

Theme	Prior Knowledge (Linked to aged 3-4 years)	Activities	Links to the Early Years Foundation Stage Curriculum	Key Vocabulary	What I want the children to remember (3-4 years checkpoints / Reception)	Possible links to the NC
Traditional Stories (2 weeks)	<p><b><u>Word Reading</u></b> He/she can begin to spot and suggest rhymes</p> <p><b><u>Comprehension</u></b> Engages in extended conversations about stories, learning new vocabulary</p> <p><b><u>Speaking</u></b> Sings a large repertoire of songs</p> <p>Knows many rhymes, is able to talk about familiar books, and can tell a long story</p> <p><b><u>LA&amp;U</u></b> Enjoys listening to longer stories and can remember much of what happens</p>	<p>Themed Role play areas/ acting out stories</p> <p>Listening to and retelling stories – <b>The Gingerbread Man, Goldilocks and the Three Bears, The Three Little Pigs</b></p> <p>Ordering the stories activities</p> <p>Collage/ painting/drawing activities</p> <p>Ordering by size</p> <p>Making gingerbread men/ story characters (using play dough)</p> <p>ICT opportunities: Purple Mash- Goldilocks/Gingerbread men-paint projects.</p> <p>Related songs/action rhymes - <b>learn a new nursery rhyme each week</b></p>	<p><b>Creating with Materials</b> <b>Nursery</b> Explores different materials freely, in order to develop his/her ideas about how to use them and what to make Is developing his/her own ideas and is then able to decide which materials to use to express them Can join different materials and explore different textures Can create closed shapes with continuous lines, and is beginning to use these shapes to represent objects Is drawing with increasing complexity and detail, such as representing a face with a circle and including details <b>Reception</b> Explores colour and colour-mixing Explores, uses and refines a variety of artistic effects to express his/her ideas and feelings Is able to return to and build on his/her previous learning, refining ideas and developing his/her ability to represent them Creates collaboratively sharing ideas, resources and skills <b>Being imaginative and Expressive</b> <b>Nursery</b> Takes part in simple pretend play, using an object to represent something else even though they are not similar Is beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc Shows different emotions in his/her drawings and paintings, like happiness, sadness, fear etc Listens with increased attention to sounds Is able to remember and sing entire songs Can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs Plays instruments with increasing control to express his/her feelings and ideas <b>Reception</b> Listens attentively, moves to and talks about music, expressing his/her feelings and responses</p>	<p>Once upon a time</p> <p>Happily ever after</p> <p>Rhyme</p>	<p><b><u>Reading</u></b> Can spot and suggest rhymes for cvc words using phase 2 sounds.</p> <p>Recognise words with the same initial sound.</p> <p><b><u>Comprehension</u></b> Uses new vocabulary learned from stories and nursery rhymes.</p> <p><b><u>Speaking</u></b> Speaks in full sentences of more than four to six words.</p> <p>Uses words such as 'because, and' to extend their sentences.</p> <p>Use the future and past tense when speaking in full sentences</p> <p><b><u>L, A &amp; U</u></b> Can answer simple 'why' questions using full sentences.</p>	<p><b>Science:</b> Signs of Autumn, hibernation</p> <p><b>Art:</b> portraits, clay, collage, arts week</p> <p><b>PSHE:</b> ourselves, feelings, families, emotions, being a good friend</p> <p><b>Music:</b> Introduction to instruments and how they are used/care for them</p> <p><b>History:</b> Learning about our families now and past</p>

