

Measham CE Foundation Stage Curriculum		Autumn 1 F2: Will You Be My Friend? Who am I? Where do I live? How can I be kind?	Autumn 2 F2: Why Do We Only See Stars at Night? Light and dark Space Celebrations	Spring 1 F2: Am I a Superhero? Who is a superhero? Real life superheroes	Spring 2 F2: Does Every Story Have a Happy Ending? Traditional tales Retelling stories	Summer 1 F2: How Does it Grow? What do plants need to grow? What can we grow? Healthy food	Summer 2 F2: How Do Animals Live in the Wild? Adaptation Zoo trip
Literacy	Pre-School Skills	<p>To be able to mark make and identify their marks.</p> <p>To recognise familiar logos and labels within the environment.</p> <p>Join in with Squiggle While You Wiggle</p>	<p>To find and identify familiar letters, e.g. letters in their names.</p> <p>To talk about and retell a range of familiar stories.</p> <p>To begin to explore initial sounds in familiar words.</p>	<p>To begin to attempt writing familiar letters, e.g. letters in their name.</p> <p>To talk about and retell a range of familiar stories.</p>	<p>To be able to mark make and give meaning to their marks.</p> <p>To begin to form some letters correctly, e.g. letters in their name.</p>	<p>To identify the pictures linked to sounds.</p> <p>To begin to identify some sounds during oral blending games.</p> <p>To begin to make predictions about a story, sometimes supported by an adult with vocabulary.</p>	<p>Lots of games focusing on oral blending.</p> <p>To be able to identify initial sounds and start to blend familiar CVC words.</p> <p>Make predictions about a story using the relevant vocabulary with independence.</p> <p>To mark make for a purpose and be able to talk about the marks.</p> <p>To write some letters accurately e.g. their name</p>
	Pre-School Knowledge	<p>To know that text can be used as a form of identification.</p> <p>To know that text has a meaning.</p> <p>To know that text is read from left to right and top to bottom in English.</p>	<p>To know that letters are used to make up words.</p> <p>To know that each letter makes a sound – focussing on sounds in their names.</p> <p>To learn that stories have a sequence-</p>	<p>To know that each letter makes a sound – focusing on sounds in their names.</p> <p>To join in with repetition within stories and rhymes.</p> <p>To be able to talk about different parts of the story.</p>	<p>To be able to talk about their marks with confidence.</p> <p>To talk about the sounds they have identified.</p> <p>To join in with repetition within stories.</p>	<p>To know that blending sounds makes words.</p> <p>To identify the pictures with corresponding.</p> <p>To join in with repetition within stories.</p>	<p>To begin to identify CVC words orally.</p> <p>To begin to segment sounds in CVC words.</p> <p>To know that letters make sounds.</p> <p>To join in with repetition within stories.</p>

		<p>To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages</p> <p>To learn a range of Nursery Rhymes.</p>	<p>beginning, middle and end.</p> <p>To know that text is read from left to right and top to bottom in English.</p> <p>To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages</p> <p>To begin to acknowledge initial sounds and their relevance in the environment</p>		<p>To be able to talk about different parts of the story.</p>	<p>To be able to talk about different parts of the story.</p> <p>Rhyming games</p>	<p>To engage in extended conversations about stories.</p> <p>To clap the syllables in a word</p> <p>To recognise words with the same initial sound</p> <p>Rhyming games</p>
	Pre-School Phonics	<p>Tuning into sounds – going on a sound hunt (auditory discrimination). Recognising sounds at the start of and in words e.g. 'cat' 'dog' Listening to and recognising rhyming words</p>					
	EYFS key texts	The Rainbow Fish, The Paper Dolls	The Way Back Home, Whatever Next	Supertato, Topsy and Tim Meet the Police	Traditional Tales	The Hungry Caterpillar, Camille and the Sunflowers	Meerkat Mail, The Little Penguin, Rumble in the Jungle
	EYFS Skills	<p>Listening to and identifying sounds in the environments.</p> <p>Listening to and hearing initial sounds in familiar words.</p>	<p>Listening to and hearing sounds in CVC words.</p> <p>To identify sounds on a sound mat and to use this when writing.</p> <p>Listens to familiar stories and able to recall facts.</p>	<p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds on a sound mat.</p>	<p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CCVC and CVCC words.</p> <p>Identifying sounds,</p>	<p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC, CVCC, CCVC, and 5 sound words.</p> <p>Identifying sounds, including phonemes</p>	<p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC, CCVC and 5 sound words.</p> <p>Identifying sounds, including phonemes and</p>

