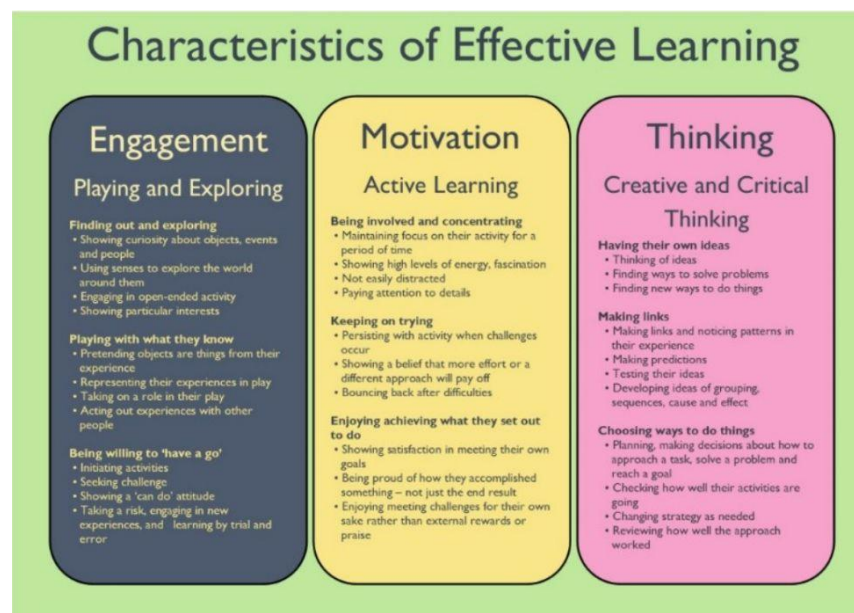




EYFS Curriculum 2026-2027

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	1,2,3 Look at me!	Let's investigate	All aboard!	Once upon a time...	Animal adventures	Feeling hot, hot, hot!
Learning enrichment	Building Dens Visit from people who help us around the school and in the wider community.	Building a bonfire Christmas performance. visit from Santa's postman	Walk around the village.	Fairytale day Easter experience	Trip to All Things Wild	Beach day Sports day Meeting our new teachers



Personal,
Social and
Emotional
Development



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Self-regulation – My feelings	Building relationships: Special relationships	Managing self: Taking on responsibilities	Self-regulation: Listening and following instructions	Building relationships:	Managing myself: My Wellbeing
	Key Knowledge I know that people can have different feelings and emotions. I know the names of some feelings, such as happy, sad, excited, worried, angry and calm. I know that facial expressions can give us clues about how someone is feeling. I know that my feelings can change throughout the day. I know some ways to help myself calm down when I feel upset, angry or worried. I know that talking to a trusted adult can help me when I have big feelings.	Key Knowledge I know that families can be different and that every family is unique. I know that sharing helps everyone feel included. I know that taking turns can help us play happily together. I know that it is okay for people to have different interests, opinions and preferences. I know that being kind helps others feel happy and valued. I know that my actions can affect how other people feel.	Key Knowledge I know that everyone has strengths and things they are good at. I know that everyone makes mistakes when learning something new. I know that mistakes can help me learn and improve. I know that it is important to keep trying when something feels difficult. I know that practice can help me get better at something. I know that I can ask for help when I need it. I know that I should be proud of my achievements and efforts.	Key Knowledge I know that rules help to keep us safe. I know that everyone has a responsibility to follow the rules. I know that rules help to make things fair for everyone. I know that rules help everyone feel happy, safe and included. I know that there may be different rules in different places, such as at home, at school and in the community. I know that adults help us understand and follow rules. I know that making good choices helps to keep myself and others safe.	Key Knowledge I know that listening to others helps build positive relationships. I know that helping and supporting others is kind. I know that working together can help us achieve a shared goal. I know that kind words and actions can make others feel happy and included. I know that telling the truth helps people trust me. I know that my actions and words can affect how other people feel.	Key Knowledge I know that eating lots of different coloured fruits and vegetables can help me stay healthy. I know that a healthy diet includes a variety of foods. I know that being active can help my body grow strong. I know that yoga can help my body and mind feel calm and relaxed. I know that taking deep breaths can help me feel calm. I know how to stay safe when walking on a pavement. I know how to cross the road safely with an adult.
	Key skills I can identify how characters in a story may be feeling. I can identify and talk about my own feelings. I can recognise how others may be feeling by looking at their facial expressions. I can use words to describe how I am feeling. I can explore strategies to help me calm down and regulate my emotions. I can choose a calming strategy when I need support with my feelings. I can talk to a trusted adult when I need help with big feelings.	Key skills I can talk about people who hold a special place in my life. I can use strategies to help me when sharing with others. I can take turns during play and learning activities. I can talk about what makes a good friend. I can show kindness and care towards others. I can recognise ways to help others feel valued and included. I can listen to others' ideas and opinions. I can talk about similarities and differences between myself and others. I can include others in my play and activities.	Key skills I can talk about things that make me special. I can talk about things I am good at. I can try again when something is difficult. I can learn from my mistakes. I can keep going when a task is challenging. I can ask for help when I need it. I can celebrate my successes and the successes of others.	Key skills I can follow classroom rules. I can explain why we have rules. I can make safe choices during play and learning. I can take turns and play fairly. I can help to look after my classroom and resources. I can remind others about rules kindly. I can recognise when an adult can help me. I can work cooperatively with others. I can understand how my actions affect other people.	Key skills I can consider other people's perspectives and feelings. I can show kindness and care towards others. I can work as a member of a team. I can take turns and share when working with others. I can help and support my friends during activities. I can work together with others to achieve a shared goal.	Key skills I can talk about foods that help me stay healthy. I can make choices about healthy foods. I can take part in physical activities and exercise. I can recognise how exercise makes my body feel. I can join in with simple yoga poses and breathing exercises. I can talk about ways to help myself feel calm. I can explain how to stay safe near roads. I can demonstrate how to cross the road safely.
	Key vocabulary Worried, angry, sad, excited, tired, scared, shy, bored, sorry, happy regulation, dysregulation	Key vocabulary love, valuable, special, unique, share, sharing, friend, take turns	Key vocabulary: challenge, difficulty, try, mistake, stronger, persist, persevere	Key vocabulary Listen, listening, honest, truth	Key vocabulary Festival, culture, belief, religion, polite, share, complement, appreciate, collaborate	Key vocabulary heart rate, breathing heart, lungs, brain bones, muscles, yoga, pose

