

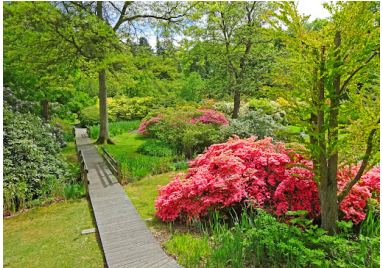




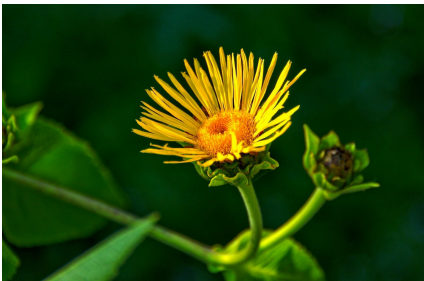


	Autumn Term		Spring Term		Summer Term	
Creative Habits	Collaborative	Persistent	Imaginative	Disciplined	Inquisitive	Collaborative
Oracy Skills	Social & Emotional	Cognitive	Linguistic	Physical	Cognitive	Physical
2	 <p><b>LANDMASS</b> &lt;Exploration and Place&gt; What is life like for other people in the world? How did people discover the world? How can we travel across the world?</p>		 <p><b>FARRINER</b> &lt;Past and Growth&gt; What were people like in the past? What was different about people's lives in the past? How do we know about the past?</p>		 <p><b>TRAIT</b> &lt;Nature and Fantasy&gt; Are dragons real? Why do different animals and plants exist around the world? How can we support our habitat?</p>	
	English	Model text-The Story of Pirate Tom Toolkit- Setting/ openings & endings	Information Recently discovered islands	Model Text – Papaya that Spoke Plot-Quest Toolkit-Dialogue / Character	Explanation – How the Great Fire started	Model Text- Kassin & the Greedy Dragon Plot- Suspense/Action
Key text	Coming to England - Floella Benjamin		Anthony Browne-Gorilla/The Tunnel/Voices in the Park		The Green Ship - Quentin Blake	
Visits	Time and Tide Museum		Norwich Castle		How Hill	
Maths	Following the Maths National Curriculum, with a focus on number, problem solving and providing children with opportunities to master their learning.					
Science	Uses of everyday materials	Living things and their habitats	Animals, including humans - Growth	Animals, including humans - Life cycles	Living things and their habitats - Habitats around the world	Plants
Longitudinal Study	What plants live in Wicklewood School grounds over the year? Using quadrats to sample what plants live in our school grounds and how this differs in the different seasons.					
History / Geography	Geography-Why is our world wonderful?	Geography-What is it like to live in Shanghai?	History-How was school different in the past?	How do we know so much about what happened in the Great Fire of London? History-What is a monarch?	Geography-What is it like to live by the coast?	History-How did we learn to fly?
Computing	Computer systems and networks: IT around us Online Safety via Project Evolve	Creating Media: Digital photography Online Safety via Project Evolve	Data and information: Pictograms Online Safety via Project Evolve	Programming A Robot algorithms Key knowledge: Algorithm Online Safety via Project Evolve	Programming B An introduction to quizzes Key knowledge: Algorithm Online Safety via Project Evolve	Creating Media: Making music Online Safety via Project Evolve
PE	Ball skills	Target games	Gymnastics	Dance	Athletics	Sending and receiving
Art / D&T	Explore and draw	Sewing-Pouches	Exploring monoprint	Building timber frame houses	A balanced diet (Food tech)	Humanae
Music	Tony Chestnut Composing call and response songs	Carnival of the Animals	Grandma Rap Compose 4-beat patterns and perform over a looping app	Orawa - Wojciech Kilar	Dmitri Shostakovich Swing beat and beat groupings	Charlie Chaplin Creating music to accompany a short silent film

		Composing music inspired by birdsong		Improvise and compose short musical ideas to form a larger piece		
PSHE / RSE	Being Me In My World Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Celebrating Difference Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Dreams and Goals Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Healthy Me Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Relationships Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Changing Me Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
RE	Why is light an important symbol for Christians, Jews and Hindus?	What does the nativity story teach Christians about Jesus?	How do Christians belong to their faith family?	How do Jewish people celebrate Passover (Pesach)?	Why do people have different views about the idea of God?	

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<b>1</b>	 <p><b>MINE</b> &lt;Place and Belonging&gt; Where do I live? What is this place like? How has it changed over time?</p>		 <p><b>NIMBUS</b> &lt;Weather and People&gt; Why does the weather change? How will I know what the weather will be like? How does the weather and the climate affect people?</p>		 <p><b>COMPASS</b> &lt;Exploration and Aspiration&gt; How can we find our way around? How are people in the world different or the same? What is it like in different places?</p>	
English	Model Text-The Enormous Turnip Plot-Cumulative  NF - Instructions. How to grow vegetables	Model Text - Whatever Next Plot - Journey  NF - Recounts of journeys. Poetry	Model Text -The Story of Pirate Tom Plot - Finding  NF - How to keep a pirate happy. Instructions to find treasure.	Model Text - Lighthouse Keepers Lunch Plot-Losing  NF - Fact files. Menus.	Model Text- Handa's Surprise Plot-Losing  NF - Persuasive writing. Eat lovely vegetables.	Model Text - Kassim and the Greedy Dragon Plot - Warning / Model text - Meerkat Mail Plot -  NF - Non-fiction reports, postcards / NF - Heroic journeys, report on dragons.
