

Long Term Curriculum Plan: EARLY YEARS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Christian Value	Friendship	Love	Responsibility	Courage	Honesty	Respect
Themes	All About Me Me and My School Harvest and Autumn Eco Warriors Real Life Superheroes Supertato Superheroes	Diwali Fireworks Birthdays Weddings Winter Nativity Christmas	New Year Dinosaurs Mythical Creatures Chinese New Year Space Transport	Spring The World of Books Jack and the Beanstalk The Natural World Our Planet Easter	Knights and Dragons Farm Animals Pets and Vets Summer Sea Creatures Noah's Ark Pirates	The Three Little Pigs Goldilocks and the Three Bears Three Billy Goats Gruff The Gingerbread Man Little Red Riding Hood The Ugly Duckling Goodbye and Good Luck
Bringing the curriculum to life	Make bread Policewoman/ Fireman visit Superhero Day	Diva lamps Make cupcakes Christmas Nativity	Road Safety Magic Show- Make noodles	World Book Day Volcanos	Godstone Farm Visit Pirate Day	Gingerbread making
Talk for Writing Texts	The Little Red Hen  The Very Hungry Caterpillar	How to Catch a Star  Christmas Story	The Way Back Home  The Red Dragon – nonfiction	Jaspers Beanstalk  Handa's Surprise	Noisy Farm  Duck Facts	The Three Little Pigs  Poetry
Computing				Build a boat (Noahs Ark)	Springtime	Summerfun
British Value (throughout: Mutual Respect and Tolerance)	Democracy		Rule of Law		Individual Liberty	

	Autumn 1						
	All About Me Week 1 and 2	Me and My School	Harvest and Autumn	Eco Warriors	Real Life Superheroes	Supertato	Superheroes
<b>Communication and Language</b>	<p>Can I use sentences of four to six words to describe what they did on the summer holiday?</p> <p>Use new vocabulary in different contexts including words class, group, special.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Can I understand how to listen carefully and why listening is important?</p> <p>Words of the Week – uniform, classroom, school</p>	<p>Can I learn new vocabulary including harvest, autumn and season?</p> <p>Words of the Week- autumn, harvest, season</p>	<p>Can I listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary?</p> <p>Words of the Week- reduce, recycle, protect</p>	<p>Can I ask questions to the Epsom Fire brigade to find out more and to check they understand what has been said to them?</p>	<p>Can I retell the story of Supertato once I have developed a deep familiarity with the text, some as exact repetition and some in my own words?</p>	<p>Can I engage in story times?</p>
<b>Personal, Emotional, Social Development</b>	<p>Confidently meet new people including my class teacher and other adults around the school.</p> <p>Play with one or more other children inside and outside of the classroom whilst extending my play.</p>	<p>Do I understand how it feels to belong and that we are similar and different?</p> <p>Do I enjoy working with others to make</p>	<p>Can I understand why it is good to be kind and use gentle hands?</p>	<p>Am I starting to understand children's rights and this means we should all be allowed to learn and play?</p>	<p>Do I know what being responsible means?</p>	<p>Can I begin to understand children's rights and this means we should all be allowed to learn and play?</p>	<p>Can I moderate my role play to ensure safety?</p>

	Begin to understand how others might be feeling	school a good place to be?					
<b>Physical Development</b>	<p>Can I choose the right resources to carry out a plan. For example, choosing a spade to enlarge a small hole they dug with a trowel?</p> <p>Can I show a preference for a dominant hand when writing/drawing.</p> <p>Can I use a comfortable grip with good control when holding pens and pencils?</p>	Can I get undressed and dressed independently for PE?	Can move safely and stopping with control?	Can I develop moving safely and stopping with control?	Can I continue to move safely and stop with control?	Can I use different travelling actions whilst following a path?	Can I develop moving safely and stopping with control?
<b>Literacy</b>	<p>Can I engage in extended conversations about stories, learning new vocabulary when reading a wordless book?</p> <p>Can I develop my phonological</p>	<p>Talk for Writing- The Little Red Hen</p> <p>Can I engage in extended conversations about stories,</p>	<p>Talk for Writing- The Little Red Hen</p> <p>Can I engage in extended conversations about the Little Red Hen learning new</p>	<p>Talk for Writing- The Little Red Hen</p> <p>Can I demonstrate understanding of what has been read to them by</p>	<p>Talk for Writing – The Very Hungry Caterpillar</p> <p>Can I read books to build up my understanding</p>	<p>Talk for Writing- The Very Hungry Caterpillar</p> <p>Can I re-read books to build up my confidence in word reading,</p>	<p>Talk for Writing- The Very Hungry Caterpillar</p> <p>Can I use and understand recently introduced</p>

