



Reaching our Potential Together in Christ

LTP

# SAPLING CLASS

EYFS



Reaching our Potential Together in Christ

#### VISION STATEMENT

**'To live and live splendidly' *John 10:10***

**By reaching our potential together in Christ.**

We believe that through the teaching of God's word at St Mary Magdalen's Church of England Primary School, we prepare our children for all challenges that lie before them, enabling all our school family to, **'live and live splendidly' *John 10:10*** **'By reaching our potential together in Christ.'** We endeavour to provide a rich soil, enabling our children to flourish socially, morally, and spiritually in a safe environment. We do this by being prayerful and accepting of God's word, following our Christian values where love is central to all we do ***Galatians 5:22-23***. *It is our vision to inspire our children by creating a love of learning throughout our unique curriculum. We worship by celebrating our uniqueness in the acceptance and respect all our differences whilst remembering our faith's diversities and spirituality. *John 13:34*.*



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### Our Curriculum Christian Vision

By embedding our Christian Vision We believe that through the teaching of God's word at St Mary Magdalen's Church of England Primary School, we prepare our children for all challenges that lie before them, enabling all our school family to, **'live and live splendidly' John 10:10 'By reaching our potential together in Christ.'** Through exploring creating, and thinking critically we intend to build on prior learning and enable them to link the past, the present and the future in a range of local and global contexts. This is to deepen their understanding and enhance their skills in all curriculum areas. By providing a rich soil, enabling our children to flourish socially, morally, and spiritually in a safe environment. We do this by being prayerful and accepting of God's word, following our Christian values where love is central to all we do **Galatians 5:22-23** It is our vision to inspire our children by creating a love of learning throughout our unique curriculum by implementing relevant and meaningful experiences to make learning engaging and exciting.

We worship by celebrating our uniqueness in the acceptance and respect all our differences whilst remembering our faith's diversities and spirituality. **John 13:34**. Therefore, providing teaching and learning opportunities that will be pertinent to our children in order to facilitate their social mobility and equip them to be responsible, respectful, active citizens, who contribute positively to society.



## Reaching our Potential Together in Christ

|                                                                                                                                                    | Autumn 1                                                                                                                                                                                                | Autumn 2                                                                                                                                                                                               | Spring 1                                                                                                                                                                                | Spring 2                                                                                                                                            | Summer 1                                                                                                                                              | Summer 2                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The Big Question                                                                                                                                   | Who am I and what makes me special and where do I belong?                                                                                                                                               | What makes a moment special?                                                                                                                                                                           | What happens when the world changes?                                                                                                                                                    | How do things grow and change over time?                                                                                                            | Where do I belong in the world?                                                                                                                       | Where can my journey take me next?                                                                                                                                            |
| <b>Interests/Lines of Enquiry</b><br>These themes may be adapted at various points to allow for children's interests to flow through the provision | Starting school / settling in<br>My family and who belongs in my world<br>What makes me special<br>Feelings and friendships<br>My local environment (school and community)<br>My body and what I can do | Celebrations and traditions<br>Light and dark<br>Seasonal change (Autumn → Winter)<br>Special people and special places<br>Memory making and belonging<br>Similarities and differences in celebrations | Story settings and imaginary worlds<br>Building and materials<br>Weather and seasonal change<br>Solving problems and investigations<br>Homes and shelters<br>How things work and change | Lifecycles<br>Growing plants<br>Mini beasts and habitats<br>Animals and caring for living things<br>Change over time<br>Our environment and seasons | People who help us<br>Our local community<br>Jobs and roles<br>Maps and places<br>Similarities and differences between places<br>Caring for our world | Journeys and transport<br>Adventures and exploration<br>Transition and change<br>Independence and responsibility<br>Dreams and aspirations<br>Looking back and moving forward |
| <b>Core Texts</b>                                                                                                                                  | The Colour Monster<br>What makes me a me?<br>Elmer                                                                                                                                                      | The Leaf Thief<br>We're going on a Bear Hunt<br>The Nativity Story<br>Stickman                                                                                                                         | The Gingerbread Man<br>The Three Little Pigs<br>After the Fall<br>Little red<br>Gruffalo                                                                                                | The Very Hungry Caterpillar<br>Jasper's Beanstalk<br>Sam Plants a Sunflower<br>The Extraordinary Gardener                                           | Handa's Surprise<br>My World, Your World<br>Here We Are<br>The Proudest Blue<br>Whoever You Are<br>This is Our World<br>Julian Is a Mermaid           | The Naughty Bus<br>The Train Ride<br>The Everywhere Bear<br>The Snail and the Whale<br>Mr Gumpy's Outing<br>On the Way Home<br>We're going on a journey                       |
| <b>Theme texts in class</b>                                                                                                                        | The Name Jar<br>Ruby's Worry<br>All Are Welcome<br>You Choose<br>Perfectly Norman<br>Giraffes Can't Dance<br>I Am Every Good Thing<br>Hair Love<br>The Big Book of Feelings<br>Beegu                    | Little Glow<br>Sweep<br>The Squirrels Who Squabbled<br>Last Stop on Market Street<br>The Jolly Christmas Postman<br>Rama and Sita: The Story of Dawili                                                 | The Curious Garden<br>What a Waste<br>Don't Let the Pigeon Drive the Bus!<br>The Journey Home<br>The Odd Egg<br>Winter Sleep<br>The Tin Forest<br>The Last Wolf                         | The Tiny Seed<br>Deeper storytelling<br>The Rhythm of the Rain<br>Bloom<br>A Seed Is Sleepy                                                         | Sulwe<br>My Two Blankets<br>Geography / discussion<br>Maps<br>If the World Were 100 People                                                            | Oh! Places you will go<br>The Koala Who Could<br>The Invisible String<br>Journey & imagination<br>The Journey<br>You're Finally Here!                                         |



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### Personal, Social and Emotional Development

|                               |                                      | Autumn 1                                                                                | Autumn 2                                                                  | Spring 1                                                                                     | Spring 2                                                                                     | Summer 1                                                                                           | Summer 2                                                                                                 |
|-------------------------------|--------------------------------------|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| Self regulation and awareness | <b>Self-regulation – awareness</b>   | Name and show familiar feelings such as happy, sad, excited, worried and angry.         | Talk about what has made them feel a familiar emotion.                    | Explain why they are feeling a particular emotion.                                           | Recognise when they are becoming frustrated, disappointed or dysregulated.                   | Explain how their actions or words can affect another person's feelings.                           | Talk about their own feelings and recognise that others may feel differently.                            |
|                               | <b>Understand feelings</b>           | Notice familiar feelings in themselves and others.                                      | Talk about how they feel with an adult.                                   | Recognise some feelings in others through facial expression, body language or words.         | Show sensitivity when another child is sad, worried or left out.                             | Recognise how their actions may affect another person.                                             | Show sensitivity to their own needs and the needs of others.                                             |
|                               | <b>Communication</b>                 | Make choices and communicate a need or feeling. Attend to familiar adults and peers.    | Maintain attention in familiar situations. Recall a recent experience.    | Maintain attention in familiar and unfamiliar situations. Recall and talk about experiences. | Use words to ask for help before behaviour escalates. Follow two-part instructions.          | Give focused attention and respond appropriately during adult-led learning.                        | Listen attentively, respond appropriately and follow instructions involving several ideas or actions.    |
|                               | <b>Respond</b>                       | Follow one familiar instruction.                                                        | Follow two linked instructions in familiar routines.                      | Respond to instructions, requests and ideas in familiar situations.                          | Follow instructions involving two ideas or actions in familiar and less familiar situations. | Respond appropriately even when engaged in an activity.                                            | Follow instructions involving several ideas or actions.                                                  |
|                               | <b>Manage feelings and behaviour</b> | Learn and follow familiar class routines and simple rules. Begin to share with support. | Explain simple reasons for rules. Take turns in short games and routines. | Recognise right and wrong in familiar situations. Use an adult-supported calming strategy.   | Use words to solve simple disagreements. Begin to wait for a turn with support.              | Use a chosen strategy to manage frustration, disappointment or excitement with decreasing support. | Explain why rules are important, know right from wrong and try to behave accordingly. Regulate behaviour |



