



Foundation Stage – Reception – Orange and Red Class						
Characteristics for Effective Learning – continuous	Playing and Exploring - engagement		Active Learning – motivation		Creating and Thinking Critically – thinking	
		Finding out and exploring Playing with what they know Being willing to “have a go”		Being involved and concentrating Keeping trying Enjoying achieving what they set out to do		Having their own ideas Making links Choosing ways to do things
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	<b>Celebrating Me!</b>		<b>Come inside, Let’s Get Warm!</b>		<b>Wellies and Wheelbarrows</b>	<b>Ahoy Matey!</b>
British Values	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when i	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries

<b>'Hooks' 'WOWs' Enhancements</b>	Park Visit	Bonfire party  Visiting Panto company.		World Book Day  Visits from Police, Fire Service, Ambulance service, Dentist Go to opticians etc	Butterfly Farm trip  Sunflower growing competition  Caterpillars and Butterflies	Forest School Day  Seaside Day	
<b>Celebrations &amp; Awareness Events</b>	Harvest	Bonfire, Divali, Remembrance, CIN, Anti Bullying week, Black History month, Christmas Nativity	Chinese New Year Valentines Day, Safer Internet Day	Easter, Red Nose Day, St Patricks Day, St Georges Day		End of Year celebration	
<b>Parental engagement</b>	1-2-1 Visits, Phonics and reading workshop, Class Dojo,	Christmas Fair Christmas Nativity		Mothers Day		Fathers Day Sports Day, Summer Fayre, End of Year Service	
<b>English</b>	<p><b>Core text</b> – My Mum and Dad make me laugh Funnybones</p> <p><b>Enrichment texts</b> – Once There Were Giants Titch Pete the Cat When I was Like You This is how we do it. The Body Book Luna Loves Art</p> <ul style="list-style-type: none"> <li>○ My Daddies</li> <li>○ It's a No Money Day</li> </ul>		<p><b>Core text</b> – Stickman The Snowflake Mistake</p> <p><b>Enrichment texts</b> – Farmer Duck A Squash and a Squeeze Dear Zoo Walking through the Jungle The Great Explorer Very Important Animals</p>		<p><b>Core text</b> – The Very Hungry Caterpillar The Enormous Turnip</p> <p><b>Enrichment texts</b> – Sam's Sunflowers Sunflower Shoots and Muddy Boots Katie and the Sunflowers The Secret Sky Garden Caterpillar Cake</p>		<p><b>Core text</b> – Julian is a mermaid If sharks disappeared Snail and the Whale</p> <p><b>Enrichment texts</b> – The Singing Mermaid Tiddler Pirates Love Underpants Sharing a Shell 10 Little Pirates Someone Swallowed Stanley??</p>

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	<ul style="list-style-type: none"> <li>Golden Domes and Silver Lanterns</li> </ul> <p>I can talk about the stories we listen to in class.</p>				<p>To The Edge of the World</p> <p>Grandad's Island</p> <p>Octopus Shocktopus</p> <p>Meet the Oceans</p>
	<p><b>Poetry &amp; rhymes</b></p> <p>Nursery Rhymes</p> <p>I will know:</p> <ul style="list-style-type: none"> <li>✓ Heads, Shoulders, Knees and Toes</li> <li>✓ Wind the Bobbin up.</li> <li>✓ Twinkl Twinkl</li> </ul> <p>Plus:</p> <p>Routine songs and rhymes</p> <p>Christmas</p> <p>Nativity songs</p> <ul style="list-style-type: none"> <li>✓ I can clap the syllables in words.</li> <li>✓ I can guess what the missing word might</li> </ul>	<p><b>Writing</b></p> <p>mark making</p> <p>name writing</p> <p>Lists</p> <p>labels</p> <ul style="list-style-type: none"> <li>✓ I can find my name card.</li> <li>✓ I can write my name.</li> <li>✓ I can draw a circle, a straight line, a wavy line, a zigzag line, a dotted line, a dash and a spiral.</li> <li>✓ I can form some recognisable letters – s a t p l n m d g o c k e u r h b l f.</li> <li>✓ I can give meaning to the marks I make.</li> </ul>	<p><b>Poetry &amp; rhymes</b></p> <p>Rumble in the jungle</p> <p>I will know:</p> <ul style="list-style-type: none"> <li>✓ Baa Baa Black Sheep</li> <li>✓ Old Macdonald</li> <li>✓ Sparkle Sparkle flakes of Snow</li> <li>✓ I can change the words in rhymes (Baa Baa red sheep)</li> </ul>	<p><b>Writing –</b></p> <p>Lists</p> <p>Labels</p> <p>Captions Simple sentences</p> <p>Instructions</p> <ul style="list-style-type: none"> <li>✓ I can form lower case letters correctly.</li> <li>✓ I can form capital letters correctly.</li> <li>✓ I can write simple words using phase 2 and 3 sounds.</li> </ul>	<p><b>Poetry &amp; rhymes –</b></p> <p>I will know:</p> <ul style="list-style-type: none"> <li>✓ Incy Wincy Spider</li> <li>5 Little Speckled Frogs</li> </ul> <p><b>Writing –</b></p> <ul style="list-style-type: none"> <li>✓ I can write some simple instructions.</li> </ul>

