

Foundry Lane Primary School – Year R
Topic Overview, Linked Learning & Real Life Experiences

Continuous links:
C+L + Reading + Writing: English / Phonics / Dino Explorer / PSE

	Autumn		Spring		Summer	
Dino Explorer CoEL	<ul style="list-style-type: none"> Tryatops Thinkadocus Proudosaurus 	<ul style="list-style-type: none"> Signing: ‘What’ – asking questions: what are you going to do today? Proudosaurus Tryatops Thinkadocus 	Taking 1 skill per week: <ul style="list-style-type: none"> ➤ Perseverance ➤ Imagination ➤ Problem solver <ul style="list-style-type: none"> Proudosaurus Thinkadocus Tryatops 	<ul style="list-style-type: none"> Asking each other questions – signing question words Proudosaurus Thinkadocus Tryatops Challenge Rex 	<ul style="list-style-type: none"> Asking each other questions – signing question words Proudosaurus Thinkadocus Tryatops Challenge Rex 	<ul style="list-style-type: none"> Reflecting on own characteristics of effective learning. Setting personal goals / targets
Topic	1a	1b	2a	2b	3a	3b
	<ul style="list-style-type: none"> Rhyme Time All about me 	<ul style="list-style-type: none"> Once upon a time Christmas 	<ul style="list-style-type: none"> Winter Real life superheroes Chinese New Year Oi Books 	<ul style="list-style-type: none"> Oi Books Animals - farm 	<ul style="list-style-type: none"> Transport Around the World 	<ul style="list-style-type: none"> Bears Library Visit
Topic / Special Events	<ul style="list-style-type: none"> ROA: Drawing faces and writing name 1,2,3,4,5 Incy Wincy Twinkle Twinkle Wind the bobbing up Hickory Dickory Dock Hey diddle diddle 5 little monkeys Humpy Dumpy Queen of hearts 	<ul style="list-style-type: none"> Traditional stories (signed) (Goldilocks nursery rhyme with mackaton) Gingerbread tasting/ salt dough Gingerbread men Gingerbread men in role play area etc 3 little pigs – how did they make each house – which is the best? Children to test this Christmas festivities Letter to the Elves – Initial sound/CVC write 	<ul style="list-style-type: none"> Start each topic: What do you want to find out/what do you want to know? Winter week Real life heroes week: plan the focus week together Visitor to talk about their jobs. Chinese New Year 	<ul style="list-style-type: none"> Start each topic: What do you want to find out/what do you want to know? What would you like to find out about animals on our trip? Farm school trip I can see animal book – CVC writing 	<ul style="list-style-type: none"> Start each topic: What do you want to find out/what do you want to know? Different country each week. Music/language/travel/ find on a map/comparison Document countries our families come from (e.g. Hong Kong) France, India, Spain, Polish 	<ul style="list-style-type: none"> Start each topic: What do you want to find out/what do you want to know? Bear Hunt – re-enactment Making Sandwiches - instructions Teddy bears picnic Story at the library

EYFS	<ul style="list-style-type: none"> ● 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, story-telling 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. 					
<p>Communication, language</p> <p>Weekly travel animal.</p>	<ul style="list-style-type: none"> ● Plan/Do/Review – I plan to..... ● Speaking and Listening ● Rhymes ● All about me bag sharing. ● Word Aware 	<ul style="list-style-type: none"> ● Plan/Do/Review – extending ideas ● Speaking and Listening ● Gingerbread man: signing stories: characters / story language / orally retelling the story. ● 3 little pigs: signing stories: characters, : retelling story ● Word Aware 	<ul style="list-style-type: none"> ● Plan/Do/Review – review linking to dinos ● Speaking and Listening ● Verbal rhyming pairs. ● S&L - Descriptive words – adjectives / nouns : Winter walk ● Word Aware 	<ul style="list-style-type: none"> ● Plan/Do/Review – improving others ideas ● Speaking and Listening ● Using talk for writing ● Asking questions ● Word Aware 	<ul style="list-style-type: none"> ● Plan/Do/Review – ● Using talk for writing ● Word Aware 	<ul style="list-style-type: none"> ● Plan/Do/Review ● Using talk for writing ● Word Aware ● Bear Hunt story telling
<p>Vocab Progression</p> <p>senses Communication story lang topic</p>	<p>Answer to name Speaks in front of small group / whole class I plan to... when making choices Answers questions with 3-4+ word responses.</p> <p>Key Vocab Words: stretch pull twist squash roll describe answer</p>	<p>Intro: Write Stuff - Grandma Fantastic Gingerbread man and 3 little pigs: signing stories: Talking about characters / using story language / orally retelling the story. Begins to use more complex sentences (uses and, because). Uses talk to connect ideas, explain what is happening (or has happened in past)</p> <p>Key Vocab Words: pinch hold squeeze explain because Story phrase/languages: beginning said Once upon a time One starry night</p>	<p>Asking questions Write Stuff - Grandma Fantastic P4C Basecamp Uses a range of tenses (e.g. play, playing, will play, played)</p> <p>Key Vocab Words: freezing icy frosty Arctic emergency Winter worried sentence who what where when why emergency</p>	<p>Adding detail (extending sentences) P4C Basecamp Extends vocabulary, by grouping and naming Explores the meaning and sounds of new words. Links statements and Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Key Vocab Words: knobbly uncomfortable uneven fluffy smooth slippery rough feather bumpy hard extend sprawl</p>	<p>Linking ideas P4C Basecamp Sticks to a main theme or intention (at least 3 sentences)</p> <p>Key Vocab Words: travel roam explore ocean transport royal sparkly shimmering dull</p>	<p>P4C Basecamp Show awareness of the listener, e.g. being expressive during Show-and-Tell, facing the audience, speaking in a clear, audible voice. Explaining and justifying a viewpoint. Use a range of vocabulary in lively and appropriate ways.</p> <p>Key Vocab Words: wailed screamed distressed swishy squelch oozy ambitious intriguing In addition build upon</p>