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|  |                          |                                                                         |                                                                                    |                                                                                         |                                                                                          |                                                                                                              | appropriately in a range of situations.                                                                                        |
|  | <b>Active learning</b>   | Join in with an adult-led challenge. Show pride when completing a task. | Attempt a challenge with encouragement. Return to a task after a small difficulty. | Choose resources for a purpose. Keep trying when something does not work straight away. | Plan a simple idea before beginning. Adapt an approach when something does not work.     | Set a simple goal and identify something they are good at and one thing they are still learning.             | Plan, adapt, persist and review learning with increasing independence. Explain a strength and what they need to practise next. |
|  | <b>Sensory awareness</b> | Recognise sensory experiences they enjoy or dislike.                    | Use familiar sensory resources or calming routines with adult support.             | Identify when sensory input is making them uncomfortable, overwhelmed or unsettled.     | Ask an adult for help when experiencing sensory overload or needing support to regulate. | Choose an appropriate strategy such as a movement break, quiet area, sensory resource or adult conversation. | Recognise when sensory support is needed and seek help or use an agreed strategy with increasing independence.                 |
|  | <b>Consent</b>           | Recognise that everyone has their own body and personal space.          | Practise keeping hands, feet and objects to themselves in familiar situations.     | Use words to ask before taking an object, joining a game or touching someone's work.    | Recognise that another person can say no or ask for space.                               | Seek permission appropriately and respond respectfully when someone says no, not now or asks for space.      | Respect personal space, belongings and boundaries, and seek permission appropriately in play and daily routines.               |

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| <b>Managing Self</b> |                       | <b>Autumn 1</b>                                                                            | <b>Autumn 2</b>                                                                                        | <b>Spring 1</b>                                                                        | <b>Spring 2</b>                                                          | <b>Summer 1</b>                                                       | <b>Summer 2</b>                                                                                   |
|                      | <b>Self-awareness</b> | Begin to know what they like and do not like. Talk about what they are doing with support. | Know what they like and do not like. Talk about what they are doing and begin to talk about interests. | Talk about what they are doing and why. Discuss interests and share ideas with others. | Take pride in themselves and their work. Share achievements with others. | Take pride in achievements and share ideas and interests confidently. | Know what they like and do not like. Share ideas, interests and achievements confidently and take |



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|  |                       |                                                                                          |                                                                                             |                                                                                                                 |                                                                                                    |                                                           | pride in themselves and their work.                                                                                           |
|  | <b>Work together</b>  | Begin to understand simple rules. Begin to take turns with support and listen to others. | Understand and follow simple rules. Share and take turns with support. Listen to others.    | Share and take turns more independently. Listen and respond. Be considerate of others' needs with prompting.    | Be considerate of others' needs. Respect viewpoints and work collaboratively.                      | Take on others' ideas and work together effectively.      | Understand and follow rules. Work collaboratively, respect viewpoints and take on others' ideas.                              |
|  | <b>Independence</b>   | Select resources and carry out simple tasks with adult help.                             | Select own resources. Carry out tasks with reduced support and try before asking for help.  | Carry out simple tasks without help. Try to complete a task before asking for help. Work alone and with others. | Select resources and complete tasks independently. Work independently and with others confidently. | Carry out tasks independently and persist with challenge. | Select resources and carry out tasks independently. Work alone and with others. Persist and complete tasks.                   |
|  | <b>Organisation</b>   | Begin to understand routines and follow simple sequences with support.                   | Follow familiar routines and begin to follow simple sequences.                              | Follow routines independently.                                                                                  | Follow routines and sequences independently.                                                       | Manage routines confidently.                              | Understand routines and sequences independently.                                                                              |
|  | <b>Confidence</b>     | Try a new activity with encouragement. Make a simple choice.                             | Try new activities. Make simple choices and decisions.                                      | Try new activities independently. Talk to others about ideas and ask for help appropriately.                    | Initiate own ideas and seek a challenge.                                                           | Seek challenge and make decisions independently.          | Try new activities, initiate ideas and seek challenge.                                                                        |
|  | <b>Responsibility</b> | Begin to take care of own belongings with prompting.                                     | Take care of own belongings and begin to care for class resources.                          | Take care of own belongings independently and begin to care for others' belongings.                             | Take care of own and others' belongings.                                                           | Take responsibility for belongings and resources.         | Take care of own and others' belongings and resources.                                                                        |
|  | <b>Communication</b>  | Use simple language to communicate needs. Begin to listen and respond.                   | Speak to peers and adults. Explain simple ideas. Follow simple sequences to complete tasks. | Use language to cooperate and plan play. Begin to reflect and explain.                                          | Use language to negotiate and organise play. Begin to resolve conflict.                            | Communicate needs and respond to others' needs.           | Use language to negotiate, cooperate, plan and organise play. Resolve conflict. Reflect, explain, respond, recall and review. |



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|  | <b>Self-care</b>       | Begin eating, drinking and using the toilet with support. Begin dressing and undressing with help. | Manage eating, drinking and toileting with less support. Begin dressing and undressing more independently. | Manage personal care needs independently most of the time.              | Independently manage self-care routines.                               | Fully independent in self-care.                                       | Independently manage all personal care.                                                   |
|  | <b>Safety</b>          | Begin to understand simple safety rules.                                                           | Understand simple rules to keep safe.                                                                      | Follow rules to keep safe with reminders. Take care of class resources. | Understand how to use tools and equipment safely.                      | Use tools and equipment safely and independently.                     | Understand and follow safety rules, including safe use of tools and road safety.          |
|  | <b>Keeping healthy</b> | Recognise some healthy foods.                                                                      | Know some healthy foods.                                                                                   | Understand the importance of exercise.                                  | Explain why healthy habits are important.                              | Know the importance of healthy food and exercise.                     | Understand the importance of healthy eating and exercise.                                 |
|  | <b>Vocabulary</b>      | Use simple vocabulary linked to body, food and routines.                                           | Use vocabulary linked to food, body and routines.                                                          | Use vocabulary linked to body, food and exercise.                       | Use a wider range of vocabulary linked to health and safety.           | Use precise vocabulary linked to health and safety.                   | Use vocabulary linked to food groups, body, exercise and safety.                          |
|  | <b>Consent</b>         | Accept support from adults.                                                                        | Begin to seek support when needed.                                                                         | Seek support appropriately and accept support when needed.              | Seek permission appropriately and understand boundaries set by others. | Ask for and accept support appropriately. Respect others' boundaries. | Ask for and accept support appropriately and understand the need for appropriate support. |

| <b>Building Relationships</b> |                          | <b>Autumn 1</b>                                                                                              | <b>Autumn 2</b>                                                                                      | <b>Spring 1</b>                                                                                                                    | <b>Spring 2</b>                                                                         | <b>Summer 1</b>                                                                                | <b>Summer 2</b>                                                                                                  |
|-------------------------------|--------------------------|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
|                               | <b>Build friendships</b> | Engage positively with familiar adults. Begin to play alongside peers and seek a familiar adult for support. | Engage positively with adults and peers. Join shared activities and begin to form early friendships. | Form relationships with peers. Seek others to share activities and initiate short conversations with familiar adults and children. | Build secure relationships and sustain shared play. Initiate conversations confidently. | Form strong friendships. Sustain cooperative play and share ideas and experiences with others. | Build positive relationships with adults and peers. Maintain friendships and initiate and sustain conversations. |



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|  | <b>Work together</b>                 | Begin to understand simple rules. Take turns with adult support. Begin to listen to others. | Understand and follow simple rules. Share and take turns with support. Listen to others.                                   | Share and take turns more independently. Listen and respond. Be considerate of others' needs with prompting. | Follow rules consistently. Share and take turns independently. Respect another person's viewpoint and work collaboratively. | Work collaboratively. Be considerate of others' needs and take on others' ideas.               | Work and play cooperatively. Take turns confidently, respect viewpoints and contribute ideas.                                                        |
|  | <b>Use language</b>                  | Use simple words, gestures or phrases to express wants and needs.                           | Use language to cooperate and express simple ideas in play.                                                                | Use language to negotiate and cooperate. Begin to plan play with others.                                     | Use language to negotiate and organise play. Begin to resolve conflict.                                                     | Use language to plan and organise play. Resolve conflict with minimal support.                 | Use language to negotiate, cooperate, plan and organise play. Resolve simple conflict independently.                                                 |
|  | <b>Social skills</b>                 | Observe others and begin to initiate interaction with adult support.                        | Initiate interactions more frequently. Begin to understand simple rules of social interaction and recognise others' needs. | Initiate and engage in interactions. Begin to negotiate and recognise others' needs.                         | Negotiate and begin to compromise. Understand social rules more clearly.                                                    | Negotiate and compromise. Take responsibility for own actions and recognise others' needs.     | Initiate and understand social interaction rules. Compromise and take responsibility for themselves and others.                                      |
|  | <b>Recognise the needs of others</b> | Begin to show awareness of others and respond to another person's feelings with prompting.  | Show sensitivity to others with prompting and begin to demonstrate empathy.                                                | Show sensitivity to others, demonstrate empathy and begin to understand that others may think differently.   | Recognise others' needs, show how actions can impact others and begin to show respect for differences.                      | Show clear awareness of others' feelings, demonstrate empathy independently and show kindness. | Recognise others' needs, show sensitivity and empathy, understand that others think differently, respect differences and show kindness consistently. |
|  | <b>Communication</b>                 | Use gestures, facial expressions, body language and simple words or phrases.                | Use simple sentences. Speak to peers and adults and begin to respond in conversations.                                     | Use appropriate language and vocabulary. Explain simple ideas and recall simple events.                      | Engage in discussions, explain simple reasons and respond to others' ideas.                                                 | Reflect on experiences, explain reasons clearly and make suggestions.                          | Engage in discussions confidently, reflect on experiences, explain reasoning,                                                                        |



