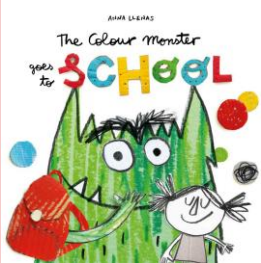
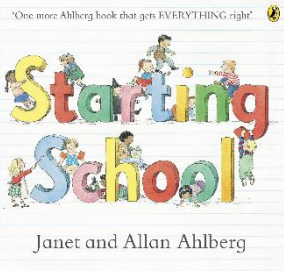
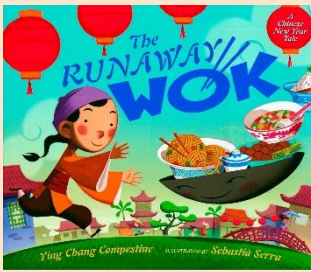
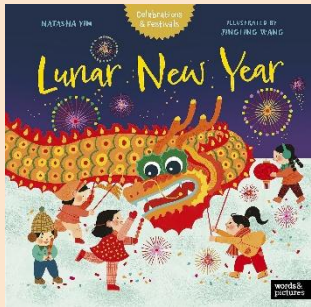
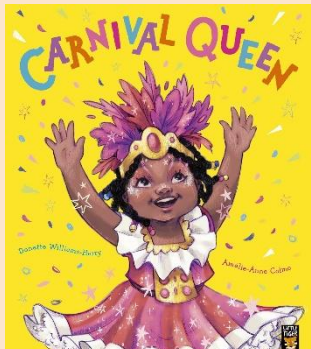
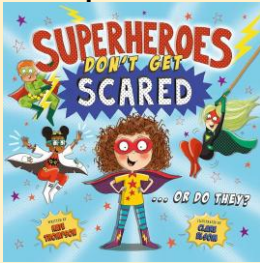
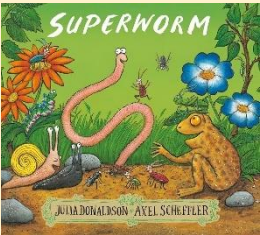
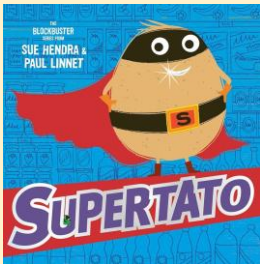
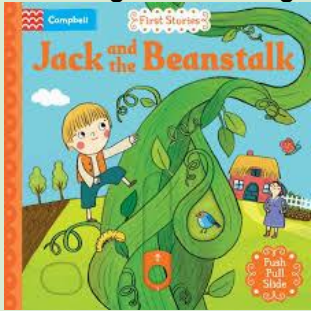
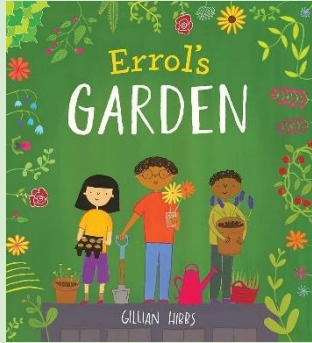
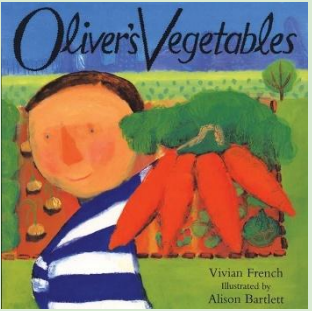
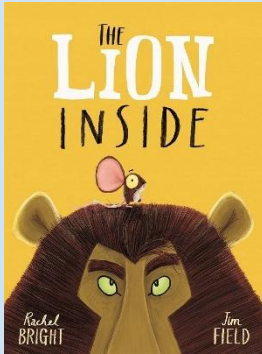
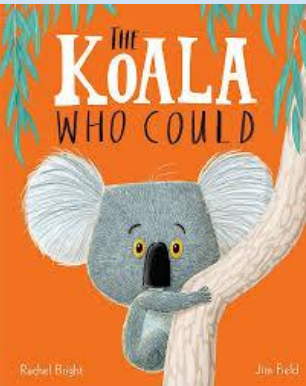
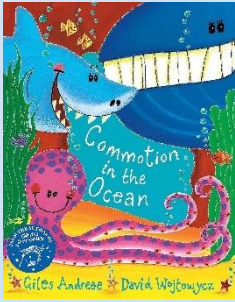
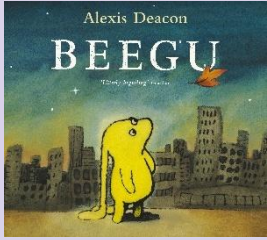
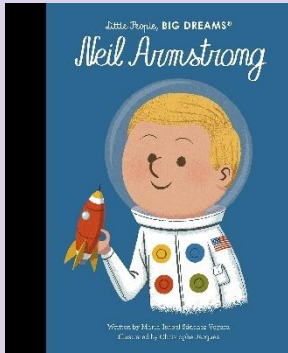
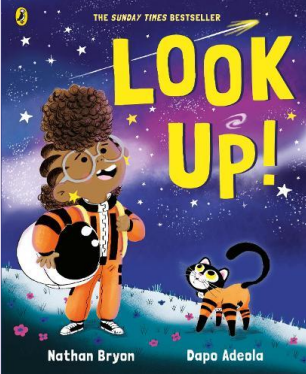
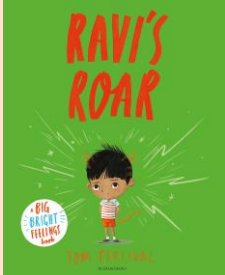
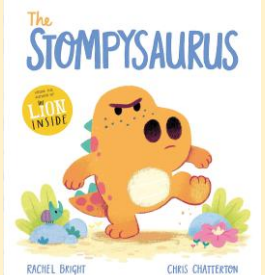
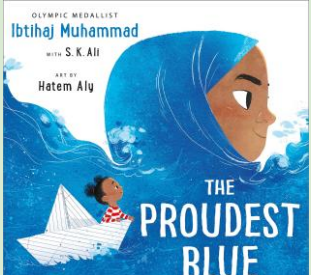
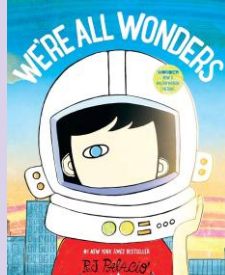


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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics and Key Texts <i>*Please note that these topics and texts may change as the interests of the children are at the forefront of our teaching</i>	Routines and Rules (School)  	Celebrations Around the World   	Superheroes   	Planting and Growing   	Animals   	Space   

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Links to PSHE						
Communication and Language	Statutory Guidance from the EYFS Framework: The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
