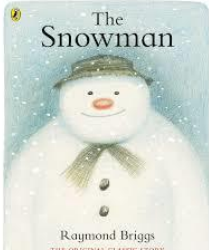
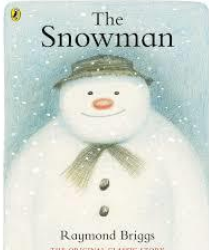
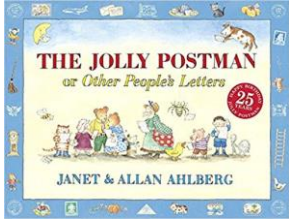
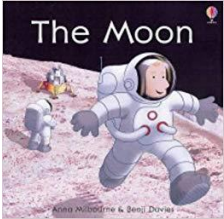
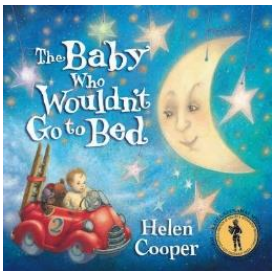
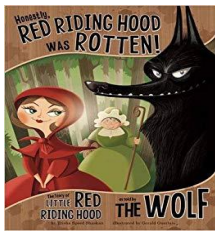
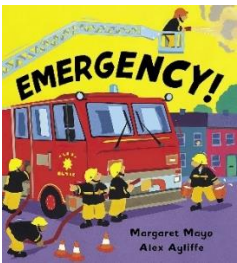


EYFS

Autumn 1 What do I know about me?	Autumn 2 Why is it always cold in winter?	Spring 1 Who are the famous people in my book?	Spring 2 Twinkle Twinkle little star, how I wonder what you are?	Summer 1 Was it once upon a mixed time?	Summer 2 Who can we ask for help?
WOW <i>The hall of crazy mirrors! Bring in pictures of babies and families. Compile a book for the 'baby clinic' role play.</i>	WOW <i>Freeze some of the children's' favourite toys into blocks of ice and let them decide how to get them out</i>	WOW <i>The Jolly Postman. Have volunteers dress as characters from the book and read out their letters.</i>	WOW <i>Watch a trip around the universe on the smart board.</i>	WOW <i>Interview the big bad wolf as the victim of the three little pigs!</i>	WOW <i>A visit from the crossing patrol, a medical practitioner, dentist, fire fighter, etc. to talk about their role in the community.</i>
Experience Trip to the library Role Play Library Reflection my special quality assembly to parents	Experience Nativity Role Play Winter wonderland Reflection throughout this day, based upon the theme of a Winter Wonderland, the children will learn about the history of Christmas and take part in arts and craft activities. Celebrations Diwali Fireworks Christmas	Experience Trip to the post office to post a letter Chinese New Year celebration Role Play Post office Reflection <i>make a book like the Jolly Postman using the characters explored throughout the challenge. Read to another child from another class.</i> Celebrations Chinese New Year Valentine's day	Experience visit to Greenwich observatory Bring in chicks to hatch in the school Role Play Space station - Moon Reflection children dress as stars and make their own constellations. Celebrations Shrove Tuesday Mother's day Easter	Experience Garden centre visit Role Gingerbread house with a Magic Mirror Reflection groups of children choose their favourite fairy tale and act it out.	Experience Visit fire station Different visitors – police officer, doctor etc. Seaside visit Role Play Doctor's surgery, police/fire station or building site Reflection who helps you in your community? What would you like to be when you grow up? Presentation Parents visit Celebrations Father's day
Core book 	Core books 	Core book 	Core book 	Core book	Core book