Ourselfs	<p><b><u>Past and Present</u></b> Is beginning to make sense of his/her own life-story and his/her family's history</p> <p><b><u>Managing Self</u></b> Is showing more confidence in new social situations</p> <p><b><u>Self-regulation</u></b> Talks about his/her feelings using words like 'happy', 'sad', 'angry'</p>	<p>Circle time-Who looks different? Why? Emotions (What makes me happy/sad?) Painting self portraits/ handprints</p> <p>What do I enjoy? Not enjoy?</p> <p><b>Stories:</b> Sharing a Shell, The Gruffalo</p>	<p>Sings in a group or on his/her own, increasingly matching the pitch and following the melody Is able to develop storylines in his/her pretend play <b>Comprehension</b> <b>Nursery</b> Engages in extended conversations about stories, learning new vocabulary <b>Reception</b> Re-reads books to build up his/her confidence in word reading, his/her fluency and his/her understanding and enjoyment <b>Listening, Attention &amp; Understanding</b> <b>Nursery</b> Observation checkpoint: Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name? Observation checkpoint: Is able to answer simple 'why' questions? <b>Reception</b> Uses new vocabulary through the day Engages in storytimes Listens to and talk about stories to build familiarity and understanding</p>	<p><b>Uses a wider range of different emotions</b> <b>vocabulary:</b> Sad, happy, angry, cross, frightened, worried, scared, relaxed, calm</p>	<p><b><u>Speaking</u></b> Uses a wider range of vocabulary</p> <p>Is able to use the future and past tense.</p> <p>Can use sentences joined up with words like 'because', 'or', 'and',</p> <p>Uses new vocabulary through the day</p> <p><b><u>People, Culture, Communities</u></b> Talks about themselves and how they are the same/different.</p>	family members
Family/Friends	<p><b><u>Past and Present</u></b> Is beginning to make sense of his/her own life-story and his/her family's history</p> <p><b><u>People, Culture &amp; Communities</u></b> Shows an interest in different occupations</p>	<p>Family Photographs Circle time- Who is in my family? Who are my friends? What makes a good friend?</p> <p>What job do people in my family do? Circle time - What do I want to be when I am older? People from the community come in and talk about the jobs and roles – <i>police, fire fighters, nurses, army, opticians</i></p> <p><b>Stories:</b> The Scarecrows Wedding, Percy The Park Keeper</p> <p><b>Share photos:</b> Share photos of the people in our family</p>	<p>Listens carefully to rhymes and songs, paying attention to how they sound Learns rhymes, poems and songs Engages in non-fiction books Listens to and talks about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary <b>Speaking</b> <b>Nursery</b> Observation checkpoint: Around the age of 4, is the child using sentences of four to six words - "I want to play with cars" or "What's that thing called?" Observation checkpoint: Can use sentences joined up with words like 'because', 'or', 'and', e.g. "I like ice cream because it makes my tongue shiver" Observation checkpoint: Is able to use the future and past tense; "I am going to the park" and "I went to the shop" <b>Reception</b> Asks questions to find out more and to check he/she understands what has been said to him/her Is able to articulate his/her ideas and thoughts in well-formed sentences</p>	<p>Uses a range of vocabulary to describe jobs.</p> <p>A range of vocab to describe what makes a good friend: kind, helpful, polite, friendly,</p>	<p><b><u>People, Culture and Communities</u></b> Shows interest in different occupations and can talk about what they want to be when they are older and why.</p> <p><b><u>Speaking</u></b> Speaks in full sentences if more than four to six words.</p> <p>Uses words such as 'because, and' to extend their sentences.</p> <p>Use the future and past tense when</p>	

			<p>Can connect one idea or action to another using a range of connectives</p> <p>Is able to describe events in some</p> <p>Uses talk to help work out problems and organise thinking and activities, explaining how things work and why things might happen</p> <p>Is developing social phrases</p> <p>Can retell the story, once he/she has developed a deep familiarity with the text; some as exact repetition and some in his/her own words</p> <p>Uses new vocabulary in different contexts</p> <p><b>Past and present</b></p> <p>Is beginning to make sense of his/her own life-story and his/her family's history</p> <p><b>Nursery</b></p> <p><b>Reception</b></p> <p>Comments on images of familiar situations in the past</p> <p><b>People, Culture and