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	be in rhymes and stories.				
	<p><b>Phonics –</b> Phase 2 set 1 – 5 (2days per sound and consolidation)</p> <ul style="list-style-type: none"> <li>✓ I can hear the oral blend – sat, pin, dog, pig</li> <li>✓ I can recognise and say the sounds - s a t p l n m d g o c k</li> <li>✓ I can blend simple CVC words.</li> </ul>	<p><b>Phonics –</b> Phase 3 Unit 6 – 11 Consolidation</p> <ul style="list-style-type: none"> <li>✓ I can recognise and say the sounds – j v x w y z qu sh ch th ng ai ee igh oa o oar or ur ow oi ear air ure er.</li> <li>✓ I will be able to blend digraphs and trigraphs to read a word.</li> <li>✓ I can read phase 2 tricky words – I to no go the into and her.</li> </ul>	<p><b>Phonics –</b> Phase 4 and consolidation</p> <ul style="list-style-type: none"> <li>✓ I can read simple captions using phase 2 and 3 sounds.</li> <li>✓ I can read phase 3 tricky words – we me be he she was are my you they and all.</li> </ul>	<p><b>Phonics –</b> Consolidation</p> <ul style="list-style-type: none"> <li>✓ I can read phase 4 tricky words – have like so do some come said were there little one when what and out.</li> </ul>	
<b>Maths – White Rose</b>	<p>Getting to Know you. Just Like Me!</p> <ul style="list-style-type: none"> <li>✓ I can talk about and sort items into groups according to their attributes.</li> <li>✓ I can find and match objects which are the same.</li> <li>✓ I can compare small sets of objects using the words ‘more’, ‘fewer’ and ‘same’.</li> <li>✓ I can use language to compare size, mass and capacity.</li> </ul>	<p>Alive in 5! Growing 6 7 8.</p> <ul style="list-style-type: none"> <li>✓ I can recognise when there is zero of something.</li> <li>✓ I can recognise when an amount is the same.</li> <li>✓ I can use language such as more than and fewer than.</li> <li>✓ I can find different ways to make 4 and 5.</li> <li>✓ I can use mathematical language, such as heavy, heaviest, light or</li> </ul>	<p>To 20 &amp; beyond. Sunflower Challenge</p> <ul style="list-style-type: none"> <li>✓ I can match numbers to picture representations.</li> <li>✓ I can find a missing number 0-20.</li> <li>✓ I can order numbers 0-20.</li> <li>✓ I can estimate.</li> <li>✓ I can add using a number track.</li> <li>✓ I can subtract using a tens frame.</li> <li>✓ I understand most/least.</li> <li>✓ I can compare sizes.</li> <li>✓ I can identify a matching model.</li> </ul>		

