Our Lady's Catholic Primary School

"You are young, you are precious, you are loved."

St John Bosco

Early Years Foundation Stage

Reception Curriculum Intent and Termly Milestones

OLC learners know it, show it, think it, prove it.

Early Years Curriculum Intent

"The EYFS is about how children learn, as well as what they learn. Children need opportunities to develop their own play and independent exploration. This is enjoyable and motivating. They also need adults to 'scaffold' their learning by giving them just enough help to achieve something they could not do independently."

Development Matters 2021

At Our Lady's, we provide our children in Early Years with a curriculum that is designed to be flexible, engaging and exciting so that their unique needs, passions and interests are embraced.

Every child is an exceptional individual and we celebrate and respect differences within our diverse school community. The ability to learn is underpinned by the teaching of basic skills, knowledge and values that equips our children to be able to solve future challenges of the modern world.

Aims

- Work in partnership with our parents and carers to promote independent, confident and enthusiastic learners who thrive in school and make at least good progress from their various starting points.
- Plan for our children's interests and provide opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge so that the foundations are in place to help children solve the future challenges of the modern world.
- Provide our children with a wide range of rich, first hand experiences to take the curriculum beyond the classroom.
- Foster the development of each child's character through RUAH, health and wellbeing preparing them to make a valuable contribution to society.
- Provide purposeful, enticing and well planned indoor and outdoor environments which supports learning in all areas of the curriculum.
- Prepare children to reach the Early Learning goals at the end of the Foundation Stage and ensure children make at least good progress from their starting points.

"Without confidence and love, there can be no true education."

St John Bosco

Quality of Education: Reception

Planning			Teaching		
We plan to ensure that every child develops to their full potential, in an environment where language, curiosity and communication are vital.	Careful sequencing helps children to build their learning over time.	Planning is flexible with a variety of themes that are linked to the main theme. These can be included based on the children's interests.	We understand that children develop at different levels but we consistently use assessment for learning to help children achieve the end points: ELG.	We aim to deepen children's learning through high-quality enabling environments and adult-led interactions involving questioning. This gives the children the first foundations of enquiry based learning, ready for 'The Big Question' for each topic in Years 1-6.	We understand that play is an essential part of our curriculum. We provide extended periods of child-led time inside and outside. Play is supported by adults, based on assessment for learning. In the summer time, we understand the importance of preparing children for Year 1.
					

Behaviour, Attitudes and Personal Development: Reception

Respect *'We show respect toward the common good and care for the world God created.'*	Understanding *'We understand how to reach our age expectations and beyond by using our God given talents to the full.'*	Affection *'We behave with affection and appreciate the importance of life-long learning.'*	Humour *'We have the confidence to solve future challenges in the modern world with a sense of humour.'*
• I can say please and thank you. • I can say good morning and good bye at the beginning and end of the school day. • I can tidy up when asked. • I listen to all adults in the school. • I understand that we are all different but all made in the image and likeness of God even though we all look different. • I can look after my classroom. • I can take care when playing outside.	• I am curious about what I can find inside and outside. • I can ask questions to further my understanding. • I always try hard in my lessons. • I understand that I am learning when I am playing. • I love listening to stories and reading them myself. • I love to write about what I have made or about what I am interested in. • I can say what I am good at.	• I am friends with everyone. • I always greet everyone with a smile. • I always open my games to other children. • I always look after my friends. • I always help my friends if they are sad or lonely.	• I am always happy. • I can share a joke with my friends. • I laugh at stories that are funny. • I love listening to stories and get so much joy out of them. • I can laugh when I am playing.
			



Characteristics of effective Learning: Development Matters 2021

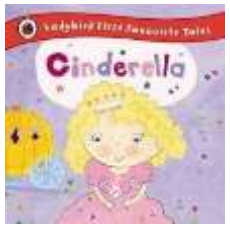
Playing and exploring *Children investigate and experience things, and 'have a go'*	**Children will be learning to:** • Realise that their actions have an effect on the world, so they want to keep repeating them. • Plan and think ahead about how they will explore or play with objects. • Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? – I need to find the big horse next." • Make independent choices. • Bring their own interests and fascinations into early years settings. This helps them to develop their learning. • Respond to new experiences that you bring to their attention.
Active learning *Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.*	**Children will be learning to:** • Participate in routines, such as following the school timetable. Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens. • Show goal-directed behaviour. • Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit. • Keep on trying when things are difficult.
Creating and thinking critically *Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.*	**Children will be learning to:** • Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup. Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets. • Review their progress as they try to achieve a goal. Check how well they are doing. Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries. • Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. • Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

Reception Long Term Overview

Autumn	Spring	Summer
Once upon a time 	**Winter Wonderland** 	**Ready, Steady, Grow** 
Starry Night 	**Let's Explore!** 	**Big Wide World** 

The topics identified within the Early Years curriculum act as broad, overarching themes designed to secure the foundational knowledge and understanding that children need, particularly within Understanding the World. These carefully sequenced experiences establish the essential knowledge, vocabulary and concepts on which the Year 1 curriculum builds. Through this approach, children's cultural capital is enriched and their knowledge base is broadened, ensuring they are well prepared for the next stage of learning.

While these topics provide a coherent structure for curriculum planning, learning is not restricted solely to the theme being studied. Practitioners respond to children's emerging interests, questions and fascinations and may plan additional learning experiences that extends beyond the current topic. This enables high levels of engagement and sustained involvement while ensuring that the key skills and knowledge identified within the school's milestones are systematically developed and acquired.

<table>
<tr><th></th><th colspan="4">Autumn 1st Term</th><th colspan="4">Autumn 2nd Term</th></tr>
<tr><td>Main Theme</td><td colspan="4">Once upon a time
</td><td colspan="4">Starry Night
</td></tr>
<tr><td></td><td colspan="4">This project supports children to develop a love of stories and reading. It encourages children to learn, retell and act out familiar and traditional tales</td><td colspan="4">This project explores the differences in the world at night compared to during the day. It teaches children about the importance of a good night’s sleep, and helps them to discover what is happening in the world while they are sleeping, including finding out about nocturnal animals.</td></tr>
<tr><td>Key Texts</td><td>Little Red Riding Hood
</td><td>The Three Little Pigs
</td><td>Cinderella
</td><td>The Colour Monster
</td><td>Tree
</td><td>Whatever Next
</td><td>Owl Babies
</td><td>The Christmas Story
</td></tr>
</table>

Foundational knowledge: Once Upon a Time

This project supports children to develop a love of stories and reading. It encourages children to learn, retell and act out familiar and traditional tales.