	<p>awareness by identifying environmental sounds?</p> <p>Do I understand how to listen carefully throughout the day and know why listening is important?</p>	<p>learning new vocabulary?</p> <p>Can I choose books which reflect diversity?</p> <p>Can I share books and discuss other children's ideas and responses?</p>	<p>vocabulary including sow, wheat, mill, bread?</p>	<p>retelling stories and narratives using their own words and recently introduced vocabulary?</p>	<p>and enjoyment?</p>	<p>fluency, understanding and enjoyment of the text?</p>	<p>vocabulary during discussions about stories?</p>
<b>Read Write, Inc Phonics</b>	Environmental sounds and Body percussion	m a s	d t i	n p g	o c k	u b f	e l h
<b>Red Words</b>	-	the, I put	the, I put	no a my	no a my	is for he	is for he
<b>Mathematics White Rose</b>	<p>Can I say one number for each item in order: 1,2,3,4,5?</p> <p>Do I understand position through words alone – for example, “The bag is under the table,” – with no pointing?</p>	<p>Can I match, sort and compare objects?</p>	<p>Can I compare size, mass, capacity?</p>	<p>Can I name and compare circles and triangles?</p>	<p>Can I find, subitise and represent 1,2 and 3?</p> <p>Do I understand one more, one less than 1, 2, 3?</p>	<p>Can I recognise a shape can have other shapes within it?</p>	<p>Can I find and subitise 4 and 5?</p> <p>Can I recognise 4 and 5?</p>
<b>Number of the Week</b>	0	1	2	3	4	5	Recap 1-5
<b>Understanding the World</b>	Can I develop positive attitudes about the differences between	Can I talk about members of my immediate	Do I understand the effect of changing	Can I explore the natural world around me and	Can I talk about the lives of the people around	Am I able to compare and contrast characters	Can compare and contrast characters from stories,

	people in my new class?	family and community?	season of Autumn on the natural world around me?	understand how to protect the planet?	me and their roles in society? (Especially those in the emergency services?)	Supertato and the Evil Pea?	including figures from the past?
<b>Authentic Curriculum Connections</b>	Year 1, Geography-Our World		Year 1, Science-Seasons	Year 1, Geography-Human and Physical  Year 2- Geography-Sydney and Artic	Year 1, Life Learning-Relationships  Year 1- History-Significant Individuals-Florence Nightingale and Mary Seacole		
<b>Expressive arts and Design</b>	Can I sing a large repertoire of songs?  Can I listen with increased attention to sounds?  Can I draw with increasing complexity and detail, such as representing a face with a circle and including details whilst	Can I create collaboratively, sharing ideas, resources and skills to create a collage of our school logo and building?	Can explain the process that I have used to make bread?	Can I create collaboratively, sharing ideas, resources and skills to create a recycle bin?	Can I invent, adapt and recount narratives and stories with peers and their teacher?	Can I make use of props and materials when role playing characters in narratives and stories?	Can I explore, use and refine a variety of artistic effects to make a superhero mask?

	creating a self-portrait?						
<b>RE</b>	Do I know what the first School Value is – Friendship?	Identity - What can we learn from stories? Can I tell you about my favourite story?	Community – What does Harvest mean? What happens during the Harvest Festival? I wonder how we could share what we have with others (Harvest)?	Identity – What might happen in a story? Why are stories important?	Community/ God – Do I know a story from the Bible? What is a Miracle and what can we learn from Jesus?	God – What is a Bible? Why might stories be important for people of different faiths, or none?	God – What is a Bible? Why might stories be important for people of different faiths, or none?