Communication and Language



Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Good listening	Joining in: Becoming a talk partner	Talking in sentences	Retelling and explaining	Predicting, reasoning and discussing	Becoming a confident communicator
<u>Key Knowledge</u> I know how to listen carefully and why listening is important. I know that listening helps me learn and understand others. I know and can use social phrases such as "please", "thank you", "good morning" and "how are you?" I know new vocabulary related to my classroom and school environment. I know vocabulary related to my family and the people who are important to me. I know vocabulary related to my feelings and emotions. I know that people can have different feelings and emotions. I know that taking turns helps everyone to be listened to.	<u>Key Knowledge</u> I can listen carefully to stories. I can talk about what happens in a story. I can answer simple questions about a story. I can join in with repeated words and phrases in stories. I can sing familiar songs with others. I can talk in simple sentences. I can share my ideas by saying things such as "I like..." and "I don't like..." I can listen to what others have to say. I can respond to other people's ideas and comments. I can speak clearly so others can understand me. I can use new words I have learned from stories, songs and rhymes.	<u>Key Knowledge</u> I know that sentences help other people understand me. I know that good talkers speak in complete sentences. I know that I can add more words to make my sentence more interesting. I know that listening carefully helps me respond to what others have said. I know that learning new words helps me become a better communicator. I know that I can use talk to explain what I am doing and thinking. I know that I can ask questions to find out more information. I know that different words can describe people, places, objects and events.	<u>Key Knowledge</u> I know that stories have a beginning, middle and end. I know that I can retell a story using the important parts. I know that events happen in a sequence. I know that words such as first, next and then help me explain an order of events. I know that I can use talk to explain what I am doing and thinking. I know that answering questions can help me share information. I know that using describing words helps people understand me. I know that I can talk about past events and experiences.	<u>Key Knowledge</u> I know that people can have different ideas and opinions. I know that I can explain why I think something. I know that clues can help me predict what might happen next.	<u>Key Knowledge</u> I know that I can use talk to share ideas, experiences and feelings. I know that I can listen and respond appropriately. I know that new vocabulary helps me communicate clearly.
<u>Key skills</u> I can stay quiet when someone is talking. I can look at the person who is speaking. I can sit still and listen carefully. I can think about what I have heard. I can say "good morning" to others. I can use kind words such as "please" and "thank you". I can learn and remember new names. I can use the correct names for places in my classroom and school.	<u>Key skills</u> I am beginning to join in with repetition in stories and familiar songs. I am beginning to talk with a partner, listening to and sharing ideas. I can turn my body to face my talk partner. I can look at my partner when they are speaking. I can listen carefully to what my partner is saying. I can take turns to speak and listen. I can use kind words when talking to others.	<u>Key skills</u> I can describe an object using words. I can describe what I can see. I can explain what I am doing. I can talk about things that have happened. I can share my opinions using a sentence. I can add extra words to make my sentence longer.	<u>Key skills</u> I can say what happened first. I can explain what happened next. I can put events in the correct order. I can use words such as first, next, then and finally. I can retell a familiar story. I can remember the important parts of a story. I can talk about what happened at the beginning, middle and end. I can talk about my experiences and adventures.	<u>Key skills</u> I can make predictions about stories. I can explain my thinking. I can answer "why" questions. I can share my opinions respectfully. I can listen to the opinions of others.	<u>Key skills</u> I can talk about my experiences in detail. I can describe events that have happened. I can ask and answer questions. I can use new vocabulary from stories and topics. I can participate in group discussions. I can explain my ideas clearly to others.
<u>Key vocabulary</u> Good morning, good afternoon, goodbye, yes /please, no / thank you, wash hands, flush toilet, line up, whiteboard, pen, pencil, please can I go to the toilet, tissue, blow nose, colours	<u>Key vocabulary</u> Talk partner, turn, face your partner	<u>Stem sentences</u> I can see... I like... I do not like... My favourite is... I think... I noticed... I found... I chose... First I... Then I...Because... My idea is...	<u>Key vocabulary</u> first next then after finally before	<u>Stem sentences</u> I think... I know this because... I predict... I agree because... My opinion is...	<u>Key vocabulary</u> describe, explain, discuss, question, answer, experience, communicate