Key Texts	Dogger-Shirley Hughes, I Love You, Blue Kangaroo-Emma Chichester Clark, The Lost Property Office-Emily Rand. Astro Girl - Ken Wilson-Max. Look Up - Nathan Byron. Forever Star - Gareth Peter. My Name is not Refugee - Kate Milner.		If Winter Comes, Tell It I'm Not Here-Simona Ciruolo, Storm-Sam Usher, Lila and the Secret of Rain-David Conway and Jude Daly, Come on Rain - Karen Hesse, Rain School - James Rumford, The Snowy Day - Ezra Jack Keats, Thunder Cake - Patricia Polacco.		Eco Girl-Ken Wilson-Max, It Starts With a Seed-Laura Knowles and Jennie Webber. A Child's Garden - a Story of Hope - Michael Foreman. Summy and the Birds - Wendy Meddour, And Tango makes Three - Justin Richardson.	
Trips	Strangers' Hall		Sainsbury Centre		Wicklewood Windmill	
Maths	Following the Maths National Curriculum, with a focus on number, problem solving and providing children with opportunities to master their learning.					
Science	Seasonal changes	Animals, including humans - All about me	Everyday materials - Exploring everyday materials	Everyday materials - Building	Plants	Animals, including humans - All about animals
Longitudinal Study	How does the weather change over the four seasons? Comparing the rainfall, temperature and windspeed across the four seasons.					
History / Geography	Geography-What is it like here?	History-How have toys changed?	Geography-What is the weather like in the UK?	History-How am I making history?	Geography-Would you prefer to live in a cold or hot place?	History-How have explorers changed the world?
Computing	Computer Systems and Networks: Technology around us Online Safety via Project Evolve	Creating Media: Digital writing Online Safety via Project Evolve	Data and information: Grouping data Online Safety via Project Evolve	Programming A: Moving a robot Knowledge: Sequence Online Safety via Project Evolve	Programming B: Introduction to animation Key knowledge: Sequence Online Safety via Project Evolve	Creating Media: Digital painting Online Safety via Project Evolve
PE	Fundamentals	Gymnastics	Ball Skills	Dance	Sports Day Athletics	Net and Wall Games

Art / D&T	Cooking and nutrition – soup	Spirals-Drawing and sketchbooks	Windmills	Humanae	Wheels and axles	Making Birds
Music	<i>Menu Song</i>	<i>Colonel Hathi's March</i>  <i>Magical Musical Aquarium</i>	<i>Football</i>  <i>Musical Conversations</i>	'Dawn' from <i>Sea Interludes</i> - Benjamin Britten Learn and perform a simple singing game, adding actions to show the beat	Nautilus - Anna Meredith Perform actions to music, and create artwork in response to music  Cat and Mouse Create rhythm patterns and 'fix' them as compositions using simple notation	Come and dance with me Create musical phrases from new word rhythms; perform with voices and instruments
R.E	What do my senses tell me about the world of religion and belief?	How does a celebration bring a community together?	What do Jewish people remember on Shabbat?	What does the cross mean to Christians?	How did the universe come to be?	
PSHE / RSE	Being Me In My World  Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Celebrating Difference  Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Dreams and Goals  Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of Success	Healthy Me  Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Relationships  Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Changing Me  Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition

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R	 <p>PERSON &lt;Me and You&gt; What am I like? How are we the same? How are we different?</p>		 <p>BLOSSOM &lt;Changing and Growing&gt; Why do things change? Why do we grow? What happens to help things grow?</p>		 <p>PLANET &lt;Home and Away&gt; Where are we in the world? What is Earth like? How do other people live in different places?</p>	
	Autumn Term		Spring Term		Summer Term	
Trips/Visitors	Local walks		Gressenhall		Pensthorpe	
English	Model text: Little Red Hen	Model text: The Gingerbread Man	Model text: Mr Gumpy's Outing	Model text: Jack and the Beanstalk	Model text: The Gruffalo	Model text: The Princess and the Pea
Key Texts	Rosie's Walk, Peace at Last, So Much! On The Way Home, Farmer Duck, Shhh! I am Nefertiti, My Beautiful Voice, Family and Me, All Kinds of Families	Room on The Broom, Jolly Christmas Postman, Whatever Next, Meesha Makes Friends, My Two Grannies, And Tango Makes Three, Alex and Alex	The Bear's Winter House, Mr Archimedes Bath, Mrs Armitage, I Love Chinese New Year, Grandad's Camper, Jabari Jumps, Jabari Tries	Jaspers Beanstalk, Once there were Giants, A Piece of Cake, Billy and the Dragon, My Nana's Garden, Two Places to Call Home	The Gruffalo's Child, Where the Wild Things Are, Goodnight Moon, Not Now Bernard, Amy Wu and the Patchwork Dragon, Look up! My Monster and Me, The Hidden House	Daisy Eat your Peas, Oliver's Vegetables, Giraffes Can't Dance, The Giant Jam Sandwich, Six Dinner Sid, Once Upon a Time, Clean Up! Julian is a Mermaid, Little Red, Princesses Break Free
Songs and Rhymes	Farm songs and rhymes - Old Macdonald, Dingle Dangle Scarecrow, Oats and Beans	Animal songs and rhymes - Hey Diddle, Bear went over the Mountain, At the Zoo	Travelling songs and rhymes - Row Row your Boat, Animal Fair, Boats Sail on Rivers	Growing songs and rhymes - The Farmer Plants his Seeds and I'm a Little Seed	Songs and rhymes from around the world	Traditional songs and rhymes - sing a song of sixpence, Do your Ears hang Low, One Man went to Mow
Longitudinal Study	BioBlitz - creating a snapshot of the variety of life found in a specific location. Tracking changes in plants, animals and fungi over the 4 seasons. Data presentation in tally marks and a collective pictogram. KS1 Working Scientifically : Gathering and recording data to help in answering questions. Using their observations and ideas to suggest answers to questions. EYFS area - Forest School					
Communication and Language	Photos of myself and my family, favourite books, songs and stories, retelling The Little Red Hen, Rosie's Walk, daily songs and rhymes, non-fiction texts about chickens, why questions, hot seating, prepositions.	How and where I belong, retelling, re-enacting and performing and innovating the gingerbread man. Innovating rhymes and songs. Character feelings and story predictions. Hot seating the fox, 'why' questions.	Imitating, retelling and story maps. Discussing and predicting and questioning, creating characters, sequencing events, daily songs and rhymes, innovating songs, sequence of instructions, animal facts.	Imitating, retelling and story maps. Story endings, agreeing and disagreeing, retelling by sequencing, story invention, character feelings, hot-seating, observations and descriptions of plants, instructions, recounts.	Re-enacting, retelling, imitating and innovating, questions, opinions and comments, plot and characters, using senses to make descriptions, comparisons or trees and leaves, character portraits, setting descriptions, clues and instructions.	Retelling, imitating and innovating and inventing. Comparing story versions, similarities and differences, changing the plot and alternate endings, hot seating with questions and comments, positional language to describe routes, castle information and facts.