					
<p>Literacy Begins to read words and simple sentences. Enjoys an increasing range of books. Eye on the goal - Children read and understand simple sentences.</p>	<p>Literacy Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Eye on the goal - They also read some common irregular words. Children use their phonic knowledge to write words in ways which match their spoken sounds.</p>	<p>Literacy Continues a rhyming string. Hears and says the initial sound in words. Links sounds to letters, naming and sounding the letters of the alphabet. Eye on the goal - They use phonic knowledge to decode regular words and read them aloud accurately.</p>	<p>Literacy Knows that information can be retrieved from books and computers. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Talks about a favourite book they have read. Eye on the goal - They demonstrate understanding when talking with others about what they have read.</p>	<p>Literacy Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Writes own name and other things such as labels, captions. Eye on the goal - Children use their phonic knowledge to write words in ways which match their spoken sounds. They write some irregular common words.</p>	<p>Literacy Attempts to write short sentences in meaningful contexts. Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Eye on the goal - They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>
<p>Maths Counts up to three or four objects by saying one number name for each item. Counts objects to 10, and beginning to count beyond 10. Begins to use 'teens' to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Then 1-20. Counts an irregular arrangement of up to ten objects. Finds one more or one less from a group of up to five objects, then ten objects.</p>	<p>Maths Recognise some numerals of personal significance. Finds the total number of items in two groups by counting all of them and starting to use 'counting on'. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting including counting on and back. Eye on the goal - Using quantities and objects, they add and subtract two single-digit numbers.</p>	<p>Maths Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations. Can share between 2 using numbers up to 6 and begins to use 'halving'. Uses the language of 'more' and 'fewer' to compare two sets of objects. Beginning to use 'doubling'. Eye on the goal - They solve problems, including doubling, halving and sharing.</p>	<p>Maths Orders two or three items by length or height. Orders two items by weight or capacity. Uses everyday language related to time and money. Measures short periods of time in simple ways. Eye on the goal - Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p>	<p>Maths Can describe their relative position such as 'behind' or 'next to'. Uses familiar objects and common shapes to create and recreate patterns and build models. Orders and sequences familiar events. Eye on the goal - They recognise, create and describe patterns.</p>	<p>Maths Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Eye on the goal - They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>

<p>Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>Eye on the goal - Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.</p> <p>.</p>					
<p>R.E. CREATION Why is the word God so important to Christians?</p>	<p>R.E. Harvest</p> <p>INCARNATION Why do Christians perform Nativity Plays at Christmas?</p> <p>How do Christians celebrate Christmas?</p>	<p>R.E. Why am I special?</p>	<p>R.E. SALVATION Lent and Easter Story Why do Christians put a cross in an Easter garden?</p>	<p>R.E. What can we learn from Old Testament stories?</p>	<p>R.E. What can we learn from New Testament stories?</p>
<p>PSED Willingly participate in a wide range of activities. Show enthusiasm and excitement when anticipating and engaging in certain activities. Confident to speak to others about own needs, wants, interests and opinions. Eye on the goal - Children are confident to try new activities, and say why they like some activities more than others.</p>	<p>PSED Confident in speaking in front of a small group. Chooses equipment necessary to complete a task. Can describe self in positive terms and talk about abilities. Eye on the goal - They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>	<p>PSED Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Begins to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. Eye on the goal - Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules.</p>	<p>PSED Aware of the boundaries set, and of behavioural expectations in the setting. Explains own knowledge and understanding, and asks appropriate questions of others. Eye on the goal - They adjust their behaviour to different situations, and take changes of routine in their stride. They take account of one another's ideas about how to organise their activity.</p>	<p>PSED Takes steps to resolve conflicts with other children, e.g. finding a compromise. Eye on the goal - They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<p>PSED Takes steps to resolve conflicts with other children, e.g. finding a compromise. Eye on the goal - They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>