Autumn 2							
	Fireworks	Divali	Birthdays	Weddings	Winter	Nativity	Christmas
<b>Communication and Language</b>	Can I express my ideas and feelings about their experiences?	Do I understand how to listen carefully and why listening is important?	Can I listen carefully to rhymes and songs, paying attention to how they sound?	Can I ask questions to find out more and to check I understand what has been said to me?	Can I engage in non-fiction books?	Can I learn rhymes, poems and songs for the Christmas Production?	Can I articulate their ideas and thoughts in well-formed sentences?
<b>Personal, Emotional, Social Development</b>	Can I identify something I am good at and understand everyone is good	Do I understand that being different makes us all special?	Do I know we are all different but the same in some ways?	Can I tell you why I think my home is special to me?	Can I tell you how to be a kind friend?	Can I tell you how to be a kind friend?	Do I know and can I talk about the different factors that support my health and

	at different things?						wellbeing including tooth brushing?
<b>Physical Development</b>	Can I develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines?	Can I develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines?	Can I develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines?	Can I combine different movements with ease and fluency?	Can I develop my small motor skills so that I can use a range of tools competently, safely and confidently?	Can I use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor?	Can I revise and refine the fundamental movement skills that I have already acquired, especially: walking - jumping - running - skipping?
<b>Literacy</b>	Talk for Writing – How to Catch a Star  Can I build my confidence in word reading, fluency, my understanding and enjoyment when reading?	Talk for Writing – How to Catch a Star  Can I demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently	Talk for Writing – How to Catch a Star  Can I spell words by identifying the sounds and then writing the sound with letter/s?	Talk for Writing – The First Christmas  Can I anticipate (where appropriate) key events in the nativity story?	Talk for Writing – The First Christmas  Can I demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently	Talk for Writing – The First Christmas  Can I demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently	Talk for Writing – The First Christmas  Can I blend sounds into words, so that they can read short words made up of known letter-sound correspondences?

		introduced vocabulary?			introduced vocabulary?	introduced vocabulary?	
<b>Read Write, Inc Phonics</b>	sh, r, j	v, y, w	Blending set 1	th, ch, qu	x, ng, nk	Recap set 1	Recap set 1
<b>Red Words</b>	is, for, he	your, she, said	your, she, said	you, be, want	you, be, want	Recap	Recap
<b>Mathematics White Rose</b>	Can I continue, copy and create patterns?	Can I identify circles and squares?  Do I know shapes with four sides?	Do I understand numbers 1-5?  Can I tell you what is one more? One less?	Can I describe the position of objects without pointing?	Can I automatically recall number bonds for numbers 0-5?  Can I explore the composition of numbers to 5?	Can I automatically recall number bonds for numbers 0-5?  Can I explore the composition of numbers to 5?	Can I subitise numbers to 6?
<b>Number of the Week</b>	6	7	8	9	10	Recap 1-5	Recap 6-10
<b>Understanding the World</b>	Can I comment on images of familiar situations in the past?	Do I recognise that people have different beliefs and celebrate special times in different ways?	Can I recognise that people have different beliefs and celebrate special times in different ways?	Do I recognise that people have different beliefs and celebrate special times in different ways?	Do I understand the effect of changing seasons on the natural world around them?	Do I know some similarities and differences between things in the past and now, drawing on their experiences and	Do I understand that some places are special to members of their community?



						what has been read in class?	
<b>Authentic Curriculum Connections</b>	Year 1 History- Toys and Flight  Year 2 History GFL, Epsom	Year 1 RE Judaism	Year 1, DT Cooking				Year 2 , History - Local Study of Epsom
<b>Expressive arts and Design</b>	Can I explore, use and refine a variety of artistic effects to express my ideas and feelings?	Can I safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function?	Can I share my creations, explaining the process I have used to make cupcakes?	Can I develop storylines in my pretend play?	Can I safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function?	Watch and talk about dance and performance art, expressing their feelings and responses.	Can I sing in a group or on their own, increasingly matching the pitch and following the melody?
<b>RE</b>	Do I know what the new School Value is – Love?	Identity – What is a Celebration? Why do we have Celebrations? Are there any special festivals that I celebrate?	Identity/ Community – What is a Birthday? Why is my birthday important to me?	Identity – Does everyone in my class celebrate the same things? I wonder if anyone celebrates something that other children don't?	Identity/ Community - What is Christmas? I wonder if everyone in our class celebrates Christmas?	God – What happens in The Christmas Story? I wonder why Christmas might be important to some people, especially Christians?	God/ Community/ Identity – <b>Recapping celebrations.</b> What is my favourite celebration? How do they make us feel? Why do Christians believe that Jesus is an important

character in the Christmas story?