Personal, Social and Emotional Development	Being Me In My World Who am I and how do I fit?	Celebrating Difference Respect for similarity and difference.	Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this.	Healthy Me Being and keeping safe and healthy.	Relationships Building positive, healthy relationships.	Changing Me Coping positively with change.
Physical Development	Introduction to PE-Unit 2	Fundamentals-Unit 2	Ball Skills-Unit 2	Dance-Unit 2	Games-Unit 2	Gymnastics-Unit 2
Literacy	Daily RWI sessions Forming letters, name writing, drawing characters, initial	Daily RWI sessions Forming letters, name writing, draw/label story map, initial	Daily RWI sessions Draw/label story map, speech bubbles, shopping lists, recipe,	Daily RWI sessions Write the beginning, middle and end of story, bean diaries,	Daily RWI sessions	Daily RWI sessions

	sounds in labels and words, building story words, rhyming words, story retelling, class innovation, non-fiction texts about chickens.	sounds in labels and words, cvc words, segment and build story words, labels, lists and cards, story retelling, class/own innovation, story predictions, character feelings and descriptions.	instructions, setting descriptions, cvc rhyming strings, from some capitals, recall main events, make predictions, non-fiction animal clues.	character descriptive sentences, plant labels, planting instructions, trip recount, alternative endings, own song verses, growing poems.	Simple sentences about the story, invent and retell your own story, instructions, a recipe, setting descriptions, character portraits, labels and woodland animal fact files, alliteration, CVCC and CCVC rhyming strings.	Own invented story, letters, invitation, stories, posters, a report and poems, synonyms, descriptions of settings with adjectives, questions, writing CVC, CVCC and CCVC words, reading/performing my work to others.
Maths		Create AB patterns through physical movements/phrases/instruments (clap, hop, jump, etc, red lorry, yellow lorry) Use manipulatives to create AB patterns, which can extend to ABC patterns/ABBC Create patterns and ask children to tell you what they see/what comes next. Create a pattern (AAB) with a deliberate mistake and ask the children what they can see/what needs to change. Children create patterns for their peers and deliberately change an element of it to challenge their partner. Children are encouraged to say the pattern from the start to find where the mistake is.	Count actions and movements up to 10. Can up to at least 10 objects with accurate 1:1 correspondence. Understand what zero represents. Say a number that is one more/less using resources. Subitise numbers up to 5. Show how numbers can be made up (up to 8) e.g. 1 and 3 is 4 and know there is more than one way of doing this. Count to 10 and back by rote. I can compare two quantities using the vocabulary more, less and the same. Use quantities and objects to add and subtract two single-digit numbers. Use everyday language to talk about time (days and months). Explore the characteristics of everyday objects and shapes. Use mathematical language when describing everyday objects and shapes.	Count up to 15 objects and place them in order. Explore and order numbers within 15. I can use the 'guess and check' strategy for problem solving. Practise counting in equal groups and adding them together. Explore counting in groups to find a total. Count in groups of 1, 5 and 10. Explore sharing objects and quantities into equal groups. Find double and half of numbers up to 10 using manipulatives. Name and describe both 2-D and 3-D shapes.	Estimate a number of objects and check by counting up to 20 Add and subtract two single-digit numbers and count on or back to find the answer Explore the relationship between addition and subtraction Compare quantities and objects to solve problems Solve problems, including doubling, halving and sharing Say which number is one more or one less than a given number Use quantities and objects to add and subtract two single-digit numbers Create representations for numbers 0-20 I can count reliably to 50 Explore counting on and back from any number within 50 Place numbers from 0-50 in order	
Understanding of the world	My family, where I live, things I am good at, how it feels to belong, how I have changed, autumn walk senses, making bread, windmills, farmers and farms, harvest, machines.  <b>Weather and seasons?</b>	Similarities and differences in families, Bonfire Night, floating and sinking, travelling on water, Diwali, Christmas, churches, taking photos.  <b>Forces?</b>	Favourite days out and holidays, my special toys, my grandparents' toys, Chinese New Year, river habitats, heating, melting and freezing.  <b>Materials?</b>	Things I could do now and as a baby, children in the past, children around the world, my special place, religious special places, Easter, Holi and Eid, maps, planting and growing.  <b>Plants?</b>	Woodland habitats and animals, trees and leaves, my favourite place, my family tree, the hidden house, household objects from the past, Australia.  <b>Animals?</b> <b>Insects and invertebrates</b>	Roles of people in society, and my family, jobs, castles, clothes from the past, naming body parts, human growth, fruit and vegetables, plant growth, maps..  <b>Plants?</b>
Expressive Arts and Design	Self-portraits, vegetable faces, colour mixing, collage, farm songs and rhymes, story role play and small world,  Artist Focus- Archimboldo	Clay gingerbread man, make secondary colours, firework paintings, bridges, story retelling, role play and small world, animal songs and rhymes, action songs and dances.  Artist Focus - Matisse	Animal drawings and paintings, favourite places, settings, I can use printing and collage to tree collages, animal prints and patterns, animal movements, travelling songs and rhymes, digital art.  Artist Focus - Seurat (Painting of Bathers at Asnieres)	Story movement and dance, musical instruments, body percussion and patterns, musical written symbols, mixed media, natural sculptures and patterns.  Artist focus - Andy Goldsworthy.	Leaf crowns and sculptures, woodland animals, observational drawings of natural objects, clay gruffalo heads, woodland music, musical stories, weaving, woodland shelters, aboriginal art.  Artist Focus - Aboriginal art.	Observational drawings and paintings of fruits and vegetables, clothing, family member and royal portraits, playing compositions on instruments, split pin moving body, milkshakes.  Artist focus - Frida Kahlo