Letter-join 

Physical
Development
(Fine motor
skills)

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Patterns	c,a,s,r,m,l,t,,n,o,p,b,g,h	d,e,f,v,k,l,r,u,j,w,z	i,l,t,j,y,f,u,c,o,a,d,q,g,e,s,n,m, h,b,p,k,r,w,v,x,z		Revisit
Key Knowledge I know how to make snappy fingers ready for holding a pencil. I know that strong finger muscles help me control a pencil. I know that practising finger exercises can help me become a better writer. I know that starting marks in the correct place helps me form them correctly. I know how to make snips in paper	Key Knowledge I know that snappy fingers help me hold a pencil ready for writing. I know that holding my paper with my helping hand stops it from moving when I write. I know that sitting close to the table helps me control my pencil. I know that tucking my chair in helps me sit in the correct position for writing.	Key Knowledge I know that a tripod grip helps me control my pencil. I know that using the correct writing position helps me do my best work. I know that sitting with two feet on the floor helps me sit comfortably for writing.	Key Knowledge I know that holding a pencil with a tripod grip helps me control my writing. I know how to sit in the correct position to write comfortably. I know that letters start in the correct place and are formed in a particular direction. I know that most letters are formed from top to bottom. I know that forming letters correctly helps other people read my writing. I know that practising letter formation helps me become a more confident writer.	Key Knowledge I know that holding a pencil using a tripod grip helps me write neatly and comfortably. I know that sitting in the correct position helps me focus on my writing. I know that holding my paper with my helping hand keeps it steady. I know that letters start in the correct place and are formed in a specific direction. I know that forming letters correctly helps others read my writing. I know that good handwriting habits help me write independently.	Key Knowledge I know how to sit ready for handwriting. I know how to hold my pencil comfortably. I know that letters start in the right place. I know that some letters are made in similar ways. I know the names of the letters I am learning. I know how to form these letters:
Key skills I can hold my fingers together to make a snappy crocodile. I can continue a pattern. I can form a curly caterpillar from right to left, starting at the top. I can form a bendy straw by starting at the top, going down, back up and bending over. I can draw a long and short ladder by starting at the top. I can make snips in paper using scissors. I can form circles and spirals, lines and diagonals, jellies and zig zags, loopies and waves.	Key skills I can begin to hold a pencil using snappy fingers. I can hold my paper still with my helping hand. I am beginning to sit with two feet on the floor. I can tuck my chair in and sit close to the table. I can use a pencil with increasing control. I can show good posture when drawing and writing. I can form; Curly cats (c a s) Ladder letters (l i t) n o p – discuss family b g h – discuss family	Key skills I can hold my pencil using snappy fingers on most occasions. I can hold my paper with my helping hand. I can sit with two feet on the floor when writing. I can tuck my chair in ready for writing. I can use a tripod grip with increasing consistency. I can show good posture when writing. I can form; d e f v – discuss family k l r u – discuss family j w z – discuss family	Key skills I can hold a pencil using a tripod grip with gentle reminders. I can sit in the correct position for writing. I can keep my feet on the floor when I am writing. I can tuck my chair in and sit close to the table. I can hold my paper still with my helping hand. I can form letters from top to bottom. I can form letters in the correct direction. I can use the correct starting point for letters. I can write letters with increasing control and accuracy i, l, t, j, y, f, u c, o, a, d q, g, e, s n, m, h, b p, k, r w, v, x, z	Key skills I can sit correctly and hold my pencil correctly in a tripod grip. I can form letters starting in the correct place. I can use the correct letter formation movements. I can form letters belonging to the same letter family. I can practise forming letters with increasing control in families I can write letters with increasing control and accuracy i, l, t, j, y, f, u c, o, a, d q, g, e, s n, m, h, b p, k, r w, v, x, z	Key skills I can confidently hold a pencil using a tripod grip. I can use a pencil effectively for drawing and writing. I can control my pencil to make clear and accurate marks. I can hold my paper still using my helping hand. I can form most letters correctly. I can start letters in the correct place. I can form letters in the correct direction. I can write letters with increasing accuracy and consistency.
Key vocabulary Snappy fingers, curly caterpillar, top, bottom, up, over, bendy straw, long and short ladder	Key vocabulary Tuck chair in, hold down paper, place, left hand, right hand	Key vocabulary Snappy fingers, curly caterpillar, top, bottom, up, over, bendy straw, long and short ladder, zigzag	Key vocabulary Snappy fingers, curly caterpillar, top, bottom, up, over, bendy straw, long and short ladder, zigzag	Key vocabulary Snappy fingers, curly caterpillar, top, bottom, up, over, bendy straw, long and short ladder, zigzag	Key vocabulary Straight lines, curved lines, top, middle, bottom, diagonal