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|  |                | Listen and respond to adults.                                    |                                                                                  |                                                               |                                                                        |                                                                   | recall events in detail and make thoughtful suggestions.                                                                             |
|  | <b>Consent</b> | Respond to adult direction and begin to accept help and support. | Begin to seek permission and understand that adults and peers can offer support. | Seek permission for support and accept support appropriately. | Seek permission appropriately and understand boundaries set by others. | Understand when support is needed and respect others' boundaries. | Respond appropriately to interactions, seek permission appropriately, accept and understand support, and respect others' boundaries. |

| myHappymind | Meet Your Brain                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Celebrate | Appreciate | Relate | Engage | Body Relationships World |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------|--------|--------|--------------------------|
| <b>ELG</b>  | <p><b>Self-Regulation ELG</b><br/> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.<br/> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.<br/> 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><b>Managing Self ELG</b><br/> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.<br/> Explain the reasons for rules, know right from wrong and try to behave accordingly.<br/> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>Building Relationships ELG</b><br/> Work and play cooperatively and take turns with others.<br/> Form positive attachments to adults and friendships with peers.<br/> Show sensitivity to their own and to others' needs.</p> |           |            |        |        |                          |



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### Physical Development

|             |                           | Autumn 1                                                                                                                                                  | Autumn 2                                                                                                                           | Spring 1                                                                                                                          | Spring 2                                                                                      | Summer 1                                                                                    | Summer 2                                                                         |
|-------------|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Gross Motor | Movement and Control      | Explore and refine walking, running, jumping, crawling, hopping, skipping, climbing and dancing.                                                          | Combine different movements with increasing ease and fluency.                                                                      | Demonstrate strength, balance and coordination when playing.<br>Develop overall body strength, coordination, balance and agility. | Develop confidence, competence, precision and accuracy in movement.                           | Develop the overall body strength, coordination and agility needed for PE.                  | Move with control and grace.<br>Demonstrate strength, balance and coordination.  |
|             | Spatial Awareness         | Become aware of own space and find a safe space. Begin to negotiate space.                                                                                | Negotiate space and obstacles safely.                                                                                              | Travel safely around others and equipment while maintaining balance.                                                              | Use space safely and confidently when travelling, hopping and playing games.                  | Adapt movement safely when racing, chasing and playing games.                               | Negotiate space safely with awareness of others.                                 |
|             | Safety and Apparatus      | Move safely when travelling on, under, over and through equipment. Respond to safety instructions. Explore climbing, jumping and travelling on equipment. | Control and balance when climbing, jumping and travelling on apparatus. Use directional language such as under, over, up and down. | Explore travelling on hands and feet while maintaining balance. Use apparatus safely with reminders.                              | Roll in tucked and straight positions. Show core strength when pushing, pulling and climbing. | Climb up, on and over equipment. Hang and swing safely.                                     | Confidently and safely use apparatus indoors and outdoors.                       |
|             | Ball Skills               | Interact with small equipment by rolling and throwing.                                                                                                    | Throw, roll and catch using basic movements.                                                                                       | Throw underarm in a desired direction. Catch with a scoop action.                                                                 | Throw overarm in a desired direction. Kick a ball along the ground.                           | Further develop throwing, catching, kicking and passing in games.                           | Further develop and refine a range of ball skills.                               |
|             | Balance and Core Strength | Use core muscle strength to achieve a good posture when sitting.                                                                                          | Make shapes with arms, hands, legs and feet. Develop control and balance when climbing, jumping and travelling.                    | Balance on small body parts, including one foot, and large body parts, including tummy and back.                                  | Show core strength in pushing, pulling and climbing activities.                               | Use upper body strength to climb, hang and swing. Take part in sustained physical activity. | Use strength, balance and coordination confidently across a range of activities. |



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|  | <b>Travelling and Games</b> | Travel in different ways including running, jumping, crawling, hopping, skipping and climbing. | Travel with increasing fluency and control through spaces and over apparatus. | Run efficiently with a refined action. Jump from two feet to two feet.   | Hop 8–10 times on the same foot and hop over a distance.                           | Take part in racing, chasing, aiming, throwing and ball games. Be active for sustained periods. | Apply movement skills confidently and safely in games and physical challenges.                                    |
|  | <b>Key End Point</b>        | Build confidence in fundamental movement skills and safe use of space and equipment.           | Combine movements with increasing fluency and control.                        | Demonstrate strength, balance and coordination in a range of activities. | Develop precision, accuracy and confidence in travelling, balance and ball skills. | Apply movement skills, strength and agility in games and sustained activity.                    | Move with control and grace, negotiate space safely, refine ball skills and use apparatus confidently and safely. |

|                   |                                    |                                                                                                                              |                                                                                    |                                                                   |                                                                 |                                                                                  |                                                                                                                   |
|-------------------|------------------------------------|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------|-----------------------------------------------------------------|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <b>Fine Motor</b> | <b>Heading</b>                     | <b>Autumn 1</b>                                                                                                              | <b>Autumn 2</b>                                                                    | <b>Spring 1</b>                                                   | <b>Spring 2</b>                                                 | <b>Summer 1</b>                                                                  | <b>Summer 2</b>                                                                                                   |
|                   | <b>Hand Strength and Stability</b> | Develop shoulder and arm stability through large movements. Show grasp and release movements. Develop hand-eye coordination. | Build finger strength through pencils and tools. Use one-handed tools confidently. | Develop control and pressure when using tools.                    | Demonstrate control of drawing tools.                           | Draw carefully with increasing precision and apply cutting skills independently. | Use a mature tripod grip in most cases and apply pressure appropriately. Develop efficient handwriting movements. |
|                   | <b>Grip and Control</b>            | Hold tools with a developing grip. Use a range of media and tools to scribble and doodle.                                    | Draw lines, circles and patterns intentionally. Begin letter movement patterns.    | Use a comfortable tripod-style grip. Add detail to drawings.      | Control size of letters and write taught letters correctly.     | Maintain size and orientation of letters. Write with increasing fluency.         | Hold a pencil effectively using tripod grip in almost all cases.                                                  |
|                   | <b>Tool Use</b>                    | Use a range of media and tools. Snip paper using scissors.                                                                   | Use one-handed tools confidently. Cut simple straight lines.                       | Cut shapes with increasing control. Position paper independently. | Cut templates with increasing accuracy. Begin writing on lines. | Apply cutting skills independently.                                              | Use tools independently, including scissors, paintbrushes and other small tools.                                  |
|                   | <b>Mark Making and Drawing</b>     | Give meaning to marks. Represent ideas through                                                                               | Draw lines, circles and patterns intentionally. Form                               | Add detail to drawings. Form                                      | Demonstrate control of drawing tools.                           | Draw carefully with increasing precision.                                        | Show accuracy and care when drawing.                                                                              |