Spring 1	Spring	Dinosaurs	Space	Transport	Mythical Creatures	Chinese New Year
<b>Communication and Language</b>	Can I use new vocabulary in different contexts?	Can I use a range of connectives to connect one idea or action to another?	Can I engage and enjoy non-fiction books?	Can I use new vocabulary through the day?	Can I engage in story times?  Can I say how I feel when I achieve a goal and know what it means to feel proud?	Can I ask questions to find out more and to check they understand what has been said to me?
<b>Personal, Emotional, Social Development</b>	Can I tell you about a time I didn't give up until I achieved my goal?	Can I set a goal and work towards it?	Can I use kind words to encourage people?	Do I understand the link between what I learn now and the job I might like to do when I'm older?	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.	Can I show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
<b>Physical Development</b>	Develop the overall body strength, co-ordination, balance and agility needed to engage	Develop the overall body strength, co-ordination, balance and agility needed to engage	Confidently and safely use a range of large and small apparatus indoors and	Confidently and safely use a range of large and small apparatus indoors and	Progress towards a more fluent style of moving, with developing	Develop overall body-strength, balance, co-ordination and agility.

	successfully with future physical education sessions and other physical disciplines including dance, gymnastics.	successfully with future physical education sessions and other physical disciplines including dance, gymnastics.	outside, alone and in a group.	outside, alone and in a group.	control and grace.	
<b>Literacy</b>	Talk for Writing- The Way Back Home  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Talk for Writing- The Way Back Home  Can I write short sentences with words with known letter-sound correspondences using a capital letter and full stop?	Talk for Writing- The Way Back Home  Can I show understanding of what has been read to them by retelling stories?	Talk for Writing- The Way Back Home  Can I blend sounds into words, so that they can read short words made up of known letter-sound correspondences?	Talk for Writing- Whatever Next!  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Talk for Writing- Whatever Next!  Spell words by identifying the sounds and then writing the sound with letter/s.
<b>Read Write, Inc Phonics</b>	Blend and segment set 1	Blend and segment set 1	Blend and segment set 1	Blend and segment set 1	Blend and segment set 1	Blend and segment set 1
<b>Red Words</b>	me, her, when	me, her, when	are, to, baby	are, to, baby	all, of, some	all, of, some

<b>Mathematics White Rose</b>	Can I compare mass and weight?	Can I compare capacity?	Can I find, recognise and subitise numbers 0-5?	Can I find one more, one less of numbers 0-5?  Do I understand the composition on numbers 0-5?	Do I understand the composition of numbers 6,7,8?	Can I find and represent 6,7,8?  Do I know one more, one less than 6, 7, 8?
<b>Number of the Week</b>	11	12	13	14	15	Recap 11-15
<b>Understanding the World</b>	Do I understand the effect of changing seasons on the natural world around them?	Do I know some similarities and differences between the natural world around and contrasting environments, drawing on experiences and what has been read in class?	Can I compare and contrast characters from stories, including figures from the past?	Can I draw information from a simple map?	Can I compare and contrast characters from stories, including figures from the past. Can I compare the Troll and Zog?	Do I recognise some similarities and differences between life in this country and life in other countries?
<b>Authentic Curriculum Connections</b>			Year 2 Science- Space	Year 2, Geography- Local area and Artic/Sydney  Year 1 History - Flight		Year 1, Geography, Local study- Kenya
<b>Expressive arts and Design</b>	Can I create a piece of art working collaboratively,	Can I invent, adapt and recount narratives and	Can I make use of props and materials when role playing	Can I share their creations, explaining the	Can I invent, adapt and recount narratives and	Can I watch and talk about dance and performance art, expressing

	sharing ideas, resources and skills.	stories with peers and teacher?	characters in narratives and stories?	process they have used.	stories with peers and their teacher?	their feelings and responses?
RE	Why do Christians visit a church?	Why do Christians visit a church?	Special Places to us?	What is prayer?	Who did Jesus spend time with?	Who were Jesus' disciples?

