Invent, adapt and recount narratives and stories with peers and their teacher. EADBIE2 Sing a range of well-known nursery rhymes and songs. EADBIE3 Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	
Understanding the World				
Understanding the World	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.			
Checkpoints	<u>Past and Present</u> <ul style="list-style-type: none"><li>•Talk about changes that have happened to me throughout my life</li><li>•Talk about my family and people in the community and their roles</li><li>•Become more aware of the past linked to myself and my family and how it has changed</li><li>•Talk about what I can see in pictures of the past</li></ul>	<u>Past and Present</u> <ul style="list-style-type: none"><li>•Talk about changes that have happened within my family's lifetimes e.g. talking to grandparents about toys etc.</li><li>•Talk about the past e.g. no television, different toys/ clothes using photos and physical artefacts</li><li>•Talk about what I have heard and seen in stories and picture books and how this is different/ the same</li></ul>	<u>Past and Present</u> <ul style="list-style-type: none"><li>•Talk about the lives of people I am familiar with</li><li>•Talk about the roles of people in society</li><li>•Give similarities and differences between the past and now</li><li>•Talk about the past using books and stories talking about the characters, settings and events</li></ul>	
	<u>People, cultures and communities</u> <ul style="list-style-type: none"><li>•Make detailed observations of the world around me thinking about my senses- feel, hear, see, smell</li><li>•Start to explore the natural world</li><li>•Talk about how different people celebrate</li><li>•Start to use stories and pictures to talk about differences in life in other countries</li></ul>	<u>People, cultures and communities</u> <ul style="list-style-type: none"><li>•Explore and talk about the natural world using what I know from stories/ non-fiction</li><li>•Draw information from a simple map</li><li>•Talk about some special places for people in our and other communities</li><li>•Start to talk about the differences in lives in other countries</li></ul>	<u>People, cultures and communities</u> <ul style="list-style-type: none"><li>•Describe the school environment using what I know from<ul style="list-style-type: none"><li>• Observation</li><li>• Discussion</li><li>• Stories/ non-fiction</li><li>• Maps</li></ul></li><li>•Talk about religion and culture within my country (UK)</li><li>•Talk about what is the same and different in life in this country and in other countries</li></ul>	
	<u>The Natural World</u> <ul style="list-style-type: none"><li>•Describe what I can see, hear and feel outside</li><li>•Talk about the area I live in, including the weather etc.</li></ul>	<u>The Natural World</u> <ul style="list-style-type: none"><li>•Describe animals and plants (both from photos and real life experiences)</li><li>•Describe my own environment and local area</li><li>•Describe another environment e.g. desert, Artic etc.</li><li>•Talk about the weather linked to seasonal change</li><li>•Talk about changes e.g. freezing, melting (linked to baking, paint mixing, mud play, etc.)</li><li>•Talk about forces I feel e.g. push, pull etc.</li></ul>	<u>The Natural World</u> <ul style="list-style-type: none"><li>•Explore the natural world</li><li>•Make observations of animals and plants and use these observations to draw pictures</li><li>•Contrast the natural world around me with different environments</li><li>•Talk about some of the changes in the natural world (including seasons and changing states of matter)</li></ul>	

