


# THE CAREY FEDERATION



Year B (2021 - 2022)	F1 & F2 Progression Document		
	Autumn	Spring	Summer
Whole School Topic	<b>What a journey!</b> All about me- Superheroes/People who help us Festivals	<b>It's a Mystery!</b> The mystery of Light & Dark The mystery of Space	<b>Our wider world!</b> Our wider world - how things grow Our wider world - travel to a rainforest
Deep Dive	<b>History:</b> Develop concept of historically valid questions - that draw on stories and other sources - to show understanding of key events.	<b>Science:</b> Working Scientifically - to show continued development of a whole school approach to investigation. <b>Geography</b> - Locational knowledge. <b>EYFS:</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	<b>RE:</b> Element 1 Devon-and-Torbay-Agreed-Syllabus. Making sense of beliefs through the power of story. <b>DT:</b> Design, Make, Evaluate.
Writing Focus	NARRATIVE: The Christmas Story produce final piece for moderation.  RECOUNT: Linked to history topic  POETRY: Harvest poem (Sukkot)	INFORMAL LETTER WRITING: writing to a pupil from our link city school. Produce a final written piece for moderation.  Non- chronological Report - Space book I like outer space- Angelia Aylmore	NARRATIVE: 1 <sup>st</sup> Person Story - based on Eddies garden  PERSUASSIVE LEAFLET: to design a leaflet Following our Federation Visit.
Pupil Entitlement Enrichment	International Harvest Festivals/Carnivals e.g. Sukkot and UK Harvest. Share geographical skill/RE activities during Harvest Festival Assembly. Celebrate other occasions e.g. Diwali, Remembrance and black history month.  Try food from other cultures e.g. Sukkot	Dance - to be shared during Easter parade/Assembly/community celebration.  Use school blog/letter writing to make links with a city school.  Occasions - Chinese New Year, Shrove Tuesday, World Book day	Federation Visit: City Visit, sporting event TBC

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	Is Christmas celebrated everywhere in the world?					
<b>Literacy</b> <b>Preschool Skills</b> 	<p>To be able to mark make and identify their marks. To recognise familiar logos and labels within the environment.</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>Adults will consistently model correct formation.</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 be able to mark make and give meaning to their marks.</p> <p>To identify the pictures linked to RWI sound.</p> <p>To begin to form some letters correctly, e.g. letters in their name.</p>	<p>To identify the pictures linked to sound.</p> <p>Children will 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 focussing on oral blending.</p> <p>Children are able to identify initial sounds and 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>
<b>Preschool</b> <b>Knowledge</b>	<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</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 know that each letter makes a sound - focussing on sounds in their names.</p> <p>To join in with repetition within stories and rhymes.</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 know that blending sounds makes words.</p> <p>To identify the pictures with corresponding.</p>	<p>To identify CVC words orally.</p> <p>To be able to segment sounds in CVC words.</p> <p>To know that letters make sounds.</p>

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	<p>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 learn a range of Nursery Rhymes.</p>	<p>To learn that stories have a sequence; 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 join in with repetition within stories.</p> <p>To be able to talk about different parts of the story.</p>	<p>To join in with repetition within stories.</p> <p>To be able to talk about different parts of the story.</p>	<p>To join in with repetition within stories.</p> <p>To engage in extended conversations about stories.</p>
<p><b>Preschool Phonics</b></p>	<p>Tuning into sounds (auditory discrimination). Acknowledging pictures that represent sounds in Set 1 and emphasising the initial sound when name the picture (e.g. mmmmmmountain) - looking at both real and cartoon images that represent initial sounds.</p>		<p>Listening to and remembering sounds. Verbally segmenting and blending.</p>		<p>Introducing two sounds a week Speed sound lessons. Introduce writing sounds.</p>	
<p><b>Reception Skills</b></p>	<p>Listening to and identifying sounds in the environments.</p>	<p>Listening to and hearing sounds in CVC words.</p>	<p>To think of and write a short, simple sentence.</p>	<p>To think of and write a short, simple sentence.</p>	<p>To think of and write a short, simple sentence.</p>	<p>To think of and write a short, simple sentence.</p>


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	<p>Listening to and hearing initial sounds in familiar words.</p> <p>To identify sounds on a sound mat.</p> <p>Listens to familiar stories and able to recall some facts.</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>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds on a sound mat.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p>	<p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, 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>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including phonemes 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>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat.</p> <p>Checking written work and making any changes where necessary.</p>
Reception Knowledge	<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>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>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>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>Recognising taught HFW in text.</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>Recognising taught HFW in text.</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>Recognising taught HFW in text.</p>