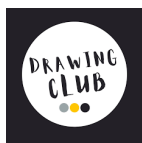
Physical
Development
(Gross motor
skills)



	Term 1	Term 2	Term 3	Term 4	Term 5 & 6
	Moving and traveling	Balls skills	Gymnastics	Dance	Athletics
	<u>Key Knowledge</u> I know that moving safely helps to keep myself and others safe. I know that I need to look where I am going when moving around a space. I know that I need to be aware of other people when I am moving. I know that I can change my speed and direction to avoid obstacles. I know that I can move my body in different ways, such as running, jumping, hopping and skipping. I know that balancing helps me control my body. I know that warming up prepares my body for exercise.	<u>Key Knowledge</u> I know that balls can be moved in different ways, such as throwing, catching, kicking, passing and rolling. I know that I can use my hands to throw, catch and pass a ball. I know that I can use my feet to kick and stop a ball. I know that aiming carefully helps a ball reach its target. I know that moving safely around a space helps to keep myself and others safe. I know that I need to be aware of other people when playing ball games. I know that I can change direction and speed to move around obstacles safely	<u>Key Knowledge</u> I know that apparatus can be used in different ways to help me move and balance. I know that I need to use apparatus safely to keep myself and others safe. I know that coordination helps different parts of my body work together. I know that I need to be aware of the space around me when moving. I know that I can travel over, under, through and around apparatus. I know that practising movements helps me improve my confidence and control.	<u>Key Knowledge</u> I know that I need to start and stop moving when I am given a signal. I know that music can be fast or slow. I know that different types of music can make me want to move in different ways. I know that I can change my movements to match the music. I know that different parts of my body can be used to create movements. I know that I can move my arms, legs, head and body in different ways. I know that dance can be used to express ideas, stories and feelings. I know that I need to be aware of the space around me when dancing. I know that moving with control helps me dance safely.	<u>Key Knowledge</u> I know that running helps me move quickly from one place to another. I know that jumping helps me travel off the ground. I know that hopping means jumping on one foot. I know that throwing helps me send an object towards a target or a distance. I know that catching helps me stop and control an object. I know that balancing helps me stay steady and control my body. I know that moving in different ways helps me become stronger and more coordinated. I know that practice helps me improve my athletic skills. I know that I need to be aware of the space around me when moving. I know that moving safely helps to keep myself and others safe.
	<u>Key skills</u> I can move safely in a space with other children around me. I can travel around obstacles safely. I can look where I am going when I move. I can move with awareness of other people I can move in different ways. I can change direction when I am moving. I can stop and start safely when asked. I can control my body when moving at different speeds.	<u>Key skills</u> I can roll a ball to a partner. I can stop a rolling ball with my hands. I can throw a ball towards a target. I can catch a ball using two hands. I can bounce a ball and try to catch it. I can work with a partner during ball games. I can move safely while using a ball.	<u>Key skills</u> I can balance on different body parts. I can hold a balance for a short time. I can jump and land safely with control. I can stretch my body into a long shape. I can curl my body into a small shape. I can copy simple gymnastics shapes and movements. I can climb safely on apparatus. I can travel safely around a space. I can follow instructions during PE. I can work safely with a partner or group.	<u>Key skills</u> I can show balance and coordination. I can change speed and level (high, middle, low). I can create simple body shapes. I can copy and repeat movements. Take turns and work with others. I can create a sequence of movements.	<u>Key skills</u> I can jump and land with control. I can throw towards a target. I can throw a Javelin. I can balance in different ways. I can listen and follow instructions. I can take turns and work with others.
	<u>Key vocabulary:</u> Travel, Walk, Run, Hop, Skip, Slide, Stop, Start, Fast, Slow, Forward, Backwards	<u>Key vocabulary:</u> Roll, Throw, Catch, Bounce, Across, Under, Around, Through	<u>Key vocabulary</u> Balance, Control, Jump Land, Stretch, Curl, Shape Travel, Climb, Apparatus Safe, Space, Partner, Move Body	<u>Key vocabulary</u> Freeze, Travel, Shape, Stretch, Turn, Copy	<u>Key vocabulary</u> Run, Sprint, Jump, Hop, Throw, Catch, Balance, Start, Stop, Fast, Slow