Spring 2						
	Handa's Surprise	The World Of Books	Jack and the Beanstalk	Mini-Beasts	The Natural World	Easter
<b>Communication and Language</b>	Can I make comments about what they have heard and ask questions to clarify my understanding?	Can I participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary?	Can I listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions?	Can I ask questions to find out more and to check I understand what has been said?	Can I use new vocabulary in different contexts?	Can I connect one idea or action to another using a range of connectives?
<b>Personal, Emotional,</b>	Do I understand that I need to	Do I understand	Do I know what the word	Do I know how to help myself	Can I wash my hands thoroughly	Do I know who my safe adults

<b>Social Development</b>	exercise to keep my body healthy?	how moving and resting are good for my body?	'healthy' means and that some foods are healthier than others?	go to sleep and understand why sleep is good for me?	and understand why this is important especially before I eat and after I go to the toilet?	are and how to stay safe if they are not close by me?
<b>Physical Development</b>	Can I develop overall body strength, co-ordination, balance and agility needed for dance?	Can I develop overall body strength, co-ordination, balance and agility needed for dance?	Can I develop overall body strength, co-ordination, balance and agility needed for dance?	Can I develop overall body strength, co-ordination, balance and agility needed for dance?	Can I develop overall body strength, co-ordination, balance and agility needed for dance?	Can I develop overall body strength, co-ordination, balance and agility needed for dance?
<b>Literacy</b>	Talk for Writing-Handa's Surprise  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Talk for Writing-Handa's Surprise  Can I show understanding of what has been read to them by retelling stories?	Talk for Writing-Handa's Surprise  Can I write short sentences with words with known letter-sound correspondences using a capital letter and full stop?	Talk for Writing-Jasper's Beanstalk  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Talk for Writing-Jasper's Beanstalk  Can I show understanding of what has been read to them by retelling stories?	Talk for Writing-Jasper's Beanstalk  Can I write short sentences with words with known letter-sound correspondences using a capital letter and full stop?

<b>Read Write, Inc Phonics</b>	ay ee igh	ow oo oo	ar or air	ir ou oy	Recap set 2	Recap set 2
<b>Red Words</b>	they, do, so	they, do, so	was, what, do	was, what, do	old, mum, dad	old, mum, dad
<b>Mathematics White Rose</b>	Can I compare length and height? Can I order and sequence time?	Can I make pairs- odds and even?  Can I find and make a double?	Can I combine two groups together?	Can I subitise up to 8?	Can I find, represent and subitise numbers 9 and 10?	Can I find one more one less of numbers 9 and 10?
<b>Number of the Week</b>	17	18	19	20	Recap 11-15	Recap 16-20
<b>Understanding the World</b>	Do I 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?	Do I know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class?	Do I 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?	When exploring the natural world around me, can I make observations and draw pictures of animals and plants?	Can I explore the natural world around them and begin to understand how things happen?	Can I recognise that people have different beliefs and celebrate special times in different ways?
<b>Authentic Curriculum Connections</b>	Year 1, Geography- Local study- Kenya		Year 1 Science – Plants  Year 2 Science – Plants	Year 2, Science-Living things and their habitats		

	Year 1 DT- Cooking- Fruit salad					
	Year 2- Geography- Foods around the world					
<b>Expressive arts and Design</b>	Can I make use of props and materials when role playing characters in narratives and stories?	Can I make use of props and materials when role-playing characters in narratives and stories?	Can I invent, adapt and recount narratives and stories with peers and their teacher?	Can I watch and talk about dance, expressing my feelings and responses?	Create a volcano by working collaboratively, sharing ideas, resources and skills.	Can I perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music?
<b>RE</b>	Courage	New Life- Signs of Spring	New Life	New Life- Easter Story	New Life	New Life

