








Beardall Fields Primary &
Nursery School
Curiosity, Kindness, Courage

Reception –Knowledge and Skills Curriculum 2025 -2026

	Autum 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
Topic Theme	This is Me	Celebrations	Welcome to Hucknall	City of London	Let it Grow!	Under the Sea
Big Question	What does healthy mean?	Why do we celebrate?	How can we travel to Nottingham?	Where would you like to visit in London?	How do plants and herbs grow?	What creatures live in the ocean?
Enrichment & Experiences	Healthy Eating Dental Visit School Photos Goose Fair Day	Bonfire Night Diwali Feast Nativity Production Cookery Lesson	Local Park Visit Local Bus Visit NET Tram Visit Library Speaker Lunar New Year	World Book Day Mother's Day Internet Safety Day Easter Egg Hunt	Bee Keeper Visit Allotment Visit Gardner Visit	Seaside WOW Experience Day Sports Day Summer Fayre Father's Day Transition Day
Key Literacy Texts	Whos' in my Family? Kitchen Disco	Lots of Lights Snappy Birthday Nativity Story Non-Fiction	On Every House, In Every Street. Hundred Decker Bus	No Nancy No! The Kings Pants Non-Fiction	Jack and the Beanstalk Jack and the Meanstalk	The Odd Fish Please Mr Magic Fish Non-Fiction
Parental/ Carer Involvement	Project Rocket	Project Hucknall	Project London	Project Beanstalk	Project Pollution	
	Early Reading meeting about Phonics (17 th September) 1 st Parent Evening. Family photos sent in for our display	Families who celebrate Diwali talk to our children. Parent Drop Ins EYFS Production 2025	Parents into school to talk about their job role. Classroom Drop Ins 2 nd Parents Evening – Progress Update	Parents into school to talk about their job role. Mother's Day Shop 2026 Red Nose Day 2036	Parent into school to talk about their job. Classroom Drop Ins	Sports Day 2026 Father's Day Shop. Summer Fayre PTA End of Year Reports Transition Day 2026

Communication and Language

	Autum 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening, Attention and Understanding	<p>Knows to look and listen when an adult is speaking to them.</p> <p>Begins to show what good listeners do – eyes looking, ears listening, sitting still and quiet for a short period of time (5-10 minutes)</p> <p>Listens to a picture book story that is stage appropriate. (repetitive).</p> <p>Identify characters in a story.</p>	<p>Takes turns talking to an adult.</p> <p>Understands the expectation of listening carefully, - Will maintain eye contact with the speaker whilst listening.</p> <p>Show that they are listening by giving the speaker their full attention.</p> <p>Joins in with stories and rhymes they like.</p> <p>Follow a story with props and pictures to support.</p> <p>Begins to learn and use new vocabulary with support</p>	<p>Waits their turn when an adult is speaking to someone else in the environment with support.</p> <p>Understand why listening is important.</p> <p>Takes turns talking to a friend in the environment.</p> <p>Engages in Storytime/ non-fiction and make comments about what is happening.</p> <p>Listens to and talks about books applying new knowledge and vocabulary.</p>	<p>Plays and listens to friends at the same time.</p> <p>Show that you have listened by commenting on something that has been said.</p> <p>Remembers key points from a story told without props or pictures.</p> <p>Can ask simple questions based on their understanding</p>	<p>Show that they have listened by <u>adding to</u> something the speaker has said.</p> <p>Decide whether they agree or not with the points made by the speaker.</p> <p>Responds to other children's opinions.</p>	<p>ELG:</p> <p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>