	Autumn Term		Spring Term		Summer Term	
<b>N</b>	Us Place and Belonging		Grow Weather and People		Beyond Exploration and Aspiration	
	Model Texts	Model Text-We're Going on a Bear Hunt	Model Text - The Jolly Postman	Model Text - Dear Zoo	Model Text - Farmer Duck	Model Text- Rainbow Fish
Key Texts / Songs and Rhymes	Brown Bear, Brown Bear, We're Going on Bear Hunt, Peace at Last, Full, Full, Full of Love, Hello! A Counting Book of Kindness  Bear songs and rhymes - Teddy Bear, Teddy Bear, Round and Round the Garden, Goldilocks song	Goldilocks and the 3 Bears, Cinderella, Little Red Riding Hood, Jack and the Beanstalk., Dear Green Peace, MeerKat Mail, Nibbles the Book Monster, You Choose, Dear Santa,  Delivery songs and rhymes - Traditional Nursery Rhymes - Jack & Jill Went up a Hill, Pat a cake Humpty Dumpty, Little Bo Peep, Twinkle, Twinkle, Christmas Star, Jingle Bells	Model text: Dear Zoo  Key texts: Tiddler, What the Ladybird Heard, The Tiger who Came to Tea, Chapati Moon, Amazing, All the nonsense in my Teeth, The Selfish Crocodile. Walking through the Jungle.  Jungle and animal rhymes and songs - Down in the Jungle, An Elephant Walks like This, Never Smile at a Crocodile, Row Row, The Animals came in Two by two. Daddies are taking us to the Zoo tomorrow.	Model text: Farmer Duck  Key texts: Pig in the Pond, Big Red Barn, Rosie's Walk, The Little Red Hen, On the Farm, Heads, Shoulders, Knees and Toes, Body Parts, The Colour Monster  Farm songs and rhymes - Old Macdonald, Dingle Dangle Scarecrow, Baa Baa Black Sheep, 5 Little Ducks	Model text: Rainbow Fish  Key texts: Commotion in the Ocean, Tiddler, Sharing a Shell, Clean Up! Kindness makes us Strong, The Bookworm  Seaside: Songs and rhymes: 1, 2, 3, 4 5, once I caught a fish alive, A Sailor went to sea, Oh I do like to be beside the seaside. Baby Shark, Baby Baluga,	Model text: Stick Man  Key Texts:
Trips	Local walk deliveries		Banham Zoo		Picnic	
Communication & Language	I can use role play to re-enact the story and develop pretend play in a bear's cottage. I can listen to and join in rhymes and songs including Teddy Bear, Teddy Bear, Round and Round the Garden, Goldilocks song. I can listen to and retell the Goldilocks story. I can answer questions about the story. I can talk about a favourite bear. I can listen to and talk about a range of bear stories. I can use a small world to retell parts of the story and develop pretend play - 3 bears, woodland settings, bears, dolls house and people. I can explore and talk about non-fiction bear books. I can talk about my favourite foods and food for a picnic.	I can use role play to recreate a post office that delivers parcels, letters and cards. I can join in rhymes and songs including Jack & Jill went up the Hill, Pat-a-cake, Humpty Dumpty, Jingle Bells, Twinkle Twinkle Christmas Star. I can clap syllables to repeated words. I can use instruments to accompany the story. I can listen to and join in the repeated refrains of the Train Ride story. I can use small world to retell parts of the story and develop pretend play - Around the characters. I can discuss other characters from fairytales that a delivery person could send letters to. I can answer questions about the story and during role play. I can explore and talk about non-fiction books about the jobs people do where they deliver things - postperson, Amazon delivery, milk, flowers, newspapers. I can use Kim's game to explore unfamiliar objects in the story. I can talk about my favourite place in the story and my favourite places to visit.	I can listen to and join in the repeated refrains of Dear Zoo I can join in the story using actions to show the different sizes and movements of the animals. I can guess an animal by its sound by playing sound games. I can use my body to pretend to be an animal. I can use a small world and role play to retell parts of the story. I can describe the animals to a friend for them to guess and when painting, modelling and playing. I can use instruments to accompany the story. I can talk about my favourite animal and give some reasons why. I can explore vocabulary in the story with different voices and actions. I can use non-fiction texts, pictures, artwork and multi-media to find out more about zoo animals, ask questions and describe them. I can listen to and join in animal rhymes and songs.	I can listen to and join in with actions to the story Farmer Duck. I can act out parts of the story with props e.g. Fetching the cow, sheep, putting hens in the pen, collecting apples, eggs, and sawing wood. I can use the story vocabulary to role play while doing the work of the duck. I can create and invent other jobs that the duck might do through role-play. I can explore vocabulary in the story through using props and actions. I can talk about my favourite part of the story. I can use Kim's game to explore unfamiliar objects in the story. I can talk about some of the features found on a farm and the jobs of a farmer. I can use non-fiction books about farm life to find out more. I can listen to and join in farm themed rhymes and songs. *I can provide a single instruction.	