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	<ul style="list-style-type: none"> <li>✓ I can describe a simple repeating pattern.</li> <li>✓ I can copy and continue or create a simple repeating pattern.</li> </ul> <p>It's me 1, 2, 3! Light and Dark.</p> <ul style="list-style-type: none"> <li>✓ I can identify representations of one, two and three.</li> <li>✓ I can count up to three objects accurately.</li> <li>✓ I can use mark making to represent one, two and three.</li> <li>✓ I can use words like 'more', 'fewer' and 'same' to compare numbers to three.</li> <li>✓ I can explore the different compositions of two and three.</li> <li>✓ I can explain the features of circles and triangles, recognise real life examples and build my own.</li> <li>✓ I can use and understand positional language.</li> <li>✓ I can count or subitise groups of up to four objects.</li> <li>✓ I can show five on a five-frame and understand that the five-frame is full.</li> <li>✓ I can recognise that squares and rectangles of different sizes and</li> </ul>	<p>lightest when making direct comparisons between objects.</p> <ul style="list-style-type: none"> <li>✓ I can recognise when a container is full, nearly full, half full, nearly empty or empty.</li> <li>✓ I can make 6, 7 and 8.</li> <li>✓ I can see 6, 7 and 8 in different ways.</li> <li>✓ I can recognise that a pair is two.</li> <li>✓ I can arrange small quantities into pairs and recognise when I have one left over.</li> <li>✓ I can combine two groups to work out how many I have altogether.</li> <li>✓ I can use language to describe length and height.</li> <li>✓ I can make indirect comparisons using objects, such as cubes.</li> <li>✓ I can name the days of the week and discuss the events that happen in my week.</li> </ul> <p>Building 9 &amp; 10.</p> <ul style="list-style-type: none"> <li>✓ I can recognise and show the numbers 9 and 10 in different ways.</li> <li>✓ I can use a ten-frame to recognise groups of 9 and 10.</li> <li>✓ I can compare items using one-one</li> <li>✓ correspondence or by counting.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can make a matching model.</li> <li>✓ I can find a matching shape.</li> </ul> <p>First, Then, Now</p> <ul style="list-style-type: none"> <li>✓ I know a quantity changes by adding more.</li> <li>✓ I can add more by counting on.</li> <li>✓ I can represent number stories using a tens frame.</li> <li>✓ I can represent number stories using number tracks.</li> <li>✓ I can represent number stories using fingers.</li> <li>✓ I know a quantity changes when taking away.</li> <li>✓ I can practically take away an amount.</li> <li>✓ I can subitise to see the amount left after taking away.</li> <li>✓ I can represent number stories using 10 frame, number tracks and fingers.</li> <li>✓ I understand that shapes can be separated and combined to make new shapes.</li> </ul> <p>Find my pattern On the move</p> <ul style="list-style-type: none"> <li>✓ I can make doubles.</li> <li>✓ I can sort doubles and non-doubles.</li> <li>✓ I can share a small quantity equally.</li> <li>✓ I can recognise that some quantities can be shared equally into two groups and some can't.</li> </ul>
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	<p>orientations have four straight sides and four corners.</p> <ul style="list-style-type: none"> <li>✓ I can talk about day and night.</li> <li>✓ I can order key events in daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can compare sets of items and say whether they have more, fewer or the same number of items as another set.</li> <li>✓ I can explore number bonds to 10 using real objects.</li> <li>✓ I can talk about 3D shapes and describe the similarities and differences between them.</li> <li>✓ I can consider a shape's properties and how they can be used.</li> <li>✓ I can talk about more complex patterns.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can recognise the structure of odd and even numbers.</li> <li>✓ I can use positional language to describe where objects are in relation to other objects.</li> <li>✓ I can recognise numbers to 20 on a range of different resources.</li> <li>✓ I can use a double ten-frame to build numbers beyond 10.</li> <li>✓ I can recognise representations of numbers to 20.</li> <li>✓ I can identify shapes that look the same.</li> <li>✓ I can solve problems and find different possibilities.</li> <li>✓ I can talk about how I've solved a problem.</li> <li>✓ I can copy, continue and create complex repeating patterns.</li> <li>✓ I can create a symmetrical arrangement.</li> <li>✓ I can talk about maps and plans.</li> <li>✓ I can create a map describing a simple route.</li> </ul>	
<p><b>Science</b></p>	<p><b>Senses</b></p> <ul style="list-style-type: none"> <li>✓ I know my eyes are to see.</li> <li>✓ I know my nose is to smell.</li> <li>✓ I know ears are to hear.</li> <li>✓ I know my hands are to touch.</li> <li>✓ I know my tongue is to taste.</li> </ul> <p><b>Body Parts</b></p>	<p><b>Seasons</b></p> <ul style="list-style-type: none"> <li>✓ I know that Winter is a season.</li> <li>✓ I know that most trees have no leaves.</li> <li>✓ I can talk about the weather in Winter.</li> </ul> <p><b>Animal groups/Names</b></p> <ul style="list-style-type: none"> <li>✓ I can name pets – dogs, cats, rabbits, fish, hamster and guinea pig.</li> </ul>	<p><b>Seasons</b></p> <ul style="list-style-type: none"> <li>✓ I know that Spring is a season.</li> <li>✓ I can talk about the weather in Spring.</li> <li>✓ I know new things grow in Spring.</li> </ul>	<p><b>Seasons/Sun safety</b></p> <ul style="list-style-type: none"> <li>✓ I know that Summer is a season.</li> <li>✓ I know I need to wear a sun cream, a hat, sunglasses and drink plenty. (5S's Sun safety)</li> </ul>