Communities</b></p> <p><b>Nursery</b></p> <p>Shows interest in different occupations</p> <p>Is continuing to develop positive attitudes about the differences between people</p> <p>Knows that there are different countries in the world and can talk about the differences he/she has experienced or seen in photo</p> <p><b>Reception</b></p> <p>Talks about members of his/her immediate family and community</p> <p>Names and describes people who are familiar to him/her</p> <p>Understands that some places are special to members of his/her community</p> <p><b>The Natural World</b></p> <p><b>Nursery</b></p> <p>Uses all his/her senses in hands-on exploration of natural materials</p> <p>Expressive Arts and Design</p> <p><b>Reception</b></p> <p>Explores the natural world around him/her</p> <p>Understands the effect of changing seasons on the natural world around him/her</p> <p><b>Self-regulation</b></p> <p><b>Nursery</b></p> <p>Observation checkpoint: Can settle to some activities for a while</p>		<p>speaking in full sentences</p> <p>Uses new vocabulary through the day</p> <p><b><u>L, A &amp; U</u></b></p> <p>Can answer simple 'why' questions using full sentences.</p>	
Harvest / Autumn	<p><b><u>Speaking / The Natural World</u></b></p> <p>Talks about what he/she sees, using a wide vocabulary when discussing the different seasons</p>	<p><b>Autumn:</b> Learn all about autumn, what do you notice, what happens and why.</p> <p><b>Music:</b> Continue to learn to sing a range of nursery rhymes Harvest song (someone brought a loaf of bread) Dingle Dangle scarecrow Autumn leaves</p> <p><b>Stories:</b> Little Red Hen Scarecrows Wedding Percy the Park Keeper We're Going on a Bear hunt Autumn non-fiction texts</p>		<p><b>Vocabulary related to the season of autumn;</b> Leaves, colour changing, growth, dying, cold, weather, autumn, season</p>	<p><b><u>The Natural World</u></b></p> <p>Knows about autumn and the different changes.</p> <p>Understands the effect of changing seasons on the natural world around him/her – autumn.</p> <p><b><u>L, A &amp; U</u></b></p> <p>Can answer simple 'why' questions using full sentences.</p> <p><b><u>Speaking</u></b></p> <p>Speaks in full sentences if more than four to six words.</p> <p>Uses words such as 'because, and' to extend their sentences.</p> <p>Use the future and past tense when speaking in full sentences</p> <p>Uses new vocabulary through the day</p>	

Arts Week/Au tumn	<p><b>Speaking / The natural world</b> Talks about what he/she sees, using a wide vocabulary when discussing the different seasons</p> <p><b>Creating with materials</b> Colour mixing opportunities</p> <p>Exploring materials freely to develop their own ideas.</p> <p>Create closed shapes with continuous lines, and is beginning to use these shapes to represent objects</p> <p><b>Past and Present</b> Has had experiences of Halloween and what it involves</p>	<p>Autumn Walk / Talk about Autumn</p> <p>Art Activities using Autumn treasures collected</p> <p>Autumn Animals and Hibernation</p> <p>Jon the Potter – make a clay leaf</p> <p>Halloween activities and dress up day</p>	<p><b>Reception</b> Expresses his/her feelings and considers the feelings of others Is able to identify and moderate his/her own feelings socially and emotionally <b>Managing self</b> <b>Nursery</b> Is able to identify and moderate his/her own feelings socially and emotionally Is able to make healthy choices about food, drink, activity and toothbrushing <b>Reception</b> Sees himself/herself as a valuable individual Manages his/her own needs around personal hygiene Shows resilience and perseverance in the face of challenge <b>Building relationships</b> Observation checkpoint: Around the age of 3, can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Observation checkpoint: Takes part in pretend play (e.g. being 'mummy' or 'daddy') Observation checkpoint: Takes part in pretend play with different roles - being the Gruffalo, for example. He/she generally negotiates solutions to conflicts in his/her play <b>Reception</b> Builds constructive and respectful relationships Thinks about the perspectives of others</p>	<p><b>Vocabulary related to the season of autumn;</b> Leaves, colour changing, growth, dying, cold, weather, autumn, season</p> <p>Future and past tense vocabulary when talking about Halloween experiences.