By the end of this topic we want the children to know:

- Fiction texts refer to books and stories about imaginary people.
- Fiction stories have characters and settings. Stories have a beginning, build up, problem, resolution and ending.
- Traditional tales have been told for many years and can have alternative endings.
- Some building materials are better for building houses than others because of their strength.
- My happy feelings can make me laugh and smile.
- My sad feelings can make me cry or feel angry or upset.

Vocabulary

General: fiction, character, setting, traditional tale, happy, sad, angry, upset, laugh, smile, managing feelings, "use your words".

Little Red Riding Hood

Characters: Little Red Riding Hood, wolf, grandmother / granny, mother, woodcutter / hunter,

Setting: forest, cottage, grandmother's house, trees, woods,

Important objects: red cloak, hood, basket, cake, bread, flowers, bed, door.

Key story phrases:

"What big eyes you have!"

"What big ears you have!"

"What big teeth you have!"

"All the better to see/hear/eat you with!"

The Three Little Pigs

Characters: three little pigs, pig, big bad wolf, brother

House and materials: straw, sticks, bricks, house, wall, roof, chimney, door.

Building language: build, stack, carry, make, strong, weak

Action language: huff, puff, blow, knock, run, hide, climb, fall.

Key story phrases:

"I'll **huff and puff** and blow your house down!"

"Not by the hair of my **chinny chin chin**!"

Cinderella

Characters: Cinderella, prince, fairy godmother, stepmother, stepsisters, king, servant.

Setting: house, kitchen, palace, castle, garden, ballroom.

Time words: evening, midnight, before, after, suddenly.

Key story phrases:

"You must be home **before midnight**!"

"The glass slipper fits!"

Prior learning in Nursery:

Children listened to a wide range of stories matched to curriculum topics.

Children sang a range of traditional tales and rhymes.

(some children will have come from other nurseries)	
Into Year One:	• In science the children will learn about the properties of materials and what materials are most suited for different purposes. <u>Linked stories</u> • The Colour Monster • The Big Book of Fairytales • The Ninjabread Man (Years 3&4 curriculum Year B) • The Wolf's Story (Years 3&4 curriculum Year B)

Foundational Knowledge: Starry Night

This project explores the differences in the world at night compared to during the day. It teaches children about the importance of a good night's sleep, and helps them to discover what is happening in the world while they are sleeping, including finding out about nocturnal animals.

<table>
<tr><td>By the end of this topic we want the children to know:</td><td colspan="2">

The environment changes through the year.
In the autumn the leaves on the trees change colour and fall to the ground.
We live on a planet called Earth. It gets dark at night because our part of Earth is facing away from the Sun.
At night time the sky is dark and we need to use lights to see.
We sleep at night time but some people work at night.
There are lots of different types of animals, such as birds, insects and reptiles. Some animals come out at night and sleep during the day. These are known as nocturnal animals.
Bats, owls, foxes and badgers are nocturnal animals.
The first Christmas was when Jesus Christ was born.
Jesus was born in a stable in Bethlehem. A bright star shone above the stable.
Shepherds came to visit the baby Jesus.

</td></tr>
<tr><td rowspan="2">Vocabulary</td><td colspan="2">General: day, night, light, dark, moon, sun, stars, space, planets, rocket, travel, torch, nocturnal animals, see, hear, taste, feel, touch, smell, colour, peace, owl, Nocturnal, night, owl, branch, trunk, twig.</td></tr>
<tr><td>Night sky words: night, sky, star, moon, cloud, dark, twinkle, shine, sparkle

Night time environment: evening, sunset, night-time, shadows, quiet, dark sky</td><td>Autumn nature words: autumn, leaf, leaves, tree, branch, acorn, conker, pinecone

Colours of Autumn: red, orange, yellow, brown, golden

Autumn weather: wind, rain, cloudy, cool, chilly, puddle</td></tr>
<tr><td>Prior learning in Nursery:

(some children will have come from other nurseries so their foundational knowledge will be different)</td><td>In the topic 'Exploring Autumn' the children learnt:

Some leaves change colour in autumn and fall from the trees.
There are lots of different animals. Some animals such as rabbits, badgers and foxes live in a woodland.
All animals have special features such as whiskers, paws, beaks, tails and wings.
A tree called a horse-chestnut tree grows conkers. In the autumn they fall to the ground.
You might see more spiders in the autumn.
In the autumn the sky gets darker at an earlier time.

</td><td>In the topic 'Sparkle and Shine' the children learnt:

Shiny materials reflect light.
Some materials are shiny and others are not shiny.
In winter we celebrate Christmas.
Jesus Christ was born in a stable.
Jesus' parents on earth were Mary and Joseph.
Jesus is the Son of God.
People can give presents at Christmas to show that you care for them.

</td></tr>
<tr><td>Into Year One:</td><td colspan="2">

In science the children will learn about habitats and what insects can be found in our school grounds (curriculum Year A)
In religious education the children will hear the Gospel passages of the shepherds and the wise men visiting the baby Jesus. They will also listen to the story of the Angel Gabriel visiting Mary with an important message (both curriculum years)
In geography the children will learn about the climate of different countries in the United Kingdom (curriculum Year B).

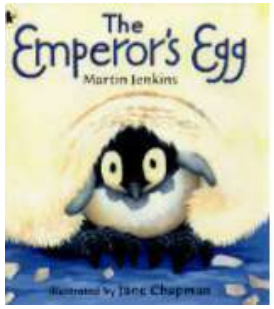
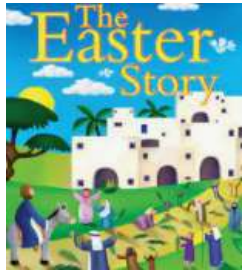
</td></tr>
</table>