Speaking Focus

<p>Talks about what happened and what might happen next.</p> <p>Use new vocabulary to express imaginary events in my play.</p> <p>Greets adults in the setting politely and looks at them.</p> <p>Looks at someone when they are being spoken to.</p>	<p>Uses language to create imaginary events, story lines and themes and expresses themselves to friends and adults.</p> <p>Uses their manners when speaking to adults in the classroom setting.</p> <p>Can describe what they can see in picture news (e.g. an image of a panta floating in the clouds)</p>	<p>Explores new vocabulary, sounds and intonation.</p> <p>Uses sentences that are well formed. (However, they may still have some difficulties with grammar. For example, saying 'sheeps' instead of 'sheep' or 'goed' instead of 'went')</p>	<p>Uses new vocabulary / phrases in play and communication throughout the day.</p> <p>Develop social phrases.</p> <p>Uses more complex vocabulary.</p> <p>Can explain what has happened in the past compared to the present day.</p>	<p>Retells the story, once they have developed a deep familiarity with the text; some exact repetition and some in my own words.</p> <p>Can articulate my ideas and thoughts in well-formed sentences.</p> <p>Asks questions to check they understand what has been said.</p>	<p>ELG:</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
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Key Topic Vocabulary	Together Share	Season Autumn	Community	London	Plant	Pollution
	Timetable	Change	Live	City	Beanstalk	Ocean
	Day	Celebration	Map	Transport	Root,	Layers
	Morning Afternoon	Special	Journey	Road	Leaf,	Twilight
	Listen	Family	Special	Journey	Stem,	Zone
	Family	Diwali	Shop	Shard	flower	Midnight
	Friends	Hindu	Library	Buckingham	Water Sunlight	Sharks
	Help	Bonfire	House	Palace	Soil Nutrients	Octopus
	Body	Christmas	Home	Hamleys		Sunlight
	Private	Christian	Road	Parliament		Fact
		Bethlehem	Park			Research
			Past			

Personal, Social, Emotional Development

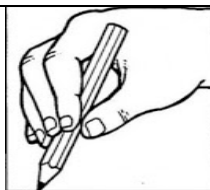
	Autum 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-Regulation	<p>Accepts the needs of others and can take turns and share resources.</p> <p>Talk about feelings and emotions like happy, sad, angry and worried.</p>	<p>Can usually adapt my behaviour to different events, social situations and changes in routine.</p> <p>Understands how to calm down and what the word calm means</p>	<p>Start to negotiate and solve problems without aggression, e.g. when someone has taken my toy.</p> <p>Aware of the boundaries set and of behavioural expectations in the class.</p>	<p>Understand that my own actions affect other people.</p> <p>Can begin to set goals and work towards achieveing this.</p>	<p>Identify and moderate my feelings socially and emotionally.</p> <p>Can now follow several instructions given by the teacher.</p> <p>ELG Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</p>	<p>ELG</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p>
Managing Self	<p>Know how resources can help me in my learning.</p> <p>Know what the behaviour expectations are.</p> <p>Know how to use the toilet and wash my own hands.</p>	<p>Share and respect the property of others.</p> <p>Understand how to express my own emotions and recognise how others are feeling.</p>	<p>Solve simple problems when working with my friends.</p> <p>Adapt to changes in my routine.</p> <p>Understand classroom expectations.</p> <p>I know how to seek help when needed.</p>	<p>Know other people may have different feelings than myself.</p> <p>I know what I can do well and where I may need extra support.</p> <p>I know how to share, take turns and respond positively to other children.</p>	<p>I know how to empathize with others.</p> <p>I know what it means to be resilient.</p> <p>I can start to reslove conflict with other children..</p>	<p>Early Learning Goal: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try</p>

	<p>Demonstrates friendly behaviour towards new people.</p> <p>Knows the difference between healthy and non-healthy food items (for example chocolate and vegetables)</p>	<p>I know how to wait my turn.</p> <p>I know how to follow daily routines.</p> <p>I know how to make healthy choices regarding food, sleep, hygiene and exercise.</p>		<p>I know how to help others solve their problems.</p>	<p>I know how to calm down and use mindfulness activities.</p>	<p>to behave accordingly</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p>
<p>Building Relationships</p>	<p>Demonstrates friendly behaviour, initiating conversations and forms good relationships with friends and familiar adults</p> <p>Begins to understand what the word kind means and how we can show this in school.</p>	<p>Initiates play, offering cues to my friends to join me.</p> <p>Understands the importance of waiting my turn and that we need to share things.</p> <p>Accepts that some children might want to play with someone else.</p>	<p>Can start conversations and take account of what others say.</p> <p>Can play in a group, extending and elaborating play ideas.</p>	<p>Takes steps to resolve conflicts with other children.</p> <p>Comforts a friend if they are feeling upset.</p>	<p>Thinks about the perspectives of others</p> <p>Begins to show empathy to how others might be feeling.</p> <p>Talks to adults if they need extra help when completing something.</p>	<p>ELG:</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>