	<ul style="list-style-type: none"> <li>✓ I know some body parts – head, shoulders, stomach, back, arm, leg, foot, hand, fingers, toes</li> <li>✓ I know who is in my family, including pets.</li> </ul> <p>Seasons</p> <ul style="list-style-type: none"> <li>✓ I know that Autumn is a season.</li> <li>✓ I know that the leaves change colour and fall off the trees in Autumn.</li> <li>✓ I can dress for autumn/winter.</li> </ul> <p>Health and Hygiene (oral)</p> <ul style="list-style-type: none"> <li>✓ I know I have to brush my teeth twice a day for two minutes.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can name farm animals – cow, sheep, pig, goat, duck and horse.</li> <li>✓ I can name zoo animals – elephant, giraffe, zebra, tiger, lion and monkey.</li> <li>✓ I can name polar animals – penguin, polar bear and seal.</li> </ul> <p>Changing state (weather)</p> <ul style="list-style-type: none"> <li>✓ I know that ice melts and why.</li> <li>✓ I know that water freezes and why.</li> <li>✓ I know why chocolate melts. (crispy buns)</li> <li>✓ I know ingredients are put together to make rice crispy cakes and pancakes.</li> <li>✓ I know noodles go soft when cooked.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I know that some animal babies are grown in Spring – lamb, chick, caterpillars and tadpoles.</li> </ul> <p>Animals –</p> <ul style="list-style-type: none"> <li>✓ I can explain the lifecycle of a caterpillar.</li> </ul> <p>Plants</p> <ul style="list-style-type: none"> <li>✓ I can name stem, flower, petal and root.</li> <li>✓ I know plants need light, water and soil to grow.</li> <li>✓ I can name dandelion, buttercup, daisy, sunflower, daffodil and poppy.</li> <li>✓ I can explain the lifecycle of a sunflower.</li> </ul>	<p>Scientific Enquiry Floating/Sinking –</p> <ul style="list-style-type: none"> <li>✓ I can find things that float.</li> <li>✓ I can find things that sink.</li> <li>✓ I can talk about why.</li> </ul>
<p><b>Understanding the World ELGs</b></p>	<p><b>The World - The Natural World</b> Explore the natural world around them, making observations and drawing pictures of animals and plants</p>			

	<p>Knows some similarities and differences between the natural world around them and contrasting environments drawing on their experiences and what has been read in class.</p> <p>Understands important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>			
<p><b>Geography</b></p>	<p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>✓ I know where I live. (Alfreton) (Shirland) etc</li> <li>✓ I know the name of my school and can say some of the things I pass on my way to school.</li> </ul>	<p><b>Place knowledge – England</b></p> <ul style="list-style-type: none"> <li>✓ I know I live in England.</li> </ul> <p><b>Human and Physical Geography – hot and cold countries</b></p> <ul style="list-style-type: none"> <li>✓ I know that not all places in the world are the same. - weather, food, homes</li> <li>✓ I know some animals from different parts of the world.</li> </ul>	<p><b>Human and Physical Knowledge</b></p> <ul style="list-style-type: none"> <li>✓ I know that different foods are grown around the world.</li> </ul>	<p><b>Physical features</b></p> <ul style="list-style-type: none"> <li>✓ I can talk about the differences between where I live and the seaside.</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>✓ I know my address.</li> <li>✓ I can talk about the features on a map – water, island, tree and treasure.</li> <li>✓ I can create my own map using the features I know – water, island, tree, treasure.</li> </ul> <p><b>Recycling- Caring for our World</b></p> <ul style="list-style-type: none"> <li>✓ I can give some examples of how to look after our world – rubbish in</li> </ul>



				the sea, wasting water, lights off.
<b>Understanding the World ELGs</b>	<p><b>People Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion stories none fiction texts and maps</p> <p>Know some similarities and differences between different religious cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories none fiction texts and when appropriate maps</p>			
<b>History</b>	<p><b>Time –</b></p> <ul style="list-style-type: none"> <li>✓ I know how I have changed since being a baby – walking, talking, things I can do.</li> <li>✓ How have my toys changed since being a baby? Baby toys/toys for 4/5year old.</li> </ul> <p>Significant People - Bonfire Night – Guy Fawkes</p> <ul style="list-style-type: none"> <li>✓ I know how we celebrate Bonfire Night because of a man called Guy Fawkes was.</li> </ul> <p><b>Time –</b></p> <ul style="list-style-type: none"> <li>✓ I can talk about how Christmas was celebrated a long time ago.</li> </ul> <p>Events beyond Memory</p> <ul style="list-style-type: none"> <li>✓ I know that people used to collect and run with buckets of water in the past.</li> <li>✓ I know fire engine connect their hoses now.</li> </ul>	<p>Events beyond living memory -Chinese New Year</p> <ul style="list-style-type: none"> <li>✓ I know Chinese New Year is linked to a different animal each year.</li> <li>✓ I know Chinese people spring clean their homes to get rid of bad luck.</li> <li>✓ I know there are lion and dragon dances.</li> </ul>		<p>Significant people – Christopher Columbus</p> <ul style="list-style-type: none"> <li>✓ I can say why Christopher Columbus is famous.</li> </ul> <p><b>Time –</b></p> <ul style="list-style-type: none"> <li>✓ I can say how I have changed in Reception (can write my name, read, skip, etc).</li> <li>✓ I know I have grown taller, got bigger feet, can reach the light switches etc.</li> </ul>
<b>Understanding the World ELGs</b>	<p><b>Past and Present</b></p> <p>Talk about the lives of people around them and their roles in society</p>			