I can listen to the story of Rainbow Fish and talk about the main themes in the story. I can use actions to accompany the main events in the story - beginning, middle and end. I can use small world resources to role play the story. I can respond to 'why' questions about Rainbow Fish's actions in the story. I can use my senses to describe rainbow fish - physical features. I can use new vocabulary to name parts of a fish - fin, dorsal, gills, scales. I can listen carefully to sea shanties songs, stories and rhymes and respond by joining in. I can understand and respond to instructions with 2 key words. I can play 'hide the fish' games describing where the fish is using positional language. I can start a conversation and take it in turns to speak *I can talk about what to do first and next.	I can listen to the story of Owl Babies and join in with the repeated refrains. I can use actions to accompany the story and follow a simple story map. I can use small world resources to role play the story. I can simply retell the story and talk to a friend about how the owls felt. I can explore new vocabulary in the story. I can find out about owls and make observations through a real life visit. I can listen carefully to songs from around the world, stories and rhymes and respond by joining in. I can understand and respond to instructions with 2 key words. I can go on a scavenger hunt in the forest school area to find items following instructions with 2 key words and positional language. I can use language to make observations of owls. I can use my senses on a walk through the forest school and have conversations about what I heard, saw, smelt and touched.
Personal, Social & Emotional Development	I can talk about myself and my favourite toy. I can explore happy and sad faces using mirrors and create happy and sad faces in paint.	I can talk about the things I am good at. I can talk about one way I am special. I know that all families are different. I know that there are different homes. I can invite a friend to play.	I can challenge myself by trying something tricky and talk about it. I can keep trying through challenges such as puzzles and model making. I can talk about something I would like to get better at.	I know the names for some parts of the body.  I am starting to understand how to be healthy.I can join in action songs and	I can talk about my family. I understand how to make friends. I can talk about some of the things I like about my friends.	I can name parts of my body and show respect for myself. I can tell you some things I can do and some food I can eat to be healthy.

	<p>I can name a friend and say what I like doing with them. I can play cooperative games. I can make and eat healthy foods (fruit salad). I can talk about the characters' feelings in the story - being sorry.</p>	<p>I can participate in cooperative play. I can work with others to make a role play working post office. I can talk about feeling happy, sad and angry. *I can record my voice with help from an adult, explaining how I'm feeling. I can use introduced strategies to help me regulate and feel calmer. E.g. Dragon breathing, Calm me time - chime.</p>	<p>I can use kind words to encourage others. I can find out about and talk about the jobs people do. I can feel proud when I achieve a goal (wow moments). I can work with a friend to build a model, create a small world setting and build a jungle den. I can talk about my feelings and the feelings of others - happy, sad and angry. *I can talk to an adult about being safe online.</p>	<p>games. I can taste and name some healthy foods. I can talk about my bedtime. I can say why I brush my teeth. I can wash my hands and begin to talk about why. I know who my safe adults are. I can invite a new friend to play with me. I can solve a problem in play with modelling from an adult. *I can summarise the most important part of a safety story.</p>	<p>I know what to do and say if someone is mean to me. I can use my calm me time to manage my feelings. I can work together and enjoy being with my friends. I can express my feelings and start to talk about them. I can talk about the feelings of others. I am able to use the toilet independently or express myself when I need the toilet and can use it with help. I can talk about how Rainbow Fish and other characters felt in the story and why sharing is a benefit and can make me feel happy. *I can follow classroom-established safety rules with support.</p>	<p>I understand that we all start as babies and grow into children and then adults. I know that I grow and change. I can talk about how I feel moving to school from Nursery. I can remember some fun things about Nursery this year. I can talk about my feelings and feelings of others. I am starting to handle new experiences with more confidence. I can play with others cooperatively *I can show an adult something that is worrying me on technology.</p>
Physical Development	<p>I can mark make in a variety of mediums including porridge, oats, gloop, chalk, water, paint etc. I can make sandwiches and cakes for a picnic. I can travel in different ways to complete a bear hunt. I can use junk modelling to make characters and objects from the story and models linked to my own interests. I can make porridge using tools and equipment. I can use playdough tools and cutters - bear cutters and oat dough. I can use movements to act out and join in the story. I can join in action songs and rhymes.</p>	<p>I can mark make on a large scale eg. giant footprints from Jack &amp; Beanstalk, small medium and large prints - goldilocks and 3 bears. I can travel in different ways as if some of the characters from the story - Little Red, Giant, Cinderella, bears. I can use movements to act out and join in the story. I can join in action songs and rhymes. I can help to build dens and create tunnels. I can use junk modelling to wrap and make parcels to be delivered. I can paint and print my own Christmas wrapping paper. I can explore a range of tools in sensory play and playdough.