	IJDS's End of Year Goals: I can engage confidently in conversations with others in the classroom, using my experiences to support me. I can articulate ideas clearly and concisely. I can listen attentively to others, taking on board their suggestion/ ideas I can read and discover new vocabulary I can use vocabulary learnt in my own conversations and imaginative play I can explain meanings of key vocabulary to others I can recognise different text types I can recognise the difference between fiction and non-fiction texts I can respond to questions asked I can ask questions to investigate new ideas or topics			Early Learning Goals: Listening, Attention and Understanding: - 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 - 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 teachers and peers Speaking: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate - 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		
	I understand the necessity of taking turns during conversations. I can learn to wait for others to finish speaking before responding. I can continue to build vocabulary through	I can initiate conversations with peers and adults using greetings and simple questions. I can learn to approach others politely and respectfully.	I can develop the ability to stay on topic during conversations. I can recognise when a conversation topic changes and adjust responses accordingly.	I can begin to ask follow-up questions to show interest and engage in deeper conversations. I can learn to express thoughts and ideas in response to questions from peers and adults.	I can start to contribute ideas and opinions to group discussions and conversations. I can begin to express thoughts clearly and confidently, even if brief or simple.	I can begin to understand and consider others' perspectives and feelings during conversations. I can practise showing empathy through appropriate responses and comments.