<b>Summer 1</b>						
	<b>Summer</b>	<b>Farm Animals</b>	<b>Pets and Vets</b>	<b>Sea Creatures</b>	<b>Noah's Ark</b>	<b>Pirates</b>
<b>Communication and Language</b>	Can I express their ideas and feelings about my Easter holiday using full sentences, including use of	Can I hold conversation when engaged in back-and-forth exchanges with a teacher and peers?	Can I express my ideas and feelings about my experiences using full sentences, including use of past, present and future tenses and	Can I listen to and talk about selected non-fiction to develop a deep familiarity with new	Can I listen to and talk about stories to build familiarity and understanding?	Can I hold conversation when engaged in back-and-forth exchanges with their teacher and peers?



	past, present and future?		making use of conjunctions, with modelling and support from my teacher?	knowledge and vocabulary?		
<b>Personal, Emotional, Social Development</b>	Can I identify some of the jobs I do in my family and how I feel like I belong?	Do I know how to make friends to stop myself from feeling lonely?	Can I think of ways to solve problems and stay friends?	Can I am starting to understand the impact of unkind words?	Can I use Calm Me time to manage my feelings?	Do I know how to be a good friend?
<b>Physical Development</b>	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	ELG- Demonstrate strength, balance and coordination when playing
<b>Literacy</b>	Talk for Writing- Noisy Farm  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own	Talk for Writing- Noisy Farm  Can I show understanding of what has been read to them by	Talk for Writing- Noisy Farm  Can I write short sentences with words with known letter-sound correspondences using a capital	Talk for Writing- The Rainbow Fish  Demonstrate understanding of what has been read to them by retelling stories	Talk for Writing- The Rainbow Fish  Can I show understanding of what has been read to them by	Talk for Writing- The Rainbow Fish  Can I write short sentences with words with known letter-sound correspondences

	words and recently introduced vocabulary.	retelling stories?	letter and full stop?	and narratives using their own words and recently introduced vocabulary.	retelling stories?	using a capital letter and full stop?
<b>Read Write, Inc Phonics</b>	Set 2 segmenting and blending ay, ee, igh	Set 2 segmenting and blending ow, oo, oo	Set 2 segmenting and blending ar, or, air	Set 2 segmenting and blending ir, ou, oy	Set 2 segmenting and blending all set 2	Set 2 segmenting and blending all set 2
<b>Red Words</b>	the, I, put	no, a, my	is, for, he	your, she, said	you, be, want	are, to, baby
<b>Mathematics White Rose</b>	Can I compare numbers to 10?  Do I understand the composition of numbers to 10?	Do I know number bonds to 10?  Can I make arrangements of 10?	Can I find and make doubles to 10?	Can I explore odds and evens?	Can I identify and explore 3D shapes?  Can I copy and continue patterns?	Can I build numbers beyond 20?  Can I continue patterns beyond 20?
<b>Mastering Number</b>	Subitising	Counting, ordinality and cardinality	Composition	Comparison	Composition	Rekenrek subitising
<b>Understanding the World</b>	Understand the past through settings, characters and events encountered in books read in	Explore the natural world around them, making observations and drawing pictures of	Know some similarities and differences between different religious and cultural communities in this country, drawing on their	Explore the natural world around them, making observations and drawing pictures of	Can I explore the natural world around them, making observations and drawing pictures of	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from

	class and storytelling.	animals and plants.	experiences and what has been read in class.	animals and plants.	animals and plants?	stories, non-fiction texts and (when appropriate) maps.
<b>Authentic Curriculum Connections</b>		Year 1, Science Animals Year 2, Science Plants	Year 2 RE- Judaism, Islam	Year 1, Science Animals	Year 1 and 2, Art- Drawing	Year 1 and 2, Geography- Local area
<b>Expressive arts and Design</b>	Make use of props and materials when role playing characters in narratives and stories.	Invent, adapt and recount narratives and stories with peers and their teacher.	Invent, adapt and recount narratives and stories with peers and their teacher.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Can I perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music?	Sing a range of well-known nursery rhymes and songs.
<b>RE</b>	Honesty	The Creation Story	The World that God Made	The World that God Made	The World that God Made	The World that God Made