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### Communication, Language and Literacy Development

| Communication and Language     | Autumn 1                                                                                                                                                          | Autumn 2                                                                                                                | Spring 1                                                                                                                      | Spring 2                                                                                                                         | Summer 1                                                                                                                                                          | Summer 2                                                                                                                      |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| <b>Listening and attention</b> | Show awareness of how to listen carefully.<br>Listen to others, one-to-one, in familiar situations.<br>Listen with enjoyment to songs, rhymes and simple stories. | Maintain attention to an adult in familiar situations.<br>Listen to others in small groups.                             | Maintain attention in whole-class sessions.<br>Maintain attention to peers in familiar situations.                            | Maintain attention in familiar and unfamiliar situations.<br>Listen with enjoyment to fiction and non-fiction texts.             | Maintain attention in a range of familiar and unfamiliar situations.<br>Listen to others in whole-class and group discussions.                                    | Maintain attention and interest in all situations.<br>Listen to peers and adults consistently.                                |
| <b>Understanding</b>           | Follow a simple instruction in familiar contexts.<br>Understand simple sentence structures.                                                                       | Follow a simple set of instructions in familiar contexts.<br>Begin to understand plurals and simple negatives.          | Follow a simple set of instructions in a range of contexts.<br>Understand different sentence structures (negatives, plurals). | Understand tenses in sentences.<br>Respond with relevant comments and actions                                                    | Follow instructions in different contexts independently.                                                                                                          | Understand a wide range of sentence structures.<br>Respond with relevant comments, questions or actions.                      |
| <b>Speaking</b>                | Speak clearly using simple sentences.<br>Communicate basic needs and ideas.<br>Begin to take turns in conversation.                                               | Speak clearly and begin to use full sentences.<br>Use simple joining words (and).<br>Talk about events in simple detail | Use sentences that include more detail.<br>Begin to use the past tense.<br>Use joining words (and, because).                  | Speak in full sentences using past and present tense.<br>Begin to use the future tense.<br>Use joining words (and, but, because) | Communicate freely with different people.<br>Take turns in one-to-one, small group and whole class discussions.<br>Talk about and describe events in some detail. | Speak clearly and in full sentences.<br>Use past, present and future tense confidently.<br>Use joining words to extend ideas. |
| <b>Questioning</b>             | Respond to what and who questions about themselves.                                                                                                               | Understand and respond to what and where questions.<br>Begin to ask simple questions.                                   | Respond to what, where, and when questions<br>Ask questions to find out more.                                                 | Understand and respond to why and how questions.<br>Ask and answer questions in group contexts.                                  | Ask and answer questions in different contexts.<br>Ask questions to check understanding.                                                                          | Ask and answer questions to explore ideas and clarify understanding.                                                          |
| <b>Vocabulary</b>              | Learn and understand selected new vocabulary.<br>Use simple familiar words in conversation.                                                                       | Use recently introduced vocabulary orally.<br>Begin to use a wider range of words.                                      | Use an increasing range of vocabulary appropriately.<br>Talk about familiar                                                   | Understand that the same word can have different meanings.<br>Use vocabulary showing deeper understanding.                       | Use a wide range of vocabulary appropriately.<br>Use new vocabulary in discussion confidently.                                                                    | Use an increasing range of vocabulary appropriately.<br>Use vocabulary with clear understanding.                              |



## Reaching our Potential Together in Christ

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|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                            | events using new vocabulary.                                                          |                                                                        |                                                                                     |                                                                                                                                                                          |
| <b>Narrative &amp; Recall</b> | Use talk, actions and objects to recall past experiences.<br>Join in with repeated phrases in rhymes and stories.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Orally retell simple rhymes and stories using pictures, actions and props. | Orally recall events/narratives in the correct sequence using own words and pictures. | Orally retell a new version of simple stories using props and actions. | Use the language of stories, rhymes and non-fiction to recreate ideas in role play. | Orally retell stories and experiences in sequence.<br>Create new versions of stories using own ideas.<br>Use talk, actions and objects to recall and relive experiences. |
| <b>ELG</b>                    | <p>Listening, Attention and Understanding ELG<br/>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.<br/>Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking ELG<br/>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.<br/>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.<br/>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> |                                                                            |                                                                                       |                                                                        |                                                                                     |                                                                                                                                                                          |



## Reaching our Potential Together in Christ

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| <p><b>Literacy</b></p> <p><b>Comprehension</b></p> | <p>Listen to short stories with support.</p> <p>Join in with repeated refrains.</p> <p>Begin to distinguish between pictures and words.</p> <p>Begin to understand that print carries meaning.</p> <p>Hold a book correctly with support.</p> <p>Begin to talk about the front cover.</p> <p>Begin to notice labels and images.</p> <p>Begin to make simple predictions from pictures.</p> <p>Look closely at illustrations.</p> <p>Begin to link stories to own experiences.</p> <p>Begin to explore new vocabulary.</p> <p>Begin to use new vocabulary.</p> <p>Respond to simple who questions.</p> <p>Begin to talk about what is happening.</p> <p>Name a character.</p> <p>Begin to talk about what a character might feel.</p> <p>Identify simple events.</p> <p>Join in with oral</p> | <p>Discuss familiar stories with support.</p> <p>Join in with familiar rhymes and songs.</p> <p>Recognise text and illustrations in books.</p> <p>Follow print left to right with support.</p> <p>Turn pages independently.</p> <p>Discuss front cover and title.</p> <p>Discuss labels and pictures in non-fiction.</p> <p>Predict what may happen next.</p> <p>Discuss what illustrations show.</p> <p>Recall familiar stories and themes.</p> <p>Repeat and discuss new vocabulary.</p> <p>Use vocabulary during story discussion.</p> <p>Respond to who and what questions.</p> <p>Respond to simple how questions.</p> <p>Identify main characters.</p> <p>Discuss what a character might say.</p> <p>Talk about beginning and end.</p> <p>Retell stories using pictures.</p> <p>Role-play familiar</p> | <p>Discuss stories and information with increasing confidence.</p> <p>Recite familiar rhymes confidently.</p> <p>Discuss the difference between text and illustrations.</p> <p>Know that print is read left to right and top to bottom.</p> <p>Hold books correctly independently.</p> <p>Discuss front cover, back cover and title.</p> <p>Discuss captions and contents pages.</p> <p>Predict key events using illustrations and story content.</p> <p>Use illustrations to support understanding.</p> <p>Use prior knowledge to support understanding.</p> <p>Discuss and revisit recently introduced vocabulary.</p> <p>Use recently introduced vocabulary appropriately.</p> <p>Respond to who, what and where questions.</p> <p>Respond to simple why questions.</p> <p>Describe a character.</p> <p>Discuss what a character might think.</p> | <p>Discuss stories independently.</p> <p>Recite rhymes and poems independently.</p> <p>Explain how illustrations support meaning.</p> <p>Understand that print conveys meaning.</p> <p>Handle books carefully and confidently.</p> <p>Explain what illustrations show.</p> <p>Use captions and contents pages to find information.</p> <p>Anticipate events using title and story clues.</p> <p>Use illustrations to infer meaning.</p> <p>Make links between stories and themes.</p> <p>Use vocabulary during discussion.</p> <p>Use vocabulary during retelling.</p> <p>Respond to who, what, where and when questions.</p> <p>Explain how something happens.</p> <p>Discuss character actions and choices.</p> <p>Explain character feelings.</p> <p>Sequence familiar stories independently.</p> | <p>Sustain discussions about stories and information.</p> <p>Recite a growing range fluently.</p> <p>Discuss how text and illustrations work together.</p> <p>Discuss meaning across stories and non-fiction.</p> <p>Use books independently in provision.</p> <p>Explain how title and illustrations help understanding.</p> <p>Begin to discuss glossary.</p> <p>Explain predictions using story information.</p> <p>Explain ideas using illustrations and text.</p> <p>Connect stories to experiences and other texts.</p> <p>Use ambitious vocabulary during retelling</p> <p>Independently use vocabulary in discussion and play.</p> <p>Answer questions using story information.</p> <p>Explain why events happen.</p> <p>Explain character feelings.</p> | <p>Independently discuss stories and information they have heard or read themselves.</p> <p>Recite a wide range fluently and independently.</p> <p>Explain how text and illustrations work together across text types.</p> <p>Securely understand how print conveys meaning across a range of texts.</p> <p>Handle books confidently and independently.</p> <p>Explain how titles and illustrations support meaning.</p> <p>Confidently discuss labels, captions, contents pages and glossary.</p> <p>Predict and explain key events using illustrations, vocabulary and text.</p> <p>Use illustrations and text together to explain understanding</p> <p>Independently connect ideas across stories, themes and experiences</p> <p>Confidently explore and</p> |
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## Reaching our Potential Together in Christ