Physical Development

	Autum 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE Focus	Spatial Awareness +	Dance and Movement	Balance and Control	Throwing and catching a ball	Aiming and passing (teamwork)	Teamwork (Sports Day Practice)
Gross Motor Skills	<p>Runs and jumps confidently landing safely on two feet.</p> <p>Moves in a variety of ways such as skipping, slithering, shuffling.</p> <p>Can copy simple dance moves and gestures (like tip toe around the room).</p> <p>Safely uses equipment in the playground. For example, the slide or monkey bars.</p> <p>Can sit crossed legged on the carpet.</p> <p>Can throw and kick a ball</p>	<p>Is aware and follows safety of not running near the climbing frame area.</p> <p>Negotiates obstacles when running in a large space.</p> <p>Can move body parts in response to music. (stamping and clapping).</p> <p>Balances on one foot and can hop confidently.</p> <p>Balances on block and planks confidently.</p> <p>Can catch a large ball.</p> <p>Can throw a soft ball into a bucket.</p>	<p>Adjusts speed and direction when in chasing games.</p> <p>Travels skilfully and safely on and around the climbing frame. over and through.</p> <p>Can start to express feelings using music.</p> <p>Can throw a large ball with increased control- to a friend.</p> <p>Can hold a small ball (ping pong) on a spoon with increasing control.</p> <p>Balances when using climbing equipment. For example - from one stepping tyre to the next.</p>	<p>Skilfully and confidently:</p> <p>Rolls Crawls Jumps Hops Skips Climbs</p> <p>Can start to respond and move their bodies to faster or slower music.</p> <p>Beginning to catch a small ball (tennis ball).</p> <p>Skilfully throws/kicks a large ball. Can self-balance when walking across a PE bench.</p> <p>Understands how to pull themselves onto something higher (climbing frame)</p>	<p>ELG:</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	

Fine Motor Skills



Children **use Five finger grasps** when colouring in/ mark making.

Uses chunky threading equipment and pegs.

Uses large paint brushes with more control.

Uses large scale simple construction to create simple models (Duplo, Mobilo etc.)

Begins to use/holds scissors with one hand.

Using a knife and fork with support/ modelling by an adult.

Can squeeze, roll, and pinch playdough showing a good pincer grip.

Beginning to draw people (head with legs).

Gives meaning to marks they have made.

Some lower-case letters are formed correctly.

Tripod grasp used.

Uses smaller scale threading equipment with more control (beads).

Uses smaller construction toys like Lego and K'Nex to make models.

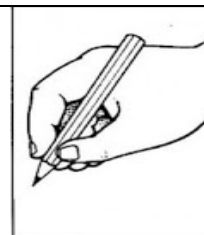
Using a knife and fork to cut softer foods.

Uses a hole punch and treasury tags.

Drawings include-squares, rectangles and circles, crosses, and letters.

When drawing people details emerging such as fingers, arms, and trunk.

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Tripod grasp used in most cases.

Gaining confidence in using a knife and fork to cut up own food.

Joins using hole punches and split pins.

Can use glue sticks and twist the end when needed.

Begins to show control when colouring or painting.

Majority of letters are recognisable, and the majority formed correctly

Fine Motor Skills:

ELG: Hold a pencil effectively in preparation for fluent writing (using the tripod grip in almost all cases.

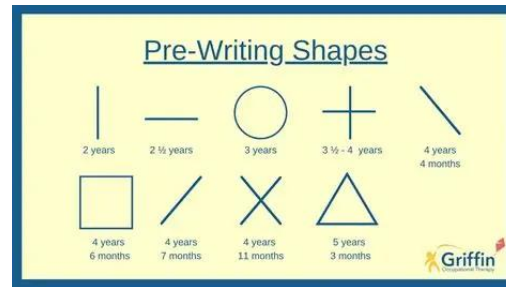
ELG: Use a range of small tools, including scissors, paintbrushes, and cutlery, begin to show accuracy and care when drawing.

Letter Formation & Handwriting

Pre-Writing Stage:

Draws large scale lines and circles (clockwise) (up, down)

Begins to form zig-zags, crosses and plus symbols.



Letter Formation:

Long Ladder Letter Focus

l, i, t, y, u, j

Curly Caterpillar Letter Focus

c, a, o, g, q, f d, e, s

Pre-Writing Stage:

Has a dominant hand for writing.

Additional support focusing on starting dots and end points in formation.

Letter Formation:

Most letters are recognisable and the majority are formed correctly.

One-armed Robot Focus

r b n h m k p

Zig Zag Monster Focus:

v w x z

Capital letters: Cc Aa Dd Gg Qq Ee Ss Ff Oo Ll Ii T

Capital letters: Jj Yy Uu Rr Bb Nn Hh Mm Kk Pp Vv Ww

Uses a comfortable tripod grasp

Letters formed correctly

Begins to sit letters on the line

ELG: Hold a pencil effectively in preparation for fluent writing (using the tripod grip in almost all cases.