	<p>Know similarities and differences between things in the past and now, drawing on their past experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>			
<b>Art</b>	<p><b>Drawing - Self portraits</b></p> <ul style="list-style-type: none"> <li>✓ I can use lines and circles to draw a person with – a body, head, arms, legs, eyes, nose, mouth, ears, hair.</li> </ul> <p><b>Sculpture/Form</b></p> <ul style="list-style-type: none"> <li>✓ I can make a person using natural materials representing the head, body, arms and legs.</li> </ul> <p><b>Colour - Bonfire</b></p> <ul style="list-style-type: none"> <li>✓ I can name the colours – red, yellow, blue, green, orange, brown, purple, pink, black, white and grey.</li> </ul> <p><b>Sculpture/Form – Diva lamps</b></p> <ul style="list-style-type: none"> <li>✓ I can roll a ball of clay.</li> <li>✓ I can pinch and pull clay to form a diva lamp using thumb pot technique.</li> <li>✓ I can add detail using a tool.</li> </ul>	<p><b>Colour - Hot and cold</b></p> <ul style="list-style-type: none"> <li>✓ I know red, orange, yellow and brown are warm colours.</li> <li>✓ I know that blue, green and grey are cold colours.</li> </ul> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>✓ I know that when I mix two colours it makes a different colour.</li> <li>✓ I know red and blue makes purple.</li> <li>✓ I know yellow and blue makes green.</li> <li>✓ I know red and yellow makes orange.</li> </ul> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>✓ I know red, yellow and blue are primary colours.</li> <li>✓ I know that green, orange and purple are secondary colours.</li> </ul> <p><b>Significant Artist – Kandinsky</b></p> <ul style="list-style-type: none"> <li>✓ I know what the term artist means.</li> <li>✓ I know that Wassily Kandinsky was a famous Russian artist.</li> <li>✓ I know that Kandinsky painted using colours and shapes.</li> <li>✓ I can use printing as a paint technique.</li> </ul>	<p><b>Significant Artist - Van Gogh –</b></p> <ul style="list-style-type: none"> <li>✓ I know that Van Gogh painted the famous painting called Sunflowers.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>✓ I can draw the things I see around me making simple representations of Sunflowers.</li> </ul>	<p><b>Painting - Wax resistant painting.</b></p> <ul style="list-style-type: none"> <li>✓ I will know how to make a wax resistant painting.</li> </ul> <p><b>Colour tone – beach scene</b></p> <ul style="list-style-type: none"> <li>✓ I will know how to make colours lighter using white paint.</li> <li>✓ I will know how to make colours darker using black paint.</li> </ul>

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		<p>Significant Artist - Henri Rousseau</p> <ul style="list-style-type: none"> <li>✓ I know that Henri Rousseau was a famous French artist.</li> <li>✓ I know Henri Rousseau liked painting Jungle scenes.</li> <li>✓ I can talk about what I see in a picture/piece of Art.</li> </ul>		
<b>Expressive Art and Design ELG</b>	<p><b>Creating with materials</b>  They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function  Share their creations explaining the process they have used  Make use of props and materials when role playing characters in role play narrative and stories</p>			
<b>Design and Technology</b>	<p><b>Making Knowledge</b></p> <ul style="list-style-type: none"> <li>✓ I know how to join using treasury tags and a hole-punch.</li> <li>✓ I know how to join using glue.</li> <li>✓ I know how to join using a stapler.</li> <li>✓ I know how to join using split pins.</li> </ul> <p><b>Making knowledge - pumpkins</b></p> <ul style="list-style-type: none"> <li>✓ I know how to use a hammer and nails safely.</li> </ul> <p><b>Evaluate – Diva lamps</b></p> <ul style="list-style-type: none"> <li>✓ I can explain how I have made my diva lamp.</li> <li>✓ I can think of improvements.</li> </ul>	<p><b>Making</b></p> <ul style="list-style-type: none"> <li>✓ I know how to use scissors safely.</li> <li>✓ I can cut along a straight line.</li> <li>✓ I can cut along a wavy line.</li> </ul> <p><b>Making - Cooking – rice crispy cakes</b></p> <ul style="list-style-type: none"> <li>✓ I know how to melt chocolate.</li> <li>✓ I know ingredients are put together to make rice crispy cakes and pancakes.</li> <li>✓ I know noodles go soft when cooked.</li> </ul>		<p><b>Design – model boats</b></p> <ul style="list-style-type: none"> <li>• I know how draw a plan.</li> <li>• I know that I can adapt and change something I have made.</li> <li>• I can work with a friend, sharing ideas.</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>• I know that some materials are better for building with than others.</li> <li>• I can talk about what I have made and say why.</li> </ul>