</p>	<p><b>The Natural World</b> Knows about autumn and the different changes that occur.</p> <p>Understands the effect of changing seasons on the natural world around him/her – autumn.</p> <p><b>L, A &amp; U</b> Can answer simple 'why' questions using full sentences.</p> <p><b>Speaking</b> Speaks in full sentences if more than four to six words.</p> <p>Uses words such as 'because, and' to extend their sentences.</p> <p>Use the future and past tense when talking about past/future experiences.</p>	
Indoor P.E:  Enacting a story	<p><b>Gross motor</b> Moving in a variety of ways using large muscle movements – crawl, walk, run, hop, jump</p> <p><b>LA&amp;U</b> Enjoys listening to longer stories and can remember much of what happens</p>	<p>Act out the story:</p> <p>The Gruffalo We're Going on a Bear Hunt</p>	<p><b>Fine motor skills</b> Is increasingly independent as he/she gets dressed and undressed, e.g. putting his/her coat on and doing up zips (Nursery) <b>Managing self</b> Manages his/her own basic hygiene and personal needs, including dressing and going to the toilet and understands the importance of healthy food choices (ELG)</p> <p><b>Physical Development</b> Know and talk about the different factors that</p>	<p>Walk, run, hop, crawl, jump, skip, balance, roll opposite Space,</p>	<p>How to find a space in the hall.</p> <p>Fundamental movements-walk, run, hop, crawl (opposite knee to hand) skip, jump (two feet to two feet) roll (in a straight position)</p>	<p><b>Physical Education:</b></p> <p>Developing fundamental movement skills, becoming increasingly confident.</p>

			<p>support their overall health and wellbeing: - regular physical activity (Reception)</p> <p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>• rolling</li> <li>• crawling</li> <li>• walking</li> <li>• jumping</li> <li>• running</li> <li>• hopping</li> <li>• skipping</li> <li>• climbing</li> </ul> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Combine different movements with ease and fluency.</p>		<p>To move from one movement to another with fluency (agility)</p> <p>Developing balance (holding positions)</p> <p>Developing coordination and body strength (skipping/ hopping/ jumping/ bunny hopping/ bear walks (opposite hand to foot) rolling (in a stretch position)</p>	
Outdoor P.E	<p>Is increasingly independent as he/she gets dressed and undressed, e.g. putting his/her coat on and doing up zips (Nursery)</p> <p>Is continuing to develop his/her movement; balancing, riding (scooters, trikes and bikes) and ball skills</p> <p>Walks upstairs with one foot one foot to two feet</p>	<p>In small groups introduce children to four areas of the playground.</p> <p><b>Adventure:</b> To encourage climbing, jumping, managing risks</p> <p><b>Sensory:</b> To encourage walking responsibly, jumping, climbing</p> <p><b>Bikes and Trikes:</b> Develop movement, balance, develop overall body strength and co-ordination</p>	<p><b>Fine motor skills</b> Is increasingly independent as he/she gets dressed and undressed, e.g. putting his/her coat on and doing up zips (Nursery)</p> <p><b>Managing self</b> Manages his/her own basic hygiene and personal needs, including dressing and going to the toilet and understands the importance of healthy food choices (ELG)</p> <p><b>Physical Development</b> Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity (Reception)</p> <p>Is continuing to develop his/her movement; balancing, riding (scooters, trikes and bikes) and ball skills</p> <ul style="list-style-type: none"> <li>• Goes up steps and stairs, or climbs up apparatus, using alternate feet</li> <li>• Is starting to take part in some group activities which he/she makes up for himself/herself, or in teams</li> <li>• Matches his/her developing physical skills to tasks and activities in the setting, e.g. he/she</li> </ul>	<p>Run</p> <p>Jump</p> <p>Climb</p>	<p>To move from one movement to another with fluency when climbing, running between obstacles, using small and large equipment (agility)</p> <p>Developing balance on bikes and trikes, climbing equipment</p> <p>Developing coordination and body strength (skipping/ hopping/ jumping/running/climbing)</p>	<p>P.E – running, climbing, jumping,</p>