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	exposure to a variety of words and concepts. I can learn new words and their meanings through stories, songs and discussions. I can practise active listening by focusing on the speaker and maintaining eye contact. I can demonstrate understanding through appropriate nonverbal cues such as nodding and facial expressions. I can express ideas and thoughts more clearly and coherently using complete sentences and descriptive language. I can use words to explain preferences, interests and experiences in more detail I can use a wider range of question vocabulary (e.g. "When" "How") I can use more specific and detailed questions to gather information	I can practise forming complete sentences when speaking. I can begin to use basic sentence structures and grammar correctly when speaking. I can learn to respect others' ideas and contributions during discussions. I can practise waiting for others to finish speaking before responding or offering input. I can take the initiative to start group discussions or conversations by sharing ideas or asking questions I can encourage peers to join in by inviting them to share their thoughts and opinions I can ask questions to seek clarification or further explanation when something is unclear I can use questions to deepen my understanding or resolve confusion	I can focus on expressing ideas clearly and logically. I can practise organising thoughts before speaking to ensure coherence. I can develop the habit of asking clarifying questions when unsure about others' ideas or suggestions. I can seek clarification to ensure a clear understanding of others' perspectives. I can use persuasive language to express opinions and convince others of my ideas or preferences I can offer reasons or explanations to support my viewpoint during discussions I can ask open-ended questions that require more thought and elaboration in responses, encouraging conversations and discussions with others	I can explore descriptive language to express ideas more vividly. I can begin to use adjectives and adverbs to provide details and enhance communication. I can practise reflecting on others' ideas by paraphrasing or summarising their points. I can demonstrate understanding and show appreciation for their contributions. I can express ideas and emotions through art, drawings and written language I can use storytelling and creative writing to share imaginative ideas and narratives I can begin to ask predictive questions about future events or hypothetical questions about imaginary scenarios I can begin to provide reasons for my answers I can engage in imaginative play and storytelling by asking and answering "what if" questions	I can practise summarising ideas or concepts in a concise manner. I can learn to identify key points and express them succinctly. I can begin to build on others' ideas by adding relevant information or perspectives. I can collaborate with peers to generate new ideas or solutions collectively. I can build on the ideas of others by adding new perspectives or insights to the discussion I can engage in collaborative brainstorming sessions to generate new ideas and solutions together I can begin to answer more complex questions that require critical thinking and reasoning I can provide more detailed responses with some supporting evidence or examples	I can begin expressing opinions or preferences clearly and confidently. I can learn to support opinions with simple reasons or explanations. I can learn to provide constructive feedback to peers in a supportive manner. I can acknowledge and appreciate others' contributions and ideas. I can reflect on my own ideas and evaluate their effectiveness or relevance I can engage in discussions about the pros and cons of different ideas and consider alternative viewpoints. I can seek knowledge and understanding through questioning
Personal, Social and Emotional Development Scheme:	Statutory Guidance from the EYFS Framework: Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					

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Jigsaw	IJDS's End of Year Goals: I can develop strong relationships with my teachers I know that adults are there to support me and keep me safe I can recognise my feelings and express them I can regulate my emotions when necessary I can recognise the basic emotions in each zone e.g. green - happy, yellow - worried/excited, red - angry, blue - sad I understand that you can feel different emotions at the same time I recognise that people can feel differently I notice when my friends are unhappy and can show empathy for their feelings I understand that my actions can affect others I know my own likes and dislikes I recognise that my friends likes/dislikes may differ to my own I know my own strengths I understand that not everyone is good at everything I can choose a goal to work on I feel pride when I achieve a goal I have confidence in my abilities I am able to try new things before asking for help I am developing my resilience when trying new things I can use the toilet independently I understand what our bodies need I can recognise some healthy and unhealthy foods I can play with others that have similar interests to me I can name my preferred friends I can take turns when playing I can share with my friends I have begun to resolve conflicts independently I can ask for adult support to resolve conflicts when necessary			Early Learning Goals: Self-Regulation - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate - 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 Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge - Explain the reasons for rules, know right from wrong and try to behave accordingly - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices Building Relationships - Work and play cooperatively and take turns with others - Form positive attachments to adults and friendships with peers - Show sensitivity to their own and to others' needs		