<b>Expressive Arts and Design ELGs</b>	<p><b>Creating with materials</b>  They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function  Share their creations explaining the process they have used</p>				
<b>Music - Kapow</b>	<p>Music in provision and celebration  Music:</p> <ul style="list-style-type: none"> <li>✓ To know that there are special songs we can sing to celebrate events.</li> <li>✓ To understand that my voice or an instrument can match an action in a song.</li> <li>✓ To know that moving to music can be part of a celebration.</li> <li>✓ To recognise that different sounds can be long or short.</li> <li>✓ To recognise music that is 'fast' or 'slow'</li> </ul>	<p>Exploring Sound:</p> <ul style="list-style-type: none"> <li>✓ To understand how to listen carefully and talk about what I hear</li> <li>✓ To know that sounds can be copied by my voice, body percussion and instruments.</li> <li>✓ To understand that instruments can be played loudly or softly.</li> <li>✓ To know that music often has more than one instrument being played at a time.</li> </ul>	<p>Music and Movement:</p> <ul style="list-style-type: none"> <li>✓ To know that the beat is the steady pulse of a song.</li> <li>✓ To know that tempo is the speed of the music.</li> <li>✓ To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.</li> <li>✓ To know that signals can tell us when to start or stop playing.</li> </ul>	<p>Musical Stories:</p> <ul style="list-style-type: none"> <li>✓ To understand that a piece of music can tell a story with sounds.</li> <li>✓ To know that different instruments can sound like a particular character.</li> <li>✓ To understand what 'high' and 'low' notes are.</li> </ul>	<p>Big Band:</p> <ul style="list-style-type: none"> <li>✓ To know that an orchestra is a big group of people playing a variety of instruments together</li> <li>✓ To know that music often has more than one instrument being played at a time.</li> <li>✓ To understand that performing means playing a finished piece of music for an audience.</li> </ul>
<b>Expressive Arts and Design ELGs</b>	<p><b>Being Imaginative and expressive</b>  Invent adapt and recount narratives and stories with peers and their teacher  Sing a range of well-known nursery rhymes and songs</p>				

	Perform songs, rhymes, poems and stories with others and when appropriate try to move in time with music				
<b>Computing</b>	<p>Digital Literacy - Using the I-Pad camera I know how to use an ipad to take a photograph and view it afterwards.</p> <p>Information Technology - Purple mash</p> <ul style="list-style-type: none"> <li>✓ I am learning to navigate around Mini Mash.</li> <li>✓ I will use 2paint a picture to explore colours for Bonfire Night.</li> </ul>	<p>Digital Literacy - Google maps</p> <ul style="list-style-type: none"> <li>✓ I know information can be found on the internet.</li> </ul> <p>Computer Science - Beebots</p> <ul style="list-style-type: none"> <li>✓ I can make the beebot move forwards, backwards, left and right.</li> </ul>	<p>Information Technology - Top Marks – Dress the Teddy</p> <ul style="list-style-type: none"> <li>✓ I can navigate a simple program for a purpose. (Winter clothes choices)</li> </ul>	<p>Digital Literacy - microscope</p> <ul style="list-style-type: none"> <li>✓ I know that technology is everywhere around me.</li> <li>✓ I can explain how to use a digital microscope.</li> </ul> <p>Information Technology - 2count</p> <ul style="list-style-type: none"> <li>✓ I can collect information using a simple program. (How many minibeasts?)</li> </ul>	<p>Computer Science - Child/Beebots/Screen turtle</p> <ul style="list-style-type: none"> <li>✓ I can navigate a person or an object from one place to another.</li> </ul>
<b>Physical Education – delivered by AVSSP coach</b>	<p>Athletics Handball</p> <p>Gross Motor – Developing towards ELG ongoing.</p> <p>Self-care</p> <ul style="list-style-type: none"> <li>✓ I can manage my own toileting.</li> <li>✓ I can wash my hands.</li> <li>✓ I can put on my coat.</li> <li>✓ I can put on my shoes.</li> <li>✓ I can put on my wellies.</li> </ul>	<p>Dodgeball Gymnastics/Dance</p> <p>Gross Motor – Developing towards ELG ongoing.</p> <p>Self-care</p> <ul style="list-style-type: none"> <li>✓ I can fasten my coat.</li> <li>✓ I can cut my food using a knife and fork.</li> </ul> <p>Fine Motor (ongoing)</p>	<p>Football Striking/fielding</p> <p>Gross Motor – Developing towards ELG ongoing.</p> <p>Self-care</p> <ul style="list-style-type: none"> <li>✓ I can fasten buttons/zips.</li> <li>✓ I can rub in my own sun cream.</li> </ul> <p>Fine Motor (ongoing)</p>		