			<p>decides whether to crawl, walk or run across a plank, depending on its length and width</p> <p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>• Walking</li> <li>• Jumping</li> <li>• Running</li> <li>• Hopping</li> <li>• Skipping</li> <li>• climbing</li> <li>• Develop the overall body strength, co-ordination, balance and agility</li> <li>• Confidently and safely uses a range of large and small apparatus indoors and outside, alone and in a group</li> <li>• Is developing overall body-strength, balance, co-ordination and agility</li> <li>• Combine different movements with ease and fluency.</li> <li>• Is further developing and refining a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</li> </ul>			
Jigsaw	Experiences of being to groups and communities, e.g. nurseries.	<ol style="list-style-type: none"> <li>1. Help others to feel welcome.</li> <li>2. Try to make out school community a better place.</li> <li>3. Think about everyone's right to learn.</li> <li>4. Care about other people's feelings.</li> <li>5. Work well with others.</li> <li>6. Choose to follow the Learning Charter.</li> </ol>	<p><b>Managing Self, Reception. Sees himself/herself as a valuable individual. Self-Regulation, Nursery. Is developing his/her sense of responsibility and membership of a community. P, C &amp; C, Nursery. Is continuing to develop positive attitudes about the differences between people.</b></p> <p><b>Self-Regulation, Nursery.</b></p> <p>Talks about his/her feelings using words like 'happy', 'sad', 'angry' or 'worried'. <b>Reception. Expresses his/her feelings and considers the feelings of others.</b></p> <p><b>Building Relationships, Nursery. Is beginning to understand how others might be feeling.</b></p> <p><b>Self-Regulation, Nursery. Helps to find solutions to conflicts and rivalries, e.g. accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</b></p> <p><b>Self-Regulation, Nursery. Talks about his/her feelings using words like 'happy', 'sad', 'angry' or 'worried'. Is developing appropriate ways of being assertive.</b></p> <p><b>Increasingly follows rules, understanding why they are important.</b></p>	<p>Belong.</p> <p>Similar.</p> <p>Different.</p> <p>Feelings.</p> <p>Rights.</p> <p>Responsible.</p> <p>Responsibility.</p> <p>Rules.</p>	<p>Everyone is similar and different in some ways.</p> <p>We can talk about our feelings.</p> <p>We care for other people and their feelings.</p> <p>We all have rights and responsibilities.</p> <p>We all have rules to follow.</p>	<p><b>PSED</b></p> <p><b>Gross Motor Skills:</b> Showing consideration for others.</p>



R.E.	<p>In nursery they have experiences of: Family experiences, experience of special occasions such as birthdays, weddings</p>	<p><b>1.How do we show people they are welcome?</b> <i>Introduce the words: welcome and special. Are there any occasions/special events that made them feel special?</i></p> <p><b>2.Where do you belong? How do you belong?</b> <b>What makes us feel special about being welcomed into a group of people?</b> <i>Introduce the term Christian</i></p> <p><b>3.What things can we do better together rather than on our own?</b></p> <p><b>4. Who do you care about? How do we show care/ how do I know I am cared for?</b> <i>Explore the Christian idea that God loves people even from before they are born (Psalm 139), and their names are written on the palm of God's hand Read Isaiah 49:16.</i></p> <p><b>5. Introduce what happens at a Christian Baptism, explain how God loves children and how this is shown through Christianity.