			A long time ago									
<p>Word Aware – 3 words a week Topic/Text/Concept Bold words are concept words</p>	<p>spout different wonder brave emotions exercise Wind (up) clock once scared laughed spy together grip Pour / scoop community face telescope control emotions Favourite Float</p>	<p>Same Different Next to Whole / long More / short Few / Less equals All Over</p>	<p>Autumn kindness Fireworks Build home chimney below catch fast chase across believe list</p>	<p>Tall Short straight corner day night/rotate In front</p>	<p>Resilience Winter Uniform Caring Rescue protect Similar Uncomfortable Clean Creatures celebrate Remember special</p>	<p>day Light (weight) Heavy night fast Last Forwards / second</p>	<p>Independence Curious myself grown yard sly hatch barn farmer collect New Life Easter Church</p>	<p>Around (Rosie's walk) (Rotate?) Bendy Full Empty Half Enough</p>	<p>aboard creativity crowds travel transport landmark potion cauldron challenge practice</p>	<p>Thick Thin Shiny Rough After Before</p>	<p>Summer Critical Thinking Cocoon/ chrysalis Diversity Different Shiny Picnic Space Planets</p>	<p>Through (bear hunt) Over Above Below Wide Narrow</p>
<p>Listening and Understanding End Points</p>	<p>Entry Points Join in with appropriate group activities, e.g. Nursery rhymes, Story Time. Follows simple, routine instruction, e.g. Come to the carpet. Plays a simple, motivating game for a few minutes, e.g. catching a ball.</p>	<p>Begins to use some active listening skills; face the speaker, body still, paying attention. Follows simple instructions well. E.g. Get a pencil, find your bag. Responds to a peers request (e.g. Can I have the ball?) and replies. Learn (and use) new words from familiar texts. Begins to answer "How" questions, e.g. How did this get broken?</p>	<p>Conducts simple back and forth conversations, paying attention to peer/adult and responding appropriately. Show attentive listening skills at input times, e.g. during Phonics, and is quick to act on instructions. Begins to link listening to learning/understanding, e.g. Can discuss why it is important to listen to instructions. Ask questions when they don't know what a word means. Can offer small explanations that demonstrate their understanding on a topic/story, e.g. He couldn't carry it because it was too heavy". Begins to answer "Why" questions, perhaps with adult support.</p>	<p>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>								