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	<ul style="list-style-type: none"> <li>✓ I can eat with a knife and fork.</li> </ul> <p>Fine Motor (ongoing)</p> <ul style="list-style-type: none"> <li>✓ I can use 'froggy fingers' to hold a pencil.</li> <li>✓ I can make snips in paper.</li> <li>✓ I can use a split pin and a stapler.</li> <li>✓ I can use a hammer and nails safely.</li> <li>✓ I can write my name.</li> <li>✓ I can draw a circle, a straight line, a wavy line, a zigzag line, a dotted line, a dash and a spiral.</li> <li>✓ I can form some recognisable letters – s a t p l n m d g o c k e u r h b l f.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can cut along a straight line.</li> <li>✓ I can cut along a wavy line.</li> <li>✓ I can show more control using</li> <li>✓ I can form lower case letters correctly.</li> <li>✓ I can form capital letters correctly.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can use a range of tools safely (knives, scissors, hammers, hole punches and staplers).</li> <li>✓ I can move in different ways safely around my friends.</li> <li>✓ I can draw my ideas accurately.</li> </ul>	
<b>Physical ELGs</b>	<p><b>Physical - Gross Motor Skills</b></p> <p>Negotiate obstacles and space safely with consideration for themselves and others</p> <p>Demonstrate strength, balance and coordination when playing</p> <p>Move energetically such as running jumping dancing hoping skipping and climbing</p>			
<b>PSRHE</b>	<p><b>Managing Self - Settling in</b></p> <ul style="list-style-type: none"> <li>✓ I can separate from my grown up happily.</li> </ul> <p><b>Managing Self - New routines</b></p> <ul style="list-style-type: none"> <li>✓ I can join in with the new routines at school.</li> <li>✓ I can choose where to learn.</li> <li>I can use the resources around me.</li> <li>✓ I am learning to follow the rules without a grown up to remind me.</li> <li>✓ I know why rules are important.</li> </ul> <p><b>Managing Self – Personal Care</b></p>	<p><b>Managing Self – Personal Care</b></p> <ul style="list-style-type: none"> <li>✓ I know I need a coat, hat and gloves in winter.</li> <li>✓ I know I need wellies and waterproofs for outdoor play in winter.</li> </ul> <p><b>Managing Self – Personal Care</b></p> <ul style="list-style-type: none"> <li>✓ I can manage my own toileting.</li> <li>✓ I can wash my hands.</li> <li>✓ I can put on my coat.</li> <li>✓ I can put on my shoes.</li> <li>✓ I can put on my wellies.</li> </ul>	<p>Road Safety Week May 15<sup>th</sup></p> <p>I know I need an adult to help me cross a road.</p> <p>I know what a zebra crossing is.</p> <p>I know what a pelican crossing is</p> <p>I know we have a Lollipop Man to help us cross the road outside our school.</p>	<p><b>Managing Self - Sun Safety</b></p> <ul style="list-style-type: none"> <li>✓ I know the sun can burn my skin and make me poorly.</li> <li>✓ I can apply my own sun cream.</li> <li>✓ I know I need to drink plenty of water.</li> <li>✓ I know I need to wear a sun hat.</li> </ul>