Literacy

	Autum 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Word Reading	<p>Read individual letters by saying the sounds for them.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p>	<p>Read a few common exception words matched to the school's phonic programme.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Engage in non-fiction books.</p>	<p>Re-read what they have written to check that it makes sense.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p>	<p><u>ELG: Word Reading</u></p> <ul style="list-style-type: none"> - <i>Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending.</i> - <i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i> - <p><u>ELG: Comprehension</u></p> <ul style="list-style-type: none"> - <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i> - <i>Anticipate (where appropriate) key events in stories.</i> - <i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</i> - 	

Writing

Hold a pencil correctly with fingers instead of palm grasp.

Understand how to form lines and circles.

Write some of their name with teacher support if needed.

Recognise and copy some sounds with teacher support.

Use phonic phrases to support letter formation.

Begins to show a preference for a dominant hand.

Understand how to form lines and circles.

Use a comfortable grip (modified grasp) with more control

Write most of their name accurately.

Recognise and copy most codes taught in phonics.

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy

Show a preference for a dominant hand.

Understand how to form curvy, wavy and zig-zig lines

Use a comfortable grip (modified grasp) with increased control

Write their first name independently

Understand the five key concepts about print.

Form most lower case letters correctly

Spell words by identifying the sounds and then writing the sound with letter/s

Consistently uses the same hand for writing

Use a comfortable grip (tripod grasp) with more control

Write their name on a line independently (size focus)

Form all lower-case letters correctly

Spell simple words by identifying the sounds and then attempting to write them.

Begin to understand what capital letters look like and form some capital letters with support.

Read what they have written to check it makes sense

ELG Writing:


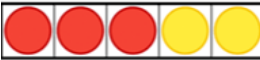
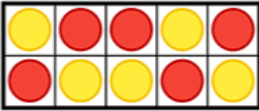
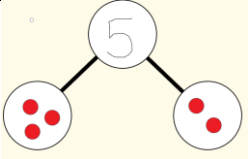
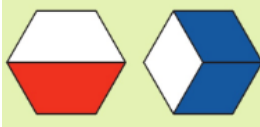
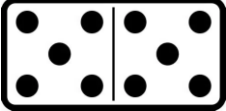
Write recognisable letters, most of which are correctly formed.

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Write simple phrases and sentences that can be read by others.

Maths

	Autum 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number + Numerical Patterns	<p>I know how to count to 5.</p> <p>I know how to count in one-to-one correspondence.</p> <p>I know how to subitise numbers to 5.</p> <p>I know how to represent numbers in different ways.</p> <p>I know how to select the correct numerals for the number.</p> <p>I understand the mathematical language. more, less, bigger, smaller.</p>	<p>I know the names and properties of 2D shapes.</p> <p>I know how to count the total number of objects in 2 groups.</p> <p>I understand one more and one less.</p> <p>I can say my number bonds to 5.</p> <p>I can use the language on top, next to, under and, inside.</p>	<p>I can subitise to five and count on without starting at 1.</p> <p>I know how to count to 10 objects by touching each one as I count.</p> <p>I can use a ten frame and a part-whole model with numbers up to 10.</p> <p>I know how to count to 10 and use a variety of representations. I can identify one more/ one less up to 10.</p> <p>I know counting on gives a bigger number and counting back gives a smaller number.</p>	<p>I know how to use ten frames and talk about the arrangements.</p> <p>I know how to estimate how many objects I can see and check them by counting.</p> <p>I know how to verbally count beyond 20.</p> <p>I can talk about patterns.</p> <p>I know how to recall some number bonds to 10.</p> <p>I know some things are heavy and some are light.</p>	<p>I know how to order, identify and combine numbers to 10.</p> <p>I know 1 more/ less than a given number.</p> <p>I can recognise mathematical features of some shapes (sides, corners and edges).</p> <p>I know how to explore problems including shape (composing and decomposing shapes, shapes are made up of other shapes)</p> <p>I know how to compare weight, length and capacity.</p>	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less</p>

						<p>than or the same as the other quantity. •</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>
<p>Mastery Assessment Checkpoints.</p>	 <p>I can use a dice and subitise.</p>	 <p>I can use a 5 frame with counters to show my number bonds.</p>	 <p>I can use a 10 frame with counters to work things out.</p>	 <p>I understand how to use the part, part whole method.</p>	 <p>I can recreate different shapes.</p>	 <p>I can talk about doubling facts.</p>

Expressive Arts and Design

Autumn Term

Spring Term

Summer Term

Exposure of Inspirational Artists

Jason Pollock



Andy Warhol



Van Gogh



Drawing Skills

Understands that they can use lines to enclose a space and begin to use these shapes to represent objects.