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|  | <p>retelling using actions.<br/>Join in with role-play using props.<br/>Talk about favourite part.</p> | <p>stories.<br/>Talk about feelings in stories.</p> | <p>Retell main events in order.<br/>Retell familiar stories in own words.<br/>Role-play stories using vocabulary.<br/>Explain feelings about characters.</p> | <p>Retell stories using story language.<br/>Independently role-play stories.<br/>Discuss opinions about texts.</p> | <p>Explain character thoughts and motives.<br/>Explain important events in stories.<br/>Retell stories fluently.<br/>Extend role-play using story language.<br/>Explain opinions with reasons.</p> | <p>discuss ambitious vocabulary across texts and themes.<br/>Independently use ambitious vocabulary during discussion and retelling.<br/>Respond confidently using evidence from text and illustrations.<br/>Respond confidently to how and why questions with explanation.<br/>Explain a character's feelings, thoughts and actions.<br/>Explain why characters feel, think or behave in certain ways.<br/>Explain and sequence key events independently.<br/>Retell whole stories fluently and independently using story language.<br/>Independently role-play stories using vocabulary, props and imagination.<br/>Articulate opinions and feelings about texts.</p> |
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## Reaching our Potential Together in Christ

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|                | <b>Key knowledge children will know</b><br>Comprehension<br>A book has a front cover, title, author and illustrator.<br>The author writes the words and the illustrator creates the pictures.<br>Stories have characters and events.<br>Pictures can help us predict what might happen next.                                                                     | <b>Key knowledge children will know</b><br>Comprehension<br>Stories have characters, settings and events.<br>Events in a story happen in an order.<br>Characters can have different feelings.<br>A story can be retold using pictures, actions and key words.                                                                                                                           | <b>Key knowledge children will know</b><br>Comprehension<br>Non-fiction books give information and facts.<br>New vocabulary helps us understand a text.<br>Questions help us find out more about what we have read.<br>Stories and information books have different purposes.                                                                                                      | <b>Key knowledge children will know</b><br>Comprehension<br>Non-fiction books give facts and information.<br>Labels and captions give information about pictures and diagrams.<br>Events in a story happen in an order.<br>A story can be changed by changing a character, setting or event.                                              | <b>Key knowledge children will know</b><br>Comprehension<br>Non-fiction texts can give information about people, jobs and places.<br>A contents page and headings help us find information.<br>Photographs, captions, labels and diagrams give information.<br>Stories can help us learn about people and places that may be different from our own.        | <b>Key knowledge children will know</b><br>Comprehension<br>A journey story often has a beginning, an adventure or problem, and an ending.<br>Characters may change their feelings or actions during a story.<br>Pictures and words can help us explain what has happened in a story.<br>New vocabulary helps us understand and retell stories. |
| <b>Writing</b> | Core Focus:<br>Understanding that marks and writing carry meaning.<br><br>New Explicit Learning<br>Composition – Articulating and Structuring Ideas<br>Give meaning to pre-phonemic writing.<br>Understand thoughts and ideas can be written down.<br>Have reasons for mark making.<br>Communicate through drawing, painting and mark making.<br>Transcription – | Core Focus:<br>Beginning to use recognisable letters to communicate.<br><br>New Explicit Learning<br>Transcription – Phonics and Tricky Words.<br>Use identifiable letters.<br>Use initial sounds in words.<br>Write some Phase 2 tricky words.<br>Composition – Articulating and Structuring Ideas<br>Use writing independently in play.<br>Write familiar words.<br>Begin writing for | Core Focus:<br>Moving from words into sentence construction.<br><br>New Explicit Learning<br>Transcription – Phonics and Tricky Words<br>Represent phonemes in sequence<br>Segment VC/CVC words using Phase 2<br>Composition – Articulating and Structuring Ideas<br>Orally compose before writing.<br>Handwriting<br>Form recognisable lower-case letters.<br>Begin ascenders and | Core Focus:<br>Developing sentence structure and conventions.<br><br>New Explicit Learning<br>Transcription – Phonics<br>Segment VC/CVC using Phase 3<br>Begin two-syllable words<br>Composition<br>Begin simple sentence forms.<br>Handwriting<br>Write on lines with increasing control.<br>Grammar and Punctuation<br>Introduce spaces | Core Focus:<br>Writing for purpose and creating narratives.<br><br>New Explicit Learning<br>Transcription – Phonics<br>Begin adjacent consonants (Phase 4)<br>Write decodable words in phrases and sentences<br>Composition<br>Create simple narratives.<br>Respond to who / what / where / when.<br>Write different text forms.<br>Grammar and Punctuation | Core Focus:<br>Extending ideas and becoming independent writers.<br><br>New Explicit Learning<br>Transcription – Phonics<br>Begin polysyllabic words<br>Write Phase 4 tricky words<br>Composition<br>Write thoughts and feelings.<br>Sequence stories.<br>Innovate stories and rhymes.<br>Grammar and Punctuation<br>Write readable             |



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|                                    | <p>Handwriting</p> <p>Hold tools with developing control</p> <p>Make marks with increasing control.</p> <p>Composition –</p> <p>Vocabulary, Grammar and Punctuation</p> <p>Understand adults write for different purposes.</p> <p>Know print carries meaning.</p> <p>Know print goes left → right and top → bottom.</p> <p>End Point</p> <p>Children intentionally make marks and explain what they mean.</p> | <p>different audiences.</p> <p>Transcription –</p> <p>Handwriting</p> <p>Form some lower-case letters.</p> <p>Form letters in own name.</p> <p>Begin capitals in own name.</p> <p>Write left → right</p> <p>Composition –</p> <p>Vocabulary, Grammar and Punctuation</p> <p>Use phonic knowledge during writing.</p> <p>Continue Embedding</p> <p>Mark making carries meaning.</p> <p>Purpose for writing.</p> <p>End Point</p> <p>Children write meaningful labels, names and simple messages.</p> | <p>descenders.</p> <p>Develop pencil grip.</p> <p>Vocabulary, Grammar and Punctuation</p> <p>Write sentences including Phase 2 tricky words.</p> <p>Continue Embedding</p> <p>Initial sounds</p> <p>Writing independently</p> <p>End Point</p> <p>Children orally rehearse and write simple phrases.</p> | <p>between words.</p> <p>Introduce capital letters.</p> <p>Introduce full stops.</p> <p>Apply newly taught vocabulary.</p> <p>Continue Embedding</p> <p>Oral rehearsal</p> <p>Sentence composition.</p> <p>End Point</p> <p>Children write simple sentences with beginning sentence awareness.</p> | <p>Write readable phrases with finger spaces.</p> <p>Compose sentences orally.</p> <p>Continue Embedding</p> <p>Capitals</p> <p>Full stops</p> <p>Sentence structure.</p> <p>End Point</p> <p>Children independently write short purposeful pieces.</p> | <p>sentences.</p> <p>Re-read and check writing.</p> <p>Use story language patterns.</p> <p>Continue Embedding</p> <p>Sentence conventions.</p> <p>Writing for purpose.</p> <p>Vocabulary application.</p> <p>End Point</p> <p>Children independently create simple narratives and communicate ideas clearly.</p> |
| <p><b>Word reading Phonics</b></p> | <p>Children are taught their Set 1 sounds</p> <p>m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z, th, ch, qu, ng, nk</p>                                                                                                                                                                                                                                                        | <p>Recap on set 1 special friends: th, ch, qu, ng, nk</p> <p>Children are taught to blend sounds into words orally.</p> <p>Children are taught to blend single-letter sounds (word time 1.1-1.4)</p>                                                                                                                                                                                                                                                                                                | <p>Recap on set 1 special friends: th, ch, qu, ng, nk</p> <p>Secure blending of words with special friends (word time 1.5 and 1.6).</p>                                                                                                                                                                  | <p>Recap on any set 1 sounds (addressing sound gaps).</p> <p>Secure blending on words containing all set 1 sounds</p> <p>Children are taught to blend words containing 4/5 sounds and</p>                                                                                                          | <p>Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</p> <p>To recall previous common exception words and be exposed to new common exception words: your, said, you, be, are</p>                                 | <p>Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</p> <p>Children are taught to blend words containing set 2 sounds</p> <p>Children to build speed of</p>                                                                                                              |



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|                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                          |                                                        | consonant blends (word time 1.6 and 1.7).<br><br>To be exposed to some common exception words:<br>put, the, I, no, of, my, for, he |                                                  | reading words containing set 1 sounds.                     |
| <b>Book Banding</b> | Read all single letter set 1 sounds                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Read all set 1 sounds. - Blend sounds into words orally. | Blend sounds to read words - Read short ditty stories. | Read Red storybooks                                                                                                                | Read Green storybooks. - Read some set 2 sounds. | Read Green or Purple storybooks. - Read some set 2 sounds. |
| <b>ELG</b>          | <p>Comprehension ELG<br/>           Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.<br/>           Anticipate (where appropriate) key events in stories.<br/>           Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Word Reading ELG<br/>           Say a sound for each letter in the alphabet and at least 10 digraphs.<br/>           Read words consistent with their phonic knowledge by sound-blending.<br/>           Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing ELG<br/>           Write recognisable letters, most of which are correctly formed.<br/>           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.</p> |                                                          |                                                        |                                                                                                                                    |                                                  |                                                            |