		<p>To identify sounds on a sound mat.</p> <p>Listens to familiar stories and able to recall some facts.</p>	<p>To re-read books to improve confidence and fluency</p> <p>To enjoy a range of text types</p> <p>To continue a rhyming string</p>	<p>Listens to stories and is beginning to anticipate what may happen next.</p>	<p>including phonemes and other digraphs on a sound mat.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p>	<p>and other digraphs on a sound mat.</p> <p>Checking written work and making any changes where necessary.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p>	<p>other digraphs on a sound mat.</p> <p>Checking written work and making any changes where necessary.</p>
	<p>EYFS Knowledge</p>	<p>Knowing that words can be written.</p> <p>Knowing the sounds that the taught letters make.</p> <p>Knowing what the taught letters look like.</p> <p>Knowing how to write the taught letters.</p> <p>Blend sounds into words</p> <p>Knows how to sequence familiar stories.</p>	<p>Knowing that words can be written.</p> <p>Knowing the sounds that the taught letters make.</p> <p>Knowing what the taught letters looks like.</p> <p>Knowing how to write the taught letters.</p> <p>Knows how to sequence familiar stories.</p>	<p>Knowing that words can be written.</p> <p>Knowing the sounds that the taught letters make.</p> <p>Knowing what the taught letters looks like.</p> <p>Knowing how to write the taught letters.</p> <p>Knows how to spell some familiar words.</p> <p>Starting to recognise different text types, e.g. story, non-fiction, instructions</p>	<p>Knowing the sounds that the taught phonemes make.</p> <p>Knowing what the taught phonemes look like.</p> <p>Knowing how to write the taught letters.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p> <p>Knows how to spell some familiar words.</p>	<p>Knowing the sounds that the taught phonemes make.</p> <p>Knowing what the taught phonemes look like.</p> <p>Knowing how to write the taught letters.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p> <p>Knowing that sentences can be extended by using a connective.</p> <p>Uses learnt words and phrases to discuss familiar stories or during role play.</p> <p>Knows how to spell some familiar words.</p>	<p>Knowing the sounds that the taught phonemes make.</p> <p>Knowing what the taught phonemes look like.</p> <p>Knowing how to write the taught letters.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p> <p>Knowing that sentences can be extended by using a connective.</p> <p>Uses learnt words and phrases to discuss familiar stories or during role play.</p> <p>To form lower and upper case letters correctly</p>

							Begins to recognise some extended code sounds e.g. ee, ay
	EYFS Phonics	Initial Code Units 1-7		Initial Code Units 8-11		Initial Code Unit 11+	
	<p>ELG: Comprehension</p> <ul style="list-style-type: none"> - 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 during role play <p>ELG: Word Reading</p> <ul style="list-style-type: none"> - 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 <p>ELG: Writing</p> <ul style="list-style-type: none"> - 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 						
Mathematics	Areas of learning covered	Comparison Counting Shape, Space and Measures Subitising Pattern		Shape, Space and Measures Subitising Comparison Counting		Subitising 3 Comparison 2 Pattern 4 Shape, space and measure 5 Pattern 5 Subitising 4 Counting 5 Pattern	
	Pre-School Skills	Compare quantities using language 'more than' 'fewer than'	<p>To count out a group of up to 5 objects.</p> <p>To match number of objects to numeral.</p> <p>To show an understanding of 1:1 counting to 5.</p> <p>Knowing that the last number you count represents</p>	<p>To count out a group of up to 10 objects.</p> <p>One more/less using a number line.</p> <p>To develop fast recognition of numbers.</p> <p>To count up to 10.</p>	<p>To identify, describe and compare quantities and groups of objects.</p> <p>To develop fast recognition of numbers.</p> <p>To count up to 10.</p>	<p>Practical problem solving with numbers up to 5.</p> <p>To select and use shapes appropriately in play, combining them to make models and enclosures.</p> <p>To develop fast recognition of numbers.</p>	<p>To count, order and recognise numbers to 10, in and out of sequence.</p> <p>To name and describe 2D shapes.</p> <p>To name some common 3D shapes and properties.</p> <p>To compare and order objects according to their weight and distance.</p>

			<p>the total number of objects</p> <p>Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/round/ straight/ corners</p>	<p>To show an awareness of how numerals are formed and to experiment with own mathematical mark making.</p> <p>To talk about and explore patterns in the environment</p> <p>Begins to separate 3 or 4 items and recognise that they are made up of different combinations</p>	<p>To show an awareness of positional language such as under/behind/ next to/over/ on top of.</p> <p>To independently create and talk about own patterns using a range of objects and resources.</p>	<p>To use relevant mathematical vocabulary when talking about learning.</p> <p>To begin to make sensible comparisons between objects relating to size, length, weight and capacity.</p> <p>To begin to describe a sequence of events accurately.</p> <p>To recall simple facts about a familiar journey.</p> <p>Use language such as "next to, behind"</p>	<p>To compare and order objects according to their size and distance.</p> <p>To develop fast recognition of numbers.</p> <p>To use relevant mathematical vocabulary when talking about learning.</p> <p>To begin to describe a sequence of events accurately.</p> <p>To recall simple facts about a familiar journey.</p> <p>Recite numbers past 5 and show finger numbers up to 5</p> <p>To say numbers for each item in order "1, 2, 3, 4, 5"</p> <p>To explore own mark making and symbols as well as numbers</p> <p>Moves objects into shapes and patterns that they like</p> <p>Creates arches and enclosures with shape</p> <p>Solve real life problems up to 5</p>
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	Pre-School Knowledge	<p>Singing a range of number songs.</p> <p>Fast recognition of up to 3 objects</p> <p>To say number names to 5 in order.</p> <p>To know that time can be measured using days.</p> <p>To know that the last number said represents the total number of objects</p> <p>To show an awareness and name some 2D shapes in the environment.</p>	<p>To know that a group of objects can also be represented by a number</p> <p>Singing a range of number songs.</p> <p>To know that the last number said represents the total number of objects</p> <p>To show an awareness and name some 2D shapes in the environment.</p> <p>Starting to recognise 1-5 with Numicon</p>	<p>To say number names to 10 in order.</p> <p>To create and repeat simple patterns.</p> <p>To subitise to 3.</p> <p>To know number order beyond 5 when counting.</p> <p>To say number names to 10 in order.</p> <p>To be able to say number names forwards and backwards to 10.</p> <p>To know that each object should only be counted once.</p> <p>Singing a range of number songs.</p>	<p>To subitise to 3.</p> <p>To know number order beyond 5 when counting.</p> <p>To use the language of more and less to compare amounts.</p> <p>To know that numbers can be ordered.</p> <p>To be able to demonstrate through games and role play an understanding of positional language.</p> <p>Singing a range of number songs.</p>	<p>To subitise to 6.</p> <p>To remember the order in which things happen.</p> <p>Talk about position "The bag is on the table"</p> <p>To know that subtraction means taking an amount away from a group.</p> <p>To know that some shapes more appropriate than others when building.</p> <p>To remember different aspects of a journey, e.g. "I walked over a bridge to get to school".</p> <p>To talk about patterns and shapes</p>	<p>To subitise to 6.</p> <p>To learn vocabulary linked to describing size and distance.</p> <p>To be able to say number names forwards and backwards to 15.</p> <p>To remember the order in which things happen.</p> <p>To remember different aspects of a journey, e.g. "I walked over a bridge to get to school".</p> <p>Begins to recognise numerals and Numicon 0-10</p>
	Areas of learning covered	<p>White Rose units: Match, sort and compare Talk about measure and patterns</p> <p>It's me 1, 2, 3 Circles and Triangles 1, 2, 3, 4, 5 Shapes with 4 sides</p>	<p>Alive in 5 Mass and capacity Growing 6, 7, 8 Length, height and time</p> <p>Building 9 and 10 Explore 3D shapes</p>	<p>To 20 and beyond How many now? Manipulate, compose and decompose Sharing and grouping Visualise, build and map Make connections</p>			