<p>Speaking End Points</p>	<p>Entry Point</p> <p>Speaks in simple sentences, which communicate their needs (e.g. I need a drink) and their interests (I like cars, I want the red one). Uses vocabulary focussing on their interests (e.g. motorbike) and familiar experiences (e.g. hairdressers). Ask simple questions (e.g. Where is Mummy?) Vocabulary: Expressive Language • Can retell a simple past event in correct order (e.g. went down slide, hurt finger).</p>	<p>Offer their ideas in small group contexts, e.g. retelling a simple event in sequence. Use full sentences, sometimes with encouragement, to express complete ideas (e.g. "I like chocolate more than vanilla", rather "chocolate better") Ask questions when they don't understand instructions. Uses simple connectives in speech, e.g. and, but. Use new vocabulary from books and stories as they discuss/retell the story. Recite familiar rhymes/poems and join in with repeated refrains from stories. Vocabulary: Expressive Language: • Begins to use more complex sentences (uses and, because). • Uses talk to connect ideas, explain what is happening (or has happened in past)</p> <p>Uses a range of tenses (e.g. <i>play, playing, will play, played</i>)</p>	<p>Speaks in whole class situations, e.g. answering questions at Story Time. Use recently-modelled language independently, across everyday contexts and all areas of learning, e.g. "This lunch is delicious" or "I need to count back to subtract". Use newly learnt vocabulary in different contexts. E.g. using the words <i>enormous</i> to describe their tower having read the Enormous Turnip. Ask questions in a variety of contexts (e.g. to better understand a character/story, to clarify instructions, to solve practical problems). Uses a range of connectives e.g. so, but, and, because to extend their sentences and to connect ideas. Uses more detail in conversation. Uses speech to organise simple activities (e.g. You go first and I'll go next), overcome problems/conflicts (Can I have that after you?) and provide little explanations (e.g. It sunk because it was too heavy) Vocabulary: Expressive Language: • Extends vocabulary, by grouping and naming • Explores the meaning and sounds of new words. • Links statements and sticks to a main theme or intention (at least 3 sentences)</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher
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EYFS	<ul style="list-style-type: none"> ● 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). 					
Literacy	<ul style="list-style-type: none"> ● Name writing ● Nursery Rhymes ● Familiar stories ● Book skills ● Retelling stories 	<ul style="list-style-type: none"> ● Gingerbread man: signing stories: characters / story language / orally retelling the story. ● 3 little pigs: signing stories: characters, : retelling story ● Writing initial sounds and CVC words. ● Writing Christmas cards – to / from / mum / dad etc ● Pinchy fingers - 3 friends hold 	<ul style="list-style-type: none"> ● Verbal rhyming pairs. ● S&L - Descriptive words – adjectives / nouns : Winter walk <p>Using talk for writing</p> <ul style="list-style-type: none"> ● Handwriting – introduce letter formation/word level work ● Writing repetitive sentences – oi frog 	<p>Using talk for writing</p> <ul style="list-style-type: none"> ● Writing captions for: Writing rhyming phrases Writing ‘oi books’ - Oi goat ● Retelling a narrative using repetitive sentences – Rosie’s walk. ● Repetitive sentence starters – adding adjectives. ● I can see farm sentences. 	<p>Using talk for writing</p> <ul style="list-style-type: none"> ● London Bus writing Nouns/Plurals/Adjectives ● Postcard writing ● Potion writing - Put in ● Superworm Writing - He is a sentences? Adjectives/nouns 	<p>Using talk for writing</p> <ul style="list-style-type: none"> ● Instructions ● I can see sentences ● Bear hunt ● Narratives ● Instructions – bossy verbs
Phonics	<p>Phase 1</p> <ul style="list-style-type: none"> -Environmental sounds -Instrumental sounds -Body percussion (e.g. clapping and stamping) Rhythm and rhyme -Alliteration -Voice sounds -Oral blending and segmenting <p>FL Phase 2 Set 1</p> <p>s a t p i n m d</p>	<p>FL Phase 2 sets 3, 4 and 5</p> <p>g o c k c k e u r h b f f l l s s</p>	<p>FL Phase 3 Set 1</p> <p>j v w x y z z z qu</p> <p>FL Phase 3 Set 2</p> <p>ch sh th ng</p>	<p>FL Phase 3 Set 3, 4, 5</p> <p>ai, ee, igh, oa, oo, oo ar, or, ur, ow, oi, ear, air, ure*, er</p>	<p>Phase 3 recap</p> <p>Phase 4 (ccvc and ccvcc)</p> <p>bl, cl, pl, fl, gl, sl, br, cr, dr, fr,</p>	<p>Phase 4 (ccvc and ccvcc)</p> <p>gr, pr, tr, tw, sk, sp, sw, sm, sn,</p> <p>Phase 4 (cvcc, ccvc, ccvcc, cccvc cccvcc)</p> <p>str, spl, shr, spr, thr, scr, squ, nk</p>

CLL Tricky Words	a, I, the, into, to	AfL using Tricky Word Tracker no, go, so, he, she, me, we, be, is, his has	AfL using Tricky Word Tracker my, by, with, of, was, goes, you, are, her, they all	AfL using Tricky Word Tracker	AfL using Tricky Word Tracker said, like, have, do, were, once, one says	AfL using Tricky Word Tracker does what when out our some come there here where little
Comprehension End Points	Entry Points Listen to a story and comment on the events. Name the characters from a familiar story.	Identify the characters and setting of a familiar book. Join in with the repeated refrain from a familiar story. Begin to use language from the story when discussing it.	Sequence a familiar story using images or objects. Tell the story to another person using the book or images. Make a simple prediction based on the events of a story so far. Use the language from a story within role play and discussions. Identify how a character may be feeling - using picture clues, own experienced, and content to help decipher this.		Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Relate what they have read to other texts they have read or heard e.g. similar main characters, set in the same place. FLPS Curriculum Goals: To be able to tell a story from my own imagination, with an opening, characters, setting and action!	
Word Reading End Points	Entry Point Identify an object when given the initial sound. Say the initial sound in a given word. Clap the syllables in a word. Put finger under words when attempting to sound out and read. Hold book up the correct way and turn pages	Say a sound for all Phase 2 GPCS. Blend CVC words verbally. Phonics tracker: 80%+ Phase 2 sounds / 60%+ Phase 2 blending Tricky word tracker: 80% Lists 1 and 2	Say a sound for each letter in the alphabet Blend and read VC/CVC words. Phonics tracker: 50%+ Phase 3 sounds / 80%+ Phase 2 blending 50%+ Phase 3 blending Tricky word tracker: 80% Lists 3 and 4 Re-read each word they stop to sound out. Build up the sentence. Increase pace and fluency		Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Phonics tracker: 60%+ Phase 3 sounds / 80%+ Phase 2 blending 60%+ Phase 3 blending Tricky word tracker: 80% List 5 Begin to use simple expression such as raising voice for a question, getting louder for shouting etc.	