</p>	<p>I can create movements like an animal both inside and out. I can match my movements to the story - crawling, creeping, running, jumping, leaping etc. I can play physical games such as jumping on lily pads across a river or grouping game - 2 animals, pairs. I can move imaginatively to join into a song about animals. I can join in with action songs and rhymes. I can explore a range of tools in sensory play and playdough. I can use collage and paint to create animal prints/skins - leopard, zebra, flamingo. I can print using natural materials. I can use junk modelling to make animals or boxes for certain toy animals to live in.</p>	<p>I can use actions and match movements to act out the story - sawing, collecting, picking, making, feeding, etc. I can use a range of gardening tools - rake, spade, trowel, fork, watering can. I can use tools to make and eat fruit salad and soup. I can move to music to create sequences relating to the work the duck does and dances. I can use natural objects to make marks and print e.g. sticks, twigs, leaves, pine cones. I can explore different types of grains, oats and seeds that a farmer might use in a tuff spot with tongs, spoons, sieves and funnels. I can create collages with seeds and natural materials. I can make drawings and paintings of farmyard animals and crops.</p>	<p>I can recreate movements based on characters in the story: swimming, flapping, bobbing, circling, creeping, dashing. I can use my body to respond to music to skip, hop and travel in a variety of ways. I can use a range of tools to create an under the sea collage and a large scale rainbow fish collage. I can draw, paint and print sea creatures and sea washes using a tool with a comfortable grip. I can explore a range of tools in sensory play and playdough. I can explore different types of pebbles, stones, shells, scales (sequins) in a tuff spot with tongs, spoons, sieves and funnels. I can create clay models and tiles using a variety of beach natural materials. I can create bridges, underwater caves, and stepping stones using a range of large construction materials and use balance and coordination to use and navigate them.</p>	<p>I can balance on stepping stones and across obstacles in the garden and in the forest school area - balancing, stepping stones. I can work with others to make dens. I can use natural materials to make nests. I can use tools and manipulate materials to collage owls. I can make bird feeders and fat balls. I can explore a range of tools in sensory play and playdough. I can use clay to make clay owls and birds. I can make observational drawings and paintings of birds. I can start to eat using a knife and fork. I can start to manage zips, putting on coats etc. *I can move the mouse and press keys.</p>
Literacy	<p>I can listen to and join in rhymes and songs including Teddy Bear, Teddy Bear, Round and Round the Garden, Goldilocks song. I can listen to and retell the Goldilocks story and a range of bear stories including Brown Bear. I can use props and story sacks to re-enact the story. I can explore and talk about non-fiction bear books. I can talk about how to make porridge (instructions). I can mark make in a variety of mediums including porridge, oats, gloop, chalk, water, paint etc.</p>	<p>I can listen to and retell the order in sequence of the characters the postman visited. Using time connectives - First, then, next, lastly. I can use props and story sacks to re-enact parts of the story. I can explore and talk about non-fiction books about the jobs people do to deliver - postperson, Amazon delivery, Tesco, Santa, I can explore rhyming words linked to the story. I can mark made on a large scale eg. paths, journeys and settings. I can mark make in a variety of mediums including seeds, oats, gloop, chalk, water, paint, glitter etc. Exposure to text in form of:  an Amazon parcel, a brochure, a postcard, a newspaper, a leaflet, a</p>	<p>I can listen to and join in the repeated refrains of Dear Zoo - imitate the story. I can copy finger movements and other gestures - 5 little monkeys, Incy Wincy. I can share animal themed stories with an adult from left to right and top to bottom. I can clap syllables in words from the story and spot and join in rhymes. I can use early writing to write lists, labels and speech bubbles. - e.g. lists for on the boxes in Dear Zoo, list of animals, etc. I can draw and paint animals. I can make marks and write in a variety of mediums including gloop, chalk, water, paint etc.</p>	<p>I can listen to and join in with actions to the story Farmer Duck. I can listen to and join in farm themed rhymes and songs. I can copy finger movements and other gestures - Baby Bumblebee, Two Little Blackbirds, Tommy Thumb. I can use early writing to write labels with jobs for the duck to do, or a list of jobs for the duck to complete. I can draw and paint farm animals/ crops. I can use a range of tools to mark make in the natural environment. - mud tracks that the tractor makes - animal foot prints. I can share stories and non-fiction books about animal and arable farming reading from left to right and top to bottom.</p>	<p>I can listen to and join in with the story and sequence using actions to help me. I can listen to and join in seaside themed rhymes and songs. I can sequence the main events in the story. I can use early writing to write speech bubbles, captions, labels and signs, writing some letters accurately. I can start to tell others about what my marks relate to. I can share stories and non-fiction books about under the sea, sea creatures, oceans, *I can tell/retell a simple story.</p>	<p>I can retell the Owl Babies story using a simple story map. I can begin to make my own stories using objects and a story curve. I can sequence the main events from Owl Babies. I can think of words to describe an owl. I can share stories and non-fiction books about owls and woodland animals with an adult from left to right and top to bottom. I can use early writing to write speech bubbles, captions, labels and signs, writing some letters accurately. I can start to tell others about what my marks relate to. *I can tell/retell a simple story.</p>

		letter, an invitation.				