Drawings show what the child perceives as most important about the subject.

Gives meaning to marks they make (that's my mum)

Drawings include-squares, rectangles, and circles.

Combines shapes to create another (Example- a rectangle and 4 circles to make a train or tram)

Representation become more mature with details emerging.

Drawings begin to show some understanding of basic observation.

Notes for ELG:

Draws a variety of objects with increased detail and shapes, some based on detailed observations

Selects own techniques, resources, and tools to create representations.

Explains the process they went through when making and the choices they made.

Painting Skills & Colours

Uses large and medium brushes to add colour to add lines in sweeping movements to make simple representations.

Holds a smaller paint brush correctly (matches pencil grip) to support control and precision.

Knows how to make shade of colours and can say which one is darker or lighter.

Understands that we can change the texture of paint (by adding other materials to it).

	<p>Understands how we can mix the 3 primary colours to make new colours and observes the changes.</p> <p>Distinguishes between colours and names them.</p>	<p>Shows focus, concentration, and control painting within lines on a template.</p> <p>Washes paint brushes when using a new colour.</p> <p>Imitates a range of painting techniques modelled to them. printing, stamping, colour wash.</p> <p>Knows painted pictures needs to dry and stores painting independently and safely.</p>	<p>Understands how to use water colours and the importance of cleaning a brush.</p> <p>ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>
Design & Function Skills	<p>Creates items of personal interest.</p> <p>Uses the environment/images to support the decision of what to create.</p> <p>Selects from a variety of resources to use in collage based on personal choices and criteria. "Its pink , I like pink."</p> <p>Can copy a challenge card based on what resources they can see "Can you build this tower?..."</p>	<p>Says what they are going to make before doing so and what it will look like.</p> <p>Creates objects for a given purpose (for play or given functionality).</p> <p>Explains to an adult what they have created and what it is for.</p> <p>Builds with a purpose in mind (e.g making a train outside)</p>	<p>Explores existing textures of objects and describes them verbally.</p> <p>Imitates marks and textures into clay/dough surfaces (for example – scales on a shark)</p> <p>Knows that paper can be joined in different ways and applies this knowledge in their creative work.</p> <p>Can use split pins to make something move (like a leg or arm)</p> <p>ELG: Share their creations, explaining the process they have used</p>

Being Imaginative and Expressive	<p>Develops preference for forms of expression.</p> <p>Creates movement in response to music.</p> <p>Sings to themselves and makes up own songs.</p> <p>Engages in imaginative role- play based on own first-hand experiences that includes roles and simple narrative for example having dinner together, going to the shops.</p> <p>Is confident at recreating roles and using props in our home corner/ role play areas.</p>	<p>Uses available resources to create props to support role- play.</p> <p>Develops storylines with detail in their pretend play for example, someone's birthday they sing and create a party.</p> <p>Creates scenarios in collaboration with others where they have different roles.</p> <p>Plans and communicates collaboratively about their play.</p> <p>Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p>	<p>Understands how to act in character using different voices to express themselves.</p> <p>Can use facial expressions when acting in role based on characters in stories. For example – Jack's mum in one of our stories.</p> <p>ELG: Invent, adapt and recount narratives and stories with peers and their teacher.</p>
Music & Singing	<p>Sings a few familiar songs with actions.</p> <p>Creates sounds in vocal sound games.</p> <p>Sings a range of well-known nursery rhymes.</p> <p>Identifies and matches an instrumental sound, for example hears a shaker and indicates that they understand it is a shaker.</p>	<p>Sings in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Sings the pitch of a tone sung by another person (pitch match).</p> <p>Sings the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>ELG: <i>Sing a range of well know nursery rhymes and songs, perform songs, rhymes poems and stories with others and (when appropriate) try to move in time with music.</i></p>
Dancing and Movement	<p>Claps or taps to the pulse of the music he or she is listening to.</p> <p>Claps or taps to the pulse of the song he or she is singing.</p> <p>Uses movement to express feelings</p> <p>Can copy simple dance moves (slide to the left, turn around, 3 hops this time)</p>	<p>Adjusts movement to the sound of instruments, eg walks, jumps, hops to the sound of a beating drum.</p> <p>Replicate familiar choreographed dances eg imitate dance and movements associated with pop songs.</p> <p>Choreographs his or her own dances to familiar music, individually or in small groups.</p>	<p>ELG Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</p>