	(when requested if needed).			Begin to scoop phrase sentences / captions to improve fluency.
Writing End Points	Attempt to write their name in a way that they or others can recognise. Discuss the marks they make, e.g. "this is a car"	Write their name with correct formation. Form Phase 2 letters recognisably. Segment CVC words verbally. Write the initial and middle sounds for a CVC word.	Form all letters of the alphabet. Write VC/CVC words that can be read by themselves or others. Write simple captions they can read back and can be read by others.	Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.

<p>EYFS</p>	<ul style="list-style-type: none"> 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 tens 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. 					
<p>Maths – Number Time - days of the week Time - Understand yesterday/today/tomorrow. Recite days of the week. Use and understand before/after Counting beyond 10 Position</p>	<p>Matching and Sorting Sets Finding and representing 1,2,3 - <i>Cardinality, ordinality and counting.</i> Composition of 2 and 3 Subitising 1 2 3 More than/fewer than/equal to – comparison</p>	<p>Finding and representing 4 and 5 - <i>Cardinality, ordinality and counting.</i> Composition of 4 and 5 Subitising 1 2 3 4 5 1 more to 5/1 less to 5 - comparison</p>	<p>Introducing 0 Find and represent 6,7,8 - <i>Cardinality, ordinality and counting.</i> 1 more/1 less Composition of 6,7,8 Odd/even</p>	<p>Find and represent 9, 10 - <i>Cardinality, ordinality and counting.</i> <i>Conceptual subitising to 10.</i> 1 more/1 less Composition to 10. Bonds to 10 (2 and 3 part) Doubles to 10. Sharing - making groups equal</p>	<p>Numbers beyond 10. Verbally counting beyond 20. Odd and even Doubles</p>	<p>Simple addition/subtraction Sharing and grouping</p>
<p>Maths – SSM</p>	<p>Pattern</p>	<ul style="list-style-type: none"> 2D shapes – link to art (combining shapes) 	<ul style="list-style-type: none"> Comparing capacity, weight. Compare length, height, Positional language - linked to where items are in the setting – Rosie’s Walk 	<ul style="list-style-type: none"> Time / sequencing of time. 3D shapes – Name, Select, pattern 	<p>Shapes – manipulate, rotating shapes, pattern</p>	<p>Positional language Shapes inside shapes Spatial reasoning</p>
<p>Vocab Concept word taught weekly through Word Aware (See Above in Communication and Language)</p>	<p>Subitise More fewer pattern another parts repeating equal</p>	<p>sequence more less subitise 2-D Shape corner, side rectangle (including square) circle triangle</p>	<p>Odd/even numeral quantity order recognise equal heavier/lighter longer/shorter in front behind under next to</p>	<p>arrangements compose partition double sharing equal position over, under above, below top, bottom in outside, inside</p>	<p>Odd Even Doubles</p>	<p>add, more, and make, sum, total altogether double</p>