	Linked Stories : Dolphin Boy

Reception Termly Milestones: Autumn Term			
EYFS		**Autumn 1st Term**	**Autumn 2nd Term**
Personal, Social and Emotional Development (PSED)	Self-Regulation	• I can talk about my feelings to trusted adults or special friends. • I may come into school upset but I can be comforted by adults. • I can listen to the rules and expectations and begin to follow them.	• I am sharing more often or may comfort a friend who is upset. • I can identify my own emotions and name them. • I am beginning to take turns and share resources and I am developing patience and understanding that there is more than just me in the class
	Managing Self	• I am developing an awareness of myself and I am forming my own opinions. • I am beginning to learn the classroom rules and I am following these with some reminders. • I am becoming more independent at coming into school in the morning and getting ready for home at home time. • I am using the toilet independently most of the time at school. • I know it is okay to ask for help and will do so.	• I am doing things for myself –because I want to. • I will say what I am doing and why I am doing it too. • I am using my preferences to choose what I would like to do at school. • I can put my coat on and I am becoming more confident and skilled in using buttons and zips.
	Building Relationships	• I am building new positive relationships with pupils and staff in my new setting. • I may begin to play alongside other children if ready.	• I am building on the relationships started last term. • I am talking to children and adults in my setting and beginning to ask for help if I need it.
Communication and Language	Listening, Attention and Understanding	• I am beginning to listen to other children in my setting. I can listen during story time and show an interest in the books being read. • I can sit on the carpet and show some attention –this may only be for a short time. • I can pay attention to one thing at a time. • I can follow simple 1 step instructions. • I understand appropriate 'why' questions.	• I am listening more on the carpet and when being spoken to by my teacher and peers. • I continue to listen to new stories that are shared with me. • I am paying more attention on the carpet and during guided tasks. • I understand why I need to pay attention. • I follow clear instructions with 2 parts.
	Speaking	• I can speak in simple sentences. • I can say simple rhymes and sing songs and poems. • I can speak to the adults and children in the class. • I can talk to other children during play.	• I can use expression to communicate meaning. • I can start conversations and speak to familiar adults. • I can take turns and tell past events. • I know about rhyme and alliteration
	Gross Motor Skills	• I am beginning to use my core muscle strength to achieve good posture when sitting on the floor or at the table.	• I am beginning to develop overall body; strength, balance, co-ordination, balance and agility. Experiment moving in different ways.

Physical Development		• I am beginning to safely use tools and equipment.	
	Fine Motor Skills	• I can use pencils and other equipment comfortably. • I can make snips in paper either using one hand or two.	• I am continuing to develop my fine motor skills. • I am beginning to learn correct letter formations and use these in my writing.
Literacy	Comprehension	• I can listen and enjoy sharing a range of books. • I can hold a book correctly, turn pages and handle with care. • I know that a book has a beginning and an end. • I know that text in English is read top to bottom and left to right. • I know the difference between text and illustrations. • I can recognise some familiar words in print. • I enjoy joining in with rhyme, songs and poems. • I can explain simply what's happening in a picture in a familiar story.	• I can respond to different types of books, e.g., story books, factual/real-world books. • I can respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. • I can make simple inferences to answer yes/no questions about texts. • I can sequence two events from a familiar story, using puppets, pictures from book or role-play
	Word Reading	• I can discriminate sounds (Phase 1 Phonics) such as instruments and cars. • I am beginning to be able to orally blend and segment. (Phase 1 Phonics). • I can read graphemes (letter sounds) s,a,t, p, i… and I am beginning to blend some simple words.	• I am progressing through Phase 2 phonics and I am beginning to blend some simple words. • I can read a few common exception words matched to the phonic programme.
	Writing	• I can write my name -copying it from a name card or trying to write it from memory. • I have developed an awareness that writing communicates meaning. • I can give meaning to marks I make. • I know that print carries meaning and in English, is read from left to right and top to bottom. • I can draw lines and circles. • I am forming the basic understanding of compositional skills through talk -to organise my play and describe events and special occasions.	• I understand that thoughts and stories can be written down from what has been modelled to me. • I can use talk to link ideas during conversation and play as well as clarify my thinking and feelings. • I am continuing to develop a phoneme / grapheme relationship. • I now have increasing control when making marks and drawing. • I can copy adult 'writing behaviour' e.g. writing on a whiteboard, writing messages. • I can use some recognisable letters and own symbols such as my name or some initial sounds. I can form letters from my name correctly. • I can recognise that after a word there is a space.
Maths	Number and numerical patterns	• I can match objects and pictures. • I can identify a set. • I can sort objects to a type.	• I can find 1, 2 and 3. • I can subitise 1, 2 and 3. • I can represent 1, 2 and 3

		• I can explore sorting techniques. • I can create sorting rules. • I can compare amounts	• I can understand 1 more and 1 less. • I know the composition of 1, 2 and 3. • I can find 4 and 5. • I can subitise 4 and 5 • I can represent 4 and 5. • I can find 1 more and 1 less. • I know the composition of 4 and 5.
	Shape, Space and Measure	• I can compare size. • I can compare mass. • I can compare capacity. • I can recognise simple patterns. • I can copy and compare simple patterns. • I can create simple patterns.	• I can identify and name circles and triangles. • I can compare circles and triangles. • I can recognise shapes in the environment. • I can describe position. • I can identify and name shapes with 4 sides. • I can combine shapes with 4 sides. • I can recognise shapes in the environment.
Understanding the World	Past and Present	• I can talk about members of my family and the relationship to them e.g. Mum, Dad. • I know that you can find out information from different sources	• I can use the language of time when talking about past and present events in my own lives and in the lives of others including people I have learnt about through books. • I can find out about key historical events and why and how we celebrate today. Remembrance Day, Christmas Day, Diwali.
	People, Culture and Communities	• I respect special things in my own life. • I can draw a simple map and listen to stories with maps. I recognise some common signs.	• I recognise that people have different beliefs and celebrate special times in different ways. • I recognise some environments that are different to where I live.
	The natural World	• I can have discussions around human lifecycles and how we grow and change. • I understand how I have grown and how I will continue to grow. Looking at how I look and people older me them look –what is the same and what is different. • I can name body parts and know how to keep healthy.	• I know about the seasons and know it is Autumn. • I can talk about the seasons and have some understanding about the changes that happen in the world.
Expressive Arts and Design	Creating with Materials	• I can explore a range of colours and how colours can be changed e.g. colour mixing.	• I can experiment with different textures. • I can create an independent craft using available materials
	Being Imaginative and Expressive	• I can sing simple well know songs and rhymes. • I can describe the sounds I can hear.	• I can explore musical instruments including body percussions. • I can play instruments in time and in a simple composition. • I can take part in the Nativity Performance – joining in with the words to sings, using actions and listening to music

<table>
<tr><th></th><th colspan="3">Spring 1st Term</th><th colspan="3">Spring 2nd Term</th></tr>
<tr><td>Main Theme</td><td colspan="3">Winter Wonderland
</td><td colspan="3">Let's Explore!
</td></tr>
<tr><td></td><td colspan="3">This project teaches children about the changes that happen during winter, including the types of weather associated with winter. It also explores places that have snow all year round and the types of animals that live there.</td><td colspan="3">This project teaches children about the environments that they share with others, including their homes, school and places in the local community.</td></tr>
<tr><td>Key Texts</td><td>Jack Frost
</td><td>Emperor's Egg
</td><td>Winter Sleep
</td><td>Every house in every street
</td><td>The tree
</td><td>The Easter Story
</td></tr>
</table>

Foundational Knowledge: Winter Wonderland

This project teaches children about the changes that happen during winter, including the types of weather associated with winter. It also explores places that have snow all year round and the types of animals that live there.