	EYFS Skills	<p>To begin to match items</p> <p>To begin to learn one to one correspondence</p> <p>To understand that objects can be represented by pictures</p> <p>To start to compare numbers</p> <p>To make comparisons between objects relating to size, length, weight and capacity</p> <p>To continue, copy and create repeating patterns</p>	<p>To count objects, actions and sounds</p> <p>To link the number symbol (numeral) with its cardinal number value</p> <p>To subitise</p> <p>To explore the composition of numbers to 10</p> <p>To describe a familiar route</p> <p>To discuss routes and locations using words like 'in front of' and 'behind'</p> <p>Compose and decompose shapes so that children recognise a shape can have other shaped <i>within</i> it, just as numbers can</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>	<p>To link the number symbol (numeral) with its cardinal number value</p> <p>To subitise</p> <p>To compare numbers</p> <p>To explore the composition of numbers to 10</p> <p>To compare length, weight and capacity</p> <p>To count objects, actions and sounds</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>	<p>To count objects, actions and sounds</p> <p>To link the number symbol (numeral) with its cardinal number value</p> <p>To compare numbers</p> <p>To subitise</p> <p>To explore the composition of numbers to 10</p> <p>Automatically recall number bonds for numbers 0-5 and some to 10</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills</p> <p>Compose and decompose shapes so that children recognise a shape can have other shaped <i>within</i> it, just as numbers can</p>	<p>To count beyond 10</p> <p>Automatically recall number bonds for numbers 0-5 and some to 10</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills</p> <p>Compose and decompose shapes so that children recognise a shape can have other shaped <i>within</i> it, just as numbers can</p> <p>To compare numbers</p> <p>To explore the composition of numbers to 10</p>	
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	<p>EYFS Knowledge</p>	<p>To begin to identify and make sets (a precursor to counting)</p> <p>To understand that some things are alike and some are different</p> <p>To talk about and identify patterns around them</p>	<p>To understand the 'one more than/one less than' relationship between consecutive numbers</p> <p>To talk about and explore 2D and 3D shapes (e.g. circles, rectangles, triangles and cuboids) using informal and mathematical language</p>	<p>To understand the 'one more than/one less than' relationship between consecutive numbers</p> <p>To link the number symbol (numeral) with its cardinal number value</p>	<p>To understand the 'one more than/one less than' relationship between consecutive numbers</p> <p>Talk about and explore 2D and 3D shapes (e.g. circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat' 'round'</p> <p>Notice and correct an error in a repeating pattern</p> <p>Continue, copy and create repeating patterns</p>		<p>To continue, copy and create repeating patterns</p> <p>To discuss routes and locations, using words like 'in front of' and 'behind'</p> <p>Describe a familiar route</p> <p>To understand position through words alone, e.g. 'The bag is under the table' with no pointing</p>
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	<p>ELG: Number</p> <ul style="list-style-type: none"> - Have a deep understanding of number to 10 including the composition of each number - Subitise up to 5 - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including some subtraction facts) and some number bonds to 10, including double facts <p>ELG: Numerical Patterns</p> <ul style="list-style-type: none"> - Verbally count beyond 20, recognising the pattern of the counting system - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
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- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

Physical Development

Pre-School Skills

Gross
Fine

To take care of toileting needs independently.

To climb apparatus safely.

To begin to show awareness of moving equipment safely with peers.

Play with the outdoor equipment, bikes, scooters etc.

Join in with group activities

Runs with spatial awareness

Can name and identify different parts of the body

To join in with Squiggle While You Wiggle

To begin to show a preference for a dominant hand

To independently put on their coats, with some support for the zipper and buttons.