Literacy



Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Word Reading and writing (phonics)					
Key Knowledge Sounds can be spelt using one letter To begin to know the sounds a i m s t n o p b c g h To begin to know the words is, a the, l	Key Knowledge To confidently recognise: a i m s t, n o p, b c g h To begin to know d e f v k l r u j w z To confidently know is, a, the, l To be introduced to For, of, are, was	Key Knowledge To confidently recognise: d e f v k l r u j w z To begin to know x y f f l l s s z z To confidently know is, a, the, l, was To be introduced to All, come, some, to	Key Knowledge To confidently recognise: x y f f l l s s z z To begin to know sh ch th ck wh To confidently know is, a, the, l, was, of, are To be introduced to Said, says, have, you	Key Knowledge To confidently recognise: sh ch th ck wh To begin to know Some of the sounds ai, ee, igh, oa, oo, er To confidently know iwas, of, are, for, all, some, come To be introduced to He, me, she, we	Key Knowledge To confidently recognise: Most of the sounds learnt so far To begin to know Some of the sounds ai, ee, igh, oa, oo, er To confidently know was, of, are, for, all, some, come, he, she, we
Key skills Oral blending Oral segmenting Beginning to say the sounds and read the words Rhythm & Rhymed Alliteration Voice Sounds	Key skills Beginning to read simple CVC words with sounds taught with a little support Beginning to write CVC words with support	Key skills To read CVC words with sounds d, e, f, v, k, l, r, u, j, w, z To write simple CVC words with sounds d, e, f, v, k, l, r, u, j, w, z To write simple dictated phrases, e.g. A big cat	Key skills To read CVC words with the sounds x, y, ff, ll, ss, zz To write CVC words with the sounds x, y, ff, ll, ss, zz in them To write simple dictated sentences, e.g. A fox is on a box.	Key skills To read CVC words with the sounds sh, ch, th, ck, wh To write words with the sounds sh, ch, th, ck, wh To write simple dictated sentences, e.g. I went to the shop	Key skills ELG: spelling words ELG: Identify sounds: Say the correct sound for all letters of the alphabet and at least 10 digraphs ELG: Read simple books and sentences independently, which includes a few "common exception" words
Units taught Unit 1	Units taught Unit 2 Unit 3 Unit 4	Units taught Unit 5 Unit 6 Unit 7	Units taught Unit 8 Unit 9 Unit 10	Units taught Unit 11	Units taught Unit 11 Bridging unit
Literacy					
Key Knowledge To recite some nursery rhymes I know that letters start at the top To know the sounds a i m s t n o p b c g h	Key Knowledge To know that most letters start at the top. To know that letters can represent sounds heard in words I know that some words have two or three sounds (CVC words). I know that I can say each sound and blend them together to read a word.	Key Knowledge I know how to read and write simple CVC words such as <i>sam</i> , <i>sit</i> , and <i>in</i> . I know that each item in a list goes on a new line. I know that recognising everyday words helps me become a fluent reader	Key Knowledge To know that we need finger spaces when writing sentences To know that sentences finish with a full stop	Key Knowledge I know that sentences begin with a capital letter and end with a full stop. I know that finger spaces separate words and make writing easier to read. I know that a sentence must make sense when it is read.	Key Knowledge I know that words are separated by spaces and sentences end with a full stop. I know that I can use my phonics knowledge to write words and short sentences independently. I know that I can use writing to tell others my ideas
Key skills To be able to draw Pre-writing patterns. including zig-zags To begin to form curly caterpillar, bendy straw, long and short ladders. To join in with nursery rhymes To begin writing single letter sounds learnt: a i m s t n o p	Key skills To begin forming letters starting in the correct place To begin writing CVC words Spelling everyday words: I, is, the	Key skills Single CVC words Lists Everyday Words Short captions (e.g., a red bus.) Finger spaces	Key skills Write a short, dictated sentence. To be able to lock in a sentence by oral rehearsal.	Key skills Short punctuated sentences. (I went to the shop. It is a dog.) Finger spaces Full stop	Key skills Short punctuated sentences. Finger spaces Full stop
Key vocabulary Vocabulary from nursery rhymes	Key vocabulary Vocabulary related to our key texts	Key vocabulary Vocabulary related to our key texts	Key vocabulary Vocabulary related to our key texts	Key vocabulary Vocabulary related to our key texts	Key vocabulary Vocabulary related to our key texts

