

EYFS– Communication and Language

Listening and attention: Listen attentively in a range of situations. Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: Follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.

Speaking: Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

EYFS– Literacy

Phonics- Phase 2,3, 4

Use their phonic knowledge to write words in ways which match their spoken sounds. Write some irregular common words.

Write simple sentences which can be read by themselves and others.

Some words are spelt correctly and others are phonetically plausible.

Read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words. To demonstrate understanding when talking with others about what you have read.

Year 1- Cross Curricular English

Poetry

Stories

Instructions

EYFS– Mathematics

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns.

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Year 1- Cross Curricular Maths

Fractions (half and quarters)

Place value

Weight and volume

Position and Directions

Time

Multiplication and Division

Money

Science- Plants

Can they name the petals, stem, leaf, bulb, flower, seed, stem and root of a plant?

Can they identify and name a range of common plants and trees?

Can they recognise deciduous and evergreen trees?

Can they name the trunk, branches and root of a tree?

Can they describe the parts of a plant (roots, stem, leaves, flowers)?

Animals including humans

Can they point out some of the differences between different animals?

Can they sort photographs of living things and non-living things?

Can they identify and name a variety of common animals? (birds, fish, amphibians, reptiles, mammals, invertebrates)

Can they describe how an animal is suited to its environment?

Can they identify and name a variety of common animals that are carnivores, herbivores and omnivores?

Can they name the parts of an animal’s body?

Can they name a range of domestic animals?

Can they classify animals by what they eat? (carnivore, herbivore, omnivore)

Can they compare the bodies of different animals?

Reception/Year 1

Our World



EYFS– Understanding the World

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Children talk about past and present events in their own lives and in the lives of family members. 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.

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Geography

Can they identify the four countries making up the United Kingdom?

Can they name some of the main towns and cities in the United Kingdom?

Can they point out where the equator, north pole and south pole are on a globe or atlas?

Can they answer questions about the weather?

Can they keep a weather chart?

History

Can they ask and answer questions about old and new objects?

Can they spot old and new things in a picture?

Can they give a plausible explanation about what an object was used for in the past?

Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years?

Can they begin to identify the main differences between old and new objects?

Can they identify objects from the past, such as vinyl records?

Can they put up to three objects in chronological order (recent history)?

Computing

Can they create a simple series of instructions -left and right?

Can they record their routes?

Do they understand forwards, backwards, up and down?

Can they put two instructions together to control a programmable toy?

Can they begin to plan and test a Bee-bot journey?

Scratch Junior

EYFS-Physical Development

Moving and Handling: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and Self-care: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

PE

Hit, Catch, Run

Send and Return

EYFS-Personal, Social and Emotional Development

They say when they do or don't need help.

They take account of one another's ideas about how to organise their activity.

They adjust their behaviour to different situations, and take changes of routine in their stride.

PSHE -Living in the wider World

How do we feel?

What makes us special?

EYFS– Expressive Arts and Design

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Art

Can they cut and tear paper and card for their collages? Can they gather and sort the materials they will need?

Can they design their own printing block?

Can they create a repeating pattern?

Can they paint a picture of something they can see?

Can they name the primary and secondary colours?

Can they draw lines of different shapes and thickness, using 2 different grades of pencil?

DT

Can they describe how different textiles feel?

Can they make a product from textiles by gluing?

Can they talk with others about how they want to construct their product?

Can they select appropriate resources and tools for their building projects?

Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building?

Can they think of interesting ways of decorating food they have made, eg, cakes?

Can they cut food safely?

Music

Charanga– Our World

Your imagination

Reflect, Rewind, Replay

RE

Christianity– God and Jesus Unit 1 and 2