To copy dance moves and to move to different kinds of rhythms.

To skip, hop, stand on one leg.

To join in with games such as musical statues.

Can remember dance sequences

To choose appropriate resources for their own plan e.g. digging or mixing.

To collaborate with others to move equipment

To use mark making resources with increasing independence.

To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills.

To hold jugs and containers confidently and pour from one container into another.

To show awareness of healthy food choices and impact on our body.

To learn about different fine motor activities, e.g. threading, cutting, using tools, holding a pencil, mark making, Dough Disco etc.

To mark make in sensory trays and also copy different patterns.

To mark make using a comfortable grip when using pencils and pens.

Using balancing apparatus.

To hold the pencil correctly using a tripod grip.

To begin to form numbers and familiar letters, e.g. letters in their name.

To look at books independently whilst turning pages one at a time.

To mark make using a comfortable grip when using pencils and pens.

To run skilfully and be able to negotiate space.

To hold the pencil confidently, using the tripod grip and forming letters and numbers mostly correctly.

To be able to use scissors confidently and make straight, zig zag and circular snips using one hand.

To mark make using a comfortable grip when using pencils and pens.

To be secure in holding the pencil, using the tripod grip and forming letters and numbers mostly independently.

To independently begin to write their name.

To confidently use scissors and other tools safely.

To mark make using a comfortable grip when using pencils and pens.

	Pre-School Knowledge	<p>To know about personal hygiene and the importance of being clean and tidy.</p> <p>To know that washing hands is important after using the toilet and before we eat.</p> <p>To use alternate feet when climbing apparatus.</p> <p>To show independence with eating and drinking, e.g. being able to feed self and ask for help with opening containers.</p> <p>To know that books in English should be read from left to right and one page at a time.</p>	<p>To show confidence in dressing up and self-care activities.</p> <p>To know how to move on different beats and rhythms e.g. slowly for slow music and fast on quicker beats.</p> <p>To know how to use mark making resources effectively, e.g. how to use scissors to snip or how to use a paint brush to paint.</p>	<p>To be able to fill containers with different materials, e.g. sand, water etc and to show confidence in carrying them from one point to another without dropping.</p> <p>To know how to use the outdoor climbing frame as well as the bikes/scooters to move in different ways and safely.</p> <p>To know what making right food choices looks like.</p> <p>To show independence in self-help skills such as toileting and dressing.</p> <p>To know what the different tools in the Nursery are and how to use them safely, e.g. scissors, mallets, pegs, hammers and pencils.</p> <p>To know that they need to use tools with a dominant hand.</p>	<p>To be able to follow a simple sequence of movements to music and rhythm.</p> <p>To know that the pencil needs to be held comfortably and with one hand to form letters and numbers.</p> <p>To know how to use one handed tools effectively.</p>	<p>To be aware of obstacles whilst running, riding a scooter/bike etc and display some spatial awareness.</p> <p>To know the correct ways of forming letters.</p> <p>To know that snips should be made on the line and the pattern should be followed.</p> <p>To know how to feed paper/materials through hand when cutting around objects.</p>	<p>To successfully take part in group games with support from an adult.</p> <p>To move confidently and safely in a range of ways, avoiding obstacles; running/ hopping/ skipping etc.</p> <p>To know how to hold the pencil correctly and also recognise and self-correct when they form letters incorrectly.</p> <p>Starting to use a knife and fork</p>
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	<p>EYFS Skills</p> <p>Gross Fine</p>	<p>To use climbing equipment safely and competently.</p> <p>To begin to negotiate space effectively</p> <p>To use a dominant hand.</p> <p>To begin to form recognisable letters which are formed mostly correctly.</p>	<p>To revise and refine the fundamental movement skills</p> <p>To use climbing equipment safely and competently.</p> <p>To negotiate space effectively</p> <p>To begin to use anticlockwise movement and retrace vertical lines.</p>	<p>To show good practice with regard to exercise, eating, sleeping and hygiene.</p> <p>To be able to balance and coordinate safely.</p> <p>To negotiate space effectively.</p> <p>Progress with fine motor movements developing control</p>	<p>Further develop ball skills</p> <p>To handle tools, objects, construction and malleable materials safely and with increasing control.</p>	<p>To use a pencil effectively to form recognisable letters, most of which are formed correctly.</p> <p>To use a knife and fork with increased control</p>	<p>To show good control and co-ordination in large and small movements.</p>
	<p>EYFS Knowledge</p>	<p>To know which hand to write with.</p> <p>To know how to use scissors effectively</p> <p>To know how to use the outdoor equipment safely.</p>	<p>To know how to make anticlockwise movement and retrace vertical lines.</p> <p>To know how to use scissors effectively.</p>	<p>To know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health.</p> <p>To know how to use scissors effectively.</p>	<p>To know why it is important to handle different apparatus safely.</p> <p>To know how to use scissors effectively.</p>	<p>To know how to form letters correctly.</p> <p>To know how to use scissors effectively.</p>	<p>To know how to be safe – including screen time, a sleep routine and being safe on the roads</p> <p>To know how to handle a range of equipment and tools effectively.</p> <p>To know how to use scissors effectively.</p>
<p>ELG: Gross Motor Skills</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others - Demonstrate strength, balance and co-ordination when playing 							

- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- ELG: Fine Motor Skills**
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paintbrushes and cutlery
- Begin to show accuracy and care when drawing