</b> <u>Church visit:</u> Recall what happens at a Christian Baptism/Christening</p>	<p><b>People, culture and communities</b> <b>Nursery</b> Is continuing to develop positive attitudes about the differences between people Knows that there are different countries in the world and can talk about the differences he/she has experienced or seen in photos <b>Reception</b> Recognises that some places are special (church) Recognise that some people have different beliefs: Recognises some similarities and differences between life in this country and life in other countries</p> <p><b>R.E. objectives</b> To understand what makes them feel special and welcome. To understand how we make others feel welcome. To explain other groups they belong to. To explain how it feels to belong to a group. To learn that people belong to religious groups. To understand how important it is to work as a group. To begin to share ideas with a talk partner. To explain the people/animals that we care about. To explain what they do to show they care for others. To understand that God cares for everyone. To know what happens at a Christian Baptism. To begin to understand what a Baptism is. To simply recall what happens at a Christian Baptism.</p> <p>To compare aspects of a Christian Baptism to a Humanist ceremony.</p>	<p>Christian, Christianity, Baptism, belonging, special</p>	<p>To understand what makes us special and welcomed.</p> <p>To know we belong to a group – religious or non-religious.</p>	R.E. Christianity
<p>Write Dance</p> <p><b>Themes: Volcano/ Walk in the country/ Circles and eights/R obots/Tr</b></p>	<p><b><u>Fine motor</u></b></p> <p>Uses a range of one handed tools and equipment, e.g. making snips in paper with scissors</p> <p>Beginning to have a comfortable pen grip</p>	<p><b>Large pieces of paper – draw to music on a range of different themes</b></p>	<p><b>Physical development</b> <b>Fine motor</b> <b>Nursery</b> Uses a comfortable grip with good control when holding pens and pencils Shows a preference for a dominant hand <b>Reception</b> Is developing the foundations of a handwriting style which is fast, accurate and efficient Is developing his/her small motor skills so that he/she can use a range of tools competently, safely and confidently, e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</p>	<p>Pencil grip Tri pod grasp Paper Drawing Picture</p> <p>Vocabulary related to the themes: volcano/ countryside/ journey</p>	<p>Which hand feels the most comfortable and use this when they write and draw.</p> <p>Learn to hold a pen with a comfortable grip</p>	<p><b>English:</b></p> <p>Handwriting</p> <p>Hold a pencil comfortably</p>

ain journey						
<p><b><u>Reading and Writing</u></b></p> <p>Children are taught to read and write during daily phonics sessions. These sessions are taught discretely in order to build on the children's next steps.</p> <p>Phase 2 sounds and high frequency words Phase 2 tricky words Hearing initial sounds Blending and segmenting Rhymes and syllables</p>	<p><b><u>Word reading</u></b></p> <p>can recognise words with the same initial sound, such as money and mother</p> <p>can count or clap syllables in a word</p> <p>can spot and suggest rhymes</p> <p>may already know some phoneme-grapheme correspondence</p> <p>has had plenty of opportunities to have listened to stories</p>	<p>Phonics taught twice daily</p> <p><b>*Everyday there will be repetition of phoneme/grapheme correspondences previously taught.</b></p> <p><b>*Everyday there will be repetition of the reading of phase 2 tricky words.</b></p> <p><b>*Everyday there will be the expectation that they practise forming the new grapheme taught, using the handwriting patter.</b></p> <p><b>*Everyday children will be given opportunities to orally blend words using the new graphemes learned as well as previously taught graphemes both modelled by adults and opportunities will be provided for them to sound talk words through games and direct/indirect teaching/Continuous provision</b></p> <p><b>*Everyday children will be given opportunities to blend for reading using the robot chop action and sound buttons both in direct/indirect teaching/ Continuous provision.