<table>
<tr><td>By the end of this topic we want the children to know:</td><td colspan="2">

Winter is a season; it comes after autumn. The weather is colder in winter with more snow, hail and rain.
The weather is colder in winter and sometimes it snows. In winter the evenings get darker earlier.
In winter the days are short and the nights are cold. Some birds need us to feed them during winter to help them survive.
There are places in the world where it is always cold and snowy. The animals that live there have special features that help them to live in the cold.
Some animals (squirrels, hedgehogs, bats, bears and box turtles) hibernate.
Some animals have to hibernate due to the harsh weather conditions which may result in fatality.
Polar Bears live in the Arctic and can survive due to their warming features.
Emperor penguins live in the Antarctic and have two layers of feathers as well as a good reserve of fat to help them survive the very cold conditions.
When water freezes it becomes ice. When ice melts it becomes water again.

</td></tr>
<tr><td rowspan="2">Vocabulary</td><td colspan="2">Genreal: winter, hibernation, weather, temperature, climate, snow, ice, rain, cold, Arctic, Antarctic, Emperor penguin, polar bear, conditions, melt.</td></tr>
<tr><td>Winter weather: cold, snow, ice, frost, wind, fog, cloudy

Snow and ice language: snowflake, snowball, icicle, frozen, slippery

Winter clothes: coat, scarf, hat, gloves, boots, jumper

Nature in winter: tree, branch, bare tree, animal, hibernate</td><td>Polar bears
Animal language: polar bear, bear, cub, mother, fur, paws, claws, nose
Habitat language: Arctic, ice, snow, sea, ocean, iceberg, frozen
Environment language: cold, winter, snowstorm, wind, icy water
Emperor Penguins
Animal language: penguin, chick, egg, feathers, beak, flippers, feet
Habitat language: ice, snow, cold, ocean, sea, ice sheet, wind
Action words: waddle, slide, swim, dive, huddle, walk</td></tr>
<tr><td>Prior learning in Nursery: (some children will have come from other nurseries)</td><td colspan="2">In the same topic the children learnt:

• Winter is a season; it comes after autumn.
• There are places in the world where it is always cold and snowy.
• When water freezes it becomes ice. When ice melts it becomes water again.
• The weather is colder in winter and sometimes it snows.
• In winter the evenings get darker earlier.
• Some animals (squirrels, hedgehogs, bats, frogs and insects) hibernate.</td></tr>
<tr><td>Into Year One:</td><td colspan="2">• In science the children will learn about animal survival and how some animals have different features to survive in different climates (curriculum Year A).
• In science the children will learn about seasonal changes and how to measure the weather as a meteorologist (curriculum Year B).</td></tr>
</table>

Foundational Knowledge: Let's Explore

This project teaches children about the environments that they share with others, including their homes, school and places in the local community. The term finishes with learning about the Easter story.

<table>
<tr><td>By the end of this topic we want the children to know:</td><td colspan="5">

Our school is called Our Lady's Catholic Primary School and was built in 1932.
The Salesian Sisters live in the convent which is built on the same grounds as our school.
Our school is in Cowley.
Our parish church is Our Lady's Help of Christians. Fr Harry is our parish priest.
I live in …….
I live with…..
Cowley Centre/Templars Square is our nearest shopping centre.
Our nearest library is called Temple Cowley.
Jesus Christ was crucified on Good Friday.
Jesus Christ rose from the dead on Easter Sunday.

</td></tr>
<tr><td rowspan="2">Vocabulary</td><td colspan="5"><u>General language:</u> Cowley, school, convent, Salesian Sisters, church, street, home, address, shopping centre, library, Good Friday, Easter Sunday, rise, resurrection.</td></tr>
<tr><td><u>Home language:</u>

home, house, flat, apartment, room, kitchen, bedroom, bathroom, garden , door, window, family.</td><td><u>School language:</u>

school, classroom, teacher, friend, playground, book, desk / chair, pen / pencil, wall, door, library</td><td><u>Local community:</u>

Park, shop, library, hospital, doctor, dentist, bus stop, road, street, playground, café, restaurant, post office, police station, fire station</td><td><u>People in our community:</u>

Neighbour, friend, teacher, shopkeeper, doctor, nurse, police officer, firefighter, bus driver, parent, carer</td><td><u>Positional language</u>: in, on, under, behind, in front, next to, between, on top of, near, far, above, below.

<u>Directional language:</u>
forwards, backwards, sideways, around, up, over, down, across, left, right.</td></tr>
<tr><td>Prior learning in Nursery:

(some children will have come from other nurseries)</td><td colspan="5">In the topic 'Me and My Community' the children learnt:

Our nursery class has rules that we need to follow.
We sit on the carpet for registration and song time.
We put our toys away when our teachers ask us to.
To be a good friend I need to be kind and say kind words.
When we play, we share with our friends.
I am special because God made me.
There is only one me in the world!