			•Talk about the differences in materials			
<b>Geography</b>	<p><b><u>Simple Fieldwork of a School</u></b>  <i>Experiencing different areas of the school.</i></p> <ul style="list-style-type: none"> <li>• Explore the classroom environment – indoors and outdoors</li> <li>•Explore different areas of the school: Hall, playground, field, library, classroom</li> <li>•Make detailed observations of the world around me thinking about my senses- feel, hear, see, smell</li> </ul>		<p><b>Comparing Locations (Arctic)</b>  <i>Comparing England to the Arctic. Weather, animals. Locate the Arctic on a map.</i></p> <ul style="list-style-type: none"> <li>•Draw on experiences of visiting other countries</li> <li>•Identify places that we have visited or heard of on the map</li> <li>•Start to use stories and pictures to talk about differences in life in other countries</li> <li>•Describe what I can see, hear and feel outside</li> <li>•Talk about the area I live in, including the weather etc.</li> <li>•Draw information from a simple map</li> </ul> <p><b>Understanding the UK</b>  <i>Comparing different environments through a lead text. Eg. forest, cave, snowstorm.</i></p> <ul style="list-style-type: none"> <li>•Describe another environment e.g. desert, forest etc.</li> <li>•Contrast the natural world around me with different environments</li> </ul>	<p><b><u>Simple Fieldwork of a School</u></b>  <i>Locating our school, road name, England. Map of the classroom – immediate environment.</i></p> <ul style="list-style-type: none"> <li>•Draw information from a simple map</li> <li>•Describe the school environment using what I know from <ul style="list-style-type: none"> <li>• Observation</li> <li>• Discussion</li> <li>• Stories/ non-fiction</li> <li>• Maps</li> </ul> </li> <li>•Create a map of the classroom</li> </ul>		<p><b>Comparing Locations (Seaside Town)</b>  <i>Comparing Kettering to a seaside town.</i></p> <ul style="list-style-type: none"> <li>•Describe my own environment and local area</li> <li>•Contrast the natural world around me with different environments</li> </ul>
<b>History</b>	<p><b>Family Tree</b></p> <ul style="list-style-type: none"> <li>• Identify members of our own family.</li> <li>• Compare the similarities and differences between</li> </ul>			<p><b>Toys</b></p> <ul style="list-style-type: none"> <li>• Explore a range of old and new toys.</li> <li>• Use photos and images to understand what toys were like in the past.</li> </ul>	<p><b>People Who Help Us</b></p> <ul style="list-style-type: none"> <li>• Explore the different roles in society.</li> <li>• Engage in first hand experiences (through visits and visitors)</li> </ul>	

	<p>different types of families.</p> <ul style="list-style-type: none"> <li>• Create a class family tree.</li> <li>• Understand that not all families are the same.</li> <li>• Use family photographs to promote discussion.</li> <li>• Ask questions</li> </ul>			<ul style="list-style-type: none"> <li>• Discuss what materials toys are made from.</li> <li>• Compare the similarities and differences in materials between old and new toys.</li> <li>• Discuss how toys work.</li> <li>• Compare the similarities and differences in movements between old and new toys.</li> </ul>	<ul style="list-style-type: none"> <li>• Gather information using non-fiction texts</li> </ul>	
<b>Science</b> Developing Experts	<b>Food</b>  <b>Our Body</b>		<b>Materials</b>  <b>Weather and Seasons</b>  <b>Senses</b>	<b>Forces</b>  <b>Insects</b>	<b>Our Body</b>  <b>Plants</b>	<b>Animals</b>  <b>Food</b>  <b>Forces</b>  <b>Weather and Seasons</b>
<b>Discovery</b> <b>RE</b>	<b>Theme:</b> Special People	<b>Theme:</b> Christmas	<b>Theme:</b> Celebrations	<b>Theme:</b> Easter	<b>Theme:</b> Story Time	<b>Theme:</b> Special Places
<b>Festivals</b> <b>and</b> <b>Celebrations</b>	<b>Harvest Festival</b> September	<b>Halloween</b> Mon 31 <sup>st</sup> October <b>Bonfire Night</b> 5 <sup>th</sup> November <b>Remembrance Day</b> 11 <sup>th</sup> November <b>Children in Need</b> Friday 18 <sup>th</sup> November <b>Diwali</b> 25 <sup>th</sup> October <b>Christmas</b> December	<b>Chinese New Year</b> Friday 1 <sup>st</sup> Feb <b>Valentine's Day</b> 14 <sup>th</sup> Feb	<b>Pancake Day</b> 21 <sup>st</sup> February <b>Mother's Day</b> Sunday 19 <sup>th</sup> March <b>Easter</b> Sunday 9 <sup>th</sup> April	<b>Eid</b> Sat 22 <sup>nd</sup> April	<b>Father's Day</b> Sunday 18 <sup>th</sup> June
<b>Development</b> <b>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> <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> </ul>					

	<ul style="list-style-type: none"> <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>