</b></p>	<p><b>Comprehension</b> <b>Nursery</b></p> <p>Engages in extended conversations about stories, learning new vocabulary</p> <p><b>Reception</b></p> <p>Re-reads books to build up his/her confidence in word reading, his/her fluency and his/her understanding and enjoyment</p> <p><b>Word reading</b> <b>Nursery</b></p> <p>Understands that print has meaning Understands that print can have different purposes Understands that we read English text from left to right and from top to bottom Understands the names of the different parts of a book Understands page sequencing Is developing his/her phonological awareness, so that he/she can spot and suggest rhymes Is developing his/her phonological awareness, so that he/she can count or clap syllables in a word Is developing his/her phonological awareness, so that he/she can recognise words with the same initial sound, such as money and mother</p> <p><b>Reception</b></p> <p>Reads individual letters by saying the sounds for them Is able to blend sounds into words, so that he/she can read short words made up of known letter-sound correspondences Can read some letter groups that each represent one sound and say the sounds for them Can read a few common exception words matched to the school's phonic programme Is able to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p> <p><b>Writing</b> <b>Nursery</b></p>	<p>Phase 2 grapheme names</p> <p><b>Begin to use the correct vocabulary in lessons:</b></p> <p>Letter Sound Phoneme Grapheme Blend Segment</p>	<p><b><u>Word reading:</u></b></p> <p>To know all phase 2 graphemes.</p> <p>To be able to read phase 2 tricky words.</p> <p>To be able to read their own name</p> <p>To begin to use the handwriting patter to form some letters correctly.</p>	<p><b>English:</b></p> <p>Reading – word reading</p>



			<p>Uses some of his/her print and letter knowledge in his/her early writing, e.g. writing a pretend shopping list that starts at the top of the page; writes 'm' for mummy</p> <p>Writes some or all of his/her name</p> <p>Writes some letters accurately</p> <p><b>Reception</b></p> <p>Can form lower-case and capital letters correctly</p> <p>Is able to spell words by identifying the sounds and then writing the sound with letter/s</p>			
<p>Mathematics</p> <p>Children are taught mathematics during daily sessions. These sessions are taught discretely in order to build on the children's next steps</p>	<p><b>Number and Numerical patterns</b></p> <p>Matching and sorting objects.</p> <p>Begin to compare amounts using the language more/ less</p> <p>Compare mass, size and capacity</p> <p>Recognise simple AB patterns</p> <p>Counting by rote to at least 10</p>	<p><b>White Rose Maths – Just Like Me</b></p> <ul style="list-style-type: none"> <li>Match and Sort</li> <li>Compare amounts</li> <li>Compare mass, size, capacity</li> <li>Make simple patterns</li> </ul>	<p><b>Number</b></p> <p><b>Nursery</b></p> <p>Recites numbers past 5</p> <p>Can say one number for each item in order: 1,2,3,4,5</p> <p>Can show 'finger numbers' up to 5</p> <p>Can link numerals and amounts: e.g. showing the right number of objects to match the numeral, up to 5</p> <p>Can compare quantities using language such as; 'more than', 'fewer than'</p> <p><b>Reception</b></p> <p>Is able to compare numbers</p> <p>Can count beyond ten</p> <p>Counts objects, actions and sounds</p> <p><b>Numerical patterns</b></p> <p><b>Nursery</b></p> <p>Can make comparisons between objects relating to size, length, weight and capacity</p> <p>Talks about and identifies the patterns around him/her, e.g. stripes on clothes, designs on rugs and wallpaper. He/She uses informal language like 'pointy', 'spotty', 'blobs' etc</p> <p>Is able to extend and create ABAB patterns, e.g. stick, leaf, stick, leaf</p> <p>Notifies and corrects an error in a repeating pattern</p> <p><b>Reception</b></p> <p>Is able to continue, copy and create repeating patterns</p> <p>Can compare length, weight and capacity</p>	<p>More / fewer</p> <p>Compare</p> <p>Sort</p> <p>Match</p> <p>Same</p> <p>Different</p> <p>Bigger / smaller</p> <p>Heavier/lighter/</p> <p>Longer/shorter</p> <p>Taller/shorter</p> <p>Fat/thin</p> <p>Pattern</p> <p>Repeat</p> <p>How many</p> <p>Altogether</p>	<p>Comparing quantities using the language more/ fewer</p> <p>Make comparisons of objects by size, weight, length, capacity</p> <p>Copy and continue an ABAB pattern</p>	<p><b>Mathematics:</b></p> <p>Number and place value</p> <p>Measurement</p>