</td></tr>
</table>

	• Members of my family help me. • My teachers help me at school.
Into Year One:	• In history the children will learn about school days in Victorian times, as well as the history of our school. • In geography the children will explore London as our capital city. They will also learn the four compass points and other positional language. They will also learn about the equator, hemispheres and continents (curriculum Years A and B). • In religious education the children will listen to the Easter Story including the Last Supper and the events leading up to Good Friday and Easter Sunday. <u>Linked Stories</u> • Please Mrs Butler • Whiffy Wilson

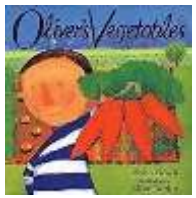
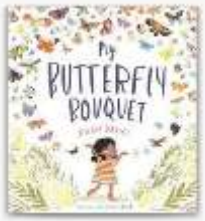
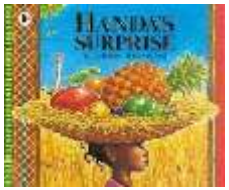
Reception Termly Milestones: Spring Term

EYFS		Spring 1st Term	Spring 2nd Term
Personal, Social and Emotional Development (PSED)	Self-Regulation	• When I am very upset, I know who I can talk to or I know some ways to calm myself down if needed. • I am becoming prouder of myself for achieving things such as pupil of the week. • I know and follow the behavioural expectations of the school	• I have an adult in school I trust and will talk to. • I talk about my interests and likes and dislikes at school. • I am beginning to understand why listening is important to help us learn and keep us safe.
	Managing Self	• I have a good understanding of the behaviour expectations and guide others to follow. • I am proud of what I can do and my achievements. • I am becoming much more independent –getting things for home, eating my dinner and snacks, asking for help, getting a drink when I want one. • I am independently making healthy food choices such as at dinner time	• I know what makes me happy and do these things. • I know what keeps me healthy and will do these things when possible. • I am looking after myself at school (personal and hygiene needs). • I am developing resilience and perseverance independently.
	Building Relationships	• I have friendships and may have a special friend. • I play with these children in and out of the classroom and I am happy to.	• I am building relationships through play and talk and conserve to many of my peers
Communication and Language	Listening, Attention and Understanding	• My listening skills are continuing to develop and I am listening in lots of different situations such as carpet time, assembly, phonics and other lessons. • I am showing a good level of attention and concentration. • I am being attentive during classroom tasks –both guided and independent. • I can take turns when speaking and responding to my peers and adults with a clear understanding of what has been said.	• I listen when both in and out of school and pay attention to the person talking. • When out of school I know it is important to listen to keep safe –such as cars or stranger danger. • I can maintain attention in different contexts. • I show attention to both peers and adults. • I ask questions to clarify understanding and confirm knowledge. • I show a good understanding of texts that have been read to me through my recall.
	Speaking	• I can use talk to pretend play. • I can explain and describe things through speech. I can talk in the past tense.	• I can use talk to clarify my thinking and ideas. • I can speak in well-formed sentences. • I can use speech to reason and problem solve. • I can verbally tell stories..
Physical Development	Gross Motor Skills	• I am continuing to develop overall body strength, balance and coordination. • I am developing in ability when dancing to music.	• I can negotiate space successfully and can adjust speed and direction. • I can show increasing control with a ball.

	Fine Motor Skills	• I am developing an effective pencil grip. • I am developing skill when using tools including scissors.	• I can form recognisable letters with an effective pencil grip
Literacy	Comprehension	• I can use picture clues to help read a simple text. • I can make a simple prediction based on the pictures or text of a story that is read to me. • I can show understanding of some words and phrases in a story that is read aloud to me. • I can express a preference for a book, song or rhyme, from a limited selection. • My play is influenced by experience of books (small world, role play	• I can correctly sequence stories, drawing on language patterns of stories. • I can show understanding of many common words and phrases in a story that is read to me. • I can suggest how an unfamiliar story read to me might end. • I can give an opinion on a book I have read. • I can recognise repetition of words or phrases in a text. • My play is influenced by my experience of books. • I can innovate a well-known story with support.
	Word Reading	• I am continuing to read individual graphemes (letters sounds). • I can blend simple sounds into VC or CVC words. • I can read a few common exception words matched to the Little Wandle Letters and Sounds phonics programme.	• I am continuing to read graphemes as well as some digraphs. • I can read simple phrases and sentences with known graphemes / phonemes and a few exception words from memory.
	Writing	• I can orally sound out CVC words. • I can break down words to ensure I've remembered all of the sounds. • I can record letters for initial sounds and end sounds. • I can build and record simple CVC words. • I can write from left to right and top to bottom. • I am beginning to form some recognisable letters	• I can orally compose a caption and hold it in memory before attempting to write it. I can build CVC, CVCC words using known graphemes and record these. • I can use writing in my play. I can hold a pencil effectively to form recognisable letters. • I know how to form clear ascenders and descenders
Maths	Number and numerical patterns	• I recognise zero. • I can find 0 to 5. • I can subitise 0 to 5. • I can represent 0 to 5. • I know 1 more and 1 less. • I know the composition of numbers to 5. • I can find 6, 7 and 8. • I can represent 6, 7 and 8. • I know 1 more and 1 less. • I know the composition of 6, 7 and 8. • I can make pairs –odd and even. • I can double to 8 (find a double and make a double).	• I cand find 9 and 10. • I can compare numbers. • I can represent 9 and 10. • I can find 1 more and 1 less. • I know the composition of numbers to 10. • I know bonds to 10 (2 parts) • I can make arrangements to 10. • I know bonds to 10 (3 parts) • I know doubles to 10 (find a double and make a double). • I understand odd and even.

		• I can combine 2 groups.	
	Shape, Space and Measure	• I can compare mass. • I can find a balance. • I understand capacity. • I can compare capacity	• I understand length. • I can compare length. • I understand height. • I can compare height. • I can talk about time. • I can order and sequence time. • I can recognise and name 3-D shapes. • I can find 2-D shapes within 3-D shapes. • I use 3-D shapes for tasks. • I can find 3-D shapes in the environment. • I can identify more complex patterns. • I can copy and continue patterns. • I can spot patterns in the environment.
Understanding the World	Past and Present	• I can visually represent my own day on a simple timeline. • I can make observations or find information about different locations and places. • I recognise, know, and can describe features of a studied location. • I understand some changes in the natural world around me, including the seasons.	• I can talk about and understand changes in my own lifetime and what happens when I get older. • I can describe images of familiar situations in the past when looking and contrast images or stories. • I understand growth and change.
	People, Culture and Communities	• I understand what curiosity is and the importance of asking questions. • I can find out about other countries and people through non-fiction texts, stories, visitors, and celebrations. • I can use positional language and extend this to using a BeeBotsor instructing a friend to move. • I recognise some environments are different to the one in which I live.	• I understand what curiosity is and the importance of asking questions. • I can find out about other countries and people through non-fiction texts, stories, visitors, celebrations including Easter. • I can confidently programme a BeeBot. • I can talk about technology and how it can help us direct ourselves – Google Maps.
	The natural World	• I can describe an animal using some scientific vocabulary. • I have an understanding of some animal habitats and can describe them and who lives in them.	• I can name parts of a plant and what it needs to grow as part of the current topic. • I can grow my own plants and look after them. • I can observe the plants and trees around me and how they change. • I am developing a good understanding of a lifecycle as part of the topic.