	I can deepen relationships with familiar adults through continued positive interactions and shared experiences I can demonstrate trust and confidence in adults as sources of support and guidance I can transition from parallel play to more cooperative play interactions with peers I can develop a deeper understanding of more complex emotions such as	I can collaborate with peers to achieve common goals or engage in imaginative play scenarios I can demonstrate empathy towards peers by recognising and responding to their feelings and perspectives I can show consideration for others' emotions and experiences during social interactions I can demonstrate empathy towards others by recognising and responding	I can engage in negotiation and conflict resolution with peers to resolve disagreements or conflicts I can use verbal communication and problem-solving skills to find mutually agreeable solutions I can learn to express emotions in socially appropriate ways I understand the importance of expressing emotions honestly while considering the feelings of others	I can form deeper connections and friendships with peers based on shared interests and experiences I can engage in cooperative activities, collaborative play and reciprocal interactions I can demonstrate the increasing ability to regulate behaviour in response to emotions I can engage in problem solving and conflict resolution with peers to resolve disagreements or misunderstandings	I can demonstrate advanced social skills such as sharing, taking turns and showing respect for others' opinions and boundaries I can understand and follow social norms and expectations within group settings I can show empathy and support towards peers who are experiencing strong emotions or difficulties I can offer comfort, encouragement and assistance to peers in need	I can express appreciation and gratitude towards both adults and peers for their support, kindness and friendship I can verbalise thankfulness and acknowledge the efforts of others in nurturing positive relationships I can reflect on my own feelings and behaviour and how it may affect others I can develop a growing awareness of the connection between emotions, actions and consequences

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	excited, scared, frustrated, nervous, disappointed I recognise that emotions can be influenced by various factors and situations I can identify and recognise personal strengths, talents and abilities I can demonstrate confidence in areas where I excel e.g. music, art or physical activities I can demonstrate more independence in self-hygiene practices I can form deeper connections and friendships with peers based on shared interests and experiences I can seek out specific friends for play and social interaction	to their feelings and perspectives I understand that others may have different feelings and experiences from my own I can begin to set simple, achievable goals for myself I can take steps to work towards my goal with guidance and support from adults I can dress and undress myself independently I can engage in more complex cooperative play activities with peers such as imaginative role-play scenarios or cooperative games I can learn to negotiate roles and share responsibilities within the group	I can develop self-regulation skills to manage strong emotions effectively I can recognise social cues and nonverbal signs that indicate how others are feeling I can develop problem-solving skills to overcome obstacles and challenges independently I can demonstrate resilience and perseverance when faced with difficulties I can independently use the toilet, understanding the need for hygiene routines such as washing hands afterwards I can demonstrate empathy towards peers by recognising and responding to their feelings and perspectives I understand that others may have different feelings and experiences from their own	I can use communication skills to express feelings, listen to others' perspectives and find mutually agreeable solutions I can understand the impact of my actions and words on the feelings of others I can engage in positive self-talk and internal dialogue that reinforces a sense of self-worth and confidence I can use affirmations and encouraging statements to boost self-esteem I understand basic health and safety concepts such as the importance of regular exercise, proper nutrition and getting enough rest I can demonstrate awareness of personal safety rules and practices I can practise peaceful conflict resolution strategies such as taking turns, sharing or compromising I can seek adult assistance when conflicts cannot be resolved independently	I can embrace and celebrate my individuality, uniqueness and differences from others I can recognise that it's ok to be different I can seek feedback from adults and peers to learn and improve, accepting constructive criticism gracefully I understand that feedback is a tool for growth and development I can make healthy food choices and demonstrate an understanding of balanced-nutrition I can take responsibility for my personal belongings, keeping personal spaces tidy I can develop problem-solving skills to overcome conflicts and challenges collaboratively with peers I can use communication and negotiation skills to find mutually agreeable solutions	I can volunteer ideas, take on roles and help peers when needed I can celebrate personal achievements I can recognise the value of effort, perseverance and determination in reaching goals I understand the importance of personal hygiene and cleanliness for overall health and well-being I can show respect for the opinions, ideas and boundaries of peers, even when they differ from their own I can celebrate diversity and appreciate the unique qualities of each individual