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## Maths Development

| Maths                                             | Autumn 1                                                                                                                                                                                                                                                             | Autumn 2                                                                                                                                                                                                                                                                                          | Spring 1                                                                                                                                                                                                                                                                        | Spring 2                                                                                                                                                                                                                                                                              | Summer 1                                                                                                                                                                                                                                                                                    | Summer 2                                                                                                                                                                                                                                                                       |
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| <b>Units taken from Red Rose Maths Lancashire</b> | Unit 1<br>Number 1                                                                                                                                                                                                                                                   | Unit 5<br>Numbers to 5                                                                                                                                                                                                                                                                            | Unit 11<br>Counting and comparing                                                                                                                                                                                                                                               | Unit 16<br>Shape                                                                                                                                                                                                                                                                      | Unit 21<br>Counting, Comparing and Ordering                                                                                                                                                                                                                                                 | Unit 27<br>Multiplication and Division                                                                                                                                                                                                                                         |
|                                                   | Unit 2<br>Numbers to 2                                                                                                                                                                                                                                               | Unit 6<br>Numbers to 6                                                                                                                                                                                                                                                                            | Unit 12<br>Partitioning                                                                                                                                                                                                                                                         | Unit 17<br>Addition and Subtraction                                                                                                                                                                                                                                                   | Unit 22<br>Numbers to 20                                                                                                                                                                                                                                                                    | Unit 28<br>Space and Pattern                                                                                                                                                                                                                                                   |
|                                                   | Unit 3<br>Numbers to 3                                                                                                                                                                                                                                               | Unit 7<br>Numbers to 7                                                                                                                                                                                                                                                                            | Unit 13<br>Addition and Subtraction                                                                                                                                                                                                                                             | Unit 18<br>Multiplication and Division                                                                                                                                                                                                                                                | Unit 23<br>Comparing and Ordering                                                                                                                                                                                                                                                           | Unit 29<br>Time                                                                                                                                                                                                                                                                |
|                                                   | Unit 4<br>Numbers to 4                                                                                                                                                                                                                                               | Unit 8<br>Numbers to 8                                                                                                                                                                                                                                                                            | Unit 14<br>Comparing Measures                                                                                                                                                                                                                                                   | Unit 19<br>Space                                                                                                                                                                                                                                                                      | Unit 24<br>Measures                                                                                                                                                                                                                                                                         | Unit 30<br>Addition and Subtraction                                                                                                                                                                                                                                            |
|                                                   |                                                                                                                                                                                                                                                                      | Unit 9<br>Numbers to 9                                                                                                                                                                                                                                                                            | Unit 15<br>Sorting and Patterning                                                                                                                                                                                                                                               | Unit 20<br>Time                                                                                                                                                                                                                                                                       | Unit 25<br>Money                                                                                                                                                                                                                                                                            | Unit 31<br>Numbers to 20                                                                                                                                                                                                                                                       |
|                                                   |                                                                                                                                                                                                                                                                      | Unit 10<br>Numbers to 10                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                       | Unit 26<br>Shape and Sorting                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                |
| <b>Key Knowledge children will know</b>           | Numerals 1, 2, 3 and 4 represent different amounts.<br>Each object is counted once, and the last number said tells us how many there are.<br>Small groups of up to four objects can be recognised without counting.<br>Numbers can be represented in different ways. | Numerals 5, 6, 7 and 8 represent different amounts.<br>Each number is made from that many ones.<br>Numbers can be represented in different ways.<br>Groups can be compared using more and fewer.<br>Numbers to 8 can be split into smaller parts.<br>Small groups in familiar arrangements can be | Groups can be compared using more, fewer and equal.<br>Numbers to 10 can be split into two smaller parts.<br>One more is found by adding one.<br>One fewer is found by taking away one.<br>Addition combines parts to make a whole.<br>Subtraction removes a part from a whole. | Circles, triangles, squares and rectangles are 2-D shapes.<br>Cubes, cuboids and spheres are 3-D shapes.<br>Shapes remain the same when their size or position changes.<br>Positional words describe where something is and how it moves.<br>Addition combines parts to make a whole. | Numerals to 20 represent different amounts and can be placed in order.<br>Numbers 11–19 are made from one ten and some more ones.<br>Twenty is made from two groups of ten.<br>Groups can be compared using more, fewer and equal.<br>Objects can be compared and ordered by length, width, | Sharing equally means each group has the same amount.<br>A double is made from two equal groups.<br>Even numbers can be made from pairs; odd numbers have one left over.<br>Repeating patterns follow a rule that can be continued.<br>Ordinal numbers describe position, such |



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|            | Groups can be compared using more and fewer.<br>Numbers can be split into smaller parts.<br>Zero means there are no objects.<br>A 1p coin represents one penny.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | recognised without counting.<br>A sensible guess can be made about how many objects are in a group. | Objects can be compared by length, width, height and mass.<br>Moving or reshaping an object does not change its size or mass. | Subtraction removes a part from a whole.<br>Doubling means combining two equal groups.<br>Sharing equally means each group has the same amount. | height, mass and capacity.<br>Money includes coins and notes; 1p coins can be used to pay for items.<br>2-D and 3-D shapes have different properties and can be combined or sorted.<br>Positional and directional words describe where something is and how it moves. | as first, second and third.<br>Days of the week follow a repeating order, and events can be compared by time.<br>Addition and subtraction can be used to solve problems within 10.<br>Numbers 11–19 contain one ten and more ones; 20 is two tens. |
| <b>ELG</b> | <p style="text-align: center;"><b>Number</b></p> <p style="text-align: center;">Have a deep understanding of number to 10, including the composition of each number.<br/>Subitise (recognise quantities without counting) up to 5.</p> <p style="text-align: center;">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 style="text-align: center;"><b>Numerical Patterns</b></p> <p style="text-align: center;">Verbally count beyond 20, recognising the pattern of the counting system.</p> <p style="text-align: center;">Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p style="text-align: center;">Explore and represent patterns within numbers up to 10, including evens.</p> |                                                                                                     |                                                                                                                               |                                                                                                                                                 |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                    |



Reaching our Potential Together in Christ

## Understanding the World

| Understanding the World |                                  | Autumn 1                                                                                                                                        | Autumn 2                                                                                                                                                                               | Spring 1                                                                                                                                             | Spring 2                                                                                                                                                 | Summer 1                                                                                                            | Summer 2                                                                                                                                                                                              |
|-------------------------|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         | Past and Present                 | How has my life changed from the past to now?                                                                                                   | How can we remember and talk about special moments?                                                                                                                                    | How do we know that things have changed over time?                                                                                                   | How do living things change as they grow?                                                                                                                | How do people help our community now and in the past?                                                               | How have I changed and what might happen next?                                                                                                                                                        |
|                         | Learning                         | Talk about themselves and their families. Recall personal experiences. Identify changes from babyhood to now. Begin using simple past language. | Recall significant events and celebrations. Talk about memories. Compare celebrations experienced by different people. Use vocabulary linked to the past.                              | Observe changes in seasons, weather and everyday life. Compare before and now. Use simple chronological language.                                    | Sequence events. Discuss growth and change. Use first, next, then and finally. Compare past and present.                                                 | Reflect on achievements. Recall learning experiences. Discuss future events. Use past, present and future language. | Recall significant Reception memories. Reflect on achievements. Sequence events from their Reception journey. Discuss transition to Year 1.                                                           |
|                         | Key Knowledge children will know | I was a baby before I started Reception. I have changed as I have grown. Photographs can show things that happened in the past.                 | Special events, such as birthdays and celebrations, can become memories. Photographs can help us remember events from the past. Events can be put in order using first, next and then. | Things can change over time. Some changes happen quickly and some happen slowly. We can compare what something was like before and after it changed. | Living things grow and change over time. A life cycle shows stages of growth and change. Events can be put in order using first, next, then and finally. | People have jobs and roles that help other people. People in the past and people now both help their communities.   | The past has already happened. The present is happening now. The future will happen next. I have changed since I started Reception. Photographs, drawings and memories can help us remember the past. |
|                         | People, Culture and Communities  | Where do I belong, and who is part of my world?                                                                                                 | How and why do people celebrate in different ways?                                                                                                                                     | How do places change and why do people adapt?                                                                                                        | How do people care for living things?                                                                                                                    | What makes our community special and how is it similar to other places?                                             | What makes our community special and how is it similar to other places?                                                                                                                               |
|                         | Learning                         | Talk about home, school and familiar places. Observe                                                                                            | Explore places that are important to them. Describe                                                                                                                                    | Observe seasonal and weather changes. Compare                                                                                                        | Explore habitats and environments. Compare places                                                                                                        | Explore the local area. Compare places. Use simple                                                                  | Compare countries and communities. Use maps and                                                                                                                                                       |