				<p>around in front, behind front, back next to opposite apart between middle, direction left, right up, down forwards, backwards, sideways 3-D Shape face, edge, vertex, vertices cube pyramid sphere cone</p>	
Number End Points	<p>Entry Point Represents 1 - 3 on fingers, on a tens frame and with objects.</p> <p>Subitising: Can subitise within and up to 2 then 3.</p>	<p>Shows some automatic recall of number facts. Begin to recognise parts within numbers. E.g. Look at 4 buttons and say "I can see a group of 2 and another group of 2"</p> <p>Subitising: Can subitise within and up to four Discuss composition of numbers to 4. Composition: Can identify sub groups. Can partition a given set and talk about how it has been partitioned. Number facts: Knows one more and one less than a number within 5</p>	<p>Discuss composition of numbers to 4, showing some automatic recall of number facts. Confidently subitise rather than count small groups of objects. Subitise to 5 using familiar concept images (e.g. a tens frame, with Numicon and using fingers)</p> <p>Subitising: Can subitise within and up to five Composition: Understands the composition of five (including how many more to make 5)</p>	<p>ELG - Have a deep understanding of number to 10, including the composition of each number. ELG - Subitise (recognise quantities without counting) up to 5. ELG - 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. Number facts: Knows doubles up to 10. Knows bonds up to five and related subtraction facts Number facts: Knows some bonds to 10 FLPS Curriculum Goal: To have 'number sense'... not just having to count in ones, but doing mental calculations instead</p>	
Numerical Patterns End Points	<p>Entry Point Join in with number songs, attempting to represent numbers using fingers where appropriate.</p>	<p>Recite numbers to 20 confidently. Count back from 10. Demonstrate understanding of the cardinal principle when counting objects. Use and understand the terms more and fewer/less in practical contexts.</p>	<p>Recite numbers to 20 Count on from a given number to 20 and back from a given number 0 - 10. Show accuracy when counting a group of objects, showing 1 to 1 correspondence & confident application of the cardinal principle at least to 10. Say the number one more/less than a given number 1 - 10. Explore sharing into equal groups in practical contexts, commenting on what they notice.</p>	<p>ELG - Verbally count beyond 20, recognising the pattern of the counting system. ELG - 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>Recite numbers to 10 or beyond. Demonstrate understanding that we use one number for each item, when counting. Attempt to count objects, actions and sounds. Use and understand the term “more” in practical contexts.</p> <p>Cardinality, ordinality and counting: Can identify how many objects up to 5 with 1-1 correspondence</p> <p>Comparison: Can say which set has more/fewer objects in it where the objects are visible and can be moved</p>	<p>Understand the term equal when comparing two groups of objects.</p> <p>Cardinality, ordinality and counting: Can count out objects to 5 from a larger set. Can count out objects to 10 from a larger set.</p> <p>Comparison: Can say which set has more / fewer objects in it where the objects are not visible, but a number label is given (said or written)</p>	<p>Cardinality, ordinality and counting: Can count to 10 from different starting points Can order towers of cubes 1 to 5 Can order numerals to 10</p> <p>Comparison: Can make two unequal sets equal</p>	<p>ELG - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>
SSM End Points (No ELG)	<p>Entry Point Describe the size or shape of real-life objects using simple mathematical vocabulary, e.g. <i>big/small, round/straight</i>. Time - understand <i>first/next</i> <i>Sorting/matching</i> - sort groups of objects</p>	<p>Time - Understand <i>yesterday/today/tomorrow</i>. Recite days of the week. Shape - Identify straight and curved sides on 2D shapes, and flat and curved faces on 3D shape Use shapes to make pictures/models.</p>	<p>Demonstrate understanding of everyday prepositions - in, on, under, beside, in front, behind. Time - Use and understand <i>before/after</i> Pattern - continue a simple AB, ABC pattern Shape - Know some common 2D and 3D shapes.</p>	<p>NO ELG FOR THIS AREA. Use everyday language to discuss length, size, height, weight, time, position and capacity. Use this language to make simple observations, e.g. this is heavier than that. Shape - Understand and use correct mathematical language to describe 2D and 3D shapes (e.g. vertices, sides, edges, faces, flat/curved). Pattern - create, copy and continue a simple pattern Shape - Select, rotate and manipulate shapes to match a picture, fit an outline or create patterns.</p>

	according to different criteria	Measure - use and understand the terms short/tall, large/small. Sequence 4 items according to these criteria		
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<p>EYFS</p>	<ul style="list-style-type: none"> Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. 					
<p>PSED / Linked RE</p>	<ul style="list-style-type: none"> Meet the teacher All about me bag Making friends Circle time golden rules Feelings monsters – Colour Monster Story Listening skills – Attention Bucket stage 1/2 Turn around Chart – introduce Sharing / taking turns School Values – Community ZONES OF REGULATION – identify zones 	<ul style="list-style-type: none"> All about me bag ZONES OF REGULATION – identifying feelings Listening skills through attention bucket stage 2/3 Feelings monsters Asking for help Independence Growth Mindset The meaning of Christmas Visit to church E-safety School Values - 	<ul style="list-style-type: none"> ZONES OF REGULATION – feeling of others Listening Skills Asking questions – who what where how Real life superheroes How do people help us in the community. E-safety Festivals week: fortune purses, Chinese writing, lanterns, dragon dance 	<ul style="list-style-type: none"> ZONES OF REGULATION – Managing feelings Listening skills Asking questions – who what where how Waiting my turn Eating a balanced diet – how we look after ourselves. Life and death (new life) 	<ul style="list-style-type: none"> ZONES OF REGULATION – Managing feelings Safety – stranger danger Recycling Family traditions / cultures 	<ul style="list-style-type: none"> Special person circle time Giving compliments
<p>Self Regulation End Points</p>	<p>Entry Points Express their feelings and give simple reasons, e.g. I want Mummy. Seek help through finding an adult. Allow an adult to comfort them. Recognise when a peer is upset.</p>	<p>Identify and name some common feelings in themselves or others, e.g. happy, upset, cross, lonely, worried. Explain to an adult what has happened when they are upset. “Bounce back” quicker after upsets and with more independence. Follow familiar, routined instructions independently.</p>	<p>Link events (in books, real life etc) with feelings and discuss them, e.g. <i>She is angry that he snatched the toy.</i> Begin to solve small conflicts through speaking to each other and being assertive, e.g. <i>“Stop that, I don’t like it”</i> or <i>“Can I have a turn when you are finished?”</i> Follow two-step instructions. Wait with increased patience, when necessary, e.g. When waiting for a turn on the computer.</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions FLPS Curriculum Goals: To show a growth mindset about my own learning.</p>		
<p>Managing Self End Points</p>	<p>Entry Points Use the toilet independently. Take their coat off and put it on.</p>	<p>Use the toilet independently and wash their hands well, knowing why this is important.</p>	<p>Dress and undress for PE independently. Discuss healthy food choices. Sort healthy foods from less nutritional food. Discuss sensible choices.</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>		