Physical Development	Statutory Guidance from the EYFS Framework: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
	IJDS's End of Year Goals: I can move around spaces with control and coordination			Early Learning Goals: Gross Motor Skills		

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	I can throw and catch a ball I can take part in team games I can independently use the toilet and keep myself clean and dry I can dress myself independently I can use a variety of tools independently and accurately incl. pencils, scissors, pegs, tweezers I can hold a pencil with the correct grip			- Negotiate space and obstacles safely, with consideration for themselves and others - Demonstrate strength, balance and coordination when playing - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing Fine Motor Skills - Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases - Use a range of small tools, including scissors, paint brushes and cutlery - Begin to show accuracy and care when drawing		
	I can explore movement in different directions and planes, such as jumping forward and backwards, sideways and diagonally I can engage in activities that involve navigating through obstacles or tunnels to develop spatial awareness I can refine my cutting skills by cutting along curved or zigzag lines as well as more intricate shapes I can refine my tripod grasp, ensuring that I hold the pencil with my thumb and index finger, whilst the pencil rests on the middle finger I can pick up small objects and manipulate pegs	I can participate in activities that develop hand-eye coordination such as throwing and catching soft balls or beanbags I can cut around and assemble simple objects using a template I can ensure that my thumb opposes the fingers to provide stability and control when writing I can shade and colour in pictures	I can engage in activities that promote core strength such as crawling, rolling and playing on hands and knees I can play games that involve balancing on one foot or walking along a line I can participate in activities that encourage trunk stability such as sitting on a stability ball or balancing on a low beam I can cut out simple pictures from magazines or paper I can apply appropriate pressure to the pencil for controlled writing and drawing	I can engage in dynamic movement activities that promote agility such as running, jumping, hopping and skipping I can practise activities that challenge stability and balance such as walking on uneven surfaces like grass or sand I can cut out and assemble printed puzzle templates I can use the tripod grasp correctly	I can play games that involve changing directions quickly such as tag or Simon says I can practise simple coordination exercises like clapping hands, stomping feet or tapping knees to a rhythm I can use my cutting skills in my art projects such as collage, paper weaving or paper sculptures I can continue to develop my hand-eye coordination by tracing shapes, drawing lines and colouring within the lines I can add smaller details to challenge and refine my precision when mark-making/writing	I can participate in team games using the skills I have previously learnt I can use scissors to cut independently, expressing my own creativity and experimentation in my designs and projects I can independently grip the pencil correctly when mark-making/writing
Literacy	Statutory Guidance from the EYFS Framework: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
Phonics scheme: Twinkl Phonics	IJDS's End of Year Goals: I can engage in conversations about experiences and texts I can comprehend texts introduced I can actively participate in retelling of stories using the correct language and vocabulary from the text			Early Learning Goals: Comprehension - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary - Anticipate - where appropriate - key events in stories		

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I can answer questions about texts and experiences I can recognise and write my name I can read familiar and unfamiliar words using my phonic knowledge I can form most letters and numbers correctly I can write a sentence using finger spaces and full stops I have begun to use capital letters in my writing I can formulate a sentence orally before writing it down I can write words that are phonically decodable I can engage in different text types I can recognise Level 2 and 3 phonemes I can write words using my phonic knowledge I can read and write CVC, CVCC, CCVC words I can read polysyllabic words I can read words that have adjacent consonants I can recognise Level 2, 3 and 4 tricky words I can spell Level 2 and 3 tricky words			- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play Word Reading - Say a sound for each letter in the alphabet and at least 10 digraphs - Read words consistent with their phonic knowledge by sound-blending - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words Writing - Write recognisable letters, most of which are correctly formed - Spell words by identifying sounds in them and representing the sounds with a letter or letters - Write simple phrases and sentences that can be read by others		