Communication and Language

<p>Pre-School Skills</p>	<p>To sing rhymes and look at picture books. To talk about the different characters and what they are doing.</p> <p>To talk about themselves and their families.</p> <p>Develop communication that can be understood by others.</p>	<p>To talk about celebrations at home.</p> <p>To listen to stories on celebrations such as birthdays, Diwali, Christmas, Hanukah etc and to talk about them and why they are celebrated.</p> <p>To listen to, and follow simple instructions.</p>	<p>To enjoy listening to longer stories and can remember what happens</p> <p>To begin to use a wide range of vocabulary in the correct context.</p> <p>To talk in short sentences that others can understand.</p> <p>To listen to, and follow simple instructions and respond to questions appropriately.</p>	<p>To listen to traditional stories and retain key vocabulary.</p> <p>To be able to talk about the setting, characters and the structure of the story.</p> <p>To be able to use connectives e.g. Once upon a time and then.</p> <p>To listen to, and follow simple instructions and respond to questions appropriately.</p> <p>To talk in short sentences that others can understand.</p>	<p>To listen to traditional stories and retain key vocabulary.</p> <p>To be able to answer questions and share opinions using the relevant vocabulary.</p> <p>To be able to talk about the setting, characters and the structure of the story.</p> <p>To be able to use connectives e.g. Once upon a time and then.</p> <p>Can retell events that have happened to them</p> <p>Builds up vocabulary that reflects their experiences</p>	<p>To listen to different Nursery rhymes and be able to join in, singing words confidently and clearly.</p> <p>To be able to answer questions and share opinions using the relevant vocabulary.</p> <p>To be able to talk about the setting, characters and the structure of the story with confidence.</p> <p>Beginning to understand how and why questions</p> <p>Be able to express a point of view</p> <p>To use talk to organise themselves for play</p>
<p>Pre-School Knowledge</p>	<p>To know that stories have different character which could be real and pretend.</p>	<p>To know that stories have a beginning, middle and an end.</p> <p>To be able to understand</p>	<p>To be able to differentiate and categorise objects based on their properties.</p>	<p>To know that stories have a beginning, middle and an end.</p>	<p>To know that stories have a beginning, middle and an end.</p> <p>To be able to answer questions related to the story.</p>	<p>To be able to independently sequence familiar rhymes and to be able to say what happens next in a story.</p>

		<p>To know to sing words clearly so that they are audible.</p> <p>To know that it is OK to talk to others about wants and needs.</p>	<p>simple instructions.</p>	<p>To remember new vocabulary when talking to others.</p> <p>To be able to understand simple instructions, questions and commands.</p>	<p>To be able to answer questions related to the story.</p> <p>To be able to understand simple instructions, questions and commands.</p>	<p>To be able to use vocabulary learnt to have a conversation with others.</p>	<p>To use the words they know appropriately to organise themselves and their play.</p> <p>Shows an understanding of prepositions</p> <p>Beginning to show an understanding of 2-step instructions</p> <p>Use longer sentences of four to six words</p>
	EYFS Skills	<p>To talk about themselves and others.</p> <p>To sing songs. To speak about a range of texts.</p> <p>Understand how to listen carefully and why listening is important</p>	<p>To compare different festivals.</p> <p>To make comments about their observations.</p> <p>To describe events in some details</p> <p>Engage in storytimes</p>	<p>To describe features of traditional stories.</p> <p>To talk about the role of healthy food and exercise in staying healthy.</p>	<p>To describe familiar texts with detail and using full sentences.</p> <p>To begin to ask questions about familiar aspects of their environment and their learning.</p>	<p>To label and sort living things.</p> <p>To describe habitats.</p> <p>Beginning to understand humour e.g. nonsense rhymes and jokes</p>	<p>To be able to order a range of life cycles.</p> <p>To be able to give facts about a specified subject.</p>
	EYFS Knowledge	<p>To know about others.</p> <p>To know familiar songs and poems.</p> <p>To describe different story and non-fiction texts.</p>	<p>To know about different festivals.</p> <p>To be able to talk about how different people help us.</p> <p>To begin to talk about why things happen using new vocabulary learnt.</p>	<p>To know different traditional stories.</p> <p>To know a range of healthy food and exercise.</p> <p>Express their ideas and feelings about their experiences.</p>	<p>To know different features of texts.</p> <p>To talk confidently about why things happen using new vocabulary learnt.</p>	<p>To name and sort a range of living things.</p> <p>To be able to talk about different habitats.</p> <p>To engage in meaningful conversations with others.</p>	<p>To know different life cycles.</p> <p>To know a range of facts.</p> <p>To engage in meaningful conversations with others.</p>