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	Knows how to sequence familiar stories.	Recognising taught HFW in text.  Knows how to sequence familiar stories.	Recognising taught HFW in text.  Knows how to spell some familiar words.	To know that a sentence starts with a capital letter and ends with a full stop.  Knows how to spell some familiar words.	To know that a sentence starts with a capital letter and ends with a full stop.  Knowing that sentences can be extended by using a connective.  Uses learnt words and phrases to discuss familiar stories or during role play Knows how to spell some familiar words.	To know that a sentence starts with a capital letter and ends with a full stop.  Knowing that sentences can be extended by using a connective.  Uses learnt words and phrases to discuss familiar stories or during role play.
<b>Preschool Maths</b> <b>Areas of learning covered.</b> 	Recognising and counting numbers to 5. 2D Shapes. Number rhymes. Sequencing.		One more/less. Size. Recognising and counting numbers beyond 5. Representing numbers. Subitising. Patterns. Positional Language.		2D and 3D shapes. Sequences. Size. Length. Weight and Capacity. Review of previously taught concepts. Positional Language.	
<b>Preschool Skills</b>	To talk about what happened today, yesterday and tomorrow.  To count out a group of up to 5 objects.	To count out a group of up to 5 objects.  To match number of objects to numeral.	To count out a group of up to 10 objects.  One more/less using a number line.	To identify, describe and compare groups of objects.  To compare and order objects	Practical problem solving with numbers up to 5.  To select and use shapes appropriately in play, combining	To count, order and recognise numbers to 10, in and out of sequence.  To name and describe 2D shapes.

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	<p>To show an understanding of 1:1 counting to 5.</p> <p>Knowing that the last number you count represents 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 understanding of 1:1 counting to 5.</p> <p>Knowing that the last number you count represents 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 develop fast recognition of numbers.</p> <p>To count up to 10.</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>according to their weight and distance.</p> <p>To develop fast recognition of numbers.</p> <p>To count up to 10.</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>them to make models and enclosures.</p> <p>To develop fast recognition of numbers.</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>To name some common 3D shapes and properties.</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>Singing a range of number songs.</p> <p>To say number names to 5 in order.</p>	<p>To say number names to 10 in order.</p> <p>To know that a group of objects can also</p>	<p>To create and repeat simple patterns.</p> <p>To subitise to 3.</p>	<p>To subitise to 3.</p> <p>To know number order beyond 5 when counting.</p>	<p>To subitise to 5.</p> <p>To remember the order in which things happen.</p>	<p>To subitise to 5.</p> <p>To learn vocabulary linked to describing size and distance.</p>

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	<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>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>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 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 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 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>
<b>Areas of learning covered.</b>	<p>1:1 counting.</p> <p>Recognising and ordering numbers to 10.</p> <p>Formation of written numbers.</p> <p>Subitising.</p> <p>Counting groups of objects.</p> <p>2D Shapes.</p> <p>Pattern.</p>		<p>Weight and Capacity.</p> <p>Length.</p> <p>Money.</p> <p>Number bonds to 5.</p> <p>Counting to 20.</p> <p>Addition and subtraction.</p> <p>3D Shapes.</p>		<p>Addition and subtraction.</p> <p>Time.</p> <p>Units of measurement.</p> <p>More/less.</p> <p>Recognising and ordering numbers to 10.</p>	
<b>Reception Skills</b>	<p>To count up to 10 objects with 1:1 correspondence.</p> <p>To match quantities to numeral.</p>	<p>To find the total of 2 groups of objects.</p> <p>To order numbers to 10.</p>	<p>To use non-standard units to measure length, weight and capacity.</p>	<p>To use objects to solve addition and subtraction problems.</p>	<p>To know that addition and subtraction problems can be solved by counting forwards or</p>	<p>To know addition and subtraction problems can be solved by counting forwards or backwards on a number line.</p>