I can join in with rhymes, songs and poems I can hold a book correctly and carefully turn pages I understand that books have a beginning and an end I can listen to and enjoy a range of both fiction and non-fiction texts I know that English is read from top to bottom and left to right I can recognise pictures and illustrations in a text I can write my name by copying it I am aware that writing communicates meaning I can give meaning to marks I make	I can sequence two events from a familiar story I can discuss a range of books I can answer questions linked to the book read to me I can use texts and images to answer simple questions I can spot familiar words in books I have more control when mark making and drawing I copy adult writing behaviours I can write some recognisable letters and symbols I can write my name I can write initial and end sounds of words (using known graphemes)	I have a favourite book and/or rhyme that I can recite from memory I can say what I like or dislike about a story I am more confident in my understanding of new words found in texts I can use a books front cover or blurb to make a prediction I can write CVC words (using known graphemes) I can begin to write simple captions I can begin use writing in my play	I can use familiar stories in my play including the vocabulary from the text I can join in with a well-known or repeated story I am more confident in sequencing a story I can give reasons for my predictions about a text I can use writing in my play I can write simple captions (using finger spaces) I can begin to write simple sentences (using finger spaces)	I can use the events in a story to suggest what might happen next I know what fiction and non-fiction means and can talk about the two text types I can correctly sequence a story I can use because to give reason when answering questions about a text I can rehearse and recall rhymes and stories, remembering appropriate actions I can begin to write CVCC and CVCC words I can write simple captions and sentences (using finger spaces and full stops) I can begin to write for a range of purposes e.g. non-fiction and fiction writing	I can converse about books, talking about the events, parts I liked or disliked and give reasons as to why I feel that way I know key vocabulary used in a range of books I can recall many parts of a text with accuracy I can write simple captions and sentences (using finger spaces, full stops and capital letters) I can write for a range of purposes e.g. non-fiction and fiction writing

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	I can write initial sounds for words (using known graphemes)	I am building my ability to record simple CVC words (using known graphemes)				
	Focus GPCs: Level 2: s a t p i n m d g o c k	Focus GPCs: Level 2: ck e u r h b f l ff ll ss 's' saying /z/ Revise Level 3: j v w x y z zz qu ch sh th th ng Focus Tricky Words: to, the, no, go, I, he, she, we, me, be	Focus GPCs: Level 3: ai ee igh oa oo oo ar or ur ow oi ear air ure er Revise all Level 3 GPCs Focus Tricky Words: was, my, you, they, here, all, are	Focus GPCs: Level 3: Trigraphs & Consonant digraphs Letter sounds and vowel digraphs Practise all level 3 GPCs Focus Tricky Words: Revise all Level 3 tricky words	Focus GPCs: Level 4: CVCC Words CCVC Words Adjacent Consonants Focus Tricky Words: said, so, have, like, come, some, were, there, little, one	Focus GPCs: Level 4: Polysyllabic Words Three-Letter Adjacent Consonants Focus Tricky Words: do, when, out, what Revise all Level 4 tricky words
Mathematics Scheme: White Rose Maths alongside Master the Curriculum	Statutory Guidance from the EYFS Framework: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
	IJDS's End of Year Goals: I can count beyond 20 I can recognise numbers to 20 I can subitise to 5 confidently I understand the relationship between numbers to 10 I know the composition of numbers to 10 I can double and halve numbers to 10 I can recall number bonds to 5 I understand the terms addition, subtraction, more, less, even, odd, double, half I can recognise odd and even numbers I can use my maths vocabulary within my play/learning I can read a wide range of numbers around the environment I can independently and confidently use the maths vocabulary and knowledge I have learnt I can recognise 2D shapes and know some of their properties e.g. circle, triangle, square, pentagon, rectangle, hexagon, octagon I recognise some coins and understand they have a value I can measure height, weight and length using non-standard units I can compare items using mathematical vocabulary I can understand that size does not equate to mass/capacity I can use measurements for a purpose I understand that 'trial and error' is a mathematical method I can engage in 'trial and error' when solving a problem			Early Learning Goals: Number - Have a deep understanding of numbers to 10, including the composition of each number - Subitise (recognise quantities without counting) up to 5 - 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 Numerical Patterns - Verbally count beyond 20, recognising the pattern of the counting system - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally		