Understanding the World

	Autum 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Past and Present	<p>Uses the environment (visual timetables) to sequence and discuss the day's structure using vocabulary - now, next</p> <p>Talks about their immediate family.</p> <p>Understands the generational relationships in a basic family tree including their siblings, mum, dad, and grandparents.</p>	<p>Remembers and talks about significant events in their own experiences.</p> <p>Knows the names of the days of the week and their order.</p> <p>Understands their birthday celebrates the day that they were born.</p> <p>Knows when their birthday is.</p>	<p>Uses the vocabulary; today, tomorrow, and yesterday in the correct context.</p> <p>Names the four seasons.</p> <p>Orders and sequences pictorial representations of their daily routines or tasks based on experience.</p>	<p>Recognises and describes special times or events for their family or friends.</p> <p>Understands that some historical events were before them, their parents, and their grandparents.</p>	<p>Shows an understanding of the passing of time through the life cycle of plants, animals, and mini beasts.</p> <p>Sequences the basic stages of a plant life cycle.</p> <p>Begins to organise/sequence their own story ideas on a story map using story stems structure as support, including the vocabulary first, next, after that and finally.</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
Natural World	<p>Shows curiosity in the environment around them inside and outdoors.</p> <p>Says what they can hear, see, and feel whilst outside.</p>	<p>Comments on unknown objects, based on their own exploration.</p> <p>Observes and talks about the changes in nature they notice. For example, leaves falling off the trees and why they turn orange or brown.</p> <p>Talks about the change of state when making biscuits (which forms a dough).</p>	<p>Takes part in simple experiment led by an adult (floating and sinking) discussing the differences in the objects.</p> <p>Makes simple predictions with support.</p> <p>Answers and asks 'why' questions.</p> <p>Engages in nonfiction books.</p>	<p>Carries out a simple set up experiment (sorting materials) that enables them to talk about similarities - classifying.</p> <p>Observes the outdoor environment away from school grounds.</p>	<p>Selects equipment to help them follow their own enquiry of interest for example, which mini beasts live in the playground?</p> <p>Records observations in a number of ways; drawings, written work, photograph, talking tins.</p>	<p>ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their</p>

						<p>experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>
<p>People, Culture and Communities</p>	<p>Celebrates and comments on the visual differences (supported through similarities) between us all as a cohort.</p>	<p>Understands that not everyone celebrates the same festivals, but how we celebrate is similar; special foods, decorations, music, special clothes, gifts etc</p> <p>Takes an interest in and comments on unknown objects, exploring their; textures, mass, colour, moving parts etc.</p> <p>Understands that countries are located on a world map (e.g. India and the United Kingdom)</p>	<p>Knows the landmark buildings (including places of worship) in the local environment and discusses their importance.</p> <p>Listens to and talks about nonfiction books applying new knowledge and vocabulary.</p> <p>Knows about the lifestyle of people in other countries for example: foods, home, clothing, significant buildings, languages, and culture. (European).</p>	<p>Knows that people have different beliefs and traditions that effect their lives.</p> <p>Knows that there is a link between stories and festivals: The Easter story, Chinese New Year – The great race.</p> <p>Understands that other countries have traditional foods, significant , buildings, traditional clothing and their own language like we do in England.</p>	<p>Answers and asks 'why' questions about text that has been read to them.</p> <p>Make observations of landscapes in photos, books, and videos.</p> <p>Engages in non-fiction books and begins to understand what fact information is.</p>	<p>ELG:</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps</p>

<h2>Religious Education</h2>	<p>Reflecting on personal beliefs:</p> <p>Children know about their own cultures and beliefs, as well as those of others.</p> <p>Can remember and talk about The Festival of Light and how Hindus celebrate Diwali.</p> <p>Understand that Christians celebrate the birth of baby Jesus.</p>	<p>Using senses to explore:</p> <p>Children engage with religious beliefs, practices, and forms of expression through their senses</p> <p>Knows that there is a link between stories and festivals: For example - The Easter story, Chinese New Year – The great race.</p> <p>Answers and asks ‘why’ questions about text that has been read to them.</p>	<p>Exploring religious stories:</p> <p>Listen to and discuss stories that raise questions about religion and belief.</p> <p>Listens to and talks about non-fiction books applying new knowledge and vocabulary.</p> <p>Explain some similarities and difference between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts.</p> <p><i>UTW - ELG - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</i></p>
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