Maths	<p>I can recite numbers to 3.</p> <p>I can count bears, chairs, beds and bowls.</p> <p>I can find and collect up to two objects.</p> <p>I am starting to subitise up to two.</p> <p>I can compare sizes, lengths and weights of bears, chairs, beds and bowls.</p> <p>I can spot and talk about patterns. I can create my own patterns.</p> <p>I can follow and use visual instructions.</p> <p>I can use shapes to build 3D models and 2D shapes to make pictures.</p> <p>I can join in and recite counting songs and rhymes - 5 Little Ducks, 5 Speckled Frogs etc.</p>	<p>I can recite numbers to 5.</p> <p>I can spot numbers in the story and talk about numbers in my own familiar environment - door number, stamps, advent calendars, postcodes, birthday cards/cake candles.</p> <p>I can spot patterns linked to the story</p> <p>I can make simple repeating patterns with colour and shape for Christmas wrapping paper.</p> <p>I can describe the time of day using pictures from the story. And the sequence of things.</p> <p>I can talk about what I do at different times of the day e.g have breakfast, come to Nursery etc.</p> <p>I can join in and recite counting songs and rhymes - 12345, 5 Little Spacemen, 5 fat Sausages etc.</p> <p>I can find and collect up to three objects.</p> <p>I am starting to subitise up to three.</p>	<p>I can say one number name for each item.</p> <p>I can show 'finger' numbers to 5.</p> <p>I can see 3 in different ways (through different manipulatives e.g. 3 sticks as a row/ triangle/ on top of each other) and recognise it without counting.</p> <p>I can extend a pattern that has been made.</p> <p>I can join in and recite counting songs and rhymes - 5 Currant Buns, Alice the Camel, 5 little Monkeys.</p> <p>I can start to talk about upcoming events e.g. Birthdays and then talk about what happened after the event.</p> <p>*I can show routes through a simple maze - or map of a zoo.</p>	<p>I can say one number name for each item (counting objects and actions in the inside and outside environment).</p> <p>I can show 'finger' numbers to 5.</p> <p>I can make comparisons between quantities (using beans, seeds, flowers, pine cones, stones, beads etc).</p> <p>I can create my own simple patterns in the environment, with objects, printing, and shapes (ABAB).</p> <p>I can join in and recite counting songs and rhymes - 1 Tomato 2 Tomatoes, One Man went to Mow, 5 Little Apples, 5 Little Ducks.</p> <p>I can combine shapes to make new ones e.g. a bridge/ arch, bigger square, etc.</p> <p>*I can predict what comes next in a short pattern.</p>	<p>I can count, order, recognise and use numbers to 5.</p> <p>I can compare quantities using the vocabulary of greater, less, more, fewer and the same.</p> <p>I can talk about 2D and 3D shapes (using informal vocab e.g. sides, straight, round, flat).</p> <p>I can join in and recite counting songs and rhymes - 1, 2, 3, 4 5, once I caught a fish alive, Green Bottles,</p> <p>*I can make single decisions to guide a robot.</p>	<p>I can count, order, recognise and use numbers to 5.</p> <p>I c.an subitise up to 3 objects.</p> <p>I can talk about patterns and spot errors.</p> <p>I can continue and create patterns.</p> <p>I can sequence a pattern of events using time language e.g. first, next, then.</p> <p>I can join in and recite counting songs and rhymes - One Elephant Went Out to Play, One Two Buckle My Shoe.</p> <p>*I can identify and fix short broken patterns.</p> <p>*I can make a device move in an intended direction.</p>
Understanding of the World	<p>I can talk about myself using photos and special objects.</p> <p>I can talk about natural materials on an autumn walk and explore collections of autumn objects.</p> <p>I can use my senses to explore different environments and settings.</p> <p>I can find out about bears around the world.</p> <p>I can find out about some people that help us.</p> <p>I can talk about how the harvest is celebrated.</p> <p>*I can turn machines on and off.</p>	<p>I can talk about my family using photos.</p> <p>I can join in group role play</p> <p>I can find out about someone who is a delivery person and their job role.</p> <p>I can talk about what I might see, hear and smell in different environments. - Bakery linked to the end of story - Pat-a-cake.</p> <p>I can use the forest school area to explore and collect natural materials.</p> <p>I can use different materials to create collages.</p> <p>I can talk about times I have delivered something or have received something.</p> <p>I can explore some of the ways people celebrate Diwali.</p> <p>I can explore how Christmas is celebrated and find out about how countries celebrate Christmas around the world.</p>	<p>I can talk about how I am special.</p> <p>I can talk about a special object from home.</p> <p>I can talk about how animals are the same and different - our pets.</p> <p>I can create and explore small world zoo enclosures or a particular habitat where a zoo animal comes from in a natural environment - desert, jungle.</p> <p>I can find out about zoos around the world and name some countries.</p> <p>I can help care for a planting area.</p> <p>I can find out about animals on a nursery trip to Banham Zoo.</p> <p>I can explore the natural environment on imaginary adventures - through the desert, jungle, swamp.</p> <p>I can explore some of the ways people celebrate Chinese New Year, valentines and Shrove Tuesday.</p> <p>I can take a picture with an ipad if the app is opened for me.</p>	<p>I can say how others are special and talk about something they are good at.</p> <p>I can talk about how people are the same and different.</p> <p>I can compare adult and baby farm animals, identifying similarities and differences.</p> <p>I can plant and care for seeds and plants.</p> <p>I can make simple observations about growth.</p> <p>I can talk about how I have grown.</p> <p>I can talk about the things I can do now that I couldn't when I was a baby.