	<p>Follow a simple instruction as part of a group, e.g. sit down, let's go outside.</p> <p>Join in an activity when invited by an adult.</p>	<p>Undress independently for P.E., with help for buttons</p> <p>Do up their coat.</p> <p>Abide by most of the rules of the classroom.</p> <p>Try new activities independently or with peers.</p>	<p>Begin to understand and discuss consequences of our behaviour, e.g. If I hit someone, it hurts and they are upset.</p> <p>Begin to persevere when something is challenging.</p> <p>Work on short activities independently, e.g. a Phonics game.</p>	<p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p>FLPS Curriculum Goals: To suggest ways I can improve what I am doing. To stop, think, act.</p>
<p>Building Relationships</p> <p>End Points</p>	<p>Entry Points</p> <p>Play alongside new peers and 'with' familiar peers.</p> <p>Show interest in their</p>	<p>Join in with a group of children who are playing.</p> <p>Form some closer friendships and seek them out to initiate play.</p> <p>Speak to peers within a game or activity.</p> <p>Take turns, with adult support, e.g. when playing a board game</p>	<p>Hold back & forth conversations, listening to their peers' ideas and responding appropriately.</p> <p>Show empathy in simple ways, e.g. finding an adult for a child who is hurt.</p> <p>Show understanding of another child's perspective in discussion, e.g. explaining what motivated someone to behave in a particular way.</p> <p>Take turns with a little support from an adult or with the systems in place, e.g. sand timers.</p>	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs</p> <p>FLPS Curriculum Goals: To talk about my achievements with pride.</p>

EYFS	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives ⁷ . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
PE	Sense Of Space -parachute games -crawling -collaborative work -using equipment	Dance at the Park -direction -space -dance with equipment -moving in different ways.	Gym Skills -Slithering -Crawling -Skipping -Shuffling -body shapes	Gym Skills - balancing -climbing -travelling -body shapes	Indoor Athletics -sending and receiving -control	Dance Bear Hunt -tiptoes -expression -perform -partner -direction
Huff and Puff – Follow simple rules	-using large body parts -space -obstacle course -activity trail -agility ladder -jumping -spot go - travel (sideways and backwards)	Sending and Receiving -using bean bags -using large body parts -space -obstacle course -activity trail -agility ladder -chasing games – tag, stuck in the mud.	Animal Moves -ball skills – travel with a ball (bouce/kick) -Kick an object at a target -obstacle course -activity trail -agility ladder - travel (sideways and backwards)	-using equipment -obstacle course -activity trail -agility ladder	-ball skills – roll, under arm, catch using 2 hands -bat skills – hit a ball -Use equipment to control a ball. -obstacle course -activity trail -agility ladder	Sports day games -sending -turn taking -Relays -Rolling / bowling -ball control -Sprints
Fine/Gross Motor	Dough Disco Skills development – scissors Kinetic letters large movements Treading/pegs Using knife and fork.	Daily Move it Dough Disco Fine motor activities -puzzles Start pencil control	Chinese New Year Dance Daily Move it Playdough Pencil Control	Daily Move it Playdough Kinetic Letter formation	Daily Move it Playdough Kinetic Letter formation	Daily Move it Playdough Kinetic Letter formation
Gross Motor End Points	Entry Point Enjoys running and beginning to travel with more speed and control. May not have developed a fluent running style yet. Stops or attempts to avoid obstacles when running. Explores and uses climbing equipment, with a little adult support at challenging parts.	Begins to run with more fluency, avoiding obstacles. Explores and develops confidence in different ways of moving, e.g. hopping. Independently uses climbing equipment, e.g. the trim trail. Throws balls in the direction of a target/peer and attempts to catch large balls/beanbags by moving towards it.	Moves confidently in a range of ways; rolling - crawling - walking - jumping - running - hopping - skipping - climbing. Uses climbing equipment with confidence and enjoyment. Demonstrates good posture when working on table-top activities. Developing throwing and catching skills with appropriate apparatus, e.g. large foam ball or beanbag.	ELG - Negotiates space and obstacles safely, with consideration for themselves and others. ELG - Demonstrates strength, balance and coordination when playing. ELG - Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing. FLPS Curriculum Goals: To have the confidence to attempt walking across a balance beam unsupported.		