			Engages in non-fiction books Learns new vocabulary from non-fiction		To engage in meaningful conversations with others.		
	<p>ELG: Listening, attention and understanding</p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions - Make comments about what they have heard and ask questions to clarify their understanding - Hold a conversation when engaged in back and forth exchanges with their teacher and peers <p>ELG: Speaking</p> <ul style="list-style-type: none"> - Participate in small group, class and one to one discussions, offering their own ideas using recently used 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 conjunctions, with modelling and support from the teacher 						
Personal, Social and Emotional Development	Pre-School Skills	<p>To separate from main carer and learn to adapt to the preschool environment.</p> <p>To select and use activities and resources, with some support if needed.</p> <p>To wash hands after using the toilet</p> <p>To develop a sense of responsibility and community</p>	<p>To learn about daily routines and classroom rules.</p> <p>To be aware of behavioural expectations in the preschool</p> <p>To select and use activities and resources, with some support if needed.</p> <p>To show an awareness of the importance of oral health.</p> <p>To play with one or more children</p>	<p>To learn how to share resources and play in a group.</p> <p>To learn to look after resources within the class.</p> <p>To listen to, and follow rules set.</p> <p>To take turns whilst playing and waiting patiently to have a go.</p> <p>To show confidence in new social situations</p>	<p>To show independence in accessing and exploring the environment.</p> <p>To independently put on coats and use the toilet.</p> <p>To listen to, and follow rules set.</p> <p>To learn to look after resources within the class.</p>	<p>To be able to initiate play with peers and keep play going by giving ideas.</p> <p>To become more outgoing with unfamiliar people.</p> <p>To show more confidence in new social situations.</p> <p>To begin to find solutions to conflicts.</p> <p>To show an awareness of how others may be feeling.</p>	<p>To gain enough confidence to talk to adults and peers.</p> <p>To begin to be assertive towards others where necessary.</p> <p>Do not always need an adult to remind them of a rule</p> <p>Become more outgoing with unfamiliar people</p>

	Pre-School Knowledge	<p>To know that they can approach adults in preschool when needed.</p> <p>Select and use activities and resources</p>	<p>To know how to adapt behaviour to suit classroom routines.</p> <p>To show confidence in asking adults for support.</p> <p>To know that oral hygiene is important and also know that eating fruits and vegetables is healthy for teeth and our bodies</p>	<p>To know how to manage their emotions in different situations.</p> <p>To know that there are boundaries set.</p> <p>To know about different feelings and be able to talk about them during circle time, 'happy', 'sad', 'angry' or 'worried'.</p> <p>To know that we must respect our resources and out them back when we have finished with them.</p> <p>To know that when playing in a group they need to share and also know that they will get a turn.</p>	<p>To be aware of the different areas in the Preschool and how to explore them safely.</p> <p>To approach an adult if they need support.</p> <p>To express other feelings such as excitement, anxiety and guilt</p> <p>Is able to recognise the impact of their choices and know that actions and words can hurt others feelings</p>	<p>To know that to play nicely it's important to share and take turns.</p> <p>To know that if I am upset, I can use phrases such as "stop it, I don't like it" to convey my discomfort.</p> <p>To know that it is OK to engage with others, even if in a different environment.</p> <p>To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc.</p>	<p>To know how to talk politely and develop an understanding of what is appropriate.</p> <p>To know that it is OK to challenge others, but they must remember to always be kind.</p> <p>To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc.</p> <p>Can adapt behaviour and understands sometimes routines change</p>
	EYFS Skills	<p>To describe a friend.</p> <p>To know and demonstrate friendly behaviour.</p> <p>To understand how to be a good friend.</p>	<p>To learn about a range of different festivals and communities.</p> <p>To learn about important dates in their lives.</p> <p>Identify and moderate their own feelings</p>	<p>To learn right from wrong.</p> <p>To understand how to make the right choices and the consequences of not making the right ones.</p> <p>To show resilience</p> <p>To manage their own needs</p>	<p>To understand that people need help.</p> <p>To identify ways of being helpful to others and how this will make them feel.</p> <p>Attempts to repair a relationship or situation</p>	<p>To describe a range of different habitats around the world.</p>	<p>To learn about the different family structures.</p> <p>Seeks support in new situations</p>

		<p>To learn to join in with whole group activities.</p> <p>To choose an activity independently.</p> <p>To think about the perspectives of others</p> <p>Is pro-active in seeking adult support</p>	<p>Represent what they know about relationships through play</p>	<p>To see themselves as a valuable individual</p> <p>Can describe their own qualities and what they would like to get better at</p>			
	EYFS Knowledge	<p>To describe and show friendly behaviour.</p> <p>To begin taking turns with their friends.</p> <p>Know that the adults are there as a secure base</p>	<p>To be able to talk about different festivals.</p> <p>To understand why different people celebrate different things.</p>	<p>To be able to talk about why a character has made a poor choice and what the consequences are.</p> <p>To be able to talk about how the character could have made a better choice.</p>	<p>To talk about the effect my behaviour has on others.</p>	<p>To talk about the world that we live in and how there are similarities and differences when looking at different aspects.</p>	<p>To be able to talk about the relationships they have at home with their family and friends.</p>
	<p>ELG: Building Relationships</p> <ul style="list-style-type: none"> - Work and play co-operatively and take turns with others - Form positive attachments to adults and friendships with peers - Show sensitivity to their own and to others needs <p>ELG: Managing Self</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge - Explain the reasons for rules, know right from wrong and try to behave accordingly - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices <p>ELG: Self-Regulation</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly - Set and work towards 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 						