<p>Communication and Language</p> <p>Maintains attention, concentrates and sits quietly when required to do so. Two-channelled attention – can listen and do for short span. Responds to simple instructions, e.g. to get or put away an object. Able to follow a story without pictures or props.</p> <p>Eye on the goal - Children listen attentively in a range of situations.</p>	<p>Communication and language</p> <p>Maintains attention, concentrates and sits quietly when required to do so. Answers questions based on a story. Shows interest when presented with alternative possibilities.</p> <p>Eye on the goal - They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p>	<p>Communication and language</p> <p>Maintains attention, concentrates and sits quietly when required to do so. Answers questions based on a story. Two-channelled attention – can listen and do for short span. Understands humour, e.g. nonsense rhymes, jokes.</p> <p>Eye on the goal - They give their attention to what others say and respond appropriately, while engaged in another activity. Children follow instructions involving several ideas or actions.</p>	<p>Communication and language</p> <p>Maintains attention, concentrates and sits quietly when required to do so. Answers questions based on a story. Two-channelled attention – can listen and do for short span. Understands humour, e.g. nonsense rhymes, jokes. Uses language to imagine and recreate roles and experiences in play situations. Shows awareness of past and future.</p> <p>Eye on the goal – They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p>Communication and language</p> <p>Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Uses language to imagine and recreate roles and experiences in play situations. Shows awareness of past and future. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Eye on the goal – They develop their own narratives and explanations by connecting ideas or events.</p>	<p>Communication and language</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Listens and responds to ideas expressed by others in conversation or discussion. Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Listens to stories from beginning to end.</p> <p>Eye on the goal -They answer 'how' and 'why' questions about their experiences and in response to stories or events. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p>
<p>Expressive Art and Design</p> <p>Begins to build a repertoire of songs and dances. Explores the different sounds of instruments.</p> <p>Eye on the goal - Children sing songs, make music and dance, and experiment with ways of changing them.</p>	<p>Expressive Art and Design</p> <p>Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects.</p> <p>Eye on the goal - They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Expressive Art and Design</p> <p>Begins to build a repertoire of songs and dances. Explores the different sounds of instruments.</p> <p>Eye on the goal - Children sing songs, make music and dance, and experiment with ways of changing them.</p>	<p>Expressive Art and Design</p> <p>Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary.</p> <p>Eye on the goal - They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>	<p>Expressive Art and Design</p> <p>Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Introduces a storyline or narrative into their play. Plays cooperatively as part of a group to develop and act out a narrative.</p> <p>Eye on the goal - Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p>	<p>Expressive Art and Design</p> <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays cooperatively as part of a group to develop and act out a narrative.</p> <p>Eye on the goal - They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p>
Physical development	Physical development	Physical Development	Physical Development	Physical Development	Physical Development

<p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Shows a preference for a dominant hand.</p> <p>Eye on the goal - Children show good control and co-ordination in large and small movements.</p>	<p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Eye on the goal - They move confidently in a range of ways, safely negotiating space.</p>	<p>Handles tools, objects, construction and malleable materials safely and with increasing control. Uses simple tools to effect changes to materials. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Eye on the goal - They handle equipment and tools effectively, including pencils for writing.</p>	<p>Eats a healthy range of foodstuffs and understands need for variety in food. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>Eye on the goal - Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p>	<p>Usually dry and clean during the day. Usually dresses and undresses independently.</p> <p>Eye on the goal - They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>Handles tools, objects, construction and malleable materials safely and with increasing control. Uses simple tools to effect changes to materials. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Eye on the goal - They handle equipment and tools effectively, including pencils for writing.</p>
<p>Understanding the world</p> <p>Enjoys joining in with family customs and routines. Identify and talk about events in their own life and in the lives of family members, e.g. birthday, visit to grandparent. Beginning to differentiate between past and present.</p> <p>Eye on the goal - Children talk about past and present events in their own lives and in the lives of family members.</p>	<p>Understanding the world</p> <p>Know familiar places identifying features, e.g. play area, flower beds, pond, café in a park.</p> <p>Eye on the goal - They talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>Understanding the world</p> <p>Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.</p> <p>Eye on the goal - They select and use technology for particular purposes.</p>	<p>Understanding the world</p> <p>Begin to understand how technology is used in everyday life, e.g. knows that a bar-code records price of items in shops, can role play a telephone conversation.</p> <p>Eye on the goal - Children recognise that a range of technology is used in places such as homes and schools.</p>	<p>Understanding the world</p> <p>Use all their senses to investigate materials and living things appropriately. Identify features of materials and living things, e.g. animals with legs or those with wings.</p> <p>Eye on the goal - Children know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Understanding the world</p> <p>Shows interest in the lives of people familiar to them. Notice that other children don't always share same interests.</p> <p>Notice that others have different special days, e.g. birthdays</p> <p>Eye on the goal - They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>