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	<p>To begin to recognise numbers automatically on a dice/card to 5.</p>	<p>To identify 2D shapes and talk about their properties.</p> <p>To begin to recognise numbers automatically on a dice/card to 5.</p> <p>To be able to count to 10 independently.</p>	<p>To use money during role play activities to buy items.</p> <p>To begin to explore number bonds to 5.</p> <p>To be able to count to 20 independently.</p>	<p>To share objects between a group of people equally.</p> <p>To explore number bonds to 5.</p>	<p>backwards on a number line.</p> <p>To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity.</p> <p>To read the time to O'Clock on a digital and analogue clock.</p>	<p>To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity.</p> <p>To make observations of and compare length, weight and capacity.</p>
<p>Reception Knowledge</p>	<p>To say the number names to 10 in order.</p> <p>To recognise number to 10.</p> <p>To write numbers to 10, forming them correctly.</p>	<p>To know that addition involves combining two or more groups of objects.</p> <p>To begin to read addition number sentences.</p> <p>To say number names to 10 in order.</p> <p>To know the names of 2D shapes.</p> <p>To know that 2D shapes can have sides and corners.</p>	<p>To know the names of basic 2D shapes.</p> <p>To know the names of basic 3D shapes.</p> <p>To know that 2D shapes can have corners and side.</p> <p>To know that length, capacity and weight can all be measured.</p> <p>To know that money can be used to buy items.</p>	<p>To know that addition involves combining two or more groups of objects.</p> <p>To read addition number sentences.</p> <p>To know that subtraction involves removing an object from a group.</p> <p>To know the names of some 3D shapes.</p>	<p>To know that the word 'more' indicates that the group is getting larger.</p> <p>To know that the word 'less' indicates that a group is getting smaller.</p> <p>To be able to count, order and recognise numbers to 20.</p> <p>To count forwards and backwards to 20.</p> <p>To know that length, weight and capacity</p>	<p>To know the names of some 3D shapes.</p> <p>To know that 3D shapes can have faces, vertices and edges.</p> <p>To know that addition involves combining groups of objects.</p> <p>To read number addition sentences.</p> <p>To be able to count, order and recognise numbers to 20.</p>



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		<p>To say the days of the week in order. To begin to say the months of the year in order.</p> <p>To know that patterns are repeated designs.</p>	<p>To understand and use a range of prepositions in everyday contexts.</p> <p>To know the difference between odd and even.</p>	<p>To know that 3D shapes have faces, vertices and edges.</p> <p>To be able to count, order and recognise numbers to 20.</p> <p>To use a number line to help solve simple addition and subtraction number problems.</p>	<p>can be measured using standard units.</p> <p>To know that halving means splitting a quantity in two and doubling means having two quantities of the same amounts.</p> <p>To know that sharing equally means everyone has the same amount of an object.</p> <p>To know that the long hand represents the minutes and the short hand represents hours.</p>	
<p><b>Physical Development</b></p>  <p><b>Preschool Skills</b></p>	<p>To take care of toileting needs independently.</p> <p>To begin to show a preference for a dominant hand.</p> <p>To climb apparatus safely.</p>	<p>To independently put on their coats, with some support for the zipper and buttons.</p> <p>To copy dance moves and to move to different kinds of rhythms.</p>	<p>To learn about different fine motor activities, e.g. threading, cutting, using tools, holding a pencil, mark making, Dough Disco etc.</p> <p>To mark make in sensory trays and also</p>	<p>To hold the pencil correctly using a tripod grip.</p> <p>To begin to form numbers and familiar letters, e.g. letters in their name.</p> <p>To look at books independently whilst</p>	<p>To hold the pencil confidently, using the tripod grip and forming letters and numbers mostly correctly.</p> <p>To be able to use scissors confidently and make straight,</p>	<p>To be secure in holding the pencil, using the tripod grip and forming letters and numbers mostly independently.</p> <p>To independently write their name.</p>

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	To begin to show awareness of moving equipment safely with peers.	To use mark making resources with increasing independence.	<p>copy different patterns.</p> <p>To mark make using a comfortable grip when using pencils and pens.</p> <p>To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills.</p> <p>To hold jugs and containers confidently and pour from one container into another.</p> <p>To show awareness of healthy food choices and impact on our body.</p>	<p>turning pages one at a time.</p> <p>Using balancing apparatus.</p> <p>To mark make using a comfortable grip when using pencils and pens.</p>	<p>zig zag and circular snips using one hand.</p> <p>To run skilfully and be able to negotiate space.</p> <p>To mark make using a comfortable grip when using pencils and pens.</p>	<p>To confidently use scissors and other tools safely.</p> <p>To mark make using a comfortable grip when using pencils and pens.</p>
Preschool Knowledge	<p>To know about personal hygiene and the importance of being clean and tidy.</p> <p>To know that washing hands is important</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</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 the pencil needs to be held comfortably and with one hand to form letters and numbers.</p>	<p>To know the correct ways of forming letters.</p> <p>To know that snips should be made on the line and the</p>	<p>To know how to hold the pencil correctly and also recognise and self-correct when they form letters incorrectly.</p>