RE	EYFS only	Being special – where do we belong?	Why do Christian people perform Nativity plays at Christmas?	Why is the word God so important to Christian people?	Why do Christians put a cross in an Easter garden?	What is special about our world?	
	Bible Stories						
Understanding of the World	Pre-School	Discussion about families and their similarities and differences	Talking about light/dark/ Space/stars	What is a superhero? Who is a real life superhero? Doctors/police/fire service/teachers/parents	Discussion about traditional tales and favourite stories	Discussion about plants and what we would like to grow	Animals around the world in different habitats
	<p>Science</p> <p>History</p> <p>Geography</p> <p>Activities are flexible and will depend on children's interests.</p>	<p>How to be a kind friend – understanding that people have different interests</p> <p>Key knowledge: To know some healthy foods and to try some of these</p> <p>To know that the weather gets colder in the Autumn, to know that leaves change on trees</p> <p>Key knowledge: To know who is in my immediate family, to talk about my life and what I enjoy</p> <p>Key knowledge: To know what is in my immediate environment – my home and my school</p>	<p>Know some similarities and differences between religious and cultural communities- look at different celebrations e.g. Christmas, Bonfire Night, Diwali, etc.</p> <p>Key knowledge: Explore the natural world around us – to know that Neil Armstrong is an astronaut that went to the moon</p> <p>Exploring the natural world around them (Light and dark) – know what light is, what dark is, and how to change this</p> <p>Exploring the natural world around them – to know that a star is in the sky</p> <p>Key knowledge: Understand the past through stories and characters to know that a man went to the moon</p> <p>Understand the past through stories and characters – to know that Guy Fawkes was a man in the past</p>	<p>Key knowledge: To know that dentists check your teeth</p> <p>To know that things are magnetic (explore through play) copper coins, magnetic boards, magnetic games, paper clips</p> <p>Key knowledge: To know that doctors work in hospitals and they help people to get better (personal timeline – where have you seen a doctor before?)</p> <p>To know that firefighters put out fires and keep people safe (personal timeline)</p> <p>To know that the police help to keep people safe (personal timeline)</p> <p>To know that vets help to make animals better if they are sick (personal timeline)</p> <p>Key knowledge: To know that 999 is the number for emergencies</p>	<p>Key knowledge: To know what a simple map is</p> <p>To know how to make a simple map</p> <p>To know how to follow a simple map/instructions</p> <p>To know how to create a treasure map/to know how to follow a simple map</p> <p>To know how to follow a simple map (fieldwork) walk around Measham</p>	<p>Key knowledge: To know that plants need water and sunlight to grow</p> <p>To know that plants come from a seed</p> <p>To know that not all seeds look the same</p> <p>To know that you find animals on a farm (pigs, sheep, cows, chickens)</p>	<p>Key knowledge: To know that desert animals are adapted to their environment e.g. camels have wide feet to walk on sand/long eyelashes to keep sand out of their eyes</p> <p>To know that camouflage helps to keep an animal safe from predators</p> <p>To know that polar bears have thick skin to keep them warm/To know that penguins huddle together to keep themselves warm</p> <p>Key knowledge: To know that fish have fins to help them swim in the ocean</p> <p>Key knowledge: To know that seaside holidays have changed since the past/using changing machines/sun cream wasn't invented/people wore different swimming costumes</p> <p>To reflect on seaside holidays (personal timeline)</p> <p>Key knowledge: To know that (mostly) deserts are hot and dry</p> <p>To know that the Polar Regions are cold and icy</p>

			<p>Understand the past through stories and characters – to know that a rocket can travel to space</p> <p>Understand the past through stories and characters – know that there are other planets</p> <p>Understand the past through stories and characters – know that the Earth turns</p> <p>Key knowledge: Know some similarities and differences between cultures/communities – know that Diwali is celebrated by people all over the world</p>	<p>To know where is our nearest doctors/defibrillator</p> <p>To know where our nearest fire station is</p> <p>To know where our nearest dentist is</p> <p>To know where our nearest police station is</p>			
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	<p>ELG: People, Culture and Communities</p> <ul style="list-style-type: none"> - Describe their immediate. Environment using knowledge from observation, discussion, stories, non-fiction texts and maps - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps <p>ELG: The Natural World</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter <p>ELG: Past and Present</p> <ul style="list-style-type: none"> - Talk about the lives of the people around then and their roles in society - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class - Understand the past through settings, characters and events encountered in books read in class and storytelling
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Expressive Arts and Design	Pre-School Skills	<p>Listening to and join in with Nursery rhymes and use musical instruments to tap out a rhythm.</p> <p>To learn about different art and music. Uses various construction materials.</p> <p>Joining in with role play</p>	<p>Sing familiar Nursery Rhymes.</p> <p>To use different colours and materials to make patterns.</p> <p>To make cards and decorations for friends and family using a range of media.</p> <p>To make patterns with paint and different objects, exploring what happens when you mix colours.</p> <p>Joins construction pieces together to build and balance.</p>	<p>To use scissors effectively.</p> <p>To begin to act out different scenarios using props to enhance imaginative play.</p> <p>Sing familiar songs or make up own songs.</p> <p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>To play instruments with increasing control.</p>	<p>To learn about different textures and talk about them.</p> <p>Feely bag activities with different objects for children to feel and describe.</p> <p>To engage in role play by making stick puppets of different story characters.</p> <p>Sing familiar Nursery Rhymes.</p> <p>Realises tools can be used for a purpose.</p> <p>To create closed shapes with continuous lines which represent objects that can be spoken about or identified.</p>	<p>To use puppets and props to act out different traditional stories.</p> <p>To make masks for role play.</p> <p>Sing familiar songs in the correct tone and changing melody if appropriate.</p> <p>Uses available resources to create props to support role-play.</p> <p>To use available props to develop stories and make imaginative play more purposeful.</p> <p>To show different emotions in pictures clearly.</p> <p>To draw with increasing control, representing features and detail clearly.</p>	<p>Sing familiar Nursery Rhymes alongside playing instruments and follow the rhythm.</p> <p>To listen to music and create movements to the different beats.</p> <p>To construct with bricks and blocks to make an enclosure. Explore different materials freely, using them with a purpose.</p>
	Pre-School Knowledge	To know that different musical instruments make different sounds and to	To know how different colours and materials can be used to create things.	To know how colours can be mixed to make a new colour.	To know about the different materials and what can be	To know how to use props appropriately for particular stories. To know that they can change their	To know that body movements can be changed depending on the rhythm to achieve a desired effect.