<p>Fine Motor End Points</p>	<p>Entry Point Uses a spoon or fork to eat independently. Uses mark-making tools such as paintbrushes, pens and chalk. Attempts to write their name in a way that they can recognise (May be the first few letters only, in capitals or not correctly formed). Has developed a dominant hand. Cuts straight lines with scissors/snippers. Draws circles, horizontal/vertical lines.</p>	<p>Uses a spoon or fork to eat with increased control and independence. Forms the pre-writing shapes. Forms all the letters of their names correctly. Forms recognisable letters for the full alphabet. Uses an effective (non-palmer pencil grip) Uses scissors to cut out a simple shape independently, e.g. circle/square. Draws simple pictures which can be recognised by themselves and others, e.g. face, person, cat, house.</p>	<p>Uses a knife and fork, attempting to cut soft foods. Forms all letters of the alphabet with correct formation. Working towards or using a tripod grip. Uses scissors with effective hand-positioning and with control. Adds detail to drawings, e.g. eyelashes or windows on a house.</p>	<p>ELG - Holds a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. ELG - Uses a range of small tools, including scissors, paintbrushes and cutlery. ELG - Begins to show accuracy and care when drawing</p>
<p>Other – Self care/Health</p>	<p>Entry Point Washes hands with adult supervising/prompting. Uses the toilet independently.</p>	<p>Washes hands independently. Understands that some foods are healthier for us and some are less so. Talks about how their body feels after exercise and knows that this activity is positive for our health.</p>	<p>Knows why and when we wash our hands and does so without reminding (e.g. after using the bathroom). Discusses why it is important to brush our teeth, in simple terms, and knows some foods which may be harmful to our teeth. Discusses the effects of tiredness or lack of sleep. Discusses simple healthy food choices.</p>	<p>(No mention in ELG) Discusses the effect exercise/activity has on their body. Knows some healthy choices we can make with regard to physical activity, food, sleep and hygiene (including oral hygiene) FLPS Curriculum Goals: To be able to pour my own drink independently.</p>

EYFS	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>					
<p>Understanding of the world</p> <p>Regularly read stories from around the world.</p>	<ul style="list-style-type: none"> All about me bag - talk about members of their immediate family and community. Name and describe people who are familiar to them Autumn Walk - Explore the natural world around them. Autumn Walk - Describe what they see, hear and feel whilst outside. Senses – each time we do seasons too. 	<ul style="list-style-type: none"> Traditional Tales - Compare and contrast characters from stories, including figures from the past. Visiting the church at Christmas. Understand that some places are special to members of their community. Materials – 3 little pigs – different types of houses Festivals – Diwali St Andrews Day 	<ul style="list-style-type: none"> Ice/Seasons Talking about birthdays - Comment on images of familiar situations in the past. Winter Walk - Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. People in the community. 	<ul style="list-style-type: none"> Understand that some places are special to members of their community. How to look after animals and ourselves. Oral health linking to looking after ourselves 	<ul style="list-style-type: none"> Transport - Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries Recognise some environments that are different to the one in which they live. 	<ul style="list-style-type: none"> Summer Walk - Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Music and Clothes through the decades.
RE Curriculum	<ul style="list-style-type: none"> I am special 	<ul style="list-style-type: none"> Celebrating Birth -Jesus’ birth (visit to the Baptist Church) 	<ul style="list-style-type: none"> Remembering (Guru Nanak’s Birthday) 	<ul style="list-style-type: none"> Symbol of new life (Easter) 	<ul style="list-style-type: none"> Special (Clothes) 	<ul style="list-style-type: none"> Learning through stories (Jesus as a story teller)
Past Present	<p>Discuss who is in their family and show some sense of their own history, e.g. <i>“I was born first and then the twins”</i> or <i>“before I was born, Mummy lived in Spain but now we live in London”</i>.</p>	<p>Talk about people around them in good detail, describing their roles, interests or news about them.</p> <p>Discuss past and upcoming events within their own family, e.g. <i>“When I was a baby, I had a Christening”</i> or <i>“At my third birthday, I had a dinosaur cake”</i></p> <p>Understand that the past is the time <i>“before now”</i>.</p>	<p>Discuss images of the past and contrast them in discussion, e.g. <i>“They are travelling on a horse and cart because there were no cars like we have then”</i>.</p> <p>Listen to, respond and ask questions about fiction & non-fiction books about characters from the past.</p> <p>Contrasting jobs now and then.</p>	<p>ELG - Talk about the lives of the people around them and their roles in society.</p> <p>ELG - 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>ELG - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>		