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	<p>after using the toilet and before we eat.</p> <p>To know that books in English should be read from left to right and one page at a time.</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>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 know that they need to use tools with a dominant hand.</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 how to use one handed tools effectively.</p> <p>To be able to follow a simple sequence of movements to music and rhythm.</p>	<p>pattern should be followed.</p> <p>To know how to feed paper/materials through hand when cutting around objects.</p> <p>To be aware of obstacles whilst running, riding a scooter/bike etc. and display some spatial awareness.</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>
Physical Development Reception	To use a dominant hand.	To begin to use anticlockwise	To show good practice with regard to	To handle tools, objects, construction and	To use a pencil effectively to form recognisable letters,	To show good control and co-ordination in

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	<p>To begin to form recognisable letters which are formed mostly correctly.</p> <p>To use climbing equipment safely and competently.</p> <p>To begin to negotiate space effectively.</p>	<p>movement and retrace vertical lines.</p> <p>To use climbing equipment safely and competently.</p> <p>To negotiate space effectively.</p>	<p>exercise, eating, sleeping and hygiene.</p> <p>To be able to balance and coordinate safely.</p> <p>To negotiate space effectively.</p>	<p>malleable materials safely and with increasing control.</p>	<p>most of which are formed correctly.</p>	<p>large and small movements.</p>
<p>Reception Knowledge</p>	<p>To know which hand to write with.</p> <p>To know how to use the trim trail safely.</p> <p>To know how to use scissors effectively.</p>	<p>To know how to make anticlockwise movement and retrace vertical lines.</p> <p>To know how to use the trim trail safely.</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 handle a range of equipment and tools effectively.</p> <p>To know how to use scissors effectively.</p>
<p>Communication &amp; Language</p> <p>Preschool Skills</p>	<p>To sing rhymes and look at picture books.</p> <p>To talk about the different characters and what they are doing.</p> <p>To talk about themselves and their families.</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 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</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 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 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>

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	Develop communication that can be understood by others.	To listen to, and follow simple instructions.	respond to questions appropriately.	<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 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>	To be able to talk about the setting, characters and the structure of the story with confidence.
Preschool Knowledge	<p>To know that stories have different character which could be real and pretend.</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>To know that stories have a beginning, middle and an end.</p> <p>To be able to understand simple instructions.</p>	<p>To be able to differentiate and categorise objects based on their properties.</p> <p>To remember new words I am learning when talking to others.</p> <p>To be able to understand simple instructions, questions and commands.</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 understand simple instructions, questions and commands.</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 use vocabulary learnt to have a conversation with others.</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 use the words they know appropriately to organise themselves and their play.</p>

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<b>Reception Skills</b>	<p>To talk about themselves and others.</p> <p>To sing songs. To speak about a range of texts.</p>	<p>To compare different festivals.</p> <p>To make comments about their observations.</p>	<p>To describe features of traditional stories.</p> <p>To talk about healthy foods and exercise to stay 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 begin to research using a search engine. To describe habitats.</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>
<b>Reception Knowledge</b>	<p>To know about others.</p> <p>To know familiar songs.</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 engage in meaningful conversations with others.</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>
<b>PSED Preschool Skills</b>	<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 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</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 show independence in accessing and exploring the environment.</p> <p>To independently put on coats and use the toilet.</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. To show more confidence in new social situations.</p>	<p>To gain enough confidence to talk to adults and peers.</p> <p>To begin to be assertive towards others where necessary.</p>

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	To wash hands after using the toilet	resources, with some support if needed. To show an awareness of the importance of oral health.	To take turns whilst playing and waiting patiently to have a go.	To listen to, and follow rules set.  To learn to look after resources within the class.	To begin to find solutions to conflicts. To show an awareness of how others may be feeling.	
Preschool Knowledge	To know that they can approach adults in preschool when needed.	To know how to adapt behaviour to suit classroom routines.  To show confidence in asking adults for support.  To know that oral hygiene is important and also know that eating fruits and vegetables is healthy for teeth and our bodies	To know how to manage their emotions in different situations. To know that there are boundaries set. To know about different feelings and be able to talk about them during circle time, 'happy', 'sad', 'angry' or 'worried'. To know that we must respect our resources and out them back when we have finished with them. To know that when playing in a group they need to share and also know that they will get a turn.	To be aware of the different areas in the Preschool and how to explore them safely.  To approach an adult if they need support.	To know that to play nicely it's important to share and take turns.  To know that if I am upset, I can use phrases such as "stop it, I don't like it" to convey my discomfort.  To know that it is OK to engage with others, even if in a different environment.  To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc.	To know how to talk politely and develop an understanding of what is appropriate.  To know that it is OK to challenge others, but they must remember to always be kind.  To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc.