		<p>differentiate between the sounds, sharing thoughts and feelings about what they have heard.</p> <p>To know that certain art types belong to different cultures. E.g. Africa.</p> <p>For children to be able to construct with a purpose and safely.</p>	<p>To learn about art and crafts from different cultures e.g. Rangoli patterns and divas are from India and Christmas is celebrated by Christians all around the world.</p>	<p>To use their imagination to create different works of art.</p> <p>For children to be able to construct with a purpose and safely.</p> <p>To play instruments to express feelings and ideas.</p>	<p>created with them.</p> <p>To use their knowledge of stories in acting them out with friends.</p> <p>Sing songs clearly using correct words that have been learned.</p> <p>To know how to create recognisable representations of objects.</p>	<p>voices whilst singing or acting out stories to create a dramatic effect.</p> <p>For children to be able to construct with a purpose and safely.</p> <p>To know how to use available props to develop stories and make imaginative play more purposeful.</p>	<p>To know that different construction toys can be used to make new things that can be used in pretend play.</p> <p>To show confidence in choice of media when creating a model or picture.</p>
	EYFS Skills	<p>To remember the words to a range of songs.</p> <p>To give meaning to the marks that are made.</p>	<p>To design different patterns.</p> <p>To use role play</p> <p>Uses simple tools and techniques competently and appropriately.</p>	<p>To explore and recreate famous Art.</p> <p>To draw a range of Objects</p> <p>To use resources to create own props.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p>	<p>To use a range of resources to create own props to aid role play.</p> <p>To plan, carry out and evaluate and change where necessary.</p> <p>Manipulates materials to achieve a planned effect.</p>	<p>To use what they have learnt about media and materials in an original way and be able to explain their choices.</p> <p>Selects appropriate resources and adapts work where necessary.</p>	<p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Printing and animal pattern techniques</p>
	EYFS Knowledge Art and Design	<p>To learn a range of songs from around the world.</p>	<p>To learn the names of different tools and techniques that can be used to create Art.</p>	<p>To understand that pictures can be created by making observations or by using imagination.</p>	<p>To use a range of props to support and enhance role play.</p>	<p>To know the different uses and purposes of a range of media and materials.</p>	<p>To describe ways of safely using and exploring a variety of materials.</p>

		<p>To know that people from different countries may have different traditions.</p> <p>For children to be able to safely construct with a purpose and evaluate their designs.</p> <p>Key knowledge: To know that we use a paintbrush as a painting tool</p> <p>To know how to use scissors</p> <p>To know that an oven can change a mixture to a biscuit</p> <p>To know how to combine two craft materials to make a finished piece (friendship bracelets)</p>	<p>To experiment with creating different things and to be able to talk about their uses.</p> <p>Key knowledge: To know that chalk can be manipulated (smudged)</p> <p>To know that we can create artwork with paint splatters/to know that an artist called Jackson Pollock created artwork like this</p> <p>To know that models can be created using different 3d materials (rockets)</p> <p>To know that paper mache can be used to make a model (planets)</p> <p>To know that materials can be</p>	<p>To use paints, pastels and other resources to create observational drawings.</p> <p>For children to be able to safely construct with a purpose and evaluate their designs.</p>	<p>To identify and select resources and tools to achieve a particular outcome.</p> <p>Key knowledge: To know that paints can be used differently (watercolours)</p> <p>Key knowledge: To know that oats and milk make porridge</p> <p>Key knowledge: To know that different materials can be combined to make a model (towers)</p> <p>Key knowledge: To know that different materials can be combined to make a model for form and</p>	<p>For children to be able to safely construct with a purpose and evaluate their designs.</p> <p>Key knowledge: To know that different techniques can be used with paint (folding over paper)</p> <p>Key knowledge: To know that an artist called Van Gogh painted sunflowers</p> <p>Key knowledge: To know how to create an observational drawing</p> <p>Key knowledge: To know that different materials can be combined (collage)</p>	<p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Key knowledge: To know that paper/material can be manipulated for an effect (ripping, scrunching, cutting)</p> <p>Key knowledge: To know that paint can be used on different textures for a different outcome (ice)</p> <p>Key knowledge: To know that materials can be combined for a different effect</p>
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		<p>To know that red and yellow make orange</p> <p>To know that red and yellow make orange/blue and red make purple/blue and yellow make green</p>	<p>combined to make a finished piece (puppet)</p> <p>To know that models can be created using different 3d materials</p>		<p>function (strength)</p> <p>Key knowledge: To know that different ingredients create a new product</p> <p>Key knowledge: To use a variety of materials to create with purpose</p>		
<p>ELG: Creating with Materials</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function - Share their creations, explaining the process they have used - Make use of props and materials when role playing characters in narratives and stories <p>ELG: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher - Sing a range of well-known nursery rhymes and songs - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music 							