Maths



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Match, sort and compare. Talk about measure and patterns.	It's me! 1,2,3. Circles and triangles, 1,2,3,4,5, Shapes with 4 sides.	Alive in 5, Mass and capacity, Growing 6,7,8,	Length, height and time building 9 & 10, explore 3D shapes	To 20 and beyond, How many now? Manipulate, compose and decompose,	Sharing and grouping, visualise, build and map, make connections.
	<u>Small steps</u> Match objects Match pictures and objects Identify a set Sort objects to a type Explore sorting techniques Create sorting rules Compare amounts Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns	<u>Small Steps</u> Find 1, 2 and 3 Subitise 1, 2 and 3 Represent 1, 2 and 3 1 more 1 less Composition of 1, 2 and 3 Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more 1 less Composition of 4 and 5 Composition of 1-5	<u>Small Steps</u> Understand zero Find 0 to 5 Subitise 0 to 5 Represent 0 to 5 1 more 1 less Composition Compare mass Find a balance Explore capacity Compare capacity Find 6, 7 and 8 Represent 6, 7 and 8 Composition of 6, 7 and 8 Make pairs-odd and even Double to 8 (find a double) Double to 8 (make a double) Combine 2 groups Conceptual subitising	<u>Small Steps</u> Explore length, Compare length, Explore height, Compare height Talk about time Order and sequence time Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more, 1 less Composition to 10 Bonds to 10 Make arrangements of 10 Bonds to 10 Doubles to 10 Explore even and odd Recognise and name 3-D shapes, Find 2-D shapes within 3-D shapes Use 3-D shapes for tasks Identify more complex patterns Copy and continue patterns Patterns in the environment	<u>Small Steps</u> Build numbers beyond 10 (10 -13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns Add more How many did I add? Take away, How many did I take away? Select shapes for a purpose Rotate shapes, Manipulate shapes, Explain shape arrangements, Compose shapes, Decompose shapes Copy 2-D shape pictures Find 2-D shapes within 3-D shapes	<u>Small Steps</u> Explore sharing Sharing, Explore grouping Grouping, Even and odd sharing, Play with and build doubles Identify units of repeating patterns, Create own pattern rules, Explore own pattern rules, Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places Create own maps and plans from story situations Deepen understanding Patterns and relationships
	<u>KIRFs</u> Counting to 5 and back again Recognise numbers to at least 5 Subitise to at least 3	<u>KIRFs</u> Counting to 10 and back again Recognising numbers to at least 10. Subitise to at least 4	<u>KIRFs</u> Counting to 15 Recognising numbers to at least 15. Subitise to 5 Know one more / one less to 10	<u>KIRFs</u> Counting to 15 and back again Recognising numbers to at least 15 Know number bonds for 1,2 and 3	<u>KIRFs</u> Counting to 20 and back again Recognising numbers to at least 20. Know number bonds for 1,2,3,4,5	<u>KIRFs</u> Counting beyond 20 to at least 30 Recognising numbers to at least 20 Know some number bonds for 10
	<u>Key vocabulary</u> Size, mass, capacity, more, less, Sort compare, rule, set	<u>Key vocabulary</u> after, afternoon, before, clock, day, evening, later, lunchtime, minute, morning, night, night-time, circle, triangle, curved, straight, above, around, backwards, below, beside, top, next to, position, less, more, corner, side	<u>Key vocabulary</u> Zero Subitise Represent More Less Compose Mass Balance Capacity Double	<u>Key vocabulary</u> Length Height Time Sequence Subitise Bond Double Odd Shape Pattern	<u>Key vocabulary</u> Number Pattern Count Add Take away More Less Shape Rotate Compose	<u>Key vocabulary</u> Share Group Equal Double Pattern Position Direction Map Plan Relationship

Understanding of the World



Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
History	Science	Geography	History	Science	Geography
Peek into the past	I am a scientist	Exploring Maps	Adventures through time	Animal Adventures	Around the World
Key Knowledge To know that they started life as a baby but have since grown and changed. To know that parents are older than children and grandparents are older than parents. To know the names of people that are significant to their own lives. To recognise some interests and achievements from their own lives and the lives of their families and friends.	Key Knowledge To know that objects float or sink. To know that some objects move when pushed or pulled. To know that some objects freeze or melt. To know that day is light because the sun is in the sky. To know that night is dark because the sun is not in the sky. To know that shadows are created when something blocks the light.	Key Knowledge To know that usually water is represented in blue on a map or globe. To know the name of their school and the place where they live. To know some vocabulary to describe the characteristics of different places.	Key Knowledge To know that in fairy tales kings/queens are usually important, powerful people who rule over others. To know that the environment around us changes as time passes. To know that photos, stories, and books can tell us about the past.	Key Knowledge To know the main body parts of common animals. To know that animals, including humans, use their senses to explore the world. To know that animals and plants move, grow and feed. To know the difference between things that are living and non-living things.	Key Knowledge To know that there are differences between places in this country and places in other countries. To know that the terms Spring, Summer, Autumn, and Winter are used to describe the seasons. To know some of the key characteristics of each season.
Key skills I can use photographs and stories to compare the past with the present day. I am beginning to talk about the differences I can see in photographs or images (in stories) that represent the past. I can make simple observations about the past from photographs and images.	Key skills I can ask questions about the natural world with support. I can begin to share ideas and suggestions when working practically. I can begin to make guesses about what might happen.	Key skills I can identify land and water on a map or globe I can make observations about the characteristics of places I am beginning to comment on the features I can see in school and around school grounds.	Key skills I can ask questions about the natural world, with support. I can comment on what I see and hear in the natural world. I can group objects, plants, and animals, with support.	Key skills With support, I can ask questions about the natural world. I can comment on what I see and hear in the natural world. With support, I can group objects, plants and animals.	Key skills I can express my likes and dislikes about a specific place and its features, and begin to explain my reasoning.
Key vocabulary a long time ago, baby change, now, past, photograph, present, then	Key vocabulary Dark, daytime, float Freeze, light, loud, melt Night time, pull, push Quiet, sink, volume	Key vocabulary Above, aerial, bird's eye view, feature feature names (e.g. bench, building, field,	Key vocabulary Achievement, courageous, horse-drawn cart, king, new, power queen royalty, rule, steam train, trophy, old	Key vocabulary Alive, desert, farm, grow, minibeast, non-living, ocean polar, woodland	Key vocabulary Desert, land, map, postcard, rainforest, travel, waterfall, weather