<b>Summer 2</b>							
	<b>The Three Little Pigs</b>	<b>Goldilocks and the Three Bear</b>	<b>Three Billy Goats Gruff</b>	<b>The Gingerbread Man</b>	<b>Little Red Riding Hood</b>	<b>The Ugly Duckling</b>	<b>Good Bye and Good Luck</b>

<b>Communication and Language</b>	Can I offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate?	Can I listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions?	Can I listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions?	Can I comment about I hear and ask questions to clarify my understanding?	Can I express my ideas and feelings about my experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher?	Can I make comments about what I have heard and ask questions to clarify my understanding?	Can I hold conversation when engaged in back-and-forth exchanges with my teacher and peers?
<b>Personal, Emotional, Social Development</b>	Can I name parts of the body?	Can I tell you some things I can do and foods I can eat to be healthy?	Do I understand that we all grow from babies to adults?	Can I express how I feel about moving to Year 1?	Can I express how I feel about moving to Year 1?	Can I talk about my worries and/or the things I am looking forward to about being in Year 1?	Can I share my memories of the best bits of this year in Reception?

<b>Physical Development</b>	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Demonstrate strength, balance and coordination when playing.	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing	Negotiate space and obstacles safely, with consideration for themselves and others.	Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	Negotiate space and obstacles safely, with consideration for themselves and others.	Negotiate space and obstacles safely, with consideration for themselves and others.
<b>Literacy</b>	Talk for Writing- The Three Little Pigs  Can I use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play?	Talk for Writing- The Three Little Pigs  Can I show understanding of what has been read to them by retelling stories?	Talk for Writing- The Three Little Pigs  Can I write short sentences with words with known letter-sound correspondences using a capital letter and full stop?	Talk for Writing- The Three Little Pigs  Can I demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Talk for Writing- Poetry  Can I show understanding of what has been read to them by retelling stories?	Talk for Writing- Poetry  Can I write short sentences with words with known letter-sound correspondences using a capital letter and full stop?	Talk for Writing- Poetry  Can I write short sentences with words with known letter-sound correspondences using a capital letter and full stop?
<b>Read Write, Inc Phonics</b>	Alternative graphemes- double letters	Alternative graphemes- y ending	Multi- syllable words	Short sentences	Short sentences	Short sentences	Short sentences

<b>Red Words</b>	me, her, when	all, of, some	they, do, so	was, what, do	old, mum, dad	Recap all	Recap all
<b>Mathematics White Rose</b>	Can I count verbally beyond 20?  Can I verbally count patterns?	Can I add amounts?  Can I take away amounts?	Can I share amounts?  Can I share even and odd amounts?	Can I group amounts?  Can I understand doubles?	Can I select, rotate and manipulate shape?	Can I compose and decompose 3D shapes?	Can I explore patterns, position and mapping?
<b>Mastering Number</b>	Patterns within numbers to 10	Understanding of numbers to 10	Comparasion	Counting beyond 20	Consolidation	Consolidation	Consolidation
<b>Understanding the World</b>	Can I describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps?	Do I know some similarities and differences between different cultural communities in this country, drawing on my experiences and what has been read in class. Do I know what different breakfasts are traditionally	Can I compare and contrast characters from stories I know including The Three Little Pigs, Goldilocks and The Three Bears and the Three Billy Goats?	Can I describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps?	Do I know some similarities and differences between the natural world around me and contrasting environments, drawing on their experiences and what has been read in class?	Can I understand some important processes and changes in the natural world around them, including the seasons and changing states of matter?	Do I understand some important processes and changes in the natural world around them, including the seasons and changing states of matter?

		eaten around the world?					
<b>Authentic Curriculum Connections</b>	Year 1 – TFW Three Little Pigs  Year 1 and 2- Science- Materials	Year 2, Geography- Our World				Year 2, Science- Everyday materials	
<b>Expressive arts and Design</b>	Can I safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function?	Can I make use of props and materials when role playing characters in narratives and stories?	Can I invent, adapt and recount narratives and stories with peers and their teacher.	Can I safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function?	Can I perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music?	Can I safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function?	Can I create collaboratively, sharing ideas, resources and skills
<b>RE</b>	Respect	The World God Made-To explain some similarities and differences between life in this country and life in other countries	Communities	Communities	The World God Made	The World God Made	