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	I can discuss ideas and concepts I can observe and record what I notice					
	Match, Sort and Compare: I can match objects	It's Me 1,2,3: I can find 1, 2 and 3	Alive in 5: I can find 0 to 5	Length, Height and Time: I can explore and compare length	To 20 and beyond: I can build numbers beyond 10	Sharing and grouping: I can share
	I can identify a set	I can subitise 1, 2 and 3	I can subitise 0 to 5	I can explore and compare height	I can continue patterns beyond 10	I can group
	I can sort objects, exploring sorting techniques	I can represent 1, 2 and 3	I can represent 0-5	I can talk about time	I can verbally count beyond 20	I know the terms odd and even
	I can create sorting rules	I can recognise 1 more or less	I can find 1 more or less than a number to 5	I can order and sequence time	How many now?: I can add more	I can recognise odd and even amounts
	I can compare amounts	I can recognise and begin to recall the composition of 1, 2 and 3	I can recognise the composition of numbers to 5	Building 9 and 10: I can find 9 and 10	I can take away	I know the term double
	Talk about Measure and Pattern:	Circles and Triangles: I can identify and name circles and triangles	Mass and Capacity: I can compare mass	I can compare numbers to 10	Manipulate, Compose and Decompose: I can select shapes for a purpose	Visualise, build and map: I can identify units of repeating patterns
	I can compare size	I can compare circles and triangles	I can find a balance	I can represent 9 and 10	I can rotate shapes	I can create and explore pattern rules
	I can compare mass	I can recognise shapes in the environment	I can explore capacity	I find 1 more or less than a number to 10	I can manipulate shapes	I can replicate scenes
	I can compare capacity	I can describe position	I can compare capacity	I can recognise the composition of numbers to 10	I can compose and decompose shapes	I can describe positions
	I can explore simple patterns	1, 2, 3, 4, 5: I can find 4 and 5	Growing 6, 7, 8: I can find 6, 7, 8	I can begin to recall bonds to 10 (2&3 parts)	I can copy 2D shape pictures	I can give instructions
	I can copy and continue simple patterns	I can subitise 4 and 5	I can represent 6, 7, 8	I understand the terms double, even and odd	I can find 2D shapes within 3D shapes	I can explore, represent and create maps
	I can create simple patterns	I can represent 4 and 5	I can find one more or less than numbers to 8	I can find and make doubles to 10	Make connections: I can deepen my understanding of number	
		I can find 1 more or less	I can recognise the composition of numbers to 8	I can make pairs		
		I can recognise and begin to recall the composition of 4 and 5	I can recognise the terms odd and even	Explore 3D shape: I can recognise and name 3D shapes		I can explore and investigate relationships between numbers, shapes and patterns
		Shapes with 4 sides: I can identify and name shapes with 4 sides	I can find and make doubles	I can find 2D shapes within 3D shapes		
		I can combine shapes with 4 sides	I can combine two groups to find a total	I can identify more complex patterns		

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		I can find shapes in the environment I can recognise day and night		I can copy and continue patterns		
Understanding the World	Statutory Guidance from the EYFS Framework: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	IJDS's End of Year Goals: I know that there are 4 seasons I can observe effects of weather on water I know what happens to a plant when it does not get what it needs I understand the value of growing plants/food I can recognise different places in the world e.g. habitats I can recognise and follow maps I can draw simple maps I know that our school is in Hendon, London I know we live in a town/city I can compare the town/city with the country/seaside I know how to care for small creatures and why it is important I can recognise different types of animals I can talk about my own family and the structure of family I can talk about where I live and places I visit I can explore how things are celebrated around the world e.g. Diwali, Chanukah, Christmas I can name some religions and talk about how they celebrate things I can compare my life to others I can take photos and videos using an iPad I have begun to understand how to stay safe online I know what to do if something pops up when using a device I understand that we can use technology to find information I know we need to be kind to others online as well as face-to-face I recognise the terms reuse, recycle, reduce and repurpose I know why it is important to recycle			Early Learning Goals: Past and Present - Talk about the lives of the people around them and their roles in society - 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 People, Culture and Communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been said in class - 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 The Natural World - Explore the natural world around them, making observations and drawing pictures of animals and plants - Know that similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter		