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|  |                                         | features of the immediate environment. Describe where they belong. Begin using geographical vocabulary.                                         | features of special places. Compare familiar places. Discuss why places are important.                                                                                              | environments over time. Notice changes in familiar places. Use geographical vocabulary.                                                          | where animals and plants live. Ask questions and describe habitat features.                                                                                                              | maps. Identify similarities and differences between places.                                                                                                                                                                       | globes. Follow simple routes. Create simple maps and ask questions about places.                                                                                                                              |
|  | <b>Key Knowledge children will know</b> | I belong to my family, class and school. My school is part of my local community. Different people have jobs that help people in the community. | People celebrate special events in different ways. Some celebrations happen in homes, schools, churches or other special places. Places can look different in the day and at night. | Weather can change from day to day. Homes and shelters protect people and animals from the weather. Different places can have different weather. | A habitat is a place where an animal or plant lives. Different habitats provide different things for living things. People have a responsibility to care for living things and habitats. | A community is a group of people who live, work or learn in the same place. A map is a drawing that shows a place from above. Symbols show features on a map and a key explains symbols. Places have human and physical features. | A journey is travelling from one place to another. Different transport travels on land, water or in the air. A route shows the way from one place to another. A map can show a route and help us find places. |
|  | <b>The Natural World</b>                | How does my body help me explore the world around me?                                                                                           | How does the world change as the seasons move into winter?                                                                                                                          | What happens when materials and environments change?                                                                                             | What helps plants, animals and minibests grow and survive?                                                                                                                               | How do living things depend on the places they live?                                                                                                                                                                              | Why do animals and plants live in different places?                                                                                                                                                           |
|  | <b>Learning</b>                         | Use senses to explore. Observe closely. Identify body parts. Talk about what they notice and ask simple questions.                              | Observe seasonal change. Compare weather. Notice changes in plants and trees. Record observations through talk and drawings.                                                        | Explore materials. Observe changes. Predict what might happen. Test ideas and discuss findings.                                                  | Observe growth. Compare living things. Investigate habitats. Ask questions and record observations.                                                                                      | Explore habitats. Compare environments. Identify living things. Explain needs for survival. Classify simple groups.                                                                                                               | Identify and compare habitats. Match animals to habitats. Research living things. Record and explain findings.                                                                                                |
|  | <b>Key Knowledge children will know</b> | I use my eyes to see, ears to hear, nose to smell, tongue to taste and skin to feel. Autumn is a                                                | Autumn changes into winter. Winter weather is often colder than autumn weather. Some                                                                                                | Spring follows winter. Plants begin to grow in spring. Baby animals are often born in spring.                                                    | Plants need water, light and warmth to grow. Animals need food, water, air and shelter. A caterpillar                                                                                    | People need food, water, shelter and clothing to stay healthy and safe. Plants and animals                                                                                                                                        | Animals live in habitats that meet their needs. Animals need food, water, air and shelter to                                                                                                                  |



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|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | season. Leaves can change colour and fall in autumn. | animals and plants change in winter. | Materials can be changed by heating, cooling, mixing or building with them. | changes into a butterfly. Spring changes into summer. | need suitable places to live. Rubbish can harm animals and habitats. Some materials can be reused or recycled. | survive. Different animals move in different ways. Plants and animals change through the seasons. |
| ELG | <p>Past and Present ELG</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. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>                                                                                                                                                                           |                                                      |                                      |                                                                             |                                                       |                                                                                                                |                                                                                                   |
|     | <p>People, Culture and Communities 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, non-fiction texts and (when appropriate) maps.</p> |                                                      |                                      |                                                                             |                                                       |                                                                                                                |                                                                                                   |
|     | <p>The Natural World</p> <p>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 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>                                                                                     |                                                      |                                      |                                                                             |                                                       |                                                                                                                |                                                                                                   |
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### Expressive Arts and Designs Development

| Expressive Art and Design Creating with Materials Being Imaginative and Expressive | Autumn 1                                                                                                                                                                                                                                                   | Autumn 2                                                                                                                                                                                                           | Spring 1                                                                                                                                                                                                                                | Spring 2                                                                                                                                                                                                                                                                                              | Summer 1                                                                                                                                                                                                                                 | Summer 2                                                                                                                                                                                                                                                                      |
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| Key Enquiry Question                                                               | How can I use marks, materials, music and role play to show who I am?                                                                                                                                                                                      | How can we create, sing, make and perform special moments?                                                                                                                                                         | How can we show change through colour, sound, movement and materials?                                                                                                                                                                   | How can we show growth and change through art, music, movement and making?                                                                                                                                                                                                                            | How can we use art, music, making and imagination to show places and people in the world?                                                                                                                                                | How can I create, improve and perform my own ideas?                                                                                                                                                                                                                           |
| Art                                                                                | Explore drawing, painting and collage. Make marks with increasing control. Explore colour, line and shape.                                                                                                                                                 | Use colour and pattern purposefully. Explore printing and decorative techniques.                                                                                                                                   | Draw from observation. Explore colour mixing. Create artwork inspired by seasonal change.                                                                                                                                               | Create nature-inspired artwork. Explore collage and simple sculpture. Observe and represent living things.                                                                                                                                                                                            | Create artwork inspired by people, places and communities. Use digital photography. Begin evaluating artwork.                                                                                                                            | Independently select and combine drawing, painting, collage, sculpture, textiles and digital media. Evaluate and improve creations.                                                                                                                                           |
| Key knowledge children will know                                                   | A drawing can show a person, object, place or experience. Lines, dots, circles and zigzags make different marks. Colours can be chosen to show what we see. Artists use different tools, such as pencils, crayons, paintbrushes and chalks, to make marks. | Colour and pattern can be used to make decorations. Printing can make repeated marks and patterns. Different tools can make different patterns and textures. Artwork can represent a celebration or special event. | Artists can draw things they observe. Primary colours can be mixed to make new colours. Different colours can show different weather, seasons or feelings. Lines and marks can show movement, for example wind, rain or falling leaves. | Natural materials, such as leaves, petals, twigs and seeds, can be used to create artwork. A sculpture is a piece of art that is three-dimensional. Texture describes how something feels or looks, for example smooth, rough, bumpy or soft. Artwork can show plants, animals and changes in nature. | Foreground is the part of a picture that looks closest. Background is the part of a picture that looks furthest away. Colours, lines and shapes can show features of a place. Art can show what is important about a community or place. | Artists can use drawing, painting, collage, sculpture and digital media to create artwork. Different materials and tools create different effects. Materials and techniques can be chosen to match an idea. A creation can be improved by adding, removing or changing parts. |