People, Culture, Communities	<p>Notice similarities and differences between people, reflecting on differences positively.</p> <p>Know that they may come from a different country from other children and understand that these are different places.</p> <p>Show interests in different occupations, e.g. role-playing police or doctors.</p>	<p>Share their experiences of local features of our community, e.g. St James Park, Library, Baptist Church, Shirley High Street</p> <p>Know the church is special to Christians.</p>	<p>Have some basic knowledge of community celebrations, e.g. Christmas, Chinese New Year, Carnival.</p> <p>Discuss the roles of people in the community around them and their own experiences with these people, e.g. priest, nurses/doctors.</p>	<p>ELG - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>ELG - 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>ELG - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p> <p>Share their knowledge of different countries (e.g. through holidays, home countries, books etc) and compare/contrast them in discussion. E.g. <i>"There are no lions in England but there are in Africa"</i> or <i>"In Spain, the weather is warmer than here"</i>.</p> <p>FLPS Curriculum Goal: To talk about what is special to me and my family and what is important about Southampton, where I live.</p>
The Natural World	<p>Talk about differences between materials and changes they notice in simple terms, e.g. when cooking, melting ice etc.</p> <p>Talk about forces they feel, e.g. water pushing a boat up to float, elastic bands stretching, magnets.</p> <p>Show understanding that we need to care for living things, e.g. watering plants, handling insects gently.</p> <p>Use their senses to explore natural materials and describe what they observe, e.g. "a heavy log" "wet leaves".</p>	<p>Discuss change in seasons from Summer > Autumn, and then Autumn > Winter. Make reference to changes to the natural world, weather and our habits.</p> <p>Make more careful observations (e.g. "The ice has melted; look it's a puddle now") and use an increasingly mature vocabulary when discussing the natural world, e.g. soil, roots, stem, temperature, melt.</p> <p>Make simple drawings of natural objects, e.g. leaf.</p>	<p>Offer simple, logical explanations for what they have observed, e.g. <i>"Maybe it melted because the weather is warmer"</i> or <i>"It is light so I think that helps it float"</i>.</p> <p>Drawings show closer observation of details they have observed, e.g. an attempt to represent the veins on a leaf.</p> <p>Use modelled, topical vocabulary in discussion.</p> <p>Compare different environments to their own, e.g. Notice differences between the countryside in comparison to cities, when listening to stories in these settings.</p>	<p>ELG - Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>ELG - 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>ELG - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>

<p>EYFS</p>	<ul style="list-style-type: none"> The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary 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>Expressive arts</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody. – WEEKLY SINGING ASSEMBLY</p> <p>ONGOING – making props for role play/sharing ideas</p>	<ul style="list-style-type: none"> Develop storylines in their pretend play/role play. Developing creative skills and using resources - paint, scissors, sticking, joining Singing Nursery Rhymes Joining techniques 	<ul style="list-style-type: none"> Sharing ideas. Acting out the traditional tales. Developing creative skills and using resources Colour mixing/texture of materials – 3 little pigs house Printing calendars – hand prints to create into animals. Perform in Christmas production. Gingerbread Salt dough Musical instruments telling the gingerbread man. 	<ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them. Watch and talk about dance and performance art, expressing their feelings and responses. Spring Artist – Kandinsky – share children’s work with others/explain how they have created it. 	<ul style="list-style-type: none"> Create collaboratively, sharing ideas, resources and skills. 	<ul style="list-style-type: none"> Music from around the world Artist from around the world – Damien Hurst (blossoms) – Picasso (Faces) – Monet (Water lillies) Learn dances around the world – Bollywood, Irish, African, Line Dancing Assembly to parents/perform to others 	<ul style="list-style-type: none"> Bear Hunt acting out on field. Role play picnics.
<p>End Points</p> <p>Creating with Materials</p>	<p>Enjoy mark-making opportunities. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Use objects as representations in pretend play, e.g. a cuboid block as a telephone.</p>	<p>Use a variety of media independently (pencils, crayons, paint, chalk, different construction toys). Talk about what they like. Adapt their construction to achieve a desired outcome, e.g. add an extra layer to a model to represent “upstairs”</p>	<p>Produce more detailed representations (drawings, paintings, models) and discuss the features they have included. Return to and extend their creative learning, e.g. rebuilding a tower made the day before but making it more stable. Choose materials to achieve a goal, e.g. selecting a plastic yoghurt pot to turn into a boat due to its waterproof nature. Explain how they created something to their peers including why they chose a particular</p>	<p>ELG - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>ELG - Share their creations, explaining the process they have used.</p> <p>ELG - Make use of props and materials when role playing characters in narratives and stories.</p>		

	Use blocks/construction toys to build “small worlds” e.g. a hen on a farm.	when their pretend-play requires it. Use colours for a purpose, e.g. using the correct eye/hair colour when drawing a self-portrait.	technique/material and how it is fit for purpose, e.g. “I used sellotape because the glue was too runny to hold something heavy”. Could identify improvements to something they have created.	
End Points Being Imaginative and Expressive	Respond to music with movement. Request a favourite song/rhyme. Know and join in with some nursery rhymes or favourite songs and poems. Take part in simple, pretend play often based on familiar experiences, e.g. making dinner. Develop storylines, based on own experiences, through small-world or role-play.	Suggest a movement to match a piece of music, e.g. running during fast music or stamping to a slow drum beat. Keep a beat using a musical instrument or body percussion. Perform familiar sings/rhymes in small groups. Participate in collaborative, creative activities, sometimes initiated by an adult. E.g. giant artwork, building a pirate ship with blocks. Retell parts of familiar stories through use of puppets, toys, masks or small-world.	Discuss changes or patterns they hear when listening to music, e.g. “It starts slowly but gets faster and faster”. Create their own beats with musical instruments/body percussion and become confident in games such as syllable-clapping. Create more complex narratives in their pretend play, building on the contributions of their peers. Organise themselves into collaborative creative opportunities (role play, performance, artwork).	ELG - Invent, adapt and recount narratives and stories with peers and their teacher. ELG - Sing a range of well-known nursery rhymes and songs. ELG - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. FLPS: Curriculum Goal: To use imagination to perform a story