	I know that there are 4 seasons I understand that weather changes over time I can recognise a map I understand that maps give us information	I can begin to observe the effects of weather on water I can talk about the structure of my family I understand that family structures can differ	I know that there are 4 seasons I understand that weather changes over time I can observe the effects of weather on water I know what a plant needs	I know that maps give us information I can follow simple maps I can draw simple maps I can begin to recognise some map symbols	I know what to do if something pops up when using a device I understand that technology can be used to find information I can begin to understand the value of growing plants/food	I can more confidently follow simple maps I can draw simple maps using some symbols I know that we live in England I know that people live differently around the world

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	I can begin to follow simple maps I can begin to draw simple maps I can name and talk about the people in my family I can begin to explore how things are celebrated in different cultures	I can explore how things are celebrated in different cultures I can make comparisons between my own and other religions I can make comparisons about how things are celebrated in different religions I can take photos and videos using an iPad	I can observe what happens to a plant when it does not get what it needs I can understand how to stay safe online	I know that our school is in Hendon I can take photos and videos more confidently using an iPad I can begin to know what to do if something pops up when using a device I can begin to understand that technology can be used to find information I understand that things change over time I can begin to recognise the terms past and present	I can recognise different animal habitats I know we live in a town/city I can compare living in a town/city to the country/seaside I know how to care for small creatures and why it is important	I can compare how I live to others around the world I can take photos and videos using an iPad I can recognise different places in the world I recognise the terms reuse, reduce, recycle, repurpose I understand why it is important to recycle I understand the terms past and present
Expressive Arts & Design Scheme: Kapow	Statutory Guidance from the EYFS Framework: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
	IJDS's End of Year Goals: I know the name of some artists and follow their method I can recognise primary colours I know how to mix colours to make others I can learn new songs and sing them from memory I can remember and maintain my role within a performance I can participate in performances to small audiences I can stop and start playing instruments at the right time I can use different medium to create art I know how to make simple joins I understand that colours convey emotion I can choose colours and medium purposefully when creating I can explain what I made and the reasons behind it I can start to critique my own work I can experiment with body percussion and vocal sounds to respond to music I can select appropriate instruments to represent action and mood I can experiment with playing instruments in different ways I can respond to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music I can move to music with instruction to perform actions I can explore the story behind the lyrics or music I can listen and follow a beat using body percussion and instruments I can consider whether a piece of music has a fast, moderate or slow tempo			Early Learning Goals: Creating with Materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function - Share their creations, explaining the process they have used - Make use of props and materials when role playing characters in narratives and stories Being Imaginative and Expressive - Invent, adapt and recount narratives and stories with peers and their teacher - Sing a range of well-known nursery rhymes and songs - Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music		

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	I can listen to and repeat simple rhythms and lyrics I can group instruments by sounds					
	I can explore playdough and its properties I can use tools safely and with confidence I can recognise primary colours I know how to mix colours to make others I know the name of some artists and can follow their method (Eric Carle)	I can follow a recipe I can knead, measure, stir and mix I know I must wash my hands before cooking I have begun to understand hygiene rules for the kitchen I know that there are special songs we can sing to celebrate events I understand that my voice or an instrument can match an action in a song I know that moving to music can be part of a celebration I recognise that different sounds can be long or short I recognise music that is 'fast' or 'slow'	I can follow steps to produce a piece of artwork I recognise the features of my face I can draw a self-portrait I can choose colours for a purpose I can begin to choose medium for a purpose	I can choose appropriate materials I can design a model I can follow my design, adapting as I go on I can use simple joining techniques to join two items together I can begin to evaluate my designs I recognise that voices and instruments can imitate sounds from the world around us e.g. vehicles I know that the beat is the steady pulse of a song I recognise music that is 'fast' or 'slow'	I can design my creations thinking carefully about my choice of medium and method I can adapt my designs I can evaluate my creations I can choose medium for a purpose	I know that an orchestra is a big group of people playing a variety of instruments together I know that music often has more than one instrument being played at a time I understand that performing means playing a finished piece of music for an audience