Understanding of the World

(R.E)



Understanding of the World (R.E)	Term 2	Term 4	Term 6
	What are Special Times?	What makes the world special?	Time to celebrate
	<u>Key Knowledge</u> I know that beliefs are things people think are true. I know that some people have different beliefs about God. I know that being part of a community is important to many people. I know that asking questions can help us look more carefully at something. I know people have different beliefs and this is a good thing. I know that it is important not to laugh at or insult others' beliefs.	<u>Key Knowledge</u> I know that beliefs are things people think are true. I know that some people have different beliefs about God. I know that being part of a community is important to many people. I know that asking questions can help us look more carefully at something. I know people have different beliefs and this is a good thing. I know that it is important not to laugh at or insult others' beliefs.	<u>Key Knowledge</u> I know how and why some people celebrate special times. I know some stories are special to different people for different reasons. I know there are different ways I can find out about others' beliefs. People have different beliefs, and this is a good thing. I know it is important not to laugh at or insult others' beliefs. I know not everybody thinks the same way or has the same ideas.
	<u>Key skills</u> I can listen to religious and belief stories. I can talk about what I have heard in a story. I can talk about my own beliefs and ideas. I can listen to the beliefs and ideas of others. I can recognise similarities and differences between my beliefs and those of my friends. I can talk about people, places and things that are important to me. I can talk about things that are important to other people. I can answer simple questions about my beliefs and experiences. I can share my thoughts and ideas during discussions. I can explain why something is important to me. I can ask questions about what I am learning. I can show respect when listening to other people's beliefs and opinions. I can share what I have learned with others.	<u>Key skills</u> I can listen to religious and belief stories. I can talk about what happens in a story. I can put parts of a story in the correct order. I can retell simple religious and belief stories. I can talk about people, places and events in a story. I can share my ideas about stories I hear. I can talk about things that are special to me. I can talk about things that are important to other people. I can explain why something is special or important. I can share my own ideas and beliefs. I can listen carefully to the ideas and beliefs of others. I can talk about what I have learned. I can ask and answer simple questions about stories and beliefs.	<u>Key skills</u> I can ask questions about things that are important to people. I can ask questions to help me learn more about beliefs and traditions. I can look carefully and share what I notice. I can talk about things that are important to me. I can talk about people, places, objects and experiences that I value. I can listen to what is important to other people. I can notice similarities between my ideas and other people's ideas. I can notice differences between my ideas and other people's ideas. I can talk respectfully about different beliefs. I can share my thoughts and feelings with others. I can listen carefully when others are sharing their beliefs and experiences.
	<u>Key vocabulary</u> Christmas celebrate Christian Diwali festival Hindu Jesus	<u>Key vocabulary</u> belief believe respect Christian creation Easter Jewish Muslim	<u>Key vocabulary</u> Ganesha Chaturthi Hanukkah Harvest festival Holi Lent Ramadan Shrove Tuesday

Expressive Arts
and Design
(Art and D.T)



Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art Focus	D.T Focus	Art Focus	D.T Focus	Art Focus	D.T Focus
Self-portraits and Kandinsky (Collage)	Exploring Junk Modelling	Van Gogh - observational drawing	Cooking and Nutrition: Vegetable soup	Romero Britto fish - using technology	Structures: Boats
<u>Key Knowledge</u> I know a self-portrait is a picture of me. I know how to look carefully at my face. I know the names of the parts of my face. I know that people have different features. I can choose colours for my self-portrait. I know that I can use art to show my ideas and feelings. I know how to talk about my artwork.	<u>Key Knowledge</u> I know that different materials can be used to make a model. I know that materials have different properties (for example, some are strong, flexible, smooth or rough). I know that I can join materials together in different ways, such as using tape, glue or folding. I know that models can be changed and improved. I know that if something does not work, I can think of ways to fix it. I know that I can make simple suggestions to improve my junk model.	<u>Key Knowledge</u> I know that shapes can be used to represent objects I know that Van Gogh painted a famous picture called 'Sunflowers' I know that petals mostly look like long ovals. I know that flower heads can look like circles.	<u>Key Knowledge</u> I know that soup is ingredients blended together. I know that vegetables are grown. I can recognise and name some common vegetables. I know that different vegetables taste different. I know that eating vegetables is good for us. I am beginning to discuss why different packages might be used for different foods.	<u>Key Knowledge</u> I know that Romero Britto is an artist who uses bright colours in his artwork. I know that a fish can be made using simple shapes. I know that artists can create pictures using digital tools as well as paint and paper. I know how to use an iPad safely and carefully. I know how to open and use 2Paint to create a picture. I know how to select and use different colours in 2Paint. I know how to use the drawing tools to make lines, shapes and patterns.	Key Knowledge I know that a boat is a type of transport that travels on water. I know that boats have different parts, such as a hull, mast, sail and deck. I know that some materials are waterproof, which means they do not absorb water. I know that some objects float and some objects sink. I know that different materials can be used to make a boat. I know that a boat needs to float to travel on water. I know that I can test my boat and make changes to improve it.
<u>Key skills</u> I can look carefully at myself using a mirror or photograph. I can notice details about my face and features. I can draw eyes, a nose, a mouth, ears and hair in my self-portrait. I can hold and control a pencil, crayon or paintbrush carefully. I can choose colours that represent me. I can add details to make my self-portrait look like me. I can use my fine motor skills when drawing, colouring and painting. I can talk about my self-portrait and explain my choices.	<u>Key skills</u> I can choose different materials to make a model. I can join materials together using glue, tape or folding. I can build a junk model. I can change my model if something is not working. I can think of ways to improve my model. I can talk about how I made my model.	<u>Key skills</u> I can look closely at a painting and talk about what I see. I can spot shapes in Van Gogh's Sunflowers. I can draw a sunflower using simple shapes. I can choose colours carefully. I can add details to my artwork. I can use paint and brushes carefully. I am beginning to talk about my artwork and explain what I have created.	<u>Key skills</u> I can help to design a soup recipe with my class. I can safely chop plasticine using a knife and chopping board. I can chop vegetables safely with adult support. I can taste different foods and share my opinion. I can describe how food looks, feels, smells and tastes. I can talk about what I like and do not like about a food. I can choose my favourite soup packaging design. I can explain why I like it. I can share my ideas with others when making soup	<u>Key skills</u> I can open 2Paint on the iPad. I can choose colours and tools. I can draw a fish shape. I can add bright colours and patterns like Romero Britto. I can save my picture. I can talk about how I made my artwork.	<u>Key skills</u> I can choose materials to help make my boat float. I can make a prediction about whether a boat will float or sink. I can test different materials to see if they are waterproof. I can build a boat using my own ideas. I can observe what happens when I put my boat in water. I can talk about what worked well and what I would change next time. I can compare boats and talk about which shape moves best. I can share my learning and describe what I discovered.
<u>Key vocabulary</u> Features, Similar, Different, Observe, Draw, self-portrait	<u>Key vocabulary</u> Join, stick, cut, bend, slot, smooth, bendy, bumpy	<u>Key vocabulary</u> Vincent van Gogh, Sunflowers, Artist, Painting, Shape, Colour, Petal, Stem, Vase, texture	<u>Key vocabulary</u> Saucepan, chopping board, hob, boil, blend, creamy, sweet, sour, dry, wet, watery,	<u>Key vocabulary</u> Romero Britto, Artist, Pattern, Colour, Shape, Line, Bright, Bold, Design, Decorate, Fish	<u>Key vocabulary</u> Waterproof, material Absorb, leak, wet, dry Prediction, variable Fair test, experiment investigation

Expressive Arts
and Design
(Music)



	Term 1	Term 3	Term 5
	Exploring sound	Music and Movement	Musical stories
	<u>Key Knowledge</u> To understand how to listen carefully and talk about what I hear. To know that sounds can be copied by my voice, body percussion and instruments. To understand that instruments can be played loudly or softly.	<u>Key Knowledge</u> To know that the beat is the steady pulse of a song. To recognise music that is 'fast' or 'slow'. To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.	<u>Key Knowledge</u> To explore spontaneous movement with different parts of their body in response to music. To imitate sounds To play sounds at the relevant point in a story To know that pitch can be high or low.
	<u>Key skills</u> Listening appropriately to someone leading a short musical phrase, song or rhyme. Exploring spontaneous movement with different parts of their body in response to music. Unconsciously beginning to sing to the pulse of a song. Exploring different ways of making sound with everyday objects and instruments. Finding a comfortable static position when playing instruments or singing. Experimenting with creating sound in different ways using instruments, body percussion and voices.	<u>Key skills</u> Listening appropriately to someone leading a short musical phrase, song or rhyme. Singing short, rhythmic rhymes and songs. Exploring and imitating sounds. Facing the audience when performing. Spontaneously expressing feelings around performing. Performing actively as part of a group. Demonstrating being a good audience member by looking, listening and maintaining attention.	<u>Key skills</u> To understand that a piece of music can tell a story with sounds. To know that different instruments can sound like a particular character. To understand what 'high' and 'low' notes are.
	<u>Key vocabulary</u> body sounds sound rhythm beat stomp	<u>Key vocabulary</u> Pitch High Low Triangle Siren Cello Whistle Audience Sign language	<u>Key vocabulary</u> Pitch High Low Tempo Fast Slow Dynamic Musical story