Expressive Arts and Design	Creating with Materials	• I can safely explore different techniques for joining materials	• I can make props and costumes for different role play scenarios.
	Being Imaginative and Expressive	• I can use the stories I know and have heard in school to roleplay them. • I can extend my roleplay with more imaginary storylines. • I am continuing to use the props available in school and ones I have made myself.	• I can experiment with changing my voice with different tempo, pitch and dynamics. • I can describe instrument sounds.

<table>
<tr><th></th><th colspan="4">Summer 1st Term</th><th colspan="3">Summer 2nd Term</th></tr>
<tr><td>Main Theme</td><td colspan="4">Ready, steady, grow
</td><td colspan="3">Big Wide World
</td></tr>
<tr><td></td><td colspan="4">This project teaches children about food and farming and explores themes, including where food comes from, what plants and animals need to grow and survive and what constitutes a healthy lifestyle.</td><td colspan="3">This project teaches children about the global community to which they belong and explores how living things, communities and climates differ around the world.</td></tr>
<tr><td>Key Texts</td><td>Jack and the beanstalk
</td><td>Oliver's Vegetables
</td><td>My Butterfly Bouquet
</td><td>Handa's Surprise
</td><td>Our World
</td><td>All are welcome
</td><td>Under the same sky
</td></tr>
</table>

Foundational Knowledge: Ready, steady, grow

This project teaches children about food and farming and explores themes, including where food comes from, what plants and animals need to grow and survive and what constitutes a healthy lifestyle.

<table>
<tr><td>By the end of this topic we want the children to know:</td><td colspan="5">Food can be from plants or animals. Fruit and vegetables are from plants. Meat, milk and eggs are from animals.
Many plants grow from seeds. Plants need water, sunlight, air and warmth to grow.
Many animal babies are known by different names than the adult animal, such as cow and calf or sheep and lamb.
To stay healthy, we should eat at least five portions of fruit and vegetables a day, and exercise.
Spring is a time when many baby animals are born, such as ducklings and lambs.
Trees start to grow leaves in spring. Some trees grow blossom.
Frogs lay frogspawn in ponds. Tadpoles hatch out of the frogspawn and grow into frogs.</td></tr>
<tr><td rowspan="2">Vocabulary:</td><td colspan="5">General language: food, plant, seed, animal, meat, water, sunlight, air, warmth, soil, nutrients, healthy, fruit, vegetables, spring, lambs, new life, trees, blossom, leaves, frogs, frogspawn, tadpoles.</td></tr>
<tr><td><u>Food:</u>milk, eggs, cheese, bread, meat, butter, fruit, vegetable

<u>Farming:</u> farm, farmer, field, barn, tractor, crops, soil, ground, seeds, plant, grow, harvest</td><td><u>Seeds and plants</u>: seed, plant, flower, root, stem, leaf, shoot, sprout, bud, fruit, vegetable

<u>Growing:</u> grow, water, soil, earth, pot, container, sun, sunlight, warm, feed, dig</td><td><u>Environmental:</u> sun, rain, wind, temperature, light

<u>Spring:</u> flower, blossom, tree, leaf, bud, grass, seed.</td><td>Frogs:

<u>Animal words</u>: frog, tadpole, frogspawn, froglet, amphibian, skin, eyes, legs, toes.

<u>Habitat:</u> pond, water, mud, lily pad, reeds, plants, pond edge.</td><td>Keeping healthy:

Healthy eating: fruit, vegetable, water, milk, healthy snack, breakfast, lunch, dinner, sugar (limit)

Exercise and activity: run, jump, skip, dance, play, bike / cycle, swim, exercise

Hygiene: wash hands, brush teeth, clean, soap, shower / bath, germs.</td></tr>
</table>

Prior learning in Nursery: *(some children will have come from other nurseries)*	*In the same topic the children learnt:* • Fruit and vegetables are healthy foods. • Plants need water, sunlight, air and warmth to grow. • Food can be from plants such as fruit, vegetables, nuts and seeds. • Animals provide meat and also produce food such as milk, eggs and honey. • To stay healthy, we should eat at least five portions of fruit and vegetables a day, and exercise. • Frogs lay frogspawn in ponds and they grow into frogs.
Into Year One:	• In science the children will learn about the growth of plants from seeds and bulbs. They will observe the growth of plants firsthand, recording changes over time and identifying what plants need to grow and stay healthy. • In DT the children will learn about sources of food and the preparatory skills of peeling, tearing, slicing, chopping, mashing and grating. They will use this knowledge and techniques to design and make a supermarket sandwich according to specific design criteria. Linked stories: • The Lighthouse Keeper's Lunch

Foundational Knowledge: Big Wide World

This project teaches children about the global community to which they belong and explores how living things, communities and climates differ around the world.

By the end of this topic we want the children to know:

- All families are different and special. They are different sizes and have different family members.
- Everyone is different and special. There might be things that make them similar or different from others including their appearance or things they like to do.
- The weather, environment and living things are different in different places around the world.
- Climates and environments are different, depending on their location on Earth.
- Living things are different in different places around the world.
- Litter has a harmful effect on the areas where we live, work and play.
- People live in and visit lots of different places around the world.
- Globes and maps can show us the location of different places around the world.
- A globe is a 3-D model of the Earth.
- Maps show 2-D images of places.
- A map is a drawing of an area of land or sea. It shows features, including roads, rivers, woods, parks and buildings.
- A map is a drawing of an area that shows features, including roads, rivers, woods, parks and buildings.
- The local environment has lots of different features including rivers, roads, lakes, woods, canals and railways.

Vocabulary:

Aeroplane, boat, bus, car, desert, earth, forest, globe, habitat, land, map, mountain, ocean, plant, river, sea, train, travel, weather, woodland.