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| <b>DT</b>                                    | Explore construction materials. Build simple models. Investigate joining. Use tools safely.                                                                                                                                                                   | Design simple creations. Select materials purposefully. Make decorations and props.                                                                                                                | Design and build homes, shelters and structure. Explore strength and stability.                                                                                                                                           | Design habitats and environments. Adapt and improve models.                                                                                                                                                                                                                                         | Design and make models linked to communities and environments. Select materials independently.                                                                                                                                                                                                   | Independently design, make and evaluate models and props. Combine construction techniques.                                                                                                                                         |
| <b>Key knowledge:<br/>Children will know</b> | Paper, card, fabric and wood are different materials. Materials can be joined using glue, tape, tabs or string. Some materials are stronger or more suitable for a job than others. A model can represent something real, such as a house, person or vehicle. | A design begins with an idea. Materials can be chosen for a purpose. Decorations and props can be made for a celebration or story. A finished creation can be talked about and shared with others. | A structure is something that has been built. A structure needs a strong base to stand up. Materials can be chosen because they are strong, flexible or waterproof. A model can be improved if it does not work properly. | A habitat model needs features that help an animal live there. A shelter can protect an animal from weather or danger. Materials can be chosen because of their properties, for example sticks for strength or leaves for cover. A model can be improved by adding, removing or changing materials. | A model can represent a building, vehicle or place. A design needs a purpose, for example making a model of a shop, house, school or park. Materials can be selected because they are strong, flexible, smooth or waterproof. A model can be made stronger by changing its shape, base or joins. | A design starts with an idea or purpose. A model can be planned before it is made. Materials and joining methods can be chosen for a purpose. A model can be tested and improved by changing materials, joins, shape or structure. |
| <b>Music</b>                                 | Sing familiar songs. Explore voice sounds. Respond through movement. Listen carefully.                                                                                                                                                                        | Perform songs linked to celebrations. Develop confidence singing with others.                                                                                                                      | Explore instruments. Create sounds for weather, stories and experiences.                                                                                                                                                  | Explore rhythm, pulse and tempo. Respond through movement and music.                                                                                                                                                                                                                                | Explore music from different communities. Perform collaboratively.                                                                                                                                                                                                                               | Create music for stories, characters and journeys. Adapt familiar songs. Perform confidently.                                                                                                                                      |
| <b>Key knowledge:<br/>Children will know</b> | Songs have words and tunes. Music can be loud or quiet. Music can be fast or slow. Voices can make high and low sounds. Being Imaginative and Expressive                                                                                                      | Music and songs can be used in celebrations. A performance can include singing, instruments, actions and movement. Singing together means listening to others and joining in at the right time.    | Instruments can make different sounds. Sounds can represent weather, animals, places and events. Music can be loud, quiet, fast or slow. A group can make music together by                                               | A pulse is the steady beat in music. Rhythm is a pattern of sounds. Tempo means how fast or slow music is. Instruments and voices can make sounds for a story.                                                                                                                                      | Different communities may have different music, songs and instruments. Music can be used in celebrations and special events. People can sing, play instruments or move together in a                                                                                                             | Music can help tell a story about a character, place or journey. Instruments and voices can represent movement, weather, animals or events. A familiar song can be changed by changing words, sounds or                            |



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|                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Practising helps a performance improve.                                                                                                                                                                                 | listening and taking turns.                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                            | performance.<br>A group performance needs people to listen to each other and keep together.                                                                                                                                         | actions.<br>A performance needs people to listen, practise and work together.                                                                                                                                                                 |
| <b>Being Imaginative</b>                     | Explore pretend play.<br>Take on familiar roles.<br>Represent experiences through play.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Retell stories and celebrations through role play and performance.                                                                                                                                                      | Use movement, drama and role play to respond to stories and experiences.                                                                                                                                                                            | Adapt stories.<br>Create new characters and story events.<br>Music                                                                                                                                                                                         | Develop storylines.<br>Collaborate in role play.<br>Create performances linked to experiences.                                                                                                                                      | Invent original characters.<br>Create stories.<br>Rehearse and perform confidently.                                                                                                                                                           |
| <b>Key knowledge:<br/>Children will know</b> | Role play means pretending to be someone or something else.<br>Props can help us act out real experiences and stories.<br>Actions, voices and movement can help show a character.<br>People can play alongside each other to create an idea or story.                                                                                                                                                                                                                                                                                                                                                                                                   | Stories can be acted out.<br>Characters can be shown through actions, voices and movement.<br>A beginning, middle and end can be shown through role play.<br>People can work together to retell a story or celebration. | Drama can help us explore experiences and changes.<br>Movement can show how something changes, such as a seed growing or weather changing.<br>A story can be developed through role play.<br>People can work together to create a simple storyline. | A familiar story can be changed by adding a new character, setting or event.<br>Actions, movement and voices can show how an animal moves.<br>Role play can help us act out a life cycle or story.<br>People can work together to create and tell a story. | Role play can help us explore different jobs and community roles.<br>Props and costumes can help show a job or role.<br>A storyline has characters, a setting and events.<br>People can work together to develop a role-play story. | A character, setting and events can be invented for a new story.<br>Props, costumes, actions and voices can help bring a story to life.<br>Rehearsing means practicing before a performance.<br>A performance can be shared with an audience. |
| <b>ELG</b>                                   | <p><b>Creating with Materials</b><br/>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.<br/>Share their creations, explaining the process they have used.<br/>Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>Being Imaginative and Expressive</b><br/>Invent, adapt and recount narratives and stories with peers and their teacher.<br/>Sing a range of well-known nursery rhymes and songs.<br/>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> |                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                               |



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### Religious Education Development

| Religious Education                 | I am Special<br>Why are we all<br>different and special?<br>Harvest                                                                                                    | Special people<br>Christmas                                                                                                                    | Stories Jesus heard<br>Stories Jesus told                                                                                                              | Easter<br>Friendship                                                                                                                | Special Places<br>Prayer                                                                                                                                                                                                       | How do you celebrate<br>special times?                                                                                                                                                                                                              |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Key knowledge<br>children will know | Christians believe that God made everyone. Christians believe that every person is special and loved by God. Harvest is a time when Christians say thank you for food. | Christians believe that Jesus was born in Bethlehem. Christmas is a celebration of Jesus' birth. Christians use churches as places to worship. | Christians believe the Bible is a special book. Jesus told stories called parables. Parables teach Christians about God and how to treat other people. | Christians believe Jesus died on a cross. Christians believe Jesus came back to life. Easter is an important Christian celebration. | A church is a special place for Christians. Christians may go to church to pray, sing, worship and learn about God. Prayer is a way Christians talk to God. People from different faiths may have different places of worship. | People celebrate special times for different reasons. Christians celebrate Christmas and Easter. Different faiths have different festivals and celebrations. It is respectful to listen to and learn about other people's beliefs and celebrations. |



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## Computing Development

| Computing                        | Awesome Autumn                                                                                                                                                                                                                                                                                                                                          | Winter Warmers                                                                                                                                                                                                                                                                                                                                                                                        | Busy Bodies                                                                                                                                                                                                                                                                                                                                                                                     | Springtime                                                                                                                                                                                                                                                                                                                                                                                                        | Summer Fun                                                                                                                                                                                                                                                                                                                                                                                                                               | Boats Ahoy                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                  | Creating, Pattern, Logic, Algorithms, Decomposition and Collaborating                                                                                                                                                                                                                                                                                   | Algorithms, Creating, Collaboration, Decomposition, Tinkering, Persevering                                                                                                                                                                                                                                                                                                                            | Algorithms, Decomposition, Debugging, Logic, Patterns, Abstraction                                                                                                                                                                                                                                                                                                                              | Abstraction, Tinkering, Creating, Collaborating, Algorithms, Persevering, Decomposition                                                                                                                                                                                                                                                                                                                           | Tinkering, Persevering, Debugging, Collaborating, Algorithms                                                                                                                                                                                                                                                                                                                                                                             | Algorithms, Decompositions, Creating, Tinkering, Logic, Patterns, Abstraction, Collaborating                                                                                                                                                                                                                                                                                                     |
| Key knowledge children will know | <p>A pattern is something that repeats.</p> <p>We can look carefully to find what is the same and what is different.</p> <p>Instructions tell us what to do, one step at a time.</p> <p>Instructions need to be in the right order.</p> <p>We can follow steps to make a path or prepare pumpkin soup.</p> <p>We can share ideas and work together.</p> | <p>We can follow steps in the right order to make something.</p> <p>A repeating pattern follows the same rule again and again.</p> <p>Different materials are useful for different jobs.</p> <p>A model is made from smaller parts joined together.</p> <p>We can try an idea, check it and change it if it does not work.</p> <p>Keeping on trying and working together helps us solve problems.</p> | <p>Our bodies have different parts, and each part can move in different ways.</p> <p>Our bodies grow and change as we get older.</p> <p>A movement routine is a set of actions in order.</p> <p>Changing the order of the actions changes the routine.</p> <p>A big movement can be broken into smaller actions.</p> <p>If a movement does not work, we can spot the problem and change it.</p> | <p>Planting a seed needs steps in the right order.</p> <p>We can give clear directions to help a rabbit move along a path.</p> <p>A big job can be made easier by doing one small part at a time.</p> <p>A scarecrow needs important parts to help it do its job.</p> <p>We can choose materials, try our idea and make it better.</p> <p>We can keep trying and help each other when something is difficult.</p> | <p>We can put objects into groups by looking at colour, shape, size or what they are made from.</p> <p>A map is a picture that can show where we went.</p> <p>Directions tell us how to travel from one place to another.</p> <p>Small shapes can be joined and moved to make different pictures.</p> <p>We can explain why something belongs in a group.</p> <p>If a route or picture is wrong, we can find the mistake and fix it.</p> | <p>Boats can be used to carry people or things across water.</p> <p>Some objects float on water and some objects sink.</p> <p>The material and shape of a boat can help it float.</p> <p>A prediction is what we think might happen before we test it.</p> <p>We can make a boat, test it and change it to make it better.</p> <p>We can talk about why one boat worked better than another.</p> |