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Reception Skills	To describe a friend. To know and demonstrate friendly behaviour. To understand how to be a good friend. To learn to join in with whole group activities. To choose an activity independently.	To learn about a range of different festivals. To learn about important dates in their lives.	To learn right from wrong. To understand how to make the right choices and the consequences of not making the right ones.	To understand that people need help. To identify ways of being helpful to others and how this will make them feel.	To describe a range of different habitats around the world.	To learn about the different family structures.
Reception Knowledge	To describe and show friendly behaviour. To begin taking turns with their friends.	To be able to talk about different festivals. To understand why different people celebrate different things.	To be able to talk about why a character has made a poor choice and what the consequences are. To be able to talk about how the character could have made a better choice.	To talk about the effect my behaviour has on others.	To talk about the world that we live in and how there are similarities and differences when looking at different aspects.	To be able to talk about the relationships they have at home with their family and friends.
Understanding of the World.  Preschool and Reception through joint provision and topics.  Science History 	Discussion about families and their similarities and differences  Family- same and different- books about families from the past e.g. Peepo, etc. Bonfire night and Guy Fawkes  Make observations of winter animals. Properties of toys.  How Christmas is different around the world		Explorers- develop understanding of characters from the past  Materials and their properties  Know some similarities and differences between the world around them and	Space Travel- Moon Landings linked to Neil Armstrong Look at Helen Sharman- astronaut Use as a way of developing understanding of significant events in the past.	Compare the local environment and the rainforest - what is it like to live in the rainforest?  Look lifecycles of humans - stages of life.	Develop understanding of the past using stories and photographs etc. Sequence the life of the Queen.  Animals and their habitats linked to climate and landscape

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<p>Geography</p> <p>Activities are flexible and will depend on children's interests.</p>	<p>Changes linked to hospitals now and then</p> <p>Know some similarities and differences between religious and cultural communities-look at different celebrations e.g. Christmas, Bonfire Night, Diwali, Harvest, Sukkot etc.</p>		<p>contrasting environments</p> <p>Map skills</p> <p>Describe other environments</p> <p>Make observations of plants and animals</p> <p>Describe and compare the artic regions.</p>	<p>Talk about forces they can feel</p> <p>Describe the local environment, using all their senses to explore the natural and urban world</p>	<p>Grow and care for plants from seeds-understanding of life cycles including butterfly/tadpole</p> <p>Look at and create maps of the local area</p>	<p>Explore collections of materials and use senses</p> <p>Understand need to care for the environment</p>
<p>EAD</p> <p>Preschool Skills</p> <p></p>	<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.</p> <p>Uses various construction materials.</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>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 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</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</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>

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		Joins construction pieces together to build and balance.	To play instruments with increasing control.	continuous lines which represent objects that can be spoken about or identified.	imaginative play more purposeful. To show different emotions in pictures clearly. To draw with increasing control, representing features and detail clearly.	
Preschool Knowledge	<p>To know that different musical instruments make different sounds and to 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. Jamaican</p> <p>For children to be able to construct with a purpose and safely.</p>	<p>To know how different colours and materials can be used to create things.</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 know how colours can be mixed to make a new colour.</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>To know about the different materials and what can be 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>To know how to use props appropriately for particular stories.</p> <p>To know that they can change their 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 body movements can be changed depending on the rhythm to achieve a desired effect.</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>


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<b>Reception Skills</b>	<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 Artist</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>
<b>Reception Knowledge</b>	<p>To learn a range of songs from around the world.</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>To learn the names of different tools and techniques that can be used to create Art.</p> <p>To experiment with creating different things and to be able to talk about their uses.</p>	<p>To understand that pictures can be created by making observations or by using imagination.</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 use a range of props to support and enhance role play.</p> <p>To identify and select resources and tools to achieve a particular outcome.</p>	<p>To know the different uses and purposes of a range of media and materials.</p> <p>For children to be able to safely construct with a purpose and evaluate their designs.</p>	<p>To describe ways of safely using and exploring a variety of materials.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p>
<b>PHSE including RSE, SMSC &amp; British values.</b>	Me and my relationships	Being my best	Keeping myself safe.	Being my best	Growing and changing	Valuing difference

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