Everyone is different:	Weather around the world:	Litter:	Earth:	Our local environment:
People: friend, family, neighbour, teacher, boy, girl, baby, adult. Diversity: different, same, similar, unique, special, everyone, share, help, respect	Common weather: sun, rain, cloud / cloudy, wind, snow, storm, fog, thunder, lightning, hail. Temperature: hot, warm, cool, cold, freezing, icy Extreme weather: hurricane, tornado, flood, drought, blizzard, heatwave.	Litter, rubbish, bin, recycling, plastic, paper, metal, glass, bottle, wrapper Environment words: park, playground, street / road, garden, river / pond, beach, nature	Places: world, country, city, town, village, continent, ocean, sea, mountain, river, desert, Maps and travel: map, globe, road, street, travel, journey, explore	rivers, roads, lakes, woods, canals, railway, Cowley Centre, Templars Square, John Allen Centre, Temple Cowley library, Cowley police station.

Prior learning in Nursery: *(some children will have come from other nurseries)*	*In the topic of 'Sunshine and Sunflowers' the children learnt:* • A map is a drawing of an area of land or sea that shows features, including roads, paths, rivers, woods and buildings. *In the topic 'Me and My Community' the children learnt:* • I am special because God made me. • There is only one me in the world! • Members of my family help me. • My teachers help me at school.
Into Year One:	• In geography the children will learn some of the key landmarks in London, our capital city (curriculum Year B) • In geography the children will learn about other countries and capital cities in the UK and in Europe. • In art the children will learn about artist James Rizzi who illustrates streets and buildings (curriculum Year B) <u>Linked stories</u> • Katie goes to London • Rosie's Walk

Reception Termly Milestones: Summer Term

EYFS		Summer 1st Term	Summer 2nd Term
Personal, Social and Emotional Development (PSED)	Self-Regulation	• I try to share, take turns, reason and look after one another. • I apologise if I hurt someone accidently or make someone else upset. • I will without question follow instructions from my teachers or school adults.	• I show emotional maturity ready for the emotional resilience needed for KS1. • I can use reason and resolutions with other children to keep games and play fair. • I am developing in independence and can manage my behaviour in a range of situations in school.
	Managing Self	• I can tell adults and my peers what I have achieved and what I can do now. • I am happy with myself and proud of what I have achieved at school. • I am confident to try new things. I continue to develop my resilience and perseverance independently. • I can continue to look after and care for myself	• I am proud of who I am and what I can do. • I can talk about myself positively. • I continue to look after myself and understand what healthy choices are. • I have developed resilience, independence and perseverance to support myself through transition and the next step in my school journey.
	Building Relationships	• I can continue to build strong bonds with other children in my school and care for my peers e.g. getting them tissues, asking them to join in with a game	• I know if I have hurt someone's feelings and will apologise without being asked. • I know some children might like or dislike the things I do and that it is okay. • I can look after my peers and I want to help my friends.
Communication and Language	Listening, Attention and Understanding	• My listening skills continue to develop, I can listen in a range of situations and can listen while taking part in a guided task while remaining on task. • I am developing my attention skills to both listen and continue with an activity. • I can follow clear instructions with 3 parts. • I am using new knowledge and vocab in conversation and play. • I can show I understand questions through my talk and actions.	• I show good listening skills and can listen to one another, adults and new people with great skill. • I attend to others in play. • I show good levels of attention during learning tasks. • I can retell a story showing a good understanding. • I am understanding and using a large number of words and new vocabulary in their conversations and during discussions.
			Early Learning Goal: Children at the expected level of development will: 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 teacher and peers.
	Speaking	• I can explain how things work, what has happened and why. I can solve problems, reason with others and fix friendship issues through speech. • I can add detail to my sentences. • I can describe things that have happened in my life to others.	• I can create an imaginary story of my own in play. • I can speak clearly in well-formed sentences. I can use new vocabulary in different contexts. • I can use past, present, and future tenses in conversation with peers and adults.
Physical Development	Gross Motor Skills	• I can use equipment safely with consideration to others. • I can move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing.	• I can negotiate space and obstacles safely. • I can show strength, balance and coordination when playing. • I can move energetically in a range of different ways.
	Fine Motor Skills	• I can confidently use scissors and small tools. • I am beginning to use a tripod grip to draw and write accurately.	• I can use the tripod grip. • I can use a range of small tools. • I can show accuracy when drawing.
Literacy	Comprehension	• I can correctly sequence a story or event using pictures and/or captions. • I can make simple, plausible suggestions about what will happen next in text. • I know the difference between different types of texts. • I can make inferences to answer a question beginning 'Why do you think...?' • My play is influenced by my experience of books -gestures and actions used to act out a story, event or rhyme.	• My play and vocabulary is influenced by my experiences of books. • I can innovate a known story. • I can recall the main points and vocabulary in a text in the correct sequence. • I can say whether I liked or disliked a book, and give a simple justification or make a relevant comment. • With prompting, I sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.
	Word Reading	• I can read some graphemes, digraphs, simple phrases and sentences with known graphemes / phonemes and a few exception words from memory.	• I am beginning to read some tricky words from Level 4 e.g. said, like, have, so • I can re-read what I have written to check that it makes sense
	Writing	• I can create a simple caption e.g. it is a bus. • I am continuing to build on knowledge of letter sounds in writing. • I try to include finger spaces. • I can form most lower-case letters correctly, starting and finishing in the right	• I can write for a range of purposes e.g. non-fiction and fiction writing. • I can write short sentences sometimes using finger spaces, capital letters and full stops. • I can use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.

		• place, going the right way round and correctly orientated. • I can include spaces between words.	
Maths	Number and numerical patterns	• I can build numbers beyond 10 (14-20). • I can verbally count beyond 20. • I can continue verbal counting patterns. • I can add more. • I can answer the question 'how many did I add?'. • I can take away. • I can answer questions 'How many did I take away?	• I can share. • I can group. • I understand odd and even sharing. • I can play with and build doubles
	Shape, Space and Measure	• I can select shapes for a purpose. • I can rotate shapes. • I can manipulate shapes. • I can explain shape arrangements. • I can compose shapes. • I can decompose shapes. • I can copy 2-D shape pictures. I can find 2-D shapes within 3-D shapes.	• I can identify units of repeating patterns. • I can create my own pattern rules. • I can replicate and build scenes and constructions. • I can visualise from different positions. • I can describe positions. • I can give instructions to build. • I can represent maps with models. • I can create my own maps from familiar places. • I can create my own maps and plans from story situations.
Understanding the World	Past and Present	• I can recount an event that has happened. • I can talk about roles people have in society (both in the present and past). • I understand the need for these roles.	• I can order experiences that have happened to me and in stories I have read. • I am confident in comparing and contrasting the past and present and can describe and ask questions about old and new. • I notice similarities and differences independently and can talk about these.
	People, Culture and Communities	• I know that different places are special to different people. • I can draw information from a simple map and identify landmarks of our local area walk	• I can compare and contrast different places. • I can show respect to one another and to animals. • I can create own maps using grid paper and symbols (x marks the spot treasure maps
	The natural World	• I am confident at naming a range of animals and where they live (habitat) and can sort some animals into the country they live in. • I can care for and look after animals and encourage others to do so. • I can compare animals and observe their changes (Lifecycles).	• I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and paper. • I am beginning to understand what 're-cycle' means and why we should do it