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	<ul style="list-style-type: none"> <li>✓ I can manage my own toileting.</li> <li>✓ I can wash my hands.</li> <li>✓ I can put on my coat.</li> <li>✓ I can put on my shoes.</li> <li>✓ I can put on my wellies.</li> <li>✓ I can eat with a knife and fork.</li> </ul> <p>Relationships - Making new friends</p> <ul style="list-style-type: none"> <li>✓ I can become more confident in being around my new friends.</li> <li>✓ I can play with new friends.</li> <li>✓ I trust my grown-ups at school.</li> </ul> <p>Relationships- Our family</p> <ul style="list-style-type: none"> <li>✓ I know the people in my family and that they are special to me.</li> </ul> <p>Building Relationships - Taking turns and sharing</p> <ul style="list-style-type: none"> <li>✓ I am beginning to think of ways to solve problems.</li> <li>✓ I am beginning to think how my friends feel.</li> </ul> <p>Self – regulation - Feelings</p> <ul style="list-style-type: none"> <li>✓ I am beginning to use words to explain how I feel such as angry, mad, sad, happy.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can eat with a knife and fork.</li> </ul> <p>Self-regulation</p> <ul style="list-style-type: none"> <li>✓ I am beginning to follow simple instructions more independently.</li> </ul> <p>Internet Safety Day 7<sup>th</sup> Feb</p> <ul style="list-style-type: none"> <li>✓ I know what the internet is.</li> <li>✓ I know where the internet can be used – mobile phone, laptop, computer and tablet.</li> <li>✓ I can give examples of how I used the internet – Bug Club, playing games, watching cbeebies iplayer/Netflix.</li> </ul>	<p>Managing Self – Healthy Eating and exercise</p> <ul style="list-style-type: none"> <li>✓ I can talk about what food are healthy and non-healthy.</li> <li>✓ I can talk about what happens to my body during exercise</li> </ul>	<p>Managing Self – water safety</p> <ul style="list-style-type: none"> <li>✓ I know I need to stay away from the edge of any water.</li> </ul>
PSED ELGs	<p><b>Building Relationships</b>  Work and play cooperatively and take turns with others  Form positive attachments to adults and friendships with peers</p>			

	<p>Show sensitively to their own needs and those of others</p> <p><b>Managing Self</b>          Be confident to try new activities and show independence resilience and perseverance in the face of a challenge          Explain the reasons for rules, know right from wrong and try to behave accordingly          Manage their own basic hygiene and personal needs, including dressing going to the toilet and understanding the importance of healthy food choices</p> <p><b>Self-Regulation</b>          Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly          Set and work towards simple goals being able to wait for what they want and control their immediate impulses when appropriate          Give focussed attention to what the teacher says respond appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions</p>					
<p><b>Religious Education</b>  (Derby Agreed Syllabus)</p>	<p>Believing – Special People: Which people are special and why?</p> <ul style="list-style-type: none"> <li>✓ I know which people are special to me (main careers, school staff, siblings).</li> <li>✓ I can say why these people are special to me.</li> </ul>	<p>Believing: Special Stories: What stories are special and why?</p> <p>The Christmas Story</p> <ul style="list-style-type: none"> <li>✓ I know the main characters in the Christmas Story – Mary, Joseph, and Angel Gabriel.</li> <li>✓ I know that Christians think this is a special story.</li> <li>✓ I can say why they believe it is a special story.</li> <li>✓ I know what a Bible is.</li> </ul>	<p>Expressing: Special Places: What places are special and why?</p> <ul style="list-style-type: none"> <li>✓ I know where I feel safe.</li> <li>✓ I can say why I feel safe in this place.</li> <li>✓ I know a Church is a special place for Christians.</li> <li>✓ I can say special events that happen in a church.</li> </ul>	<p>Expressing: Special Times: What times are special and why?</p> <ul style="list-style-type: none"> <li>✓ I can say a special time to me.</li> <li>✓ I know that Easter is a special time for Christians.</li> <li>✓ I can recall the simple Easter story.</li> </ul>	<p>Living: Being Special: Where do we belong?</p> <ul style="list-style-type: none"> <li>✓ I can say how I know I am loved.</li> <li>✓ I can say how I show people I care about them.</li> <li>✓ I know that I am unique.</li> <li>✓ I know Christians welcome a new baby with a Christening.</li> <li>✓ I know Hindu babies are given</li> </ul>	<p>Living: Special World: What is special about our world and why?</p> <ul style="list-style-type: none"> <li>✓ I can say what I like about our world.</li> <li>✓ I can retell the Christian story of Creation in simple terms.</li> <li>✓ I can give some examples of how to look after our world – rubbish in the sea, wasting water, lights off.</li> </ul>



					honey to welcome the baby.	
<b>Understanding the World ELGs</b>	<b>People, Culture and Communities</b> Describe their immediate environment using knowledge from observation, discussion stories none fiction texts and maps Know some similarities and differences between different religious cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories none fiction texts and when appropriate maps					