</p> <p>I can make close observations of nature with a magnifier e.g. leaves, flowers, mini-beasts.</p> <p>I can use my senses to explore the natural environment and make observations.</p> <p>I can talk about some of the ways people celebrate Easter and Holi and Eid.</p> <p>*With adult support, I can choose a piece of technology to help me.</p>	<p>I am aware of my own family and that others have families too.</p> <p>I can talk about other people's families using photos, books and stories.</p> <p>I can talk about the role of people in the community that help us through visits, books, role play and small worlds.</p> <p>I can explore and talk about mystery and interesting objects asking simple questions.</p> <p>I can talk about some of my own and my family's history (grandparents, parents, etc.) through photos and objects.</p> <p>I can talk about the differences I have seen in people, countries and communities.</p> <p>I can talk about the world around us observing animals and plants, and compare this to life in the ocean/seaside.</p> <p>*I can spend short periods of time discovering functions on pieces of technology.</p>	<p>I can find out about owls and make observations through a real life visit.</p> <p>I can use my senses on a walk through the forest school and have conversations about what I heard, saw, smelt and touched.</p> <p>I can find out about and begin to identify some animal habitats.</p> <p>I can build dens and nests using natural materials.</p> <p>I can identify features of a tree and notice similarities and differences.</p> <p>I can explore the sights and smells of forest habitats.</p> <p>I can explore dark and light through the use of dens and torches.</p> <p>I can describe objects hidden in a feely bag.</p> <p>Through stories, video and non-fiction books I can explore nocturnal animals.</p> <p>I can make observations of different feathers.</p> <p>*I can make a Bee-bot/robot move in different directions.</p>
Expressive Arts & Design	<p>I can use role play to re-enact the story and develop pretend play in a bear's cottage.</p> <p>I can listen to and join in rhymes and songs including Teddy Bear, Teddy Bear, Round and Round the Garden, Goldilocks song.</p> <p>I can use instruments to accompany Goldilocks story and song.</p> <p>I can explore environmental sounds.</p> <p>I can explore mark making in different materials e.g. porridge, oats.</p> <p>I can use junk modelling to make characters and objects from the story and models linked to my own interests.</p>	<p>I can use role play to re-enact the story and develop pretend play as a postperson / delivery person.</p> <p>I can create sounds to accompany the rhyme pat-a-cake, pat-a-cake ad play using the environment, body percussion and untuned instruments.</p> <p>I can create and print my own Christmas wrapping paper.</p> <p>I can make cakes, designing my own toppings.</p> <p>I can join in rhymes and songs including Pat-a-cake, Jingle Bells, Jack &amp; Jill, Humpty Dumpty.</p> <p>I can design and make my own card based on those that we have explored, viewed - Christmas, birthday, child's celebration.</p>	<p>I can create zoo environments with a small world and role play.</p> <p>I can listen to and join in animal rhymes and songs.</p> <p>I can create my own songs about animals.</p> <p>I can play instruments to represent animals in the story.</p> <p>I can paint animals, plants and settings.</p> <p>I can create paintings of an animal, looking at animal UK artist Darryn Eggleton's work for inspiration.</p> <p>I can create animal models using junk, clay, play dough and collage.</p> <p>I can explore animal tracks, patterns and footprints.</p> <p>*I can draw or construct a pattern.</p>	<p>I can use tools and natural objects to manipulate dough.</p> <p>I can listen to and join in farm themed rhymes and songs.</p> <p>I can use instruments to create music to match the actions in the story.</p> <p>I can create an environment in a small world and role play to retell the story.</p> <p>I can create my own stories in woodland, garden and natural small world settings.</p> <p>I can print using natural materials.</p> <p>I can draw animals and crops.</p> <p>I can use clay to make models with natural materials.</p> <p>I can use herbs and flowers to create potions.</p> <p>*I can draw or construct a pattern.</p>	<p>I can listen carefully to seaside shanties, songs, stories and rhymes and respond by joining in.</p> <p>I can accompany songs with instruments and create my own music.</p> <p>I can explore pitch, melody and rhythm through games and songs.</p> <p>I can join in drumming sessions and explore drumming in provision.</p> <p>I can create ocean themed paintings and collages inspired by the art of</p> <p>I can look at Monet paintings and talk about what I can see and express what I feel/like.</p> <p>I can create junk model bridges and boats using a variety of tools and materials.</p>	<p>I can use tools and manipulate materials to collage owls.</p> <p>I can use feathers to paint with and print.</p> <p>I can explore light and dark through mark making.</p> <p>I can explore paint with white and fluorescent colours on dark backgrounds.</p> <p>I can create natural sculptures and patterns with natural materials.</p> <p>I can look at Andy Goldsworthy's sculptures and talk about what I can see and express what I feel/like.</p> <p>I can explore patterns in nature and make bark rubbings.</p> <p>I can colour mix purposefully and freely.</p>

					<p>I can colour mix purposefully and freely. I can start to develop my own stories linked to the story Come on Daisy, through what I know through role &amp; small world play. *I can make marks digitally with a single tool/colour.</p>	<p>I can listen carefully to songs, stories and rhymes from around the world and respond by joining in. I can create my own story by innovating the Owl Babies story. I can match instruments to woodland creatures and create my own simple composition.</p>
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