Expressive Arts and Design	Creating with Materials	• I can explore and use a variety of artistic effects to express my ideas and feelings.	• I can build for a purpose using a range of construction equipment. • I can use a range of 'sticking' tools to join my artwork e.g. sellotape, masking tape, PVA glue, glue stick. • I can share creations, talk about process and evaluate my work
	Being Imaginative and Expressive	• I can perform songs, rhymes, poems and stories and moving in time with the • music. • I can compose and adapt my own music using my voice and with instruments.	• I am continuing to extend and develop the storylines • I am role playing in school. • I can independently sing, dance, roleplay, create artwork and may show a passion for one or more ways to express my imagination.

Readiness for Year 1: Checklist

Reading	• Developing knowledge of the Little Wandle Letters and Sounds phonics programme and applying the skills to decode familiar and unfamiliar words. • Starting to read simple common exception words. • Recognises some graphemes speedily. • Reading simple CVC words quickly and confidently, and starting to read more complex words and sentences. • Retelling familiar stories confidently and discussing them in detail and joining in with predictable/familiar phrases. • Developing comprehension skills, answering questions about what we have read and linking it to our own experiences. • Realising that books and stories may transport them to fantastical settings filled with excitement and adventure, reading is for pleasure. • Discussing stories read, what they like/don't like, how they make them feel and what do they think will happen. • Learning new vocabulary in stories that they can use in their own communication/writing.
Writing	• Holds pens, pencils and other mark making tools correctly with a dominant hand. • Has increasing control over their mark making and can write most lower case letters. • Starting to write simple sentences that can be read by themselves and others. • Applying phonetic knowledge to write simple words, captions and sentences. • Children are given the chance to make marks in a variety of ways about things that inspire them.

Maths	• Can confidently count beyond 20 and demonstrate a thorough understanding of numbers up to 10. • Adds groups to find a total and is starting to experiment with writing number sentences including symbols. • Subitise numbers up to 5. - Knows that numbers are made up of other numbers and explores the composition of numbers, particularly 5 and 10. • Recognises patterns in numbers and is interested in exploring them. • Names 2D and some 3D shapes and knows that shapes can be made up of other shapes. • Uses some directional language accurately. • Uses appropriate mathematical vocabulary. • Measuring weight, capacity, height using a mixture of standard and non-standard units. • Begins to order and sequence events using everyday language related to time. • Explores how various measuring devices are used in everyday life and in play
Science	• Confidently asks and answers a variety of questions about the objects, plants, animals and natural world they observe. • Discusses similarities and differences between many objects in their environment. • Asks questions about the world around them, and tries to find their own answers. • Talks about some of the changes that occur throughout the four seasons and what they may observe. • Names some everyday materials and describes how they look/feel. • Observes plants and animals in their natural environment. • Confidently names some of the parts of animals, plants and humans. • Enthusiastically takes part in scientific investigations and starts to use relevant scientific vocabulary.
Art and Design	• Holds objects with increased precision, such as scissors, paintbrushes, and pencils, and uses them safely. • Experiments with many every day and artistic materials to investigate colour and texture. • Uses drawing, painting, and sculpture as a way to express their thoughts and imagination. • Identifies and investigates the colour, patterns, and shapes used by other artists. • Talks about their creations and shares their work with others. • Experiments with colour mixing. • Experiments with a variety of methods of painting, drawing, printing, and sculpting in order to make art
Design and Technology	• Constructs meaningfully with a clear direction of what they want to make/build/construct, who for and why. • Makes or builds structures using a variety of materials in accordance with a design brief that they have been given or created. • Uses a variety of materials to construct/build/make and can join materials together in a variety of ways. • Talks about how they made their end products, what they like about their end product, what could be better and if it fits the purpose they wanted. • Is imaginative and creative in their ideas, using a variety of materials and tools. • Recognises which foods are healthy and which are not. • Confidently uses basic cutlery.

Geography	• knows where they live and how they travel to school. • Talks about some differences they notice when they are in different places. • Talks about places they have been and read about in stories. • Experiments with making and reading maps. • Enjoys the outside world and talks about what is in it.
History	• Using vocabulary related to the past. (yesterday, last week, when I was younger) • Speaking in the past tense. • Discussed how things have changed, including themselves. • Talks about important events that have happened in their own lives, things that they have done and starts to put them in order. • Recognises language in stories that shows that the story happened in the past. • Knows about some events that happened in the past
Music	• Joins in with singing familiar songs and rhymes and makes up their own. • Matches the pitch of the music they are singing with their own voice. • Have been exposed to a variety of genres of music, lyrics, rhymes and instruments. • Talks about the emotions and images that various types of music evoke. • Dances and moves to a range of songs, synchronising his or her steps to the rhythm and rhymes of the music. • Uses a variety of instruments to enhance songs and rhymes and can use the correct names for some. • Investigates a variety of sounds created by various instruments.
Computing	• Aware of a variety of technologies inside and outside of school. • Expresses themselves creatively and productively using technology. • Knows how to keep themselves safe online.
PE	• Develops body strength, co-ordination, balance and agility. • Uses a large range of small and large apparatus confidently and safely. • Negotiates spaces and obstacles safely. • Moves with ease and fluency and in a variety of different ways. (e.g rolling, crawling, walking, jumping, running, hopping, skipping and climbing.) • Develops a range of ball skills (throwing, catching, kicking, passing, batting and aiming), with precision and accuracy.

PSHCE	• Knows what is right and wrong and can explain the importance of boundaries. • Takes turns and plays co-operatively with others and shows sensitivity to others feelings. • Manages their own personal hygiene and basic needs. • Understands how to stay safe in a variety of situations. • Starts regulating their own behaviour. • Starts to understand their own and others feelings. • Is aware